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UW COLLEGES
Senate
Friday, April 26, 2013
UW-Fox Valley
12:50 p.m. - 3:45 p.m.

MINUTES

2013-2014 Senators Present: Dale Murray, UW-Baraboo/Sauk County; Troy Kozma, UW-Barron County; Carrie Desnoyers and Stephanie Douglas, UW Colleges Online; Evan Kreider and Marc Sackman, UW-Fox Valley; Berel Lutsky, UW-Manitowoc; Joanne Giordano, Katie Kalish, and Lou Pech, UW-Marathon County; Mark Klemp, UW-Marinette; Caleb Bush, Steve Kaiser, and Jeff Verona, UW-Marshfield/Wood County; Faye Peng, UW-Richland; Amy Cavanaugh and Michael Gorman, UW-Rock County; Matt Raunio, UW-Sheboygan; Dan Anhalt and Mark Peterson, UW-Washington County; Julianna Alitto, Ron Gulotta, and Margaret Hankenson, UW-Waukesha

2013-2014 Senators Absent: Lisa Schreibersdorf, UW-Fond du Lac; Mike Winkler, UW-Sheboygan; Alex Roberts, Student Senator

2013-2014 Alternates Present: Paisley Harris, UW-Fond du Lac (Lisa Schreibersdorf); Richard Krupnow, UW-Sheboygan (Mike Winkler)

2012-2013 Senators Present: Dale Murray, UW-Baraboo/Sauk County; Troy Kozma, UW-Barron County; Carrie Desnoyers, UW Colleges Online; Paisley Harris, UW-Fond du Lac; Bill Gillard and Marc Sackman, UW-Fox Valley; Berel Lutsky and Mel Johnson, UW-Manitowoc; Lou Pech and Paul Whitaker, UW-Marathon County; Mark Klemp, UW-Marinette; Amanda Hakemian, Steve Kaiser, and Jeff Verona, UW-Marshfield/Wood County; Brandon Fetterly, UW-Richland; Bob Hein, UW-Rock County; Richard Krupnow and Matt Raunio, UW-Sheboygan; Dan Anhalt and Mark Peterson, UW-Washington County; Ron Gulotta, Margaret Hankenson, and Barb Reinhart, UW-Waukesha; Jessica Frame and Ian Reese, Student Senators

2012-2013 Senators Absent: Marc Boucher, UW-Baraboo/Sauk County; Jena Jaeckels, UW-Sheboygan; Alex Roberts, Student Senator

2012-2013 Alternates Present: George Henze, UW-Richland (Marc Boucher); Pam Fitzer, UW-Sheboygan (Jena Jaeckels)

Others Present: Rich Barnhouse, Associate Vice Chancellor for Student Affairs and Enrollment Management; Rose Brust, Classified Staff Advisory Council Vice Chair/Interim Chair; Pam Dollard, Director of Human Resources; Colleen Godfriaux, Assistant Vice Chancellor for Budget and Planning; Holly Hassel, Chairs’ Representative; Greg Lampe, Provost and Vice Chancellor; Juli McGuire, UW-Fox Valley CSAC Representative; Harry Muir, Deans’ Representative; Lisa Seale, Associate Vice Chancellor for Academic Affairs; Steve Wildeck, Vice Chancellor for Administrative and Financial Services for
UW Colleges and UW-Extension; Patti Wise, Special Assistant to the Provost for Returning Adult Academic and Student Services; Linda Baum, Assistant to the Senate

Others Absent: Ray Cross, Chancellor

1) The April 26, 2013 meeting of the UW Colleges Senate was called to order at 12:50 p.m. by UW Colleges Senate Steering Committee (SSC) Chair Mark Peterson.

2) UW-Fox Valley Dean Martin Rudd told the assembly that the campus was delighted to host the UWC Senate. This meeting, he noted, was a transition meeting in that it would be the first for some and the last for others. Pointing out that he had been a senator for UW-Fox Valley, including serving as the chair of the Senate Budget Committee, Dean Rudd acknowledged the important work of the Senate and all that would be accomplished that afternoon. He stated that working on the Senate had given him a deeper appreciation for the processes and a connection to the Colleges. Dean Rudd again welcomed all to the UW-Fox Valley campus and thanked them for their work, saying that the UW Colleges was better for their efforts. After wishing everyone safe travels home, Dean Martin Rudd was thanked with a round of applause.

3) Roll Call of 2013-2014 Senate and Introduction of Alternates. SSC Chair Peterson introduced the new senators and representatives (Attachment 2) and the alternates for the 2013-2014 Senate meeting: Academic Staff Senators Stephanie Douglas (UW Colleges Online), Joanne Giordano (UW-Marathon County), Michael Gorman (UW-Rock County), and Mike Winkler (UW-Sheboygan) who was unable to attend; and Faculty Senators Julianna Alitto (UW-Waukesha), Caleb Bush (UW-Marshfield/Wood County), Amy Cavanaugh (UW-Rock County), Katie Kalish (UW-Marathon County), Evan Kreider (UW-Fox Valley), Faye Peng (UW-Richland), and Lisa Schreibersdorf (UW-Fond du Lac) who was not in attendance. Richard Krupnow (UW-Sheboygan) was serving as alternate for Mike Winkler (UW-Sheboygan), and Paisley Harris (UW-Fond du Lac) was serving as alternate for Lisa Schreibersdorf (UW-Fond du Lac). Assistant to the Senate Linda Baum circulated the roll sheet.

4) Elections of the 2013-2014 Senate Committees were held.

a) Senator Murray nominated Senator Mark Peterson to a second term as chair. The motion carried by unanimous vote [Murray/Raunio].

b) SSC Chair Peterson called attention to a handout that Assistant to the Senate Baum had placed with the Senate materials. The handout along with the listing of committee placements for academic staff senators found in the Senate materials (Attachment 3) were moved as a slate and unanimously carried [Krupnow/Sackman].

Election results for senators serving on the 2013-2014 Senate or Faculty Council of Senators standing committees are as follows:

Senate Steering Committee
Carrie Ann Desnoyers
Margaret Hankenson
Mark Klemp
Berel Lutsky
Dale Murray
Mark Peterson
Jeff Verona

Senate Academic Policy Committee
Dan Anhalt (non-voting)
Caleb Bush
Joanne Giordano
Steve Kaiser
Katie Kalish
Troy Kozma
Lou Pech

Senate Budget Committee
Julianna Alitto
Amy Cavanaugh
Stephanie Douglas
Michael Gorman
Matt Raunio
Marc Sackman

Faculty Professional Standards Committee
Ron Gulotta
Evan Kreider
Faye Peng
Lisa Schreibersdorf
Mike Winkle

c) SSC Chair Peterson called attention the nomination statements (Attachment 4) in the binders to begin the balloting for Senate Bylaws Committee vacancies.

i) Senate Assessment Committee. A slate consisting of Department Chairs’ Representative member Greg Ahrenhoerster (Professor & Chair, English, UW-Waukesha) and Eric Kasper (Associate Professor, Political Science, UW-Barron County) was moved and carried by unanimous vote [Murray/Kozma].

ii) Senate Curriculum Committee. A ballot was cast for the Natural Sciences/Mathematics Division faculty member, with Christa James-Byrnes receiving the majority. A slate was then nominated with Humanities Division faculty member Nichole Kathol (Assistant Professor, CTA, UW-Barron County), Natural Sciences/Mathematics Division faculty member Christa James-Byrnes (Associate Professor, Engineering/CSEPA Chair, UW-Barron County), and Social sciences
Division faculty member Sandy Neumann (Assistant Professor, Psychology, UW-Marshfield/Wood County) and unanimously elected [Kozma/Klemp].

iii) Senate Professional Development Committee. Following balloting for the Academic Staff member, a slate consisting of Academic Staff member Carrie Ann Desnoyers (Instructional Designer, UW Colleges Online), Social Sciences faculty member Tirza Shulman (Associate Professor, Psychology, UW-Fond du Lac), and Humanities Division faculty member Eduardo Gregori (Assistant Professor, Word Languages, UW-Marathon County) was moved and carried by unanimous voice vote [Kozma/Krupnow].

iv) Senate BAAS Curriculum Committee. After a ballot determined Kim Kostka as the Natural Sciences/Mathematics member, a slate was nominated. Richard Brunson (Assistant Professor, Music, UW-Marshfield/Wood County) as Humanities Division faculty member, Kim Kostka (Professor, Chemistry, UW-Rock County) as the Natural Sciences/Mathematics Division faculty member, and Hamid Milani (Professor, Business-Economics, UW-Marathon County) as the Social Sciences Division faculty member were elected with one opposing vote [Kozma/Lutsky].

v) Senate BAAS Assessment Committee. Balloting garnered that Amanuel Teweldemedhin a majority in the Natural Sciences/Mathematics faculty member position. The following slate was then moved: Humanities Division faculty member Stephen Schmid (Associate Professor, Philosophy, UW-Rock County), Natural Sciences/Mathematics faculty member Amanuel Teweldemedhin (Associate Professor, Mathematics, UW-Richland), Social Sciences Division faculty member Mark Karau (Assistant Professor, History, UW-Sheboygan), and Department Chair member Dean Kowalski (Associate Professor & Chair, Philosophy, UW-Waukesha). The motion carried unanimously [Peng/Kozma].

5) The 2013-2014 Senate adjourned at 1:14 p.m. having concluded their agenda.

6) The meeting of the 2012-2013 UW Colleges Senate was called to order at 1:14 p.m. by SSC Chair Peterson.

7) The alternates for the 2012-2013 meeting were announced by Chair Peterson: Pam Fitzer (UW-Sheboygan) for Jena Jaeckels (UW-Sheboygan) and George Henze (UW-Richland) would be serving as alternate for Marc Boucher (UW-Baraboo/Sauk County). Peterson then welcomed Classified Staff Advisory Council (CSAC) Acting Chair Rose Brust from UW-Marathon County, Human Resources Director Pam Dollard, UW-Fox Valley CSAC representative Juli McGuire, and Special Assistant to the Provost Patti Wise to the Senate meeting.

8) The agenda (Attachment 1) for the April 26, 2013 meeting of the UW Colleges Senate was approved by unanimous vote [Kozma/Klemp].
9) The minutes of the March 15, 2013 UW Colleges Senate meeting held at UW-Waukesha (found posted in Public Folders> All Public Folders> Governance> Senate> Senate Minutes> 2012-2013) were unanimously approved [Reese/Johnson].

10) Reports

a) Provost and Vice Chancellor Greg Lampe noted his written report (Attachment 5) could be found in the Senate materials. He informed the Senate that Chancellor Ray Cross had approved moving a recommendation forward to the Senate that would allow Wisconsin Technical College System (WTCS) students who have an applied associate degree to enter the UW Colleges Bachelor of Applied Arts and Sciences (BAAS) degree-completion program. The provost said he is working with BAAS Degree Program Manager Patti Wise and Registrar Larry Graves to identify potential policy changes, and will bring proposed changes to Senate policy to the Senate in the fall. Senator Sackman questioned the process of providing access to WTCS students holding an applied associate degree to the BAAS degree-completion program. Provost Lampe explained that the concept for the process has been approved by the chancellor as one that will protect the integrity of the Associate of Arts and Science and BAAS degrees, and the mission of the UW Colleges. Nothing has been decided yet. Policies will need to be closely examined and proposed changes to the current policies brought to the Senate in the usual manner in the fall for the senators and the campus Collegia to discuss. The provost wanted everyone to be aware of the progress that had been made on this issue, as it had been underway for some time.

Provost Lampe spoke of the UW Colleges-wide compressed video Town Hall meeting regarding recent budget issues that had been held the previous day, April 25. He explained that Vice Chancellor for Administrative and Financial Services Steve Wildeck would be delivering a version of that presentation next. It would be followed by a time for questions and answers.

Vice Chancellor Wildeck said that the news has covered the fact that the UW System has a cash balance of $1.05 billion. That amount includes funds such as GPR, tuition, auxiliaries, grants, gifts, fees, and so on, he explained. He clarified that the money is in thousands of funds across UW System and that carrying cash balances on funds that are continuing, rather than annual, has always been allowed. Vice Chancellor Wildeck continued that with general purpose revenue (GPR) being reduced over the last ten years, that there has been a growing dependence on tuition and increased need for fiscal conservancy; when enrollments climb, revenues increase, and funds have grown in an environment wary of spending. The vice chancellor then detailed several UW System fund amounts: $184 million in Auxiliaries, $119 in federal grants, $47 million in WARF gifts, and $52 million in non-federal grants/gifts. There is a total of $648 million in unrestricted funds, but $441 million of that is committed in some way, leaving $207 million unrestricted/uncommitted funds.

Of the UW System total, the UW Colleges holds $22.3 million in reserves. It can be broken down, Vice Chancellor Wildeck stated, into $12.6 million in tuition (funds 103
and 131), $2.7 million in Auxiliaries and segregated fees, $4.9 million in Developmental education and miscellaneous fees, $.8 million in Federal grants, $.9 million in Nonfederal grants and gifts, and $.4 million in Outreach (credit/non-credit). About $5.7 million of the total is undesignated reserve funds; an amount Wildeck said has been building since the base reductions of 2009.

Vice Chancellor Wildeck reminded everyone that all of this money is comprised of one-time, non-recurring funds. There are no predictable revenue streams to feed them, so reserve balances ebb and flow. He also told the Senate that salary increases cannot be funded by one-time monies; permanent salary increases must be supported by predictable, permanent revenue sources.

Pointing out Chancellor Cross’ absence from the Senate meeting, Vice Chancellor Wildeck said that the chancellor was at the Capitol to talk to legislators about the UW System reserve funds. The chancellor will be focusing legislators on the local impact on the UW Colleges campuses and arguing that students, faculty and staff should be held harmless in any budget reductions to UW System. The vice chancellor said that the need for a pay plan is still being expressed, as is the necessity of the flexibilities that have been sought. He also explained that a threshold of 15% had been set for fund 128 balances by the legislature approximately twenty years ago as a reasonable reserve level, anything over which must be explained. UW System has annually reported those amounts. The $1.05 billion totals 18% of the UW System’s total budget. He stressed that nothing illegal has been done, nothing has been hidden from the legislature, and that it is the amount of the total UW System reserve that has raised concerns in the legislature.

Student Governance Council (SGC) President Ian Reese shared that student representatives are questioning why tuition has been going up if there has been a reserve all along. Vice Chancellor Wildeck replied that there is complicated background to that answer. Many years ago institutions all had enrollment targets that they weren’t to go over or under. The tuition money all went into a central pool at UW System and UW institutions got their cut from the budgeted amount out of the pool. To be more responsive to students, institutions were eventually allowed to enroll extra students and could then keep some of the extra tuition revenue. Those funds were not considered permanent, so were not included in the annual budget. As state support shifted away from GPR and more institutions enrolled more students, there was more of this off-budget revenue, but only the on-budget section was accounted for in the pool. Thus the tuition pool shrank and the reserves grew over time. Vice Chancellor Wildeck said that it is appropriate to slow down the rate of tuition increases so that UW System institutions can strategically invest the reserves; only about half of tuition revenue is going into the pool now because the institutions have grown so much in the last few years.

Senator Murray asked what might be the consequences, the impact on the UW System, of this issue coming to light. Vice Chancellor Wildeck responded that the issue of the fund balances and how much was needed to continue was one. A second item was the Governor’s proposed budget and what might be taken away from that. A third item was what now seems to be a certain tuition freeze for the next two years. Tuition revenue was
counted on to provide support for a pay plan. And a fourth area that could take a hit are the flexibilities that System may be offered, including implementing University Personnel System (UPS).

Senator Kozma asked for clarification as to whether UW System had done something wrong or not, or if the situation was being blown out of proportion. The vice chancellor said that nothing illegal had been done and that he had never seen anything that was intentional misleading of the legislature regarding the UW System budget balances. However, this balance total had not previously been reported in this exact manner before. Provost Lampe added that UW System very rarely looks at the twenty-six institutions as a whole when it comes to reporting revenue balances. When the Legislative Fiscal Bureau had notified UW System that they would be doing a UW System audit, the UW System had taken the same comprehensive review of its budget. The annual report has always been distributed with all relevant information, he said, but more attention needs to be paid to how the information is compiled and how it is reported to the legislature. Communication has been an issue, Provost Lampe shared. Vice Chancellor Wildeck agreed saying that even though the information has always been reported, legislators feel blindsided because they haven’t seen it presented in the way the Legislative Fiscal Bureau presented it; Vice Chancellor Wildeck was surprised as he had not seen all of the balances reported like this before as well.

Senator Sackman asked for clarification regarding the often used words describing the proposed budget as “$181 million in new money.” Vice Chancellor Wildeck replied that it is an increase to the UW System budget, but approximately $153 million is cost to continue funds over which UW System has no discretion of how to spend. Those funds used to be in other places in the state budget and are being shifted to the UW System budget. About $29 million is “new” money that had been targeted to support new UW System initiatives, the vice chancellor said, and those are the funds that may now be taken away.

Senator Klemp said that his impression was that tuition increases were necessary for compensation increases. He asked how a tuition freeze was going to change that financial outlook. Vice Chancellor Wildeck replied that tuition to compensation is a strong link for faculty and staff pay plan increases. However, an option might be to declare some of the non-budgeted tuition income to be permanent and move it into the budget in order to provide compensation increases. Creative ways to address the situation must be sought out. The highest priority remains compensation increases for faculty and staff, said Vice Chancellor Wildeck. Provost Lampe agreed that Chancellor Cross continues to have compensation as his highest priority. SSC Chair Peterson drew the conversation to a close on that note.
Town Hall Meeting on Program Revenue Balances

April 25, 2013

Note: Mediasite participants having technical difficulties should call the ICS Streaming Support Help Line at 800-442-4614.
In the news...

FY2012

UW System cash balance = $1.05 billion

All funds, including GPR, tuition, auxiliaries, grants, gifts, fees, other revenues
$1.05 billion System-wide

- 184 million (Auxiliaries)
- 119 million (federal grants)
- 47 million (WARF gifts)
- 52 million (non-federal grants/gifts)

648 million (unrestricted)

- 441 million (commitments)

207 million (unrestricted/uncommitted)
UW System Reserves by Institution

System-wide

COL
EXT
WTW
EAU
GBY
LAC
UWSA
STO
STP
RVF
PLT
PKS
OSH
MIL
MSN
$1.05 billion UW System → $22.3 million

**UW Colleges**

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<th>Description</th>
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<td>2.7 million</td>
<td>Auxiliaries, seg. fees</td>
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<td>4.9 million</td>
<td>Developmental education, misc. fees</td>
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<tr>
<td>.8 million</td>
<td>Federal grants</td>
</tr>
<tr>
<td>.9 million</td>
<td>Non-federal grants, gifts</td>
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<tr>
<td>.4 million</td>
<td>Outreach (credit/non-credit)</td>
</tr>
<tr>
<td><strong>22.3 million</strong></td>
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$1.05 billion UW System  ➔ $23.4 million

**UW-Extension**

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<th>Amount</th>
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<tr>
<td>10.6 million</td>
<td>Fund 104 (collaborative programs, Flex Option, UW HELP, Central support)</td>
</tr>
<tr>
<td>7.1 million</td>
<td>Federal grants</td>
</tr>
<tr>
<td>2.3 million</td>
<td>Non-federal grants, gifts</td>
</tr>
<tr>
<td>1.8 million</td>
<td>Auxiliaries</td>
</tr>
<tr>
<td>1.6 million</td>
<td>ICS, fees for misc. programs</td>
</tr>
<tr>
<td><strong>23.4 million</strong></td>
<td></td>
</tr>
</tbody>
</table>
Key points to remember:

- Reserves are one-time, non-recurring
- Reserves ebb/flow; generated from many different sources
- Reserves cannot fund permanent salaries
- Permanent salary increase must be supported by a permanent and predictable revenue source
Example: Funding 2% annual pay plan with cash...

- **11-13 Level**
- **Year 1 (13-14)**: $1x$
- **Year 2 (14-15)**: $1x$

Approx. equal to 7.5% tuition increase
Points we are making with elected officials

• Explain local campus/division impact
• Do not harm students or faculty/staff
• Faculty and staff need a pay plan
• We need the flexibilities
Question & Answer
b) Associate Vice Chancellor for Academic Affairs Lisa Seale pointed out her written report *(Attachment 6)* in the Senate materials.

c) Associate Vice Chancellor of Student Affairs and Enrollment Management Rich Barnhouse stated that his report *(Attachment 7)* followed Associate Vice Chancellor Seale’s in the provided binder of materials.

d) Senate Steering Committee Chair & UWC Faculty Representative Mark Peterson indicated the location of his written report *(Attachment 8)* in the materials.

e) Academic Staff Lead Senator Richard Krupnow noted his written report *(Attachment 9)* and said that the Academic Staff Personnel Committee (ASPC) had a draft of a policy for titling guidelines which would be coming before the Academic Staff Council later in the day.

f) UW Colleges Academic Staff Representative Carrie Ann Desnoyers *(Attachment 10)* related that in a change from what had been reported earlier, Chancellor Ray Cross would be the keynote speaker for the Academic Staff Leadership Conference in Madison this June.

g) Student Governance Council President Ian Reese *(Attachment 11)* reported that current SGC Vice President Alex Roberts has been elected to serve as President of SGC next year. SGC President Reese offered everyone his thanks for having the opportunity to serve.

h) Senate Academic Policy Committee Chair Troy Kozma called attention to his written report *(Attachment 12)* and noted that a report on cross-listing classes was included in the account to the Senate.

i) Senate Budget Committee Chair Matt Raunio identified his written report *(Attachment 13)* in the materials, saying that the budget had been covered and discussed thoroughly.

j) Faculty Professional Standards Committee Chair Paul Whitaker noted the location of his written report *(Attachment 14)* in the materials. He added that the Faculty Professional Standards Committee (FPSC) had an introduction and several adoptions on the upcoming agenda.

k) Senate Assessment Committee Chair Deborah Paprocki had submitted a written report *(Attachment 15)* that was pointed out in the Senate materials. She should be contacted with any questions.

11) Old Institutional Business

a) Adoption: Proposed Revision of IP #320 (“Policy on Evaluation – Instructional Academic Staff (Category B), including Returning Retired Faculty”) [FPSC] giving IAS written notification regarding merit and how to improve rating *(Attachment 16)*. Senate
Steering Committee (SSC) Chair Peterson introduced the item, summarizing the included rationale. It was approved unanimously [Gillard/Kozma].

b) Adoption: Proposed Revision of IP #104 (“Course and Instructional Policies”) [FPSC] adding a policy on grading and moving office hours policy (Attachment 17). Senator Klemp related that his campus had pointed out that there could be future problems with the policy if there was no flexibility of where to have office hours. SSC Chair Peterson noted that the section on office hours hadn’t been changed; it was an existing policy that had been moved as is into the policy. Senator Sackman argued that the office hours policy should more adequately address electronic office hours. Peterson again stated that the section had been moved verbatim into IP #104 and suggested any issues with that part be sent to the Senate Steering Committee for review. Senator Kozma offered that if grad students do flex option grading, it will be inconsistent with this policy. Senator Sackman said that perhaps the policy should note a difference between grading for objective and subjective tests. FPSC Chair Whitaker noted that this item had been a mandate from the Senate in which the committee had been instructed to write policy dictating that instructors do their own grading as a method of keeping in touch with their students. The revisions passed [Fetterly/Krupnow].

c) Adoption: Proposed Revision of IP #301.01 (“Administering the Student Survey of Instruction”) [SAPC] updating Student Survey of Instruction to account for new software and alternate modes of instruction (Attachment 18). SSC Chair Peterson introduced the proposed revision. Senator Sackman asked for clarification of the terms online and distance education. The adoption passed by unanimous vote [Kozma/Gillard].

d) Adoption: Proposed Revision of IP #202 (“Academic Procedures and Regulations”) [SAPC] mandates method of midterm grade reporting (Attachment 19). Chair Peterson pointed out the proposed revision in the included materials. The revision was unanimously adopted [Gillard/Harris].

e) Adoption: Proposed Revision of IP #104 (“Course and Instructional Policies”) [SAPC] clarifying prohibition of scheduling student activities during final exam period (Attachment 20). After SSC Chair Peterson introduced the proposal, it was adopted by unanimous voice vote [Reese/Murray].

f) Adoption: Proposed Revision of IP #141 (“Bachelor of Applied Arts and Sciences Degree”) [FPSC] IAS teaching BAAS courses and clarification that experiential learning portfolios are submitted to departments (Attachment 21). SSC Chair Peterson read the title and summary for the adoption item. There were no dissenting votes [Raunio/Desnoyers].

g) Adoption: Proposed Revision of IP #141.01 (“Bachelor of Applied Arts and Sciences Degree Guidelines for Professional Experience Courses”) [FPSC] IAS teaching BAAS courses and clarification on submission of experiential learning portfolios to departments (Attachment 22). The motion was unanimously adopted following SSC Chair Peterson’s introductory summarization [Murray/Kozma].
h) Adoption: Proposed Revision of IP #141.02 (“Bachelor of Applied Arts and Sciences Degree Professional Experience: Credit for Prior Experiential Learning”) [FPSC] IAS teaching BAAS courses and clarification that experiential learning portfolios are submitted to departments (Attachment 23). SSC Chair Peterson introduced the proposed revision from the Faculty Professional Standards Committee. It was adopted by unanimous voice vote [Kozma/Fetterly].

i) Adoption: Proposed Revision of IP #106.01 (“LEC 100 First-Year Seminar Policy”) [SCC] streamlines modification of LEC 100 courses and clarifies instructor evaluation (Attachment 24). Chair Peterson pointed out the proposed revision. The motion carried unanimously [Kozma/Klemp].

j) Other. There was no additional Old Institutional Business on the Senate agenda.

12) New Institutional Business

a) Introduction: Proposed Revision of IP #405 (“Senate Procedures”) [SSC] clarify areas of responsibility (Attachment 25). Senator Gillard, SSC member and former chair, explained that the proposed changes have been a topic of discussion for some time as it has been determined that IP #405 should reflect practice. The main issue is to clarify who has responsibility over what sections of policy, whether it should be the full Senate, the Faculty Council, or the Academic Staff Council.

b) Introduction: Proposed Revision of UW Colleges Constitution Chapter 4 (“Academic Departments”) [FPSC] bringing UWC Constitution definition in line with UWS definition (Attachment 26). FPSC Chair Whitaker related that the proposed revision brings Chapter 4 in line with UW System’s definition of a department.

c) Introduction: Proposed Revision of IP #141 (“Bachelor of Applied Arts and Sciences Degree”) [SSC] reduce number of junior/senior level required credits from 60 to 40 (Attachment 27). BAAS Program Manager Patti Wise told the Senate that the offered revision is to lower the required number of upper division credits from 60 to 40 for the BAAS degree. The 40 credit requirement will be more in line with other UW System institutions requirements for upper level coursework, which is generally 30 to 40 credits. The integrity of the degree is maintained, but there is still room for flexibility with global and cognitive studies pre-requisites.

d) Introduction: Proposed Revision of IP #106 (“Atypical Course Policy”) [SAPC] adding designations for BAAS internship courses & SL course requirements (Attachment 28). SAPC Chair Kozma pointed out that the last portion of the last sentence in V.E. was being struck by the committee. The sentence will read, “The SL designation can be combined with other course designations.” after “such as HU, SS, NS/LS, FA, EL, CS, or GS” is removed. It was noted that the proposals for service-learning mirror those for internship courses. As this item needs to be in place before the Fall 2013 semester, discussion among the Senate led to the agreement that this item would be shared with
constituencies and feedback sent to the Senate Steering Committee (SSC). At the next meeting of the SSC, barring any strong feelings against the introduction, the committee will provisionally adopt the item on behalf of the Senate until the Senate can act on it at their first meeting in the Fall of 2013.

e) Introduction: Proposed Revision of IP #101.01, 101.03, 101.04, 102, 103, 105, 106, 201, and 208 [SAPC] revisions to specify when a particular policy is specific to AAS or inclusive of BAAS (Attachment 29). BAAS Program Manager Patti Wise explained that she worked with Associate Vice Chancellor for Academic Affairs Lisa Seale to detail whether policies are about the associate of arts and science degree, or if they needed the BAAS included. Senator Gillard asked why the honors program policy was shown as for the AAS. Patti Wise replied that there is not currently a BAAS honors program, so that policy only applies to the AAS and was retitled to reflect that. Lead Academic Staff Senator Krupnow expressed that these items were housekeeping issues. Provost Lampe said that the changes could be seen that way, but he asked people to remember that all colleagues might not agree, and that transparency was very important. There was a brief discussion of what constituted housekeeping and the process: title changes, typographical errors, and similar issues that are brought to the attention of the Senate Steering Committee which then directs the Senate Assistant to make, post, and circulate the changes. In a show of hands ballot, a motion to consider these revisions as housekeeping and have Assistant to the Senate Baum make and circulate the changes passed [Krupnow/Murray].

f) Introduction: Proposed New Policy IP #241 (“Admission to the Bachelor of Applied Arts and Sciences Degree Program”) [SAPC] parallel policy to admit students to the BAAS (Attachment 30). BAAS Program Manager Wise introduced the proposed new policy. The policy outlines admission criteria for the BAAS program. Wise further pointed out that the existing parallel policy for the AAS is IP #201. As this item needs to be in place before the Fall 2013 semester, discussion among the Senate led to the agreement that this item would be shared with constituencies and feedback sent to the Senate Steering Committee (SSC). At the next meeting of the SSC, barring any strong feelings against the introduction, the committee will provisionally adopt the item on behalf of the Senate until the Senate can act on it at their first meeting in the Fall of 2013.

g) Other. There was no other New Institutional Business for the Senate to discuss.

13) Other Institutional Business

a) Presentation of a resolution of thanks to HLC Team [Senate Steering Chair and Academic Staff Lead Senator] (Attachment 31). A round of applause was given for those who worked for the Higher Learning Commission Self-Study on behalf of the UW Colleges. After a few typographical errors were noted, the motion passed by unanimous vote [Reinhart/Desnoyers].

b) Presentation of a resolution of thanks to outgoing senators and representatives for their service to the institution [Senate Steering Chair and Academic Staff Lead Senator]
SGC President Reese asked why SGC Vice President Roberts was not included in the resolution; the reply was made that Roberts is returning next year as SGC President and so will be thanked for his service next year. A motion of thanks passed by unanimous voice vote [Kozma/Lutsky].

c) Presentation of an alphabetized set of retirement resolutions [Senate Steering Chair and Academic Staff Lead Senator] (Attachment 33). It was noted that those retirees for whom departments or collegia had not sent resolutions, late resolution could still be included in the postings later and all could be included in the feelings of good will now. The motion thanking them for their service passed unanimously [Reinhart/Kozma].

d) Other. There was no further Other Institutional Business for the Senate.

14) Adjournment. Having reached the end of the agenda at 2:49 p.m., SSC Chair Peterson thanked the assembly for a good year and declared the April 26, 2013 meeting of the UW Colleges Senate adjourned.
UW COLLEGES
Faculty Council of Senators
Friday, April 26, 2013
UW-Fox Valley
3:50 p.m. – 5:00 p.m.

MINUTES

2013-2014 Faculty Senators Present: Dale Murray, UW-Baraboo/Sauk County; Troy Kozma, UW-Barron County; Evan Kreider and Marc Sackman, UW-Fox Valley; Berel Lutsky, UW-Manitowoc; Katie Kalish and Lou Pech, UW-Marathon County; Mark Klemp, UW-Marinette; Caleb Bush, UW-Marshfield/Wood County; Faye Peng, UW-Richland; Matt Raunio, UW-Sheboygan; Mark Peterson, UW-Washington County; Julianna Alitto, Ron Gulotta, and Margaret Hankenson, UW-Waukesha

2013-2014 Faculty Senators Absent: Lisa Schreibersdorf, UW-Fond du Lac; Amy Cavanaugh, UW-Rock County

2013-2014 Faculty Alternates Present: Paisley Harris, UW-Fond du Lac (Lisa Schreibersdorf)

2012-2013 Faculty Senators Present: Dale Murray, UW-Baraboo/Sauk County; Troy Kozma, UW-Barron County; Paisley Harris, UW-Fond du Lac; Bill Gillard and Marc Sackman, UW-Fox Valley; Berel Lutsky, UW-Manitowoc; Lou Pech and Paul Whitaker, UW-Marathon County; Mark Klemp, UW-Marinette; Amanda Hakemian, UW-Marshfield/Wood County; Brandon Fetterly, UW-Richland; Matt Raunio, UW-Sheboygan; Mark Peterson, UW-Washington County; Ron Gulotta, Margaret Hankenson, and Barb Reinhart, UW-Waukesha

2012-2013 Faculty Senators Absent: Bob Hein, UW-Rock County

Others Present: Rose Brust, Classified Staff Advisory Council Vice Chair/Interim Chair; Holly Hassel, Chairs’ Representative; Linda Baum, Assistant to the Senate

1. Call to Order 2013-2014 Faculty Council of Senators. The April 26, 2013 meeting of the 2013-2014 Faculty Council of Senators (FCS) was called to order at 3:12 p.m. by Senate Steering Chair/Faculty Representative to System Mark Peterson.

2. Roll Call of 2013-2014 faculty senators and alternates. Paisley Harris (UW-Fond du Lac) was serving as alternate for Lisa Schreibersdorf.

3. The nomination statements for the Faculty Appeals and Grievance Committee were called attention to in the materials provided (Attachment 34). Humanities Division faculty member Peter Gibeau (Associate Professor, Music, UW-Washington County), Natural Sciences/Mathematics Division faculty member Paul Sundheim (Associate Professor, Mathematics, UW-Waukesha), and Social Sciences Division faculty member Dennis
Carpenter (Associate Professor, Psychology, UW-Richland) were moved and unanimously elected as a slate [Murray/Kozma].

4. The end of the agenda for the 2013-2014 FCS was reached at 3:15 p.m. and SSC Chair Peterson adjourned the meeting of the 2013-2014 Faculty Council of Senators.

5. The 2012-2013 Faculty Council of Senators meeting was called to order at 3:15 p.m. by Faculty Representative to UW System Mark Peterson.

6. Assistant to the UW Colleges Senate Linda Baum circulated the roll sheet.

7. The agenda for the April 26, 2013 meeting of the UWC Faculty Council of Senators was given unanimous approval [Kozma/Klemp].

8. The minutes of the March 15, 2013 meeting of the FCS held at UW-Waukesha (posted in Public Folders>All Public Folders>Governance>Senate>Senate Minutes>2012-2013) were approved unanimously [Murray/Lutsky].

9. Reports
   a) Chair Mark Peterson said that his report remained as given earlier and found in the binder of materials.
   b) Faculty Professional Standards Committee (FPSC) Chair Paul Whitaker reported that the FPSC has been working on defining programs with the Senate Academic Policy Committee (SAPC), and had a long discussion regarding the office hours policy. They had recently been asked by the Senate Steering Committee (SSC) to look at office hours in light of other types of courses such as hybrid courses. Senator Kozma asked if Online had been included in their review. FPSC Chair Whitaker replied that they had asked Online for feedback as online courses were included in their study. The FPSC is going to recommend that the requirement for online and distance education instructors to offer a “reasonable alternative” be left as it is. The Senate Online Program Committee responses had indicated that online instructors frequently check their various online methods of communication, and there were ways to hold synchronous office hours if those were to become required. The FPSC believes the “reasonable alternative” is good as it stands. SSC Chair Peterson thanked SAPC Chair Kozma and FPSC Chair Whitaker for the vast amounts of good work that they and their committees completed this year.

10. Old Business
   a) Adoption: Proposed Revision of FPP #501 (“Criteria and General Procedures for Appointment, Retention, Tenure Progress, Tenure, and Promotion (Bylaws)”) [FPSC] clarifying role of dean in tenure track retention decisions (Attachment 35). SSC Chair Peterson introduced the adoption. FPSC Chair Whitaker cleared some confusion by explaining that the policy was not changed, just a bit of text spread to more sections to clarify what the dean should be doing in regards to retention decisions. It was unanimously carried [Gillard/Kozma].
b) Other. There was no other Old Business on the FCS agenda.

11. New Business

a) There was no New Business on the Faculty Council agenda.

12. Other Business

a) Presentation of a resolution thanking named faculty for their service to the institution as members of Senate bylaw committees (Attachment 36). SSC Chair Peterson drew attention to the listing of faculty members included in the written materials. The resolution was unanimously endorsed [Fetterly/Gillard].

b) Other. There was no further Other Business on the Faculty Council agenda.

13. All business being concluded, the April 26, 2013 meeting of the UW Colleges Faculty Council of Senators adjourned at 3:25 p.m. by acclamation.
MINUTES

Members in attendance: Richard Krupnow, Pam Dollard, Joanne Giordano, Pam Fitzer, George Henze, Stephanie Douglas, Carrie Desnoyers, Michael Gorman, Jeff Verona, Melvin Johnson, Dan Anhalt, Steve Kaiser

Meeting called to order at 3:09 p.m. by Richard Krupnow

Steve Kaiser volunteered to document minutes

Minutes from March 2013 meeting tabled

Motion to approve agenda Carrie, second, Jeff

1. Introductions

2. IAS Titling (Academic Staff Personnel Policy #708) (Attachment 37) discussed
   a. Clarified level of professionalism
   b. Added Distinguished Lecturer
   c. No new work w/o new funding
   d. Policy to be implemented with new funding available
   e. Jeff Verona drafted wording for end of first paragraph
   f. Minimum requirements for distinguished lecturer discussed and revised
   g. TO DO: Richard to draft discussed revisions to policy and distribute
   h. Motion to adopt amended policy as drafted by Richard (Attachment 38): Melvin, seconded by Carrie, motion passed unanimously.

3. Other business
   a. UW Colleges Academic Staff Annual Elections (Attachment 39) Spring 2013

   Motion Carrie to accept the slate of:

   Appointed Standing Committee of the Academic Staff Council of Senators

   Academic Staff Nominations and Election Committee
   - Dave Carlson, Senior Lecturer, Philosophy/Learning Support Center Coordinator, UW Rock County
   - Michael Kirby, Lecturer, Biological Sciences, UW-Marinette

   Elected Standing Committees of the Academic Staff Council of Senators
Academic Staff Personnel Committee
- Mary Voyles, Coordinator of Services for Adult Students, UW-Marinette
- Sara Hladilek, Student Affairs Coordinator, UW-Marshfield/Wood County

Academic Staff Appeals and Grievances Committee
- Janet Labrie (2013-2015), Senior Lecturer, English, UW-Waukesha
- Brian Schultz (2013-2015), Director of Student Accessibility Services, UW-Colleges
- Tammie DeVooght Blaney (2013-2014), Trio Director, UW-Fox Valley
- Jason Siegel (2013-2014), Lecturer, English, UW-Marathon County

Second Stephanie passed unanimously.

b. Discussion promoting Academic Staff Leadership Conference on July 25-26<sup>th</sup> in Madison with 3 tracks-
   i. Instruction
   ii. Wellness
   iii. HR/Flex program

4. **Adjournment** 4:40 p.m. by Richard Krupnow
Schedule
UW COLLEGES
Meetings of Senate, Faculty Council of Senators, Academic Staff Council of Senators, and Committees
Friday, April 26, 2013
UW-Fox Valley
9:00 a.m. to 5:00 p.m.

Coffee and Collegiality
8:30 a.m. - 9:00 a.m.
Student Union

Committee Meetings
9:00 a.m. - 10:50 a.m.
- Senate Academic Policy Committee
  Emeritus Room
- Senate Budget Committee
  Room 1706
- Faculty Professional Standards Committee
  Room 1335
- Senate Steering Committee
  Student Union

Presentation
10:55 a.m. - 11:55 a.m.
- Institutional Priorities
  Student Union
- Provost Greg Lampe
- University Personnel System Update
  Human Resources Director Pam Dollard

Lunch
12:00 p.m. - 12:45 p.m.
Student Union

UW Colleges Senate
12:50 p.m. - 3:45 p.m.
Student Union

Council Meetings
3:50 p.m. - 5:00 p.m.
- Academic Staff Council of Senators
  Emeritus Room
- Faculty Council of Senators
  Student Union
1) Call to Order of 2013-2014 Senate

2) Welcome by UW-Fox Valley Dean Martin Rudd

3) Roll Call of 2013-2014 Senate and Introduction of Alternates

4) Election of 2013-2014 Senate Committees [2013-2014 Senators]
   a) Senate Steering Chair (a faculty senator)
   b) Senate Steering Committee members (4 faculty and 2 academic staff senators)
   c) Senate Budget Committee members (4 faculty and 2 academic staff senators)
   d) Senate Academic Policy Committee members (4 faculty and 2 academic staff senators)
   e) Faculty Professional Standards Committee members (4 faculty and 1 instructional academic staff senator)
   f) Balloting for Senate Bylaws Committees openings
      i) Senate Assessment Committee
      ii) Senate Curriculum Committee
      iii) Senate Professional Development Committee
      iv) Senate BAAS Curriculum Committee
      v) Senate BAAS Assessment Committee

5) Adjournment of 2013-2014 Senate

6) Call to Order of 2012-2013 Senate

7) Roll Call of 2012-2013 Senate and Introduction of Alternates

8) Approval of Agenda

9) Approval of Minutes: March 15, 2013, UW-Waukesha (posted in Public Folders>Governance>Senate>Senate Minutes>2012-2013)

10) Reports

   a) Provost and Vice Chancellor Greg Lampe
   b) Associate Vice Chancellor for Academic Affairs Lisa Seale
   c) Associate Vice Chancellor of Student Affairs and Enrollment Management Rich Barnhouse
   d) Senate Steering Committee Chair & UWC Faculty Representative Mark Peterson
   e) Academic Staff Lead Senator Richard Krupnow
   f) UW Colleges Academic Staff Representative Carrie Ann Desnoyers
g) Student Governance Council President Ian Reese
h) Senate Academic Policy Committee Chair Troy Kozma
i) Senate Budget Committee Chair Matt Raunio
j) Faculty Professional Standards Committee Chair Paul Whitaker
k) Senate Assessment Committee Chair Deborah Paprocki

11) Old Institutional Business

a) Adoption: Proposed Revision of IP #320 (“Policy on Evaluation – Instructional Academic Staff (Category B), including Returning Retired Faculty”) [FPSC] giving IAS written notification regarding merit and how to improve rating

b) Adoption: Proposed Revision of IP #104 (“Course and Instructional Policies”) [FPSC] adding a policy on grading and moving office hours policy

c) Adoption: Proposed Revision of IP #301.01 (“Administering the Student Survey of Instruction”) [SAPC] updating Student Survey of Instruction to account for new software and alternate modes of instruction


e) Adoption: Proposed Revision of IP #104 (“Course and Instructional Policies”) [SAPC] clarifying prohibition of scheduling student activities during final exam period

f) Adoption: Proposed Revision of IP #141 (“Bachelor of Applied Arts and Sciences Degree”) [FPSC] IAS teaching BAAS courses and clarification that experiential learning portfolios are submitted to departments

g) Adoption: Proposed Revision of IP #141.01 (“Bachelor of Applied Arts and Sciences Degree Guidelines for Professional Experience Courses”) [FPSC] IAS teaching BAAS courses and clarification on submission of experiential learning portfolios to departments

h) Adoption: Proposed Revision of IP #141.02 (“Bachelor of Applied Arts and Sciences Degree Professional Experience: Credit for Prior Experiential Learning”) [FPSC] IAS teaching BAAS courses and clarification that experiential learning portfolios are submitted to departments

i) Adoption: Proposed Revision of IP #106.01 (“LEC 100 First-Year Seminar Policy”) [SCC] streamlines modification of LEC 100 courses and clarifies instructor evaluation

j) Other
12) New Institutional Business

a) Introduction: Proposed Revision of IP #405 (“Senate Procedures”) [SSC] clarify areas of responsibility

b) Introduction: Proposed Revision of UW Colleges Constitution Chapter 4 (“Academic Departments”) [FPSC] bringing UWC Constitution definition in line with UWS definition

c) Introduction: Proposed Revision of IP #141 (“Bachelor of Applied Arts and Sciences Degree”) [SSC] reduce number of junior/senior level required credits from 60 to 40

d) Introduction: Proposed Revision of IP #106 (“Atypical Course Policy”) [SAPC] adding designations for BAAS internship courses & SL course requirements

e) Introduction: Proposed Revision of IP #101.01, 101.03, 101.04, 102, 103, 105, 106, 201, and 208 [SAPC] revisions to specify when a particular policy is specific to AAS or inclusive of BAAS

f) Introduction: Proposed New Policy IP #241 (“Admission to the Bachelor of Applied Arts and Sciences Degree Program”) [SAPC] parallel policy to admit students to the BAAS

g) Other

13) Other Institutional Business

a) Presentation of a resolution of thanks to HLC Team [Senate Steering Chair and Academic Staff Lead Senator]

b) Presentation of a resolution of thanks to outgoing senators and representatives for their service to the institution [Senate Steering Chair and Academic Staff Lead Senator]

c) Presentation of an alphabetized set of retirement resolutions [Senate Steering Chair and Academic Staff Lead Senator]

d) Other

14) Adjournment
1. Call to Order 2013-2014 Faculty Council of Senators

2. Roll Call of 2013-2014 faculty senators and alternates

3. Election for Faculty Appeals and Grievance Committee openings [2013-2014 FCS]

4. Adjournment of 2013-2014 Faculty Council of Senators

5. Call to Order 2012-2013 Faculty Council of Senators

6. Roll Call of faculty senators and alternates

7. Approval of Agenda

8. Approval of Minutes: March 15, 2013, UW-Waukesha (posted in Public Folders>All Public Folders>Governance>SenateSenate Minutes>2012-2013)

9. Reports
   a) Chair Mark Peterson
   b) Faculty Professional Standards Committee Chair Paul Whitaker

10. Old Business
    a) Adoption: Proposed Revision of FPP #501 (“Criteria and General Procedures for Appointment, Retention, Tenure Progress, Tenure, and Promotion (Bylaws)” [FPSC]
    clarifying role of dean in tenure track retention decisions
    b) Other

11. New Business
    a) Other

12. Other Business
    a) Presentation of a resolution thanking named faculty for their service to the institution as members of Senate bylaw committees
    b) Other

13. Adjournment
Roll Call

Select Recorder

Minutes from March 2013

Approve Agenda

I. Introductions
II. IAS Titling
III. Other Business
IV. Adjourn
## UW Colleges Senate

### Campus Senators

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<th>Campus</th>
<th>2012-2013</th>
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<td>Barb Reinhart</td>
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Academic Staff Senators

2012-2013

Dan Anhalt  
UW-Washington County

Marc Boucher  
UW-Baraboo/Sauk County

Carrie Ann Desnoyers  
UW Colleges Online

Jena Jaeckels  
UW-Sheboygan

Mel Johnson  
UW-Manitowoc

Steve Kaiser  
UW-Marshfield/Wood County

Richard Krupnow  
UW-Fox Valley

Jeff Verona  
UW-Marshfield/Wood County

2013-2014

Dan Anhalt  
UW-Washington County

Carrie Ann Desnoyers  
UW Colleges Online

Stephanie Douglas  
UW Colleges Online

Joanne Giordano  
UW-Marathon County

Michael Gorman  
UW-Rock County

Steve Kaiser  
UW-Marshfield/Wood County

Jeff Verona  
UW-Marshfield/Wood County

Mike Winkler  
UW-Sheboygan
Attachment 3

UW Colleges Senate
Standing Committee Preferences
April 26, 2013

2013-2014 Faculty Senators

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<th>Senator’s Name</th>
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2013-2014 Academic Staff Senators

Senate Steering Committee (2)
- Jeff Verona (Lead AS Senator)
- Carrie Ann Desnoyers (AS Representative to UW System)

Senate Academic Policy Committee (2)
- Steve Kaiser
- Joanne Giordano
- Dan Anhalt (Non-voting)

Senate Budget Committee (2)
- Stephanie Douglas
- Michael Gorman

Faculty Professional Standards Committee (1)
- Mike Winkler
NOMINATION STATEMENTS

1. Senate Assessment Committee

1 Department Chairs’ Representative member (2013-2015 term)

**Greg Ahrenhoerster, Professor & Chair, English, UW-Waukesha**

I’m willing to stay on as the chairs’ representative on SAC.

1 Social Sciences Division Faculty member (2013-2015 term)

**Eric Kasper, Associate Professor, Political Science, UW-Barron County**

I would be willing to serve on the Senate Assessment Committee. I have served as the Political Science Department Assessment Coordinator for almost three years now, and I have served as a member of my campus assessment committee for almost six years.

Institutional Assessment Coordinator (non-voting ex-officio, 2013-2014 term)

**Valerie Murrenus Pilmaier, Institutional Assessment Coordinator**

1 Student member (2013-2014 term, chosen by UWC Student Governance Council)

2. Senate Curriculum Committee

1 Humanities Division Faculty member from any department except English (2013-2015 term)

**Nichole Kathol, Assistant Professor, CTA, UW-Barron County**

I respectfully submit my name for the Senate Curriculum Committee. As a member of the WOM Program, CTA Department, and UW-Barron County Curriculum Committees, and as the chair of my campus curriculum committee, I have developed a firm grasp of the broad scope of UW-Colleges courses and curriculum guidelines. I thoroughly enjoy my work on each of these committees and would look forward to expanding my contributions to UW-Colleges curriculum development to the Senate level.

1 Natural Sciences/Mathematics Division Faculty member from any department except Chemistry (2013-2015 term)
Maggie May, Assistant Professor, Mathematics, UW-Fond du Lac
I would welcome the opportunity to serve on the Senate Curriculum committee.

Yuriy Shlapak, Assistant Professor, Mathematics, UW-Marshfield/Wood County & UWC Online
I would like to serve on the senate's curriculum committee for the next year.

Christa James-Byrnes, Associate Professor, Engineering/CSEPA Chair, UW-Barron
I wish to serve on the Senate Curriculum Committee. I have had over 25 years of higher education experience and have worked several years on Curriculum Committees. I have been a Department Chair for CSEPA as well as the Associate Dean for UW-Baraboo/Sauk County. I am comfortable understanding, reviewing, and preparing curriculum protocols. I have developed several courses in the UW Colleges and understand the UW Colleges curriculum policies. I would enjoy serving on this committee. Thank you for your consideration.

1 Social Sciences Division Faculty member from any department except Business-Economics (2013-2015 term)

Sandy Neumann, Assistant Professor, Psychology, UW-Marshfield/Wood County
For the past four years, I have served on the MSF campus curriculum committee. For the past two, I have served as chair of this committee. I have a keen interest in the development of curriculum, particularly curriculum that supports our under-prepared students. In addition to serving on a curriculum committee, I have also successfully submitted four separate curricular proposals for either new courses or modifications to existing courses. Coupling my interest in curriculum issues with my experience with the UWC curricular approval process (both as a reviewer and proposer), I feel that I would be a strong addition to the UWC Senate Curriculum Committee.

UWC Registrar (non-voting ex-officio, 2013-2014 term)

Larry Graves, Registrar & Director of Admissions

1 Student member (2013-2014 term, chosen by UWC Student Governance Council)
Senate Academic Policy Committee Chair (non-voting ex-officio, 2013-2014 term)

3. Senate Professional Development Committee

1 Academic Staff member, not part of NODE, from any campus except UW-Colleges/Central, UW-Fox Valley, UW-Marinette, UW-Sheboygan, UW-Washington County, or the campus of another newly elected committee member (2013-2016 term)

Carrie Ann Desnoyers, Instructional Designer, UW Colleges Online
I am interested in serving on the Senate Professional Development Committee. My background in adult and continuing education makes this an area of special interest to me. I feel that in higher education, good professional development opportunities can allow us to retain key talent when the funds aren’t in place for appropriate salaries. I would like to be a part of the team that creates these positive retention opportunities.

Kallie Schultz, Admission & Academic Advisor, UW-Baraboo/Sauk County
I would be interested in the Professional Development Committee.

Tirza Shulman, Associate Professor, Psychology, UW-Fond du Lac
I would like to self-nominate for the Senate PD committee.

Eduardo Gregori, Assistant Professor, World Languages, UW-Marathon County
I am currently serving as Chair of the Research and Professional Development committee in my home campus of UW-Marathon County. I also serve at the R&PD committee in my campus. So, considering that I’m about to start the last part of my tenure track, and I’ve never had any responsibility in Senate, I thought I could be a good fit in this particular Senate Committee.

4. Senate BAAS Curriculum Committee

Richard Brunson, Assistant Professor, Music, UW-Marshfield/Wood County
I would be available for the BAAS Curriculum Committee.

John Fons, Associate Professor, Physics, UW-Rock County
As the Associate Dean at RCK, I am already deeply involved in the planning of the BAAS curriculum on our campus. My major interest in the committee is to get a better understanding of the complete process from when a course starts as an idea until it ends up in PRISM as a course offering. A number of years ago I served as the campus Senator and a member of the budget, teaching awards, and grievance committees.

**Kim Kostka, Professor, Chemistry, UW-Rock County**

I’d like to nominate myself for Senate BAAS Curriculum Committee. When I started along my path in the UWC, I never would have anticipated that curriculum work would be so interesting.

**Mohamed Ayoub, Associate Professor, Chemistry, UW-Washington County**

I served as chair of the UWC BAAS Professional Experience Faculty Team and submitted the BAAS course proposal “Internship in Chemistry” that was officially approved. I also worked on a BAAS course proposal “Organic Chemistry.” In addition, I served as Chair and member of the AAS UWC Senate Curriculum Committee for several years. I am currently the Associate Chair of the Department of Chemistry and the Chair of the Department of Chemistry Curriculum Committee. I would like to continue serving the UW Colleges in regards to curricular issues.

1 Social Sciences Division Faculty member from any department *except* History (2013-2015 term)

**Hamid Milani, Professor, Business-Economics, UW-Marathon County**

I'll volunteer if you still need one more.

**UWC BAAS Program Manager (non-voting ex-officio, 2013-2014 term)**

**Patti Wise, UW Colleges BAAS Program Manager**

**UWC Registrar (non-voting ex-officio, 2013-2014 term)**

**Larry Graves, Registrar & Director of Admissions**

1 Student member (2013-2014 term, chosen by UWC Student Governance Council)

Senate Academic Policy Committee Chair (non-voting ex-officio, 2013-2014 term)

5. **Senate BAAS Assessment Committee**

1 Humanities Division Faculty member (2013-2016 term) *Note modified term length to account for initial membership staggering.*

**Stephen Schmid, Associate Professor, Philosophy, UW-Rock County**

Please accept my self-nomination for the Senate BAAS Assessment Committee.
1 Natural Sciences/Mathematics Division Faculty member (2013-2015 term)

Yuriy Shlapak, Assistant Professor, Mathematics, UW-Marshfield/Wood County & UWC Online

If the vacant seat on the curriculum committee is already taken, then I would like to serve on senate BAAS assessment committee. But still, the senate curriculum committee is my first choice.

Amanuel Teweldemedhin, Associate Professor, Mathematics, UW-Richland

I began my service in the UW Colleges in August of 2006, and have been working as an Associate Professor in the Mathematics Department since July 2012. As part of my service to the UW Richland campus, I have chaired the Campus Appointments Committee, the Campus Curriculum Committee, and am currently chair of the Campus Academic Actions Committee. I am currently serving on the Campus Steering Committee, the Quintessence Committee, and the Campus Informational & Instructional Technology Committee. In the past, I have also served on the Scholarship Committee, and on several ad hoc search committees, including our Dean Search in 2008. For my Department, I am currently co-DAC, and am a member of the Distance Education Committee. Previously, I have also served on the Department Informational & Instructional Technology Committee.

1 Social Sciences Division Faculty member (2013-2016 term) *Note modified term length to account for initial membership staggering.

Mark Karau, Assistant Professor, History, UW-Sheboygan

Plug me in on BAAS Assessment.

1 Department Chair member (2013-2015 term)

Dean Kowalski, Associate Professor & Chair, Philosophy, UW-Waukesha

I'll volunteer for the BAAS Assessment Committee.

UWC BAAS Program Manager (non-voting ex-officio, 2013-2014 term)

Patti Wise, UW Colleges BAAS Program Manager

Institutional Assessment Coordinator (non-voting ex-officio, 2013-2014 term)

Valerie Murrenus Pilmaier, Institutional Assessment Coordinator

1 Student Services Administrative Staff member (2013-2015 term)

1 Student member (2013-2014 term, chosen by UWC Student Governance Council)

[End]
Update on Higher Learning Commission Update: Now that the UW Colleges has received continuing accreditation from the Higher Learning Commission (HLC) for another 10 year cycle, the next task is to determine our path forward. This means selecting and declaring one of two “Pathway” options now established by the HLC: The Open Pathway and the Standard Pathway. To determine the Pathway best suited for the UW Colleges, I have conferred with Chancellor Ray Cross, Senate Steering Committee Chair Mark Peterson, Chair of Chairs Holly Hassel, Associate Vice Chancellor for Academic Affairs Lisa Seale, and our HLC liaison Andy Lootens-White. Additionally, I attended sessions at the April 2013 Higher Learning Commission Annual Conference in Chicago that highlighted both Pathway options. I have also read through the HLC publications on the Open and Standard Pathways.

After careful consultation and reflection on the published materials, I believe the Open Pathway is the best option to choose for the UW Colleges.

According to the Higher Learning Commission, the following factors should be considered by institutions interested in participating in the Open Pathway:

Factors in Determining Participation in the Open Pathway

The Commission determines whether an institution may participate in the Open Pathway. This determination is based upon the institution’s present condition and past relationship with the Commission. An institution may participate in the Open Pathway if, at the time of the determination, it:

- has been accredited for at least ten years;
- has not undergone a change of control, structure, or organization within the last two years;
- has not been under Commission sanction or related action within the last five years;
- does not have a history of extensive Commission monitoring, including accreditation cycles shortened to seven or fewer years, multiple monitoring reports, and multiple focused visits extending across more than one accrediting cycle;
- has not been undergoing dynamic change (e.g., significant changes in enrollment or student body, opening or closing of multiple locations or campuses) or requiring frequent substantive change approvals since the last comprehensive evaluation;
- has not raised significant Commission concerns about circumstances or developments at the institution (e.g., ongoing leadership turnover, extensive review by a governmental agency, patterns identified in financial and non-financial indicators)

After considering these factors, I believe the UW Colleges is well positioned to participate in the Open Pathway.
The Open Pathway is focused on continuous improvement and requires the UW Colleges to determine a major Quality Initiative of its choice. It is designed to suit the institution’s present concerns or aspirations.

The Quality Initiative takes place between Years 5 and 9 of the 10-year Open Pathway cycle. A Quality Initiative may be designed to begin and be completed during this time or it may continue an initiative already in progress or achieve a key milestone in the work of a longer initiative. Further, the Quality Initiative must have scope and significance. The Quality Initiative is intended to allow institutions to take risks, aim high, and if so be it, learn from only partial success or even failure.

The Quality Initiative can take one of three forms: (1) the institution designs and proposes its own Quality Initiative to suit its present concerns or aspirations; (2) the institution chooses an initiative from a menu of topics (provided by the HLC) or (3) the institution chooses to participate in a Commission-facilitated program. Currently, the HLC has one such program, the Academy for Assessment of Student Learning.

I have recommended to Chancellor Ray Cross to notify the HLC of wanting to participate in the Open Pathway. Chancellor Cross has acted on this recommendation and is waiting to be notified by the HLC about the UW Colleges’ choice to participate in the Open Pathway.

More information about the Open Pathway can be found at the following Web address: http://www.hlcommission.org/Information-for-Institutions/pathways.html.

**Update on Bachelor of Applied Arts and Sciences (BAAS) Degree:** As you might recall, during the 2012 fall semester, I chaired the Wisconsin Technical College System (WTCS) Student Access to the BAAS Degree Task Force. The task force’s charge was to develop possible options that could provide a pathway into and through the BAAS degree-completion program for WTCS students holding an applied associate degree. A final report and recommendations were submitted to Chancellor Ray Cross in early February and task force members met with Chancellor Cross to discuss the recommendations. At the end of the meeting, it was decided that none of the recommendations were satisfactory. Consequently, a subgroup of the WTCS Student Access to the BAAS Degree Task Force was formed to explore and recommend other options for Chancellor Cross’ consideration. The members of the subgroup were UW Colleges Registrar Larry Graves, WTCS Associate Vice President Annette Severson, Special Assistant to the Provost Patti Wise, and me.

On Monday, April 15, subgroup members met with Chancellor Ray Cross to present its recommendation that the following option be implemented in order to offer a pathway for WTCS students who have earned an applied associate degree to be admitted to the UW Colleges BAAS degree-completion program.

**Recommendation:** Blend the core and breadth requirements of the UW Colleges Associate of Arts and Science (AAS) and BAAS degrees in order to accept the 60-credit block of the WTCS applied associate degree.
Description: The UW Colleges would accept the 60-credit block of the WTCS applied associate degree. WTCS general education credits would be mapped to the core requirements of the UW Colleges AAS degree and technical credits would be mapped to the professional experience or elective component of the BAAS degree. The student would complete a total of 120 AAS and BAAS degree credits to graduate.

Benefits:
- The WTCS student could be accepted into the BAAS degree-completion program with an applied associate degree, and would use the next two years to complete the core requirements of the UW Colleges liberal arts AAS degree and the BAAS degree.
- This option protects the integrity of the UW Colleges BAAS degree-completion program.
- This option allows the WTCS student to see the UW Colleges BAAS degree-completion program as equivalent to other UW System applied bachelor degrees.
- This option will be seen as locally friendly in our communities where place-bound adults holding a WTCS applied associate degree will view the BAAS degree-completion program as a convenient, attractive, and affordable option.
- The WTCS student will be able to complete the BAAS degree in the established two years with no additional time to degree.

Challenges:
- This modification would require the UW Colleges Senate to approve revised BAAS institutional policies which would be introduced in the fall semester.
- The earliest this option could be made available to WTCS students holding an applied associate degree would be January 2014.
- Implementing this option would initially require additional staff time as all of the WTCS courses from the various programs would need to be mapped over to show equivalencies to the UW Colleges AAS and BAAS degree courses. It is important to note that the Registrar is committed to taking on this work.
- These curricular maps would need to be updated and maintained going forward.

I am pleased to report that Chancellor Ray Cross supported this recommendation and asked me to move it forward for Senate consideration. Currently, Patti Wise and I are working with Registrar Larry Graves to identify the BAAS degree policy changes that would need to be made to implement this recommendation. Patti Wise and I will be bringing these recommended changes to the Senate Steering Committee for consideration in September and, with the Steering Committee’s consent, introducing these changes at the October Senate Meeting. I will continue to keep you informed of future developments.

Update on the UW Colleges Flexible Option: Below is a summary of UW Colleges Flexible Option-related activities:

1. UW Colleges Flexible AAS Degree Committee: In early September 2012, the Flexible Associate of Arts and Science (AAS) Degree Committee was formed to explore how the Flexible Option model might be implemented in the UW Colleges. To date, the committee has met eight times. During its Tuesday, March 26 meeting, committee members were introduced to the recently appointed UW Colleges Flexible Option
Coordinator Kim Kostka, reviewed and discussed a draft agenda of the Saturday, April 20 professional development meeting for UW Colleges Flexible Option developers, and received other updates about the Flexible Option. The most important activity of the meeting was a detailed discussion of the proposed agenda for the April 20 professional development meeting.

2. **Flexible Option Professional Development Day:** I am pleased to report that the Saturday, April 20 Professional Development Day was a resounding success. Over 50 developers attended the one-day meeting at the UW-Fond du Lac campus. The day was full of thoughtful deliberation, provocative and lively discussion over the Flexible Option, and recognition that while a great deal of progress has been made to date, there are many issues and challenges that will need to be addressed in the months ahead. UW Colleges Flexible Option Coordinator Kim Kostka facilitated the meeting. Other facilitators included UW-Extension Interim Provost Aaron Brower, UW Colleges Campus Executive Officer and Dean Paula Langteau, UW System Special Assistant to the Senior Vice President Rebecca Karoff, and me.

During the opening general session, participants were able to review and discuss “mature” competencies from the Mathematics (MAT 105) and English (ENG 101) departments and “emerging” competencies from the Health, Exercise Science, and Athletics (HES 209) department. The competencies elicited spirited dialog between and among the participants. Among the issues discussed were the nature of “mastery” of competencies, grading procedures, transcripting competencies, the role of UW Colleges libraries in the Flexible Option, and how a Flexible Associate of Arts and Science degree might be achieved in a competency-based, self-paced model.

Following the large-group session, participants met with developers from within their respective divisions (Humanities, Social Sciences, and Natural Sciences and Mathematics). These sessions provided an opportunity for discussions across disciplines within a division about the Flexible Option development work and a chance for department teams to work together. Additionally, issues that need to be addressed were also identified and noted for future discussion.

At the end of the day, participants had an opportunity to discuss issues, ideas, and breakthroughs that occurred during the working sessions. Next steps were identified and assessment development was introduced as the next part of the development work. There will be an assessment workshop for Flexible Option developers held at the UW-Milwaukee in June.

Overall, it was an exciting and highly engaging day!

3. **Higher Learning Commission Substantive Change Request Form:** Flexible Option leaders from UW-Milwaukee, UW-Extension, and UW Colleges are meeting weekly to ensure that the Higher Learning Commission (HLC) Substantive Change Request form for gaining approval from the HLC to implement the Flexible Option will be completed by the May 15 deadline. UW Colleges Flexible Option Coordinator Kim Kostka and I
are co-leading the UW Colleges efforts. To date, we have defined who will be responsible for responding to each of the 48 questions contained within the Substantive Change Request document and distributed the task list to people who will be working with us to complete the form.

I will keep the institution informed of our progress.

**Concurrent Enrollment Update:** On Thursday, April 18, I announced the appointment of Associate Professor of Psychology Tricia Wessel-Blaski (UW-Washington County) as the UW Colleges Concurrent Enrollment Program Coordinator. Tricia will begin her orientation to the work ahead immediately. She will serve as the UW Colleges Concurrent Enrollment Program Coordinator throughout the summer and her appointment will continue throughout the 2013-2014 academic year.

I want to thank the Concurrent Enrollment Program Search Committee members for their excellent work in identifying the Concurrent Enrollment Program Coordinator. The committee carefully reviewed the materials submitted by each of the five candidates for the position and recommended Tricia be appointed as the UW Colleges Concurrent Enrollment Program Coordinator. The members of the search committee were Joyce Atkins, Assistant Campus Dean for Student Affairs, UW-Fond du Lac, Charles Clark, Campus Executive Officer and Dean, UW-Manitowoc, John Fons, Associate Dean, UW-Rock County, Dan Kallgren, Chair, History, UW-Marinette, Lisa Seale, Associate Vice Chancellor for Academic Affairs, and Rich Barnhouse, Associate Vice Chancellor for Student Affairs and Enrollment Management.

In the weeks ahead, Tricia will be following the implementation plan for advancing a concurrent enrollment program UW Colleges-wide as recommended by the UW Colleges Concurrent Enrollment Implementation Committee in their final report. Tricia and I will keep you informed of any developments regarding concurrent enrollment program planning.

Respectfully submitted,

Greg Lampe, Provost and Vice Chancellor for Academic and Student Affairs

4.22.2013
Access to Success (A2S) Projects

As part of the UW Colleges Growth Agenda for Wisconsin goals project, in May 2012, the UW Colleges Office of Academic and Student Affairs sent a three-member team to the Access to Success Annual Meeting in Washington, D.C., upon invitation from UW System Administration, which funded this participation. As noted in Access to Success organizational materials, “The Access to Success (A2S) Initiative, led by the National Association of System Heads (NASH) and The Education Trust, is the nation’s longest standing, voluntary initiative for college access and success. More than 20 public higher education systems have come together to increase the number of college graduates in their states and to cut the college-going and graduation gaps for low-income and minority students in half by 2015. The initiative reaches 300 campuses and more than 3.5 million students.” An important outcome of the May 2012 meeting was identification of a multi-faceted project that the UW Colleges Office of Academic and Student Affairs has subsequently developed over the past year under the team leadership of Rich Barnhouse (Associate Vice Chancellor for Student Affairs and Enrollment Management), Gregg Nettesheim (Institutional Research), and myself. The project has four components, divided into two major foci:

1. Appropriate advising for students considering dropping from full to part-time status
2. Closing the achievement gap between full and part-time students
3. Success in completion of the college algebra series from developmental Mathematics through college algebra
4. Success in completion of English Composition from developmental writing through college English Composition

One major focus of the project comprises the first two items listed above, improving part-time student success. A proposal for funding this half of the project, titled “UW Colleges Access to Success Part-Time Attainment, Transfer, and Retention (PART),” was submitted earlier this semester to the UW System Administration 2013-3014 Growth Agenda for Wisconsin Institutional Change Grant program and is presently under review.

The second major focus of the project focuses on student pathways through developmental course sequences in English and Mathematics with the ultimate goal of increasing the number of students who can complete the core requirements of the UW Colleges Associate of Arts and Science (AAS) degree and subsequently achieve the AAS degree. This half of the project grew out of UW Colleges participation in “Give Students a Compass,” a related 2010-2011 Inclusive
Excellence initiative sponsored by UW System (http://www.wisconsin.edu/vpacad/compass/).
The A2S project is also informed by excellent reform efforts underway in the UW Colleges Mathematics and English departments, as well as information gathered for the 2012-2013 UW Colleges Self-Study Report prepared for the Higher Learning Commission.

In Fall 2012, a UW-Madison graduate student researcher, Peter Kinsley, joined the UW Colleges A2S team for the “Access to Success in First-Year English and Mathematics” portion of the project to provide research support, participate in planning, develop reporting of outcomes, and develop effective evaluation and assessment measures for the A2S project. His work will culminate in a final report in Summer 2013, to include review of department documents and reports; a survey of faculty, administration and staff; and analysis of student data for all thirteen campuses and the UW Colleges Online program.

In mid April 2013, the UW Colleges A2S team was joined by Provost Greg Lampe at a UW System sponsored workshop titled “Delivering Student Success for All Students.” The workshop was led by the U.S. Education Delivery Institute (EDI) and included the four UW System institutions taking part in the UW System Access to Success initiative. In addition to the UW Colleges these include UW-Parkside, UW-Platteville, and UW-Superior. The first day of the workshop coincided with a meeting of the English Department in Madison, which provided an opportunity for Greg Lampe and Gregg Nettesheim to further brief the department’s Composition Committee on the UW Colleges A2S project and learn more about the Composition Committee’s work in evaluating needs and directions for improving outcomes in developmental English and Composition courses. The provost and institutional researcher have also met with the Mathematics Department chair and UW Colleges Developmental Math Coordinator, who, like the English Department, are also working with the UW Colleges A2S team on the A2S project.

The UW Colleges A2S team looks forward to preparing a formal implementation plan for all components of the Access to Success, pending notification of the PART Institutional Change Grant proposal and completion of the “Access to Success in First-Year English and Mathematics” final report. This implementation plan will expand the A2S team to include faculty and campus administrative staff, and will be widely discussed by academic departments, campuses, and administrators, to assist all participating parts of the institution in bringing about intentional, assessed, and carefully timed improvements to curriculum and pedagogy that will lead to greater student success.

In addition to the Access to Success project described above, a related initiative called the UW System Task Force for Access to Success for Native American Students continues, most recently with a two-day meeting held in Green Bay in February 2013, which focused on recruitment and retention of Native American students in higher education. UW Colleges was represented by Renee Gralewicz (Associate Professor, Anthropology, UW-Fox Valley), Ed Stredulinsky (Professor and Chair, Mathematics, UW-Rock County), and Patti Wise (Special Assistant to the
 Provost, UW Colleges). Meeting notes and agenda are posted in the Provost Office’s SharePoint site for those interested in learning more about recruitment and retention strategies and ideas for this important population of students.

Respectfully submitted,

Lisa Seale
April 15, 2012
2012 Student Affairs Awards

Each year the Office of Student Affairs and Enrollment Management recognizes colleagues and external colleagues/contributors for their outstanding performance and contributions to Student Affairs over the past year. The nominees are required to have exhibited outstanding service through: (1) attitude; (2) relationships with students, fellow staff and others; (3) creativity and initiative; (4) quality and quantity of work produced; (5) reliability and responsibility; (6) special tasks accomplished; (7) working beyond the “call of duty”; and (8) other supporting evidence.

The 2012 nominees and recipients were:

**Nora McGuire Outstanding Academic Staff Member in Student Affairs:**
**Recipient:** John Poole, UW-Richland  
Nominees: Lisa Michalec, UW-Marathon  
Matt Greenberg, UW-Marathon  
Katie Press, UW-Waukesha  
Marylee Kishel, UW-Rock County

**Outstanding Classified Staff Member in Student Affairs:**
**Recipient:** Tamara Lavender, UW-Baraboo  
Nominees: Robyn French, UW-Fond du Lac  
Maria Graciano, UW-Washington

**Outstanding Team in Student Affairs:**
**Recipient:** UW-Marinette  
Nominee: UW-Fond du Lac

**Outstanding External Contributor to Student Affairs:**
**Recipient:** Dr. Holly Hassel, UW-Marathon County  
Nominees: Cindy Gruett, UW-Manitowoc  
Dr. Roger Peterson, UW-Washington County  
Laurie Krasin, UW-Fond du Lac

iPlan Update

The UW Colleges iPlan (strategic enrollment management plan) is undergoing minor technical adjustments in an effort to improve the overall functionality of the plan. These adjustments are being completed in advance of the second year of the iPlan. It is anticipated that the changes will be completed in May. This will allow campuses to begin implementing their enrollment
strategies for fiscal year 2014. In addition to the technical adjustments, the second year of the iPlan will include better evaluation abilities, strategies for underserved populations, and the infusion of ESFY into the Retention and Success enrollment component.

**Access to Success Boot Camp**

On Thursday, April 11 and Friday, April 12, I attended a workshop with Lisa Seale - Associate Vice Chancellor for Academic Affairs, Gregg Nettesheim - Senior Information Officer, and Greg Lampe - Provost and Vice Chancellor for Academic Affairs. The workshop discussed delivering student success for all students, which is an ongoing UW Colleges initiative through our Access to Success work. This workshop was hosted by the UW System and was conducted by the U.S. Education Delivery Institute. We were joined by our colleagues from UW-Parkside, UW-Platteville, and UW-Superior. This workshop was the next step in the development of the UW Colleges Access to Success strategy.

**Student Affairs/Administration and Finance Meetings**

Over the past 18 months, Colleen Godfriaux – Associate Vice Chancellor for Administration and Finance and I have initiated joint meetings between the Assistant Campus Deans for Student Affairs and the Assistant Campus Deans for Administration and Finance. The purpose of these meetings is to discuss broad ranging subjects that impact both functional areas. These meetings occur two or three times per academic year, depending on topics and institutional priorities. Although both groups have separate monthly meetings, these joint meetings reduce the silo effect and increase the opportunity for institutional problem solving.

**Campus Visits**

During the Spring semester, I joined Chancellor Cross, Provost Lampe, Associate Vice Chancellor for Academic Affairs, Lisa Seale, and Special Assistant to the Provost, Patti Wise for several campus visits. This semester we visited UW-Richland, UW-Rock County, UW-Washington County, and UW-Marshfield/Wood County. In addition, I joined Paula Langteau – Campus Dean at UW-Marinette and her staff for a visit by administrators from Northern Michigan University.

Respectfully submitted,

Rich Barnhouse
Associate Vice Chancellor,
Student Affairs and Enrollment Management
4.15.13
Since the last Senate meeting, the Senate Steering committee will have met on April 1st and 15th. As always, governance-wonk thrills are available in great abundance in the minutes, available in Public Folders at Governance>Senate>_Senate Steering Committee>Minutes.

As your Faculty Representative I attended the Board of Regents meeting on April 4th & 5th – more of which, below.

Highlights from recent Steering discussions and activities:
After the crush of introductions at the March Senate meeting it seemed as if everyone was tired of proposing revisions to either policy or Constitution – but not exhausted: we sent out a request to FPSC to start thinking about a more formal policy formula for calculating approximate office hours for both f2f and hybrid courses; we looked over

Introduction of IP #405 Clarifying procedures for Academic Staff and Faculty Councils in accordance with Wisconsin State Statute Chapter 36.09.4m.

Resolution extolling our colleagues who headed up the HLC report/organization/etc.

Compromise recommendation for membership start-up stagger for the BAAS Assessment committee under proposed revision to Bylaws 6.0.

Can #501 be made more specific such that it would state more clearly whether summer and winterim SSIs should be a) administered, b) included in the RPT dossier, c) part of the surveys of former students. [Hassel]

Proposed revision to IP #141 III. B, regulating the Level of Degree Work: reduce the number of junior/senior-level credits required from 60 credits to 40 credits.

Board of Regents meeting: April 4th & 5th

Link to full meeting details: http://www.uwsa.edu/bor/meetings/archive/2013.htm

Quick picks: Day 1 | Day 2 news summary

Highlights:
- “Core Credit Transfer” and scales-falling-from-the-eyes-department: I had some disturbing but enlightening conversations with Mark Nook, Carmen Faymonville, and Ray Cross about course transfer credits from the non-community-college accredited tech schools (the non-MATCs, etc.) – the ones now lobbying for us to accept their 100 level courses as Gen Ed credits. I discovered I had had a profound misunderstanding of their status. I was under the impression that the burden of proof was on the tech schools to demonstrate that their courses were sufficiently equivalent to be granted UW Colleges’ credits. From my
conversations at the meeting, I came away with the clear understanding that this is not the case. Transfer from the WSTCs is more complicated than I had even imagined it is but, right now, this much I’m pretty sure about: it looks as if the burden of proof is on us to say why credits should not be allowed.

What this means is that the Colleges will have to exercise great caution as the legislature moves forward with the 30 credit core transfer language in the next state budget.

Specifically, this: [http://www.doa.state.wi.us/debf/docview.asp?budid=105]

The Governor recommends requiring the Board of Regents and the Technical College System Board to enter into an agreement that ensures that no less than 30 credit hours of core general undergraduate courses must transfer between institutions without loss of credit toward graduation or completion of a specific course of study. The Governor also recommends that the association representing independent colleges and universities and representatives from the tribal colleges be permitted to enter into and implement the 30 core credit agreement. The Governor further recommends that the Board of Regents include information about the agreement in the annual report submitted to the Governor and Legislature. See Technical College System Board, Item #7.

(BTW: in the next paragraph of the linked document, the Governor recommends allowing pay plans to be established by the Regents without approval from the Joint Committee on Employment Relations.)

Right now, UW System VP Mark Nook is assembling a committee to work out a non-intrusive way to find 30 transferable credits. Stay tuned.

My take-away: Take a deep breath and let’s stay on our toes.

- **MOOC mania, brought to ground.** The Regents asked some very sensible questions about the costs and revenues from MOOCs, courses that people don’t pay for (mostly) and almost never finish (3% completion rates). Chancellor Cross, speaking clearly and deliberately, noted that only programs the Colleges would ever create would have completion rates equivalent to or higher than the rates we have now.

- **More Flex updating from Chancellor Cross and UWext VP Aaron Brower.**

Some highlights:

- We’re now part of an HLC pilot-group (UWM and UW Colleges) working on accreditation for "competencies".
- HLC’s decision on the Flex Option comes in July 2013 (and then we can start to market our courses). Early signals suggest they like our model.
- Flex will run on a cost-recovery model. Worst case scenario gets us to break even by 2017.
- Chancellor Cross: "Stacking competencies by itself, is like stacking bricks without mortar."

Respectfully submitted,

Mark Peterson, Chair
Senate Steering Committee
Academic Staff Elections

The Academic Staff Nominations and Elections Committee, after being graciously granted a deadline extension by Chancellor Cross, was able to secure enough nominations to run an election for all open academic staff senate seats. The new academic staff senators are: Stephanie Douglas, Joanne Giordano, Michael Gorman, and Mike Winkler. Returning academic staff senators are: Dan Anhalt, Carrie Ann Desnoyers, Steve Kaiser, and Jeff Verona.

Related to academic staff elections is the recent decision to not include Limited Appointees as academic staff for governance purposes. As a result, I have been engaging Library Directors in an ongoing discussion about how we can include Library Directors in shared governance on the senate level. My contention, perhaps erroneous, is that Library Directors are more directly involved in supporting programs and the UW Colleges mission at an institutional level than are, for example, CE Directors or Assistant Campus Deans for Administration and Finance whose focus seems more local than global.

Initial responses to the proposal that a Library Director serve in an ex-officio capacity on Senate Steering were limited and tepid, at best. Marc Boucher graciously agreed to bring the matter to the Library Directors, again, to see if he could spur more discussion of the matter. In addition to an ex-officio seat on senate, I propose that the Senate Budget Committee should have a Library Director serving as a voting member of that committee, to bring the perspective of librarians to the table as we decide how to allocate funds for institutional priorities. As of the date of this report, I am awaiting responses to the proposals.

IAS Titling

The Academic Staff Personnel Committee continues to work on wording for a new policy, ASPP #708, that will provide guidelines for titling IAS at hire or rehire. The deadline for feedback from all academic staff is April 13, 2013; and Chair of the Personnel Committee, Bob Apfel, hopes to have a revised draft of the policy for the Council’s consideration at its April 26, 2013 meeting.

Academic Staff Personnel Policy #704

HR Director, Pam Dollard, submitted to the AS Council proposed revisions to ASPP #704. The proposed revisions would update promotion and retitling procedures, bringing the policy into line with current UPGs and practice, and expedite implementation of salary changes based on promotion or retitling. Dollard met with the AS Council at its March 2013 to discuss the proposed revisions and address any concerns or questions.
The proposed changes were approved by the AS Council during a WisLine meeting on April 11, 2013. I cleaned up formatting of the policy and sent it out to Council members, again, to be sure I had not inadvertently altered the document’s meaning, as approved. On April 15, 2013, after allowing verification of the policy’s content by the Council, I will forward the revised policy to Chancellor Cross for acceptance or rejection.

**Academic Staff Salaries**

UW Colleges administration identified as one of its institutional priorities the need to address faculty and academic staff salaries. To that end, Colleges completed an extensive examination of compression and differential salary issues for faculty. Yet, to date of this report, the Academic Staff Council is unaware of any efforts on the part of administration to address academic staff salary and compensation issues; despite the claim in the UW Colleges Self-Study Report that “According to the vice chancellor for administrative and financial services, ‘salaries for non-instructional academic staff were reviewed and adjusted in the Phase III Salary Improvement Plan of 1999’ [emphasis added]. This plan decompressed some salaries and provided a general increase. The UW Colleges will address salary compression for non-instructional academic staff by determining whether compression exists and whether it needs to be resolved in the 2012–2013 academic year” (71; emphasis added).

It is the hope of the Academic Staff Council, as the 2012-2013 academic year draws to a close and as the senate sessions conclude with this April 2013 meeting, that UW Colleges administration will not, yet again, let drop from its radar the important issue of academic staff salaries for both instructional and non-instructional academic staff. The Academic Staff Council of Senators, further, calls upon faculty senators to support as extensive a study and deliberate action to resolve academic staff salaries issues as was afforded to faculty.

As noted previously by the Academic Staff Council, no university or college is comprised of, and indeed could not wholly function with, faculty alone. It is easy to use majority power in a political system of shared governance to attend to one’s own needs and interests. It takes purpose and fortitude to use that majority power to attend to the ethic “the least of these my brethren.”

Respectfully Submitted
April 12, 2013
Richard Krupnow
Attachment 10

UW Colleges Academic Staff Representative to UW System Administration
Report to the UW Colleges Senate
April 26, 2013

There have been no official meetings since my last report. I have been working with the Committee on the Academic Staff Leadership Conference.

“The Changing Nature of Higher Education”

July 25-26, 2013
The Concourse Hotel, Madison, WI

Keynote Speaker: David J. Ward

Three Tracks: New Instructional Perspectives
Professional Development
Changing Needs in Student Services

Topics Will Include: The Flex Option: Instructional Perspectives
Organizational Skills: How to Work Smarter
Universal Design in Blended Learning
Disability Issues and the new ADAAA
Changing Nature of Online Education (I will present)
Leadership Training: Effective Evaluations
The New Personnel System

Presenters are confirmed from the following institutions:
UW Colleges Online
UW Milwaukee
UW System HR
UW Madison

Waiting or confirmation from:
OPID
Campus Veterans Coordinator
UW Legal Council
ASPRO
QI Office

Registration Fees will be WAIVED for Instructional Academic Staff!

Carrie Ann Desnoyers
April 26, 2013
SGC is in the process of wrapping things up for the year, and beginning the training process for next year’s executives. Our elections were held on April 12th, and we are proud to announce that our next SGC President will be Alex Roberts, this year’s Vice President. We are fully confident that Alex will be an effective and visionary President. Our Executive Director is Darby Kilkelly, of UW-Marathon County. We are excited to welcome him as well. Our other two executive positions were not filled at the elections, so they will be filled by appointment of the President and approval of the SGC representatives.

SGC visited UW-Barron County, and had a great conversation with their SGA. We were able to meet with both current and future leaders, and talk about how SGC can better serve their campus.

I deeply appreciate the opportunities that I have had in my time with the UW-Colleges Senate and SGC. I wish to say thank you to everyone who’s worked with me, taught me, and been there for advice and counsel. This year has helped me grow as a person and as a leader. Special thanks to Linda Baum for making sure I got all of my reports submitted, and for being a great source of knowledge and perspective.

I am confident that the Student Governance Council will be in highly capable hands next year. Thank you all for the opportunity to serve.

Forward for students,

Ian D. Reese
1. Proposal on Revision of Chapter 4 of UWC Constitution.

SAPC and FPSC are proposing a revision of the UWC Constitution, Chapter 4. The proposed change will bring the UWC definition of a department in line with the state statute definition of a department. The revision will expand the definition of departments, allowing for the creation of departments whose members share related interdisciplinary interests.

2. Update on Defining Programs (Joint Project with FPSC)

SAPC met with FPSC last Senate meeting and again, via Wisline, on April 12th and plan to meet together for the final Senate session. There is a clear sense that programs might be better served if they were not housed in particular departments. (And there is some sense that departments would welcome this.) The particulars, however, are still unresolved. Should all programs be freestanding? Should they have directors? Should the smaller programs be housed in a collective Interdisciplinary Programs body? What role would a director in such an organization play? At the end of the April 12th meeting, members were charged to gather more information and models for the joint committees to consider. The plan is, at the end of this meeting, to write a report with recommendations and send it to Senate Steering.

3. Report on Cross-listing Classes

The Senate Steering Committee (SSC) has asked the Senate Academic Policy Committee (SAPC) to investigate and, where appropriate, to create policy regarding cross-listed classes. SAPC Chair Kozma distributed a draft report to the SAPC and SCC. The following report is based on this draft and informed by the feedback received.

Current Practice

The current practice is that (i) both departments/programs must agree to the initial cross-listing of a course and (ii) both departments/programs must agree on instructors.

Policies

There are two relevant policies here:

- Institutional Curricular Policy #101.02 (Curriculum Guidelines)
VII A. 2. Cross-listed courses are the same course cataloged with two or more different prefixes. All departments involved in a cross-listed course must approve the course.

- **UWC Constitution, 4.03 Jurisdiction and Responsibilities**

  Departments shall be responsible for maintenance of standards in the discipline, as regards to curriculum and teaching personnel. They shall develop and maintain an appropriate curriculum of courses in the discipline, advise the Senate and campus collegium on curriculum, search and screen all candidates for appointment to teach in the discipline, and regularly evaluate all department members. No appointment, renewal, or promotion may be made, and no one shall teach a credit course, without the approval of the appropriate department. The departments shall also encourage professional development of their members.

As a cross-listed class is created under the auspices of multiple departments/programs, each participating department/program has the right and responsibility to oversee the creation and teaching of this course.

**The current practice is in agreement with policy.**

- **“Decoupling” Cross-listed classes**

  There have been questions about “decoupling” cross-listed classes. There have been two versions suggested – campus-specific decoupling and “permanent” decoupling.

  There is a conceptual problem here, in that ‘decoupling’ implies that there are two distinct courses which are linked via cross-listing. However, the language in policy makes it clear that there is but one single course: “Cross-listed courses are the same course cataloged with two or more different prefixes.”

  This is not simply a semantic issue. Cross-listed classes are part of the transfer agreements that are made with the comprehensives and other partner institutions. Transfer credit is assigned to the cross-listed course *simpliciter*; it is not evaluated separately on each prefix.

  A campus-specific decoupling might change the nature of the course in a way which would violate the transfer agreements. For instance, PHI 202/WOM 202 is evaluated as a whole; there is not a distinct agreement for WOM 202 and another for PHI 202. Depending on the transfer institution, they may transfer a cross-listed class in either discipline. For example, WOM 202 transfers as PHI 377 at Eau Claire; at Whitewater, WOM 280 transfers as HIS 380; SPA 247 transfers to Madison as a WS elective and so on. A student taking SPA 247 “decoupled” from WOM 247 would still receive Women’s Studies elective credits at Madison, even though the class was not taught as a WS class; further, the student would not receive any Spanish elective credit.
SAPC does not believe that “campus-specific” decoupling is permitted in policy nor, given the transfer issues, does it believe it to be a supportable practice.

The process of permanently decoupling the class - that is to say, removing the class from cross-listing – is murky. A question immediately arises whether all participating departments/programs need to sign off or might a department/program unilaterally remove a course from cross-listing. There is no policy on this and no consensus as to what the answer should be.

In either case, it is not a recommended course of action. While transfer agreements can be updated to reflect this change, it will still be confusing for transfer institution, as the course names and numbers will remain the same. Further, if, in the future, the departments wished to re-cross-list the courses, the “on again/off again/on again” nature of the transfer agreements will be highly confusing.

Whether classes can be permanently “cross-listed” or not is unclear in policy. In any case, SAPC does not recommend this practice because of the need to revisit transfer agreements and also the difficulties in re-establishing a previously cross-listed class.

Creating Parallel Courses

Another option is for departments/programs to create courses which run parallel to a cross-listed course. For example, say that there existed a PHI 241/POL 201 “Political Philosophy and Theory” class. The Philosophy department could create a parallel political philosophy course with a unique course number – say PHI 245 - which would not be cross-listed. This new class would be distinct from the cross-listed class and thus have its own transfer agreement. SAPC recommends language that makes clear that students who take “parallel” classes not be able to take the similar cross-listed class for credit.

The creation of parallel courses is preferable from a transfer point of view, as the cross-listed/non-cross-listed classes are clearly delineated with distinct course numbers. Further, it keeps open the possibility of offering the original cross-listed class.

Recommendations

Given the permanent nature of cross-listed classes, it may be in the interest of the partner departments/programs to establish a memorandum of understanding, which lists the expectations that each partner has in terms of course content, teaching methods, instructor qualifications and so forth.

Respectfully submitted,
Troy Kozma
Chair of Senate Academic Policy Committee
The last meeting of the Senate Budget Committee’s (SBC) held at the March 15, 2013 Senate meeting. The following issues were discussed.

Budget Overview
The University of Wisconsin System portion of the proposed State budget was discussed in detail. The recommended budget appears to provide $181 million of new GPR biennially, but with further analysis the “true” increase is much smaller. Unlike in the past, the UW System will be responsible for all increases in the cost of utilities and fringe benefits. The Flex Option and Dual Enrollment initiatives would receive some funding.

The proposed budget does not have a lapse and it does provide more management flexibility. While the System will bear more risk under this proposal, overall this seems to be the most favorable budget proposal for the UW System in some time.

Salary Issues
The consultant’s report (Guell) indicated a possible gender bias in the overall compensation structure. The UW Colleges staff is continuing their research and will address this issue by the end of the academic year. While the cause of this issue does not have a clear explanation, it was not a systemic type of discrimination.

Salary compression and differential salaries issues continue to be extensively discussed. Some members of the committee do not agree on the appropriateness of looking at these issues together as they can be considered separate issues. The differential salaries issue is a problem because in some disciplines it is very difficult to hire and/or retain faculty. There was agreement that funding a revised merit process and expanding the salary increase at promotion would help with the compression issue.

Faculty Positions
Under the IEM each Campus determines the number of tenured and tenure track positions at the local level. While funding for these positions is established at a predetermined level, a Campus can operate either above or below this level based on local choices and conditions.

The difficult issues in appropriately staffing the Campuses have always existed in the Colleges. They are much more visible now, as the decisions are made at the Campus level instead of by the Central Office.

Ongoing Issues
In addition to the previously listed issues, the continuing implementation of Integrated Enrollment Management (IEM) will be a primary issue. The BAAS degree, Tuition structure,
Online revenue sharing, IAS compensation and the role of the SBC in UWC governance are other major issues to address in the future.

Respectfully submitted,
Matthew Raunio
Chair, Senate Budget Committee
April 16, 2013
Ongoing

FAPC has continued to work with SAPC and representatives of UWC’s academic programs on how to define the rights and responsibilities of Academic Programs in policy. Lots of questions here, and we’ve been seeking advice and models from other institutions.

Being introduced today

1) UWC Constitution, Chapter 4.00 – introduction
   This simple amendment would bring the definition of department in the Constitution into agreement with the definition in UW System Administrative Code UWS Chapter 1, by allowing departments to have an interdisciplinary focus.

Up for adoption votes today

1) IP 141, 141.01, & 141.02 - BAAS instructional responsibilities: adoption
   The proposed revisions replace the term “faculty” with “instructor,” clarify that students should submit experiential learning portfolios to departments (not to faculty), and make wording more consistent throughout the policies.

2) IP#104 - Hiring graders and relocating IP#310.01: adoption
   Adds a policy on hiring of graders and moves the policy on office hours from IP#310.01 into IP#104. If this gets adopted, we would need to follow up with a proposal to rescind the free-standing IP#310.01.

3) FPP#501 - Role of deans in 2nd-year retention decisions: adoption
   The proposed revisions make the deans’ role in retention decisions consistent throughout the tenure process.

4) IP 320: IAS and Renewable Contracts – adoption
   The proposed addition will require that IAS who hold a renewable appointment be given adequate feedback on performance and suggestions for improvements, so they can act to avoid non-renewal for unsatisfactory performance. It also adds associate deans to the list of those receiving IAS merit evaluations.

Respectfully Submitted,
Paul Whitaker
Chair, Faculty Professional Standards Committee
Since the last SAC report submitted for the Senate on March 1, 2013 the committee has not met.

The scheduled spring meeting with the CACs (Campus Assessment Coordinators), to discuss progress on the Campus assessment projects, will take place via Wisline on April 23. The committee will receive the final campus assessment reports from the CACs by May 30 and will review these reports during June to provide feedback to the CACs by July.

The committee will have a face to face meeting May 10 at UW Waukesha to plan for the two summer meetings and discuss other committee matters. The summer face to face meetings with the DACs (Department Assessment Coordinators) will be held in June and August 2013. Draft reports of department assessments will be submitted to the committee by July 15 and committee members will return preliminary comments for these reports to the DACs at or before the August meeting.

Submitted by
Deborah Paprocki
SAC Chair
April 12, 2013
Background and Rationale
Some non-instructional academic staff in the UW Colleges hold renewable appointments, but these have not yet been offered to Instructional Academic Staff. ASPP #804 addresses nonrenewal of Academic Staff for poor performance in section 0.20, but that wording is not particularly relevant for Instructional Academic Staff, where performance evaluation is done by a campus or departmental committee. The proposed addition of Part IV.C to IPP#320 will require that IAS who hold a renewable appointment be given adequate feedback on performance and suggestions for improvements, so they can act to avoid non-renewal for unsatisfactory performance. In addition, the associate campus dean has been added in the lists of those receiving visitation reports or evaluation results in Parts II.B.2 and IV.B. Finally, the term vice chancellor has been replaced with provost in Part IV.B.

The proposed changes are in bold, red, italicized and underlined font.

UW Colleges Senate Policy
Institutional Personnel Policy Affecting Faculty and Academic Staff #320
Policy on Evaluation – Instructional Academic Staff (Category B), including Returning Retired Faculty

Policy Effective November 20, 1995
Amended, January 16, 2002
Reorganized and Renumbered, March 15, 2002
Amended by the Senate, May 2, 2003
Revised by the Senate, May 7, 2004
Revised by the Senate April 24, 2009

I. Instructional Academic Staff (Category B), including Returning Retired Faculty
A. All instructional academic staff, regardless of percentage of appointment, shall be evaluated. The only exception will be instructors paid with one lump sum (i.e. coaches, applied music instructors).

B. Merit evaluations will be done by academic departments and campuses in alternate years, with each committee reviewing Activity Reports, student evaluations, and any other evidence of achievement, over a two-year period. The campus dean must be included in the discussion of campus merit evaluations, but will be excused prior to final deliberations. The department chair will serve ex officio on the department merit committee.

C. Evaluation of instructional academic staff is based on the following:
   1. Completion of Activity Report form (IP#301). The campus is responsible for the distribution of the activity reports each year before the end of the fall semester.
2. Student evaluations for all classes taught in the first two semesters of instruction. Thereafter, student evaluations every third semester (e.g., fall 2001, spring 2003, fall 2004, etc.). (Returning retired faculty shall administer the Student Survey of Instruction every third semester.)

3. When available, written reports of class visits by members of the instructional academic staff member’s department or delegated authority.

D. It is the responsibility of the campus to notify the instructional academic staff of the requirement to submit the Activity Report form and copies of the class visitation reports to the appropriate campus/department committee chair.

II. Departmental and campus responsibilities for instructional academic staff, including Returning Retired Faculty.
Revise 4-24-09

A. Newly hired instructional academic staff can expect the following:
   1. A departmental visit to occur within the first semester of initial employment. Some items that may be evaluated are teaching skills, student participation, presentation methods and relevancy of information.

   2. A copy of the visitation report should be sent to the department chair, the chair of the campus evaluation and merit committee, the associate dean, the campus dean and the staff member within 30 days of the classroom visit. After receiving a copy of the visitation report, the instructional academic staff member may elect to contact the department chair for more information.

B. Returning instructional academic staff can expect the following:

   1. A departmental visit will occur at least once every four years of employment. Department bylaws may establish a regular visitation schedule beyond the minimum required, but not to exceed one visitation every two years.

   2. A departmental visit shall occur prior to any promotion of an instructional academic staff member. Additional department visits may be scheduled at the request of the department chair, the campus dean, or the instructional academic staff member. A copy of the visitation report should be sent to the department chair, the chairs of the campus evaluation and merit committees, the associate campus dean, the campus dean and the staff member. The results of the visit will be included in the promotion file.

C. Returning retired faculty can expect the following:

   1. A departmental visit may occur at the request of the department chair, the campus dean, or the faculty member.
III. Implementation
Each year the vice chancellor shall provide deans and department chairs with detailed set of instructions including deadlines, implementation details and a complete list of instructional academic staff in the pool.

IV. Performance Evaluation
A. Each year, the relevant campus committee or department will review the evaluation materials and decide whether an instructional academic staff member is meeting the expectations for the position. A performance rating will be assigned as follows:

-- "meritorious": exceeding expectations;

--"satisfactory": meeting expectations;

--"unsatisfactory": failing to fulfill expectations.

B. When the evaluation process is completed and a rating has been determined, the department chair or campus committee, depending on which does the evaluation, will inform the campus dean, the associate campus dean, the provost, the vice chancellor, and the instructional academic staff member of the results. An unsatisfactory rating may result in nonrenewal of a teaching contract.

C. Instructional Academic Staff with renewable appointments must be given written notification of merit, including information about how to improve their performance if the merit rating is less than Satisfactory, in compliance with Academic Staff Personnel Policy #804.

V. Reconsideration Appeal Process
If the instructional academic staff member does not agree with the evaluation, he/she should contact the department chair or campus committee to ask for reconsideration of the results. The instructional academic staff member should submit the reason(s) for reconsideration.

[End]
Background and Rationale
There are two changes in this proposed revision: a new policy on hiring of graders, and relocating an existing stand-alone policy on office hours, IP#310.01, into this policy.

The need for the policy on hiring graders arose when a campus desired to hire a part-time support staff member to perform routine grading for faculty on their campus. When they asked if such work would violate any Senate policies, it was discovered that there was no policy on the hiring of graders. The majority of Senators at the April 2012 Senate meeting were opposed to the hiring of graders; grading was seen as an essential part of instruction and an important aspect of the oft-touted, close student-instructor relationship in the UW Colleges. Senate discussion indicated the need for a policy to require that faculty/IAS, as a duty of their positions in the UW Colleges, conduct all the course grading and assessment of class products. Recognizing the need for some flexibility in this requirement, the proposed new policy in Section VI allows department chairs to grant one-time exceptions to this requirement. Departments can also write exceptions into departmental bylaws for situations that might recur on a regular basis, such as individual music instructors who are not the instructor of record, computer programs like ALEKS in math that do automated grading, or peer grading.

The Senate adopted a very short policy on office hours expectations (IP#310.01) in 2010. The policy number was chosen based on the idea that the office hours policy might someday be housed under a future instructional responsibilities policy to be numbered IP#310. Since the existing policy IP#104 already addresses instructional issues relevant for both IAS and faculty, it is the logical home for the proposed new grading policy and the existing office hours policy. The proposed revision of IP#104 that follows includes both of these. If approved, we would need to rescind the current free-standing office hours policy IP#310.01.

Proposed changes are in bold, red, italicized and underlined font.

UW Colleges Senate Policy
Institutional Curricular Policy #104
Course and Instructional Policies

Reorganized and Renumbered March 15, 2002
Revised by the Senate, October 15, 2004
Revised by the Senate, March 4, 2005
Revised by the Senate, October 28, 2005
Revised by the Senate, January 18, 2006
Revised by the Senate (SAPC) April 29, 2011
I. **Class Attendance**

Instructors may establish reasonable class attendance policies that make allowances for legitimate absences and which comply with legal mandates such as Wis. Admin. Code Chapter UWS 22 Accommodation of Religious Beliefs, Rehabilitation Act of 1973, specifically Section 504, and the Americans With Disabilities Act (ADA) of 1990. If an instructor determines that a specific number of absences will affect the student's grade, the attendance policy should state that this refers to unexcused absences. In these cases, the instructor should identify a mechanism to verify excused absences. Any class attendance policy must be announced in the syllabus.

Students are responsible for completing all work missed because of any absences from class as determined by the instructor. If students will be absent from class because of a field trip or any extracurricular activity sponsored by the UW Colleges, the instructor or other staff member in charge of the activity shall confirm this for any instructors whose classes students will miss.

II. **Course Syllabi**

A. The purpose of a syllabus is to:

1. Give an overview of the course.
2. Help students know what is expected in the course.
3. Provide a reference about the course for transfer issues.
4. Aid in communicating UW Colleges assessment goals.

The syllabus is not a binding agreement and is subject to change. Students should be notified if changes are made to the syllabus.

B. At the beginning of the term all faculty and instructional academic staff will provide written syllabi to students enrolled in their courses. Every course syllabus will contain the following information:

1. The course title, number, section (if applicable), number of credits for the course, semester, and year.
2. Information about the instructor (e.g., the instructor’s name, office number, office hours, office telephone number, and e-mail address).
3. Course description and/or course overview.
4. A statement about grading procedures including +/- grades if used.
5. A statement about activities outside regularly scheduled class time (field trips, exams, etc.) if they are a required component of the course.
6. A statement about course attendance requirements
7. A list of learning resources (e.g., required texts, recommended readings).
8. A description of major course components (e.g., topics, objectives, course proficiencies, activities and/or assignments).
9. A tentative schedule including the number of exams or evaluations.
10. A statement of Colleges-wide and/or department-specific assessment goals and procedures for courses that are part of assessment for the semester.

C. At the start of each semester syllabi will be submitted to the instructor's campus dean and filed in an accessible location to be determined by the dean.

III. Office Hours

Adopted by the Senate Steering Committee 9-23-2009
Initiated by the Senate 10-23-2009
Adopted by the Senate 1-13-2010
Revised and adopted by the Senate (FPSC) 2011-10-21
Moved from IP #310.01 on XYZ

All faculty and instructors must hold a minimum of one office hour per week for every three credit hours he or she teaches. For the purposes of this policy, laboratory instruction and discussion sections do not count as credit hours. Office hours must be held either in the faculty’s or instructor’s office or in a suitable on-campus location. Except in the case of distance education courses, office hours may not be offered by phone, e-mail, or online. Online and distance education faculty and instructors must offer a reasonable alternative to face-to-face office hours.

IV. Activities that Occur Outside of Regularly-Scheduled Class Time (renumbered from III to IV)

Adopted by the Senate, March 3, 1990, pp. 9, app. 15
Ratified by the Senate, May 12, 1990, pp. 3, app. 10
Revised by the Senate, March 4, 2005

When field trips, exams, or other class activities are required that take place outside of regularly-scheduled class times:

A. This information shall be printed as part of the course description in the campus Course Schedule.

B. Funding for such activities shall be determined when the schedule of courses is being developed.
   1. Special course fees may be assigned to cover field trip transportation costs. Procedures to be followed are detailed in UW Colleges Administration Policy on Special Course Fees.
2. GPR funds may be used with advance approval by the campus dean after consultation with the campus curriculum or budget committees. The decision to use GPR funds shall be part of the campus annual budget process.

C. Such activities shall be scheduled for minimal disruption of the participants’ class schedule.

V. Final Exams (renumbered from IV to V)

A. Each UW Colleges academic department shall have a written statement of its final examination policy. Such policies shall include a stipulation of the courses for which final examinations are mandatory, permissible methods of testing, material that may be covered, and any other guidelines which will assist faculty in conforming to departmental expectations about final examination practices. These policy statements shall also indicate the procedure by which a faculty member may request an exemption.

B. Final examination schedules shall be published in the campus Course Schedule to show the exact date and time of all regularly-scheduled final examinations.

C. Final examinations in courses offered for two or more credits during a traditional 16-week semester regardless of delivery method shall be given at the time indicated in the published schedule, unless the faculty member has received permission for an alternative time from the campus dean, and shall not exceed two hours in length. An exception to this policy is a take-home final examination, which may be given only if departmental policy permits and then must be due at the time of the regularly scheduled final examination. Final examinations in courses offered for two or more credits may not be given during a regular class period. This policy does not preclude an instructor's making special arrangements for individual students.

D. Final examinations for courses in delivery formats other than the traditional 16-week semester shall follow the calendar indicated for that format.

E. Final examinations in one-credit courses offered for less than a full semester may be given prior to or during the final examination period.

F. Students who have more than two examinations on one day or two examinations scheduled for the same time must make arrangements at least one week in advance with one of the instructors concerned to take one of the examinations at an alternate time. When an informal arrangement cannot be made, the instructor of the course of lowest enrollment shall provide an alternate examination time. Examinations in studio or recital courses shall not conflict with regularly scheduled final
examinations.

G. When an instructor does not return the final examination, students will have the opportunity to review their final examination or discuss it with the instructor up to one semester after the course is completed.

H. No major activities, events, or organizational meetings which involve students may be scheduled at a UW Colleges campus between 4:00 p.m. of the last day of classes and the end of the exam period. Any exceptions to this policy must be approved by the campus dean, in consultation with the campus collegium steering committee.

VI. Grading
   *Adopted by the Senate on XYZ*

   **A. All assessments and grading of student work within a course shall be completed only by the instructor of the course. Automated grading, if set up by the instructor, is permitted. Exceptions to this policy may be permitted based on departmental bylaws or approval of the chair of the respective department.**

VII. Recommendations for Campus Administrators (renumbered from V to VII, and all subsequent sections renumbered by adding 2)

   *Revised by the Senate, March 4, 2005*
   *Revised by the Senate, October 28, 2005*
   *Revised by the Senate 2011-04-29*

   The following recommendations for administrators are made to provide consistent information concerning class scheduling and class instruction to all students within the UW Colleges.

   **A. Campus administrators shall be responsible for creating final exam schedules.**

   **B. Campus administrators should act promptly to accommodate any reasonable request for variance in the scheduling of final exams, as recommended by department chairs.**

   **C. It shall be the responsibility of campus administrators to see that final exam variances do not affect students adversely.**

   **D. The course instructor should be identified in the Course Schedule whenever feasible. The generic “TBA (to be announced)” should be used only if the instructor has not been identified when the Course Schedule is published.**

   **E. The mode of delivery should be clearly listed for non-traditional classes such as DE, blended, or other alternative course delivery formats.**

   **F. Students shall be informed of administrative policy requiring the use of UWC email accounts to deliver university news and information about campus, UW Colleges and UW System events. Students shall be encouraged to check their campus email**
A. Students should expect a final examination or some other appropriate form of final evaluation in each course. Normally, an instructor's final exam policy is outlined in the course syllabus distributed early in the semester.

B. Final examinations in courses offered for two or more credits will be given during the final examination period designated on the campus Academic Calendar. Exams in one-credit courses or courses of less than a semester’s duration may be given prior to or during examination week, depending on the instructor and nature of the course.

C. Examinations given during the final exam period shall not exceed two hours. Take-home final exams will be due at the time of the regularly scheduled examination.

D. If students have more than two examinations on one day or two examinations scheduled for the same time, they may arrange with one of the instructors concerned to take one of the examinations at an alternate time. If such arrangements cannot be made, the instructor of the course of lower enrollment shall provide an alternate examination time. These arrangements must be made at least one week prior to the final exam period.

E. Physically handicapped students who require special aids or equipment for taking final exams should consult with course instructors at least one week prior to the scheduled exam so that special arrangements can be made.

F. Students are expected to be in attendance at the scheduled final examination of each of their courses. Failure to attend an examination may result in failure in that course.

G. No variation, other than those mentioned in this policy, from the scheduled time of examinations is permissible unless the course instructor agrees that circumstances warrant such variation.

H. When the instructor does not return the exam, students will have the opportunity to review their final exams or discuss their final evaluations with the instructor up to one semester after the course is completed.

I. Students are expected to activate and use their university email accounts in order to maintain communication with the campus and university community. Official administrative notices will be issued through UWC email accounts. Students are expected to check these accounts on a regular basis.

[End]
Attachment 18

UW Colleges Senate
Adoption: April 26, 2013
Proposed Revision of UW Colleges Senate Policy #301.01
(“Administering the Student Survey of Instruction”)

Background and Rationale

When the Colleges adopted the new Class Climate software, it became necessary to amend Senate Policy to reflect the differences between the old and new means of administering the Student Survey of Instruction. This revision does so. As the Senate Academic Policy Committee worked through this, it became clear that there was an additional issue here – 301.01 did not adequately handle courses taught in non-traditional formats. Senate Academic Policy Committee collaborated with the Senate Online Programming Committee to bring these alternative modes of instruction in line with the rules governing SSIs in face-to-face settings.

An earlier version of this revision passed the Senate but was not approved by the Chancellor on the grounds that the proposed revisions would not be workable in an Online setting. The Provost suggested changes which would ameliorate these concerns. This version adopts two of these proposals. First, it makes clear that it is the responsibility of instructors to inform ONL students that an SSI is being conducted and sets out specific manners in which this is to be done. Second, it makes the last 3 days of instruction the default time in which an ONL evaluation will take place, although the policy also gives instructors the option of changing this date to best reflect their curricular needs.

Proposed changes are in bold, red, underlined italics.

UW Colleges Senate Policy
Institutional Personnel Policy Affecting Faculty and Academic Staff #301.01
Administering the Student Survey of Instruction

The purpose of the Student Survey of Instruction is to evaluate instructors for purposes of tenure, promotion, merit and retention. To ensure fairness and parity of treatment, no other student survey regarding instruction shall be administered by administration, departments or campuses (with the exception of course visitations surveys administered by a peer that become incorporated into the visitation report and do not, in themselves, become part of the employee personnel file).
I. **For Faculty**
   A. The Student Survey of Instruction form approved by the UW Colleges shall be administered for all faculty classes every third semester (e.g. fall 1998, spring 2000, fall 2001, etc.). Additional student surveys will be administered in the fall and spring semesters of classes taught by first-year probationary faculty and in the spring semester of classes taught by second-year probationary faculty and in the fall semester of classes taught by fifth-year probationary faculty.

   B. Administration of the form shall be a campus responsibility, *or in the case of Online instruction, the responsibility of Distance Education*. Campuses should contact central administration early enough to assure sufficient forms are available to meet all deadlines. *For Face-to-Face and Blended classes, forms shall be made available to the faculty at least three full weeks before the end of the course. For those courses taught Online, the Distance Education program shall consult with instructors and arrange for administration of the survey as indicated in IV. B.*

   C. Materials related to the implementation of the Student Survey of Instruction, including the Student Survey of Instruction form; instructions to students; instructions for identifying class and instructor on the Student Survey of Instruction Course Section Sheet; and statistical data summary to be reported to campuses, departments, and faculty, are located in IP Personnel Policy #301.01, Appendices I and 2.

   D. In addition, instructors, departments, or campuses may request occasional student evaluations of personnel in unscheduled semesters. If departments require additional evaluations, the department chairs shall inform central administration and the campuses *or Distance Education* in a timely manner of the need to set up administration.

   E. Departments and/or individual faculty can include up to ten additional evaluation questions; the numbering for the additional questions will start at number 21. The questions should be printed on a separate sheet with the department and class clearly identified, and should be distributed at the same time as the standard form. One copy of the additional questions should be sent to the campus *or Distance Education*, and department, and the processing center.

II. **For Instructional Academic Staff, including Returning Retired Faculty**
   A. For *rehiring*, retention and merit purposes, the Student Survey of Instruction shall be administered in the classes of instructional academic staff in accordance with the schedule in Institutional Personnel Policy #320. Administration of the form shall be a campus responsibility, *or in the case of Online instruction, the responsibility of Distance Education*. Campuses should contact central administration early enough to assure sufficient forms are available to meet all deadlines. Forms shall be made available to the instructional academic staff at least three full weeks before the end of the course. *For those courses taught Online, the Distance Education program shall consult with instructors and arrange for administration of the survey as indicated in IV. B.*
III. For Distance Education, LEC 100, Accelerated, Blended, Interdisciplinary Studies, or Other Special Courses
A. Additional questions can be added using the procedures outlined in I.E.

B. Courses with multiple instructors shall have one form for the class.

C. The statistical analysis and comments for all courses will be referred to the respective departments, campuses, and instructors involved. However, the results of multiple-instructor, or other special courses (e.g. LEC 100, one-credit Interdisciplinary Studies linking seminar), shall be separate from and not included in the statistical summary for the instructor.

D. Results for Distance Education courses in the first semester taught in a mode (e.g. Instructional Television, Compressed Video, Point-to-Point, Online, Blended or Accelerated) that is new to the instructor shall not be used in personnel decisions. Results shall be separate from and not included in the statistical summary for the instructor for that semester only.

E. Accelerated courses must adjust the time frame in which to offer the survey so that it occurs within the last 20% of the class. (For seven or eight week classes, the evaluation should take place in the final 10 days of class. For five week classes, the evaluation should take place in the final week of class.)

IV. Procedures
A. For Face-to-Face and Blended Instruction

A.1. Packets of survey and section forms shall be made available to all scheduled instructors at least three full weeks before the end of the course. (In special circumstances, departments may request or approve of administration earlier in the semester.)

B.2. In the interest of efficient processing, no later than the fifth week of classes for the semester in which all classes are scheduled to be evaluated, the Processing campus shall circulate information guiding campuses, departments, faculty and instructional academic staff to the materials related to the implementation of the Student Survey of Instruction located in IP Personnel Policy #301.01.

C.3. The campus dean shall: i) provide for a secure drop-off point and temporary storage for completed forms; and ii) for transmission of forms to the processing location, and iii) Central Office will make an electronic copy of the forms and be responsible for making two copies of the reverse (written comment) pages and their distribution to respective departments chairs. Campuses, and, after final grades have been submitted, shall distribute results to individual faculty. The original forms, following processing, will be returned to the campus, and shall be retained by Central Office for seven years, six months. The statistical results shall be maintained in a permanent personnel file for each instructor.

D.5. The instructor shall inform the students at least two days or one class period before the evaluation is to be done. The instructor must conduct the evaluation during a class period within the final 20% of the semester. The instructor shall not schedule the evaluation the day a major exam is given or returned or a major assignment assessment is conducted or is
returned. The instructor can request review of the course syllabus prior to the evaluation, and in multiple-instructor courses can inform students that only one form will apply to the course and that comments on individual instructors can be written in the spaces provided.

**E. 6.** Each faculty member shall complete the identifying section sheet prior to the administration of evaluations. The instructor shall write the course identification number on the board, and designate a student from each class to administer the forms and return the forms to the drop off point. The instructor will not be present during the administration of the evaluation, although a colleague may be. At least ten minutes shall be allowed for completion of the forms. Evaluations shall only be completed during the class time in which they are distributed. Under no circumstances shall the instructor collect or handle the completed forms until after final grades have been submitted, nor shall the instructor lobby students by word or deed for higher ratings.

**F. 7.** The person administering the form shall read the following statement before distributing the forms:

> It is the policy of the University of Wisconsin that students be given the opportunity to evaluate teaching faculty. You are not required to complete the evaluation, but your participation is encouraged. Do not write your name on the form. It will become a public document that your instructor will not have access to until the semester is over and your final course grade is recorded. Do not talk with others while completing this form. Please write freely and honestly.

The information obtained on this form will be considered when making decisions regarding salary, promotion, or tenure. Your instructor will find your evaluations helpful when improving his/her teaching and course content.

If any item does not apply to you or the course, mark the “not applicable” column. Use a #2 pencil, not a ballpoint, filling in each circle completely. Use a black or blue ball-point pen or thin felt tip pen, marking each box with an X. Please write legibly. You will have at least 10 minutes to complete the evaluation.

**G. 8.** The only attachments accompanying the student forms will be the instruction section sheet identifying the class and, where applicable, a sheet listing additional questions.

**B. For Online Instruction**

1. **An electronic version of the survey must be a component of all Online courses in which the Student Survey of Instruction is required or requested via IP Policy #301.01.**

2. **Prior to the start of each semester, the Director of Distance Education shall arrange for each section that is to be evaluated to be linked to an electronic version of the Student Survey of Instruction.**

3. **The Director of Distance Education, in consultation with the instructor, shall assign a three day period in which the evaluation shall take place. The default**
period will be the last full three days of instruction. However, an alternate evaluation time will be assigned if the default period would overlap with any day in which a major assessment is conducted or returned. Additionally, an instructor may request an alternate evaluation period, provided that it takes place within the last 20% of the semester and does not overlap with the giving or returning of a major assessment. Evaluations shall only be completed during this three day period.

4. At least one week before the evaluation period is to begin, instructors shall inform students of the evaluation time period via email and by posting the dates on the class News page. The instructor can request review of the course syllabus prior to the evaluation, and in multiple-instructor courses can inform students that only one survey will apply to the course and that comments on individual instructors can be typed in the online forms provided.

5. Under no circumstances shall the instructor be given access to the completed surveys until after final grades have been submitted, nor shall the instructor lobby students by word or deed for higher ratings.

6. The following statement will precede the Student Survey of Instruction:

It is the policy of the University of Wisconsin that students be given the opportunity to evaluate teaching faculty. You are not required to complete the evaluation, but your participation is encouraged. The survey will be anonymous. It will become a public document that your instructor will not have access to until the semester is over and your final course grade is recorded. Do not work with others while completing this survey. Please answer freely and honestly.

The information obtained on this form will be considered when making decisions regarding salary, promotion, or tenure. Your instructor will find your evaluations helpful when improving his/her teaching and course content.

V. Processing And Distribution Of Statistical Results

A. For Face-to-Face and Blended classes, completed evaluation packets, separated by class and instructor, will be sent to the individuals authorized to process the forms. All packets should be submitted no later than the end of the final exam period for the semester in which the evaluation is conducted.

B. The statistical results will be electronically distributed to individual faculty members, to the relevant departments, and the campuses. For tenured faculty and instructional academic staff, Central Office the campus will retain the original forms for six months and electronic copies and data, including statistical summaries, for at least five years. For probationary faculty, Central Office the campus will retain the original forms for six months, statistical summaries and electronic copies and data for at least seven years. Departments are encouraged to retain the electronic data, including statistical summaries, for tenured faculty at least five years and for probationary faculty for seven
years.

C. After the data processing is complete, the original forms will be returned to retained by Central Office the campus. The campus will retain the original forms for six months and electronic data for at least ten years. Departments are encouraged to retain the electronic data for at least ten years.

D. Electronic data on faculty or instructional academic staff who are no longer employees of the UW Colleges can be deleted from their respective e-mail accounts 30 days after the data has been sent.

Appendix 1: Notes to Student:
1. The only attachments accompanying the student forms will be this instruction the section sheet identifying the class and, where applicable, a sheet listing additional questions.
2. Under no circumstances may instructors see the survey forms until after the grades have been turned in. The forms should be delivered to the drop off location by the student.
3. Instructors who bring the forms to class and students who circulate them should make only those remarks about the forms which are pertinent to the task of gathering student reactions.

Appendix 2: Statistical data to be reported to Campus, Department, and Faculty
For each item:
• Frequency distribution
• Mean
• Standard Deviation
• Correlation Matrix (to be sent to Instructor)

Summary data shall not include distance education, Interdisciplinary Studies or one-credit courses offered outside of regular departments, such as Freshman Seminar. Such courses are identified in the tenth column on the section sheet. Departmental and campus merit committees can request extraction of the “global instructor” (q. 17) or other small set of responses for each faculty member under review. Compilation does not include summation.

[End]
Attachment 19

UW Colleges Senate
Adoption: April 26, 2013
Proposed Revision of Institutional Curricular Policy #202
(“Academic Procedures and Regulations”)

**Background and Rationale**
Although midterm grade reporting is mandated by Senate policy, its implementation is left to individual campuses. The implementation creates problems for Distance Education courses, where students and instructors are on campuses which use different methodologies for midterm grade reporting. The use of the official grade reporting software, currently PRISM, will alleviate this issue since all instructors and students are familiar with its use. In addition, student advisors also have access to midterm grades reported in this manner, thereby allowing for more relevant student tracking and advisement.

Proposed revisions are in bold, red, italicized, underlined font.

UW Colleges Senate Policy
Institutional Policy Regarding Students #202
Academic Procedures and Regulations

II. Grading System
Revision adopted by the Senate, January 14, 2000
Revised 4-24-09
Revised 10-23-09
G. Mid-term and Final Grades. Instructors shall submit grades reflecting students' progress in each course through such a portion of the semester that students can be formally notified by the end of the ninth week of the regular semester or at least 3 working days before the withdrawal deadline published in the course schedule for courses not offered in the traditional 16-week format. The specific mechanisms for collecting and distributing midterm grades should be determined at each UW Colleges campus. Midterm grades will be reported in the same way as final grades. Unlike final grades, midterm grades will not become part of a student's official academic record.
Attachment 20

UW Colleges Senate
Adoption: April 26, 2013
Proposed Revision of Institutional Curricular Policy #104
Course and Instructional Policies

Background and Rationale
Section IV. H needs to be clarified to indicate that any event, meeting or activity involving students cannot be scheduled during the final exam period regardless of location. As currently written, this prohibition only applies to events etc. that are scheduled “on a UW Colleges campus,” which might leave open the possibility of scheduling off-campus activities during finals.

Proposed revisions are in bold, red, italicized, underlined font.

UW Colleges Senate Policy
Institutional Curricular Policy #104
Course and Instructional Policies

Reorganized and Renumbered March 15, 2002
Revised by the Senate, October 15, 2004
Revised by the Senate, March 4, 2005
Revised by the Senate, October 28, 2005
Revised by the Senate, January 18, 2006
Revised by the Senate (SAPC) April 29, 2011

[...]

IV. Final Exams

Ratified by the Senate - September 13, 1980; page 3, App. 6 and 8
Revision ratified by the Senate - May 13, 1989; page 3, App. 6
Revision ratified by the Senate - May 3, 1991; page 3
Revision adopted by the Senate - March 16, 1995; page 4, App. 8
Revised by the Senate, March 4, 2005
Revised by the Senate 2011-04-29

A. Each UW Colleges academic department shall have a written statement of its final examination policy. Such policies shall include a stipulation of the courses for which final examinations are mandatory, permissible methods of testing, material that may be covered, and any other guidelines which will assist faculty in conforming to departmental expectations about final examination practices. These policy statements shall also indicate the procedure by which a faculty member may request an exemption.

B. Final examination schedules shall be published in the campus Course Schedule to show the exact date and time of all regularly-scheduled final examinations.

C. Final examinations in courses offered for two or more credits during a traditional 16-week semester regardless of delivery method shall be given at the time indicated in
the published schedule, unless the faculty member has received permission for an alternative time from the campus dean, and shall not exceed two hours in length. An exception to this policy is a take-home final examination, which may be given only if departmental policy permits and then must be due at the time of the regularly scheduled final examination. Final examinations in courses offered for two or more credits may not be given during a regular class period. This policy does not preclude an instructor's making special arrangements for individual students.

D. Final examinations for courses in delivery formats other than the traditional 16-week semester shall follow the calendar indicated for that format.

E. Final examinations in one-credit courses offered for less than a full semester may be given prior to or during the final examination period.

F. Students who have more than two examinations on one day or two examinations scheduled for the same time must make arrangements at least one week in advance with one of the instructors concerned to take one of the examinations at an alternate time. When an informal arrangement cannot be made, the instructor of the course of lowest enrollment shall provide an alternate examination time. Examinations in studio or recital courses shall not conflict with regularly scheduled final examinations.

G. When an instructor does not return the final examination, students will have the opportunity to review their final examination or discuss it with the instructor up to one semester after the course is completed.

H. No major activities, events, or organizational committee meetings involving students may be scheduled at a UW Colleges campus between 4:00 p.m. of the last day of classes and the end of the exam period. Any exceptions to this policy must be approved by the campus dean, in consultation with the campus collegium steering committee.

[...]
Background and Rationale
The current policy uses the term “faculty” where it describes oversight and instruction of Internships, Service Learning projects, and Capstone Senior Seminars, as well as evaluation of Experiential Learning portfolios. The proposed revisions clarify that Experiential Learning portfolios are submitted to departments for review, not to faculty, as specified in IP# 141.02. In addition, the term “faculty” is being replaced with “instructor” so that Instructional Academic Staff are not prohibited from BAAS instructional opportunities. Departments would retain the responsibility for evaluating qualifications of instructors in relation to new teaching assignments.

Proposed changes are in bold, red, italicized and underlined font.

UW Colleges Senate Policy
Institutional Curricular Policy #141
Bachelor of Applied Arts and Sciences Degree

The Bachelor of Applied Arts and Sciences Degree

I. Degree Description

The UW Colleges B.A.A.S. degree-completion program expands baccalaureate opportunities for place-bound adults. It addresses the UW Colleges’ revised mission of “providing a single baccalaureate degree that meets local and individual needs.” To fulfill the UW Colleges mission of access to high quality academic programs and success at the baccalaureate level, and to strengthen and enhance the institution’s commitment to the Wisconsin Idea, the UW Colleges Bachelor of Applied Arts and Sciences degree includes four sequenced curricular components that prepare students to apply theoretical knowledge, higher order intellectual skills, and practical experience to achieve solutions to complex problems encountered in contemporary workplace and community settings.

A. Bachelor of Applied Arts and Sciences Degree Curricular Components

The four sequenced curricular components that make up the 60-credit degree-completion program are defined as follows:

1. Professional Experience
   Internship (IN)
The internship combines classroom-based education with workplace-based experiential learning related to the degree-seeking student’s career-related skill and professional development.

**Service-Learning (SL)**
The course-integrated project conducted as a volunteer in a local organization provides an opportunity to analyze and solve work- or community-related problems. The central feature of the service-learning component is service to others combined with reflection upon its role in community and individual life.

**Credit for Prior Experiential Learning**
A degree-seeking student may present an experiential learning portfolio addressing university-level knowledge of a subject acquired outside of a traditional classroom to a UW Colleges **department** faculty for evaluation for experiential learning credit.

2. **Global Studies (GS)**
A curricular component that will enable students to develop knowledge of global cultures, the world economy, and the natural world needed to engage contemporary and enduring problems from a global perspective.

3. **Cognitive Skills (CS)**
A curricular component that requires students to acquire higher order intellectual skills in a variety of disciplines and contexts.

4. **Capstone Senior Seminar (CSS)**
A full academic year of individualized instruction in the student’s area of interest working closely with an **instructor** on the student’s professional development. The completion of the seminar should result in a tangible project/study/report that will help the student into the next career stage.

II. **Bachelor of Applied Arts and Sciences Degree Proficiencies**

To fulfill its mission, the UW Colleges expects all students who graduate with a UW Colleges Bachelor of Applied Arts and Sciences degree to achieve and demonstrate the following skill-based competencies:

**A. Integrative Learning**
Students must be able to:
- Integrate past work/life experience with the college experience,
- Identify, analyze, and develop strategies to meet local community and business needs,
- Understand the role of service in the development of healthy communities,
- Adapt to a continuously changing work world, and
- Demonstrate persistent learning through the capacity to apply research skills, critical analysis, group discussion techniques, and disciplined writing in community and work settings.

**B. Knowledge of Human Cultures and the Natural World**
Students must be able to:
- Demonstrate a broad knowledge of global issues, processes, trends, and systems,
- Communicate effectively across contemporary cultural boundaries, and
- Work effectively in a variety of cross-cultural environments.
C. **Practical and Cognitive Skills**
Students must be able to:
- Demonstrate analysis, synthesis, evaluation, decision-making, and critical and creative thinking skills,
- Identify, analyze, and evaluate arguments as they occur in one’s own and others’ work,
- Write coherent, organized, well-developed, and substantive texts that follow the conventions of standard written English, and
- Apply effective leadership, teamwork, relationship management, and conflict resolution skills in the workplace.

III. **Bachelor of Applied Arts and Sciences Degree Requirements**

A. **Liberal Arts Breadth Requirements**
Students entering the Bachelor of Applied Arts and Sciences degree-completion program will have completed a UW Colleges Associate of Arts and Science degree or equivalent liberal arts associate degree.

B. **Level of degree work**
A minimum of 60 credits of junior/senior-level work is required for the UW Colleges B.A.A.S. degree.

C. **Residency**
A total of 30 credits of the 60 credits of the UW Colleges B.A.A.S. degree must be earned at the UW Colleges, including 15 Professional Experience credits, a Global Studies core course, a Cognitive Skills core course, a 6-credit Capstone Senior Seminar, and three credits of Global Studies, Cognitive Skills, or Electives.

D. **Collaboration**
A total of 30 credits of the 60 credits of the UW Colleges B.A.A.S. degree must be earned in UW partner approved junior/senior-level Global Studies, Cognitive Skills and/or Elective courses.

E. **GPA minimum**
A minimum 2.0 cumulative grade point average (GPA) in all courses for the UW Colleges B.A.A.S. degree, including all transfer credits necessary to complete the 60-credit degree requirement.

IV. **Bachelor of Applied Arts and Sciences Curricular Requirements**

A. **Professional Experience Requirements**
In these components of the UW Colleges Bachelor of Applied Arts and Sciences degree, students must complete 15 credit hours of experiential learning integrated with academic instruction, designated as Internship (IN) and Service-Learning (SL), and/or, based on departmental faculty member assessment of a prior experiential learning portfolio, be
awarded up to six credits for university-level knowledge of a subject acquired outside of a traditional classroom equivalent to approved UW Colleges B.A.A.S. degree course(s). The ratio of Professional Experience components will vary by student; it will depend on the nature of the student’s program and the number of experiential learning credits awarded. Students in an internship will be jointly supervised by an instructor faculty member and a designated workplace mentor. Service-learning activities will be course-integrated. The Professional Experience component of the degree will be offered by the UW Colleges.

B. Global Studies Requirements
In this component of the UW Colleges Bachelor of Applied Arts and Sciences degree, students must complete 15 credit hours of junior/senior-level courses designated as Global Studies (GS). All students must complete a required UW Colleges three-credit GS core course. Junior-level standing is required for enrolling in this course. Nine to twelve Global Studies credits will be approved junior/senior-level Global Studies courses offered by the UW-partner.

C. Cognitive Skills Requirements
In this component of the UW Colleges Bachelor of Applied Arts and Sciences degree, students must complete 15 credit hours of junior/senior-level courses designated as Cognitive Skills (CS). All students must complete a required UW Colleges three-credit CS core course. Junior-level standing is required for enrolling in this course. Nine to twelve Cognitive Skills credits will be approved junior/senior-level Cognitive Skills courses offered by the UW-partner.

D. Capstone Senior Seminar Requirements
In this component of the UW Colleges Bachelor of Applied Arts and Sciences degree, students must complete a full academic year of individualized instruction working alone or in teams with a UW Colleges instructor faculty member on a project with regional impact and global perspective and that uses higher order intellectual skills. Senior-level standing is required for enrolling in this course.

E. Electives
The UW Colleges Bachelor of Applied Arts and Sciences degree includes nine credits of approved junior/senior-level UW partner and/or UW Colleges Electives apportioned so that the total degree credits are a minimum of 30 credits at the UW Colleges and 30 credits at the UW partner.

V. Bachelor of Applied Arts and Sciences Course Degree Designations

A. UW Colleges Bachelor of Applied Arts and Sciences Applied Studies
Applied Studies courses for the UW Colleges Bachelor of Applied Arts and Sciences will have the following degree designations: Internship (IN), Service-Learning (SL), Global Studies (GS), Cognitive Skills (CS), Capstone Senior Seminar (CSS), and Elective (E).

VI. UW Colleges Departments and Disciplines
The following is a list of UW Colleges academic departments and programs, and the disciplines or programs included within each of these academic departments:

*Anthropology and Sociology*
  - Anthropology, Sociology

*Art*
  - Art

*Biological Sciences*
  - Biology

*Business and Economics*
  - Business, Economics

*Chemistry*
  - Chemistry

*Communication and Theatre Arts*
  - Communication, Theatre

*Computer Science, Engineering and Physics*

*English*
  - English, Learning Resources (LEA) (non-degree credit classes)

*Geography and Geology*
  - Geography, Geology, Meteorology

*Health, Exercise Science, and Athletics*
  - Exercise Science, Health, Physical Education

*History*
  - History

*Mathematics*
  - Mathematics

*Music*
  - Music, Music Applied

*Philosophy*
  - Philosophy, Religious Studies

*Political Science*
  - American Indian Studies, Political Science

*Psychology*
  - Education, Psychology

*World Languages*
  - French, German, Spanish, Chinese, Italian

*Other Programs and Courses*
  - Interdisciplinary Studies (INT)
  - Lecture Forum (LEC)
  - Women’s Studies (WOM)

[End]
Background and Rationale
The proposed revisions replace “faculty” with “instructor,” so that Instructional Academic Staff are not prohibited from BAAS instructional opportunities. Departments would retain the responsibility for evaluating qualifications of instructors in relation to new teaching assignments. The proposed revision also clarifies that Experiential Learning portfolios are submitted to departments for review, not to faculty, as specified in IP# 141.02.

Proposed changes are in bold, red, italicized and underlined font.

UW Colleges Senate Policy
Institutional Curricular Policy #141.01
Bachelor of Applied Arts and Sciences Degree Guidelines for Professional Experience Courses

I. Description of B.A.A.S. Professional Experience Component

The Professional Experience component of the UW Colleges Bachelor of Applied Arts and Sciences (B.A.A.S.) degree program includes 15 credit hours of experiential learning integrated with academic instruction, and university-level knowledge of a subject acquired outside of a traditional classroom equivalent to an approved UW Colleges B.A.A.S. degree course. The three elements of the professional experience component are internships, service-learning and prior experiential learning in a workplace, workshop/seminar, volunteer organization or a non-profit agency.

II. Guidelines for Professional Experience Courses

A. Internships

The internship component of the UW Colleges B.A.A.S. degree seeks to further develop the student’s professional skills in an intellectually rigorous manner to merit academic credit. These internships combine classroom-based education with career-related skill development. The internship is arranged with a local business, agency, non-profit or other type of organization. Over an entire academic term, the student’s work is jointly supervised by the faculty instructor offering the course and the employer or community counterpart from the organization.

B. Service-Learning
The central feature of the service-learning component of the UW Colleges B.A.A.S. degree is service to others combined with reflection upon the role of service in community and individual life. Service-learning projects are integrated into a specific course with variable models for the nature of the integration (e.g., throughout the semester or at particular points in the semester). Students have an opportunity to gain direct experience with issues they are studying in the course and engage in efforts to analyze and solve work- or community-related problems in the context of an instructor-supervised project. Projects are often collaborative in nature. Service-learning projects could include volunteer work within public or private schools, community service programs, or agencies focusing on issues such as education, the environment, legal aid, immigrant support, child care, domestic abuse, veteran support, and other socially oriented services.

C. Prior Experiential Learning

This component provides UW Colleges B.A.A.S. degree-completion students an opportunity to earn up to six credits toward the B.A.A.S. degree for prior experiential learning equivalent to university-level learning. Any UW Colleges B.A.A.S. degree-seeking student will have the option to present a portfolio of university-level knowledge of a subject acquired outside a traditional classroom to a UW Colleges department faculty for evaluation for credit. Evaluation for credit is based on the learning derived from the experience rather than the experience itself. (See IP #141.02.)
UW Colleges Senate
Adoption: April 26, 2013

Proposed Revision of Institutional Curricular Policy #141.02
(“Bachelor of Applied Arts and Sciences Degree Professional Experience: Credit for Prior Experiential Learning”)

Background and Rationale
The proposed revisions in Part I clarify that Experiential Learning portfolios are submitted to departments for review, not to faculty. In Part II, “faculty” is replaced with “instructor,” so that department chairs have the option of selecting either Instructional Academic Staff or faculty, based on their expertise, to review Experiential Learning portfolios. Revisions in Part III use consistent wording for the reviewers of portfolios.

Proposed changes are in bold, red, italicized and underlined font.

UW Colleges Senate Policy
Institutional Curricular Policy #141.02
Bachelor of Applied Arts and Sciences Degree Professional Experience: Credit for Prior Experiential Learning

I. Description of Credit for Prior Experiential Learning in the B.A.A.S. Degree-Completion Program

The UW Colleges has a long-standing policy of granting credit for prior learning based on nationally standardized exams. Four current options are: Advanced Placement (AP), College Level Exam Program (CLEP), International Baccalaureate (IB), and Defense Activity for Non-traditional Education Support (DANTES) Subject Standardized Tests and military transcripts. A fifth option is UW Colleges academic department policies that govern credit by exam or retroactive credits after successful completion of a UW Colleges course. In these cases, documentation is provided to the UW Colleges Registrar’s Office where it is reviewed by trained personnel following relevant guidelines and policies.

This policy covers granting up to six credits toward the Bachelor of Applied Arts and Sciences (B.A.A.S.) degree for experiential learning equivalent to university-level learning. The policy requires UW Colleges B.A.A.S. degree-seeking students to present a portfolio of university-level knowledge of a subject acquired outside a traditional classroom to a UW Colleges faculty department for evaluation for credit. The portfolio is a written description of the learning achieved and documentation to support the student’s claim of experiential learning equivalent to that of a particular UW Colleges B.A.A.S. degree course. Evaluation for credit is based on the learning derived from the experience rather than the experience itself. Any credits awarded toward the UW Colleges B.A.A.S. degree will not count toward the residency requirement or in the grade point hour computation. Policies of other institutions of higher
education will determine whether UW Colleges experiential learning credits are transferred into their degree programs.

II. Criteria and Guidelines for Experiential Learning Portfolio Materials and Submissions

A. Matriculated UW Colleges B.A.A.S. degree-seeking students enrolled for at least three credits may submit an experiential learning portfolio in which they seek to demonstrate learning equivalent to a UW Colleges B.A.A.S. approved course.

B. UW Colleges B.A.A.S. degree-seeking students cannot earn academic credit for experiential learning for which they earned or transferred credit from another institution of higher learning. Nor can a student submit a portfolio for a B.A.A.S. approved course they have previously taken in order to try to improve the course grade.

C. The experiential learning for which UW Colleges B.A.A.S. degree-seeking students seek to earn degree credit must be based on experiences in employment, volunteer activities, workshop/seminar participation, and/or publications or performances.

D. UW Colleges B.A.A.S. degree-seeking students have the option of taking a one-credit course that covers learning theory and how to document learning. After the completion of this one-credit course, student may elect to create an experiential learning portfolio. This one credit does not count towards the six credit maximum for experiential learning.

E. The experiential learning portfolio must include:
   1. a standardized request form;
   2. a 300 word abstract summarizing the learning and how it was achieved;
   3. the student’s university transcript;
   4. the student’s resume;
   5. a current syllabus for the UW Colleges B.A.A.S. approved course for which the student seeks experiential learning credit;
   6. a 2,000 to 3,000 word well-documented narrative that describes the experiential learning in relation to theories, concepts and corresponding literature; and
   7. documentation that reflects familiarity with theories of the academic discipline that are central to the experience and supports the experiential statements in the narrative. The documentation may include certificates from workshops/seminars completion, copies of publications, and newsletter or newspaper articles.
   8. at least one letter from a present/past direct supervisor addressing the experiential learning in relation to the course content.

F. Completed experiential learning portfolios must be submitted to the relevant academic department chair for departmental review and credit assessment by one or more instructor(s) faculty qualified in the relevant area.

G. One experiential learning portfolio may be submitted per semester through the B.A.A.S. degree-seeking student’s penultimate semester as all portfolios must be submitted prior to the student’s final semester in the B.A.A.S. degree-completion program.
H. Any materials submitted to the UW Colleges in one experiential learning portfolio may not be submitted in any subsequent experiential learning portfolio.

I. UW Colleges B.A.A.S. degree-seeking students must pay a non-refundable assessment fee when presenting an experiential learning portfolio for evaluation.

III. Guidelines for Experiential Learning Portfolio Evaluation

A. UW Colleges academic department policies will govern experiential learning portfolio evaluation; however, some standard guidelines apply to all academic departments:

1. upon initial review of the experiential learning portfolio by the department, faculty the evaluating instructor(s) may require that additional information be made available to support the request. That information may include an interview with the student or the results of an exam.

2. the academic department’s decision on the experiential learning portfolio must be given to the B.A.A.S. degree-seeking student no later than one semester after the student submits the portfolio.

3. upon review of the experiential learning portfolio, the number of credits to be awarded is determined by the evaluating instructor(s) faculty and reviewed by the academic department chair, but in no case shall the number of credits granted for an experiential learning portfolio exceed that of the UW Colleges approved B.A.A.S. course.

4. all requests for re-assessment of an experiential learning portfolio, whether approved or denied, must go to the reviewing faculty evaluating instructor(s) and their academic department chair(s)

5. in the case of a disagreement over the awarding of credit or the number of credits to be awarded, the appeal process will follow Senate IP #204, Grade Appeal Policy.

[End]
Background and Rationale
Senate Steering Committee directed SCC to work with the institutional Engaging Students in the First Year (ESFY) Coordinator to review IP#106.01 and the process of modification of existing LEC 100 courses. Current policy interpretation suggests that any change in a LEC 100 course requires a curriculum modification proposal and review by SCC. Most modification requests are filed to change the instructor or transfer an LEC 100 course from one campus to another. This is cumbersome for the instructor who initiates the change, the local campus ESFY coordinator, the SCC, and the Office of Academic Affairs. In consultation with the ESFY coordinator SCC proposes the following policy changes so that instructor changes for an LEC 100 can be made at the campus level with department chair approval. This removes SCC from this aspect of the LEC 100 review process but also makes instructional changes more flexible and timely. The campus can more easily substitute instructors should a last minute change be needed. This would make a LEC 100 course similar to all other courses where last-minute instructor changes are made by campus personnel with department chair approval. If the campus location of a currently approved LEC 100 course changes but the content does not then we have proposed a process to expedite the course transfer. The process of making these changes and the requirements for notification and approval of said changes are now spelled out more clearly in the policy. The third policy modification removes the implication that the department monitors assessment of the course. Institutional LEC 100 assessment tools based on the three core course goals are used to assess all LEC 100 courses. While academic departments continue to serve as home departments for particular LEC 100 courses, and are encouraged to conduct class visits regarding the subject of inquiry and to read instructor evaluations, the department does not play a role in designing a LEC 100 assessment tool, or evaluating the assessment results. The statement that the department is in charge of course assessment has been removed, and the option for instructor evaluation has been added.

Proposed changes are in bold, red, italicized and underlined font.

UW Colleges Senate Policy
Institutional Policy #106.01
LEC 100 First-Year Seminar Policy

Adopted 4/29/05
Revised by the Senate, March 3, 2006
Revised by the Senate, October 20, 2006
Revised by the Senate April 27, 2007

I. First Year Seminar Courses (LEC 100)
Revised by the Senate April 27, 2007

Effective Date: This document is effective beginning with Spring 2006 classes and applies to
all LEC 100 courses proposed and taught after December 31, 2005.

A. Definition

First-Year Seminar courses are designed specifically for newly entering students. Such courses will be offered only under LEC 100 designation. LEC 100 courses are designed to combine academic content with strategies for academic success as described in the FYS initiative course guide: “The First-Year Seminar will help students develop a sense of responsibility for their own education and learning, introduce students to the skills necessary for academic and life success, provide students with an understanding of their membership in an academic community, and instill in students an appreciation for a liberal arts education and a joy for learning. Because these achievements are best realized within an intellectually substantive context, each seminar instructor will incorporate a subject of inquiry of his or her choice for students to explore as they develop strategies for academic success.”

Courses that fit this definition include first-year experience courses, introduction to college courses, extended orientation courses and all other courses designed to enhance the first-year college experience. LEC 100 courses will receive elective credit unless they receive approval for other degree designations from the Senate Curriculum Committee.

B. Criteria

Because all for-credit courses and instructors must be approved by an academic department (UW Colleges Constitution 4.03) and because the special nature of LEC 100 courses invites the participation of instructors who may not belong to regular academic departments, the following criteria will be used for approval of courses.

1. A LEC 100 course must have the approval of the participating academic department(s).

2. If the course content bridges more than one academic department then the course and instructor must gain approval from all academic departments that are involved in the proposed course as stipulated by Institutional Curricular Policy #101.01. One department must be designated the home department for purposes of course instructor evaluation and assessment.

3. If a potential LEC 100 instructor does not belong to any academic department then the course and the instructor must gain approval of the academic department(s) that will have jurisdiction over the content of the course.

4. If a potential LEC 100 instructor does not belong to any academic department and if no department or discipline claims jurisdiction over the content of a potential course, then the instructor must find an academic department willing to sponsor the course and provide its approval.
II. Guidelines for Approval  
Revised by the Senate, October 20, 2006

A. Proposals will include the following information:
   1. Course rationale including a statement focusing on how the course meets the institutional goals for FYS courses:
      - Goal #1: To promote active learning as well as student involvement and responsibility in the learning process.
      - Goal #2: To assist students in the development of life management skills.
      - Goal #3: To engage students on the campus.
   2. Brief course description including the subject of inquiry for the course.
   3. List of course objectives
   4. Course syllabus

B. Proposals are submitted to the chair of the proposing instructor’s department and subsequently to the campus Curriculum Committee.
   1. If the proposing instructor is not a member of a recognized academic department then the instructor shall submit curriculum approval forms to the campus Curriculum Committee and the department which has jurisdiction over the course content.
   2. If there is no department with clear jurisdiction over the proposed course content, then the instructor and campus curriculum committee shall seek a department which will sponsor the course and instructor as described in IP#106 (IV.B).

C. The campus curriculum committee and the department(s) forward the proposal and approval forms to the Senate Curriculum Committee.

D. The Senate Curriculum Committee reviews the proposal and then forwards the proposal to the Provost for final approval.

E. Continuing Designation
   1. Once the LEC 100 course is approved, the proposing instructor need not seek approval again for the same course. Significant changes to the subject of inquiry or pedagogical approach should be discussed with the Campus ESFY Coordinator and Institutional ESFY Coordinator to determine if a new course proposal is required.

   2. A new instructor on the same campus may teach an approved LEC 100 provided that the following criteria are met. Campus Engaging Students in the First Year
(ESFY) Coordinators will provide oversight to this review process with the assistance of the Institutional ESFY Coordinator.
a. The instructor is approved by the department of record
b. The course is taught with a similar syllabus and content outline
c. The campus curriculum committee approves the offering of the course

2. **A LEC 100 approved after June 1, 2006, may** be taught at another campus without submitting a new course proposal if the following criteria are met:
   a. The instructor is approved by the department of record
   b. The course is taught with a similar syllabus and content outline
   c. The campus curriculum committee of the new instructor approves the course.
   d. SCC form SCC 009 is submitted to the Senate Curriculum Committee to be reviewed and forwarded to the Provost for final review and approval.

3. **Courses that were initiated prior to December 31, 2005 shall go through the review process specified herein (II) and instructors shall file form SCC 009 Modified before June 1, 2006.**

[End]
Introduction: April 26, 2013

Proposed Revision of Institutional Policy #405
(“Senate Procedures”)

Rationale:
Chapter 36.09.4m of the Wisconsin State Statute says this: “[...] The academic staff members have the primary responsibility for the formulation and review, and shall be represented in the development, of all policies and procedures concerning academic staff members, including academic staff personnel matters [...]”. The UW System Administration Office of General Counsel has consistently defined “primary” as “majority.” If all UWC Senate policies affecting Academic Staff need full Senate approval, as our IP #405 requires, we are not complying with state statute. Therefore, we need to clarify procedures to assure that issues that affect Faculty only are handled by the Faculty Council of Senators and that issues that affect Academic Staff only are handled by the Academic Staff Council of Senators.

The proposed changes are in bold, red, italicized and underlined font.

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UW Colleges Senate Policy

General Institutional Policy #405

Senate Procedures

Revised by the Senate March 6, 2009
Revised by the Senate January 13, 2010

A. **Parliamentary Procedures**

   Senate Minutes, May 5, 1973, p.2
   Minutes, May 21, 1973, p.1
   Revision Adopted, January 20, 1989, app. 9
   Revision ratified by the Senate, March 11, 1989, app. 11
   Reorganized and Renumbered March 15, 2002

   The rules contained in the current edition of Robert's Rules of Order, newly Revised, are adopted as governing the UW Colleges Senate in all cases in which they are applicable, and in which they are not inconsistent with any by-laws or special rules of order which the Senate may adopt.

B. **Request for Roll Call Vote**

   Senate Minutes, May 21, 1973, p.1

   A roll call vote will be taken on any item for which any one or more members of the Senate requests a roll call vote.

C. **Identification of the Originator of a Motion**

   Senate Minutes, November 13, 1982, p.2
   Revision ratified by the Senate, May 3, 2002, p. __

   The Minutes will identify who made and seconded each motion.
D. **Recording of Senate Meetings**  
*Senate Minutes, March 9, 1974, p.2*  
Revision ratified by the Senate, May 3, 2002, p. __  
Revised by the SSC September 9, 2009

A recording will be made of the UW Colleges Full Senate, the Faculty Council of Senators and the Academic Staff Council of Senators and kept for two years.

E. **Distribution of Senate Minutes**  
*Senate Minutes, May 5, 1973, p.2*  
*Senate Minutes, April 19, 1974, p.1*  
*Senate Minutes, October 11, 1974, p.5*  
Ratified by the Senate - May 16-17, 1980, p.1  
Adopted revision - March 11, 1989, app. 5.  
Revision ratified by the Senate, May 13, 1989, p.4, app. .5  
Revision ratified by the Senate, May 3, 2002, p. __  
Revision adopted by the Senate, January 21, 2004

Senate Minutes shall be kept in hard copy at the Central Office.

Copies of draft and approved Senate Minutes shall be posted in the appropriate electronic files of the institution, with notification via email to UWC-ALL within three weeks after each meeting.

F. **Jurisdiction**

Policies are defined as actions of the Senate *Faculty Council of Senators, or the Academic Staff Council of Senators* which when approved by the Chancellor will be used on a continuing basis to direct the actions of faculty and academic staff.

1. **Institutional Policies** (policies in the 100, 200, 300, and 400 series) are subject to the authority of the UW Colleges Senate.
2. **Faculty Personnel Policies** (policies in the 500 and 600 series) are subject to the authority of the Faculty Council of Senators.
3. **Academic Staff Personnel Policies** (policies in the 700 and 800 series) are subject to the authority of the Academic Staff Council of Senators.

G. **Adoption of Senate Policies**  
Ratified by the Senate -March 12, 1988, p.6, app. 10  
Amendment ratified by the Senate - September 28, 1991 p.3, app. 8  
Revision adopted by the Senate, November 15, 1997, p.4, app. 3  
Revision adopted by the Senate, January 21, 2004  
Revision adopted by the Senate March 6, 2009  
Revised by the Senate 1-13-2010

All actions of the UW Colleges Senate that create **Institutional Policies** or revise existing **Institutional Policies** must use the following procedure.

1. A written proposal must be introduced and discussed at a full Senate meeting.
2. If changes are made in the written proposal as a result of the initial Senate meeting, a revised version must be provided to all constituents for their consideration and it must be circulated with the minutes.

3. After introduction, all S Senators must bring the proposal to their constituents for their response.

4. If S Senators submit substantive amendments, such amendments must be available to all S Senators no later than two weeks prior to the Senate meeting at which an adoption vote is planned. All S Senators must present proposed amendments to their constituents for their response.

5. A proposal may be adopted no earlier than the first full Senate meeting after the meeting where the proposal was introduced. If changes or amendments offered at the adoption meeting are substantive and deemed by the Senate to require further campus consideration, adoption may be postponed until the following meeting while S Senators consult with their constituents.

6. Upon adoption of the policy or the policy revision, the Senate Steering chair, or the Assistant to the UW Colleges Senate in consultation with the author or authors will send a clean copy of the document to the Chancellor for approval.

7. The Chancellor will communicate acceptance or rejection to the Senate Steering chair in a timely manner. The Senate Steering chair, or the Assistant to the UW Colleges Senate will notify others as necessary.

8. Once the policy is accepted, the Senate Steering chair, or the Assistant to the UW Colleges Senate is responsible for its inclusion in the appropriate files. The policy will include the date of the Senate meeting at which adoption or revision occurred and the names of the committees or individuals responsible.

9. All Senate policy will be subject to this procedure unless an emergency arises.

10. In an emergency, policies developed between Senate meetings may be approved by the Senate Steering Committee as interim policies subject to the Chancellor’s approval. Once approved by the Chancellor, interim policies must be subjected to the standard system of introduction and adoption outlined above.

H. Adoption of Senate Resolutions
Revision adopted by the Senate March 6, 2009

Resolutions are defined as actions of the Senate which are limited to a single activity and do not have a continuing effect on the activities of the faculty and academic staff of the UW Colleges. If a question is raised as to whether a potential Senate action is a resolution or a policy matter, the Chancellor or Chancellor’s designee shall determine the nature of the action. All actions of the Senate that create resolutions or revise existing resolutions must use the following procedure.
1. A written resolution must be discussed at a full Senate meeting.

2. A resolution may be adopted at a full Senate where the resolution was introduced or senators may vote to delay adoption until they discuss the resolution with their constituents.

3. The Chancellor may choose to respond to a resolution, but action by the Chancellor is not required for adoption.

4. Once the resolution is adopted, the Senate Steering chair, or the Assistant to the UW Colleges Senate is responsible for its inclusion in the appropriate files.

I. Approval of Senate Committee Procedures
Senate Minutes, January 16, 1990, p.5, app. 9
Revision ratified by the Senate, May 3, 2002, p. __
Revised by the Senate 1-13-2010

All newly created or revised procedures of a Senate committee must be sent to the Senate Steering Committee for their consideration and action, after consultation with any appropriate committees or offices. The Steering Committee will report their action to the Senate.

J. Election for Bylaw and Ad Hoc Committee Memberships
Senate Minutes, December 1, 1978, p.6
Revision ratified by Senate, May 3, 2002, p. __
Revision adopted by the Senate, January 21, 2004

For any bylaw and ad hoc committees elected by the Senate, each candidate should submit a statement of one page or less indicating his or her qualifications for the positions and reasons for his or her interest in it.

K. Procedure for Naming Student Membership to Senate Standing Committees
Senate Minutes, January 4, 1974, p.5

The student Senate members will decide among themselves their committee assignments, such decision to be submitted to the recording secretary for inclusion in the minutes. (Interpretation: this process will be valid any time a student vacancy occurs on a committee.)

L. Faculty Representative
Senate Minutes, January 4, 1974, p.5
Adopted revision - January 20, 1989, app. 10
Revision ratified by the Senate - March 11, 1989, app. 13

The chair of the Senate Steering Committee will serve as the UW Colleges representative at meetings of the Board of Regents and the Faculty Representatives with other faculty members of the Steering Committee serving as alternates. The chair of the Steering Committee shall have 1/2 release time.
M. **Schedule for Annual Reports from Standing Committees**

*Senate Minutes, April 19, 1974, p.3 app. 4*

*Revision adopted by the Senate, May 3, 2002, p. ___*

The annual reports of all standing and bylaw committees of the Senate will be distributed to the Senate at its last meeting of the academic year, or before June 1 if there are committee issues that continue beyond that final senate meeting.

*[End]*
Rationale:
In UWS 1.03, "Department" is defined as “a group of faculty members recognized by the faculty and chancellor of the institution, and the board of regents, as dealing with a common field of knowledge or as having a common or closely related disciplinary or interdisciplinary interest.”
The proposed amendment simply brings the definition of department in the UW Colleges Constitution into agreement with the definition in UW System Administrative Code UWS Chapter 1.

The proposed changes are in bold, red, italicized and underlined font.

UW Colleges Constitution
Chapter 4 - Academic Departments

4.00 Departments

A department is a group of faculty recognized by the faculty and chancellor as dealing with a common field of knowledge or as having a common or closely related disciplinary or interdisciplinary interest.

[End]
\textbf{Rationale:} The current policy requires a minimum of 60 credits of junior/senior-level work for the UW Colleges Bachelor of Applied Arts and Sciences (BAAS) degree. The proposed revision seeks to lower the requirement to 40 credits of junior/senior-level work for the UW Colleges BAAS degree. The policy adjustment would be consistent with other UW System institutions that require 40 or fewer credits of upper division coursework to graduate with a bachelor’s degree. By upholding this UW System standard, the revision does not diminish or dilute the academic integrity of the UW Colleges BAAS degree. By lowering the current requirement to 40 credits, students will be able to complete the prerequisites required for some of the upper division BAAS courses without extending time to degree. Students will also have the flexibility to take additional courses that fulfill the curricular goals of a liberal arts applied bachelor’s degree.

Proposed changes are in bold, red, italicized and underlined font.

\begin{verbatim}
UW Colleges Senate Policy
Institutional Curricular Policy #141
Bachelor of Applied Arts and Sciences Degree

The Bachelor of Applied Arts and Sciences Degree

/.../

III. Bachelor of Applied Arts and Sciences Degree Requirements

A. Liberal Arts Breadth Requirements
   Students entering the Bachelor of Applied Arts and Sciences degree-completion program will have completed a UW Colleges Associate of Arts and Science degree or equivalent liberal arts associate degree.

B. Level of degree work
   A minimum of 40 credits of junior/senior-level work is required for the UW Colleges B.A.A.S. degree.

C. Residency
   A total of 30 credits of the 60 credits of the UW Colleges B.A.A.S. degree must be earned at the UW Colleges, including 15 Professional Experience credits, a Global Studies core course, a Cognitive Skills core course, a 6-credit Capstone Senior Seminar, and three credits of Global Studies, Cognitive Skills, or Electives.
\end{verbatim}
D. Collaboration
A total of 30 credits of the 60 credits of the UW Colleges B.A.A.S. degree must be earned in UW partner approved junior/senior-level Global Studies, Cognitive Skills and/or Elective courses.

E. GPA minimum
A minimum 2.0 cumulative grade point average (GPA) in all courses for the UW Colleges B.A.A.S. degree, including all transfer credits necessary to complete the 60-credit degree requirement.

[...]
Rationale:
With the approval of the BAAS degree, the Colleges will need to offer upper year Internship classes and Service Learning courses. This revision will set out a policy framework for departments to do so. It creates an upper year Internship category for the BAAS degree with a new Internship (IN) designation. This revision also creates a new type of course – Service Learning – which will have its own (SL) designation.

Proposed revisions are in bold, red, italicized, underlined font.

UW Colleges Senate Policy
UW Colleges Senate Policy
Institutional Curricular Policy #106
Atypical Course Policy

IV. Internship Courses
Adopted by the Senate (SAPC) March 11, 2011
Revised by the Senate (SAPC) 2012-10-26

A. Internship Courses can be proposed to allow students to gain valuable professional experience outside the classroom under the supervision of an approved instructor and community or business partner. The purpose of an Internship Course is to provide an opportunity for a student to apply concepts learned from related coursework in a career or service-oriented environment.

B. All Internship Courses must be structured learning experiences monitored and evaluated by the instructor and the partner supervisor that synthesizes coursework with application outside the classroom to gain practical experiences in a given field.
C. Departments that do not have a xxx-294 course in the UWC catalog can submit an application for a new course using the specific Senate Curriculum Committee forms, obtain approvals from the Department, Campus and Senate Curriculum Committees, and a final approval from the Vice Chancellor for Academic Affairs.

D. Departments that do not have a xxx-394 course in the UWC catalog can submit an application for a new course using the specific Senate BAAS Curriculum Committee forms, obtain approvals from the Department, Campus and Senate BAAS Curriculum Committees, and a final approval from the Vice Chancellor for Academic Affairs.

E. Internship courses require departmental approval on a course by course basis. Proposal for an internship course shall be done using the specific Senate Curriculum Committee form for such courses and must be approved at least 10 days prior to the start of the semester they are to be completed. The proposal shall first be submitted to the appropriate department committee by the initiator. If the department approves the course, the Department Chair shall forward the signed form to the Campus Curriculum Committee for review. If the Campus Curriculum Committee approves the course, the Chair of that committee shall forward the signed form to the Department, the campus Student Service Office, the UW Colleges Registrar, and the initiator.

F. All Internship Courses
   1. shall receive 1 credit for 48 hours of student involvement.
   2. shall be reviewed and approved by the Department and Campus Curriculum committees.
   3. must be approved at least 10 days prior to the start of the semester they are to be completed.
   4. will have a course number of xxx-294 for consistency and tracking purposes.
   5. will be given an AP Degree Designation unless otherwise requested and approved by the Senate Curriculum Committee.

G. AAS Courses
   1. will have a course number of xxx-294 for consistency and tracking purposes.
   2. will be given an AP Degree Designation unless otherwise requested and approved by the Senate Curriculum Committee.

H. BAAS Courses
   1. will have a course number of xxx-394 for consistency and tracking purposes.
   2. will be given an IN Degree Designation unless otherwise requested and approved by the Senate Curriculum Committee.

V. Service-Learning Courses

A. Service-learning is a teaching and learning approach that integrates community service with academic study. The central feature of the service-learning component is
service to others combined with reflection upon the role of this service in community and individual life.

B. A stand-alone service-learning course may be created, but the majority of service-learning experiences will be integrated into an academic course. Students will have the opportunity to gain direct experience with issues they are studying in the course and engage in efforts to analyze and solve work- or community-related problems in the context of an instructor-supervised project.

C. Instructors can add service-learning to an existing Associate of Arts and Science (AAS) or Bachelor of Applied Arts and Sciences (BAAS) degree course by embedding a service-learning component. Courses approved for the BAAS degree with a Service-Learning (SL) designation will partially fulfill the requirement for the Professional Experience component of the BAAS degree.

D. Service-learning courses for the AAS and BAAS degree are for-credit and include a non-paid service-learning component. Departments can submit an application for a new course with a service-learning component using the specific Senate AAS and BAAS Curriculum Committee forms, request approvals from the Department, Campus and Senate AAS/BAAS Curriculum Committees, and obtain final approval from the Vice Chancellor for Academic and Student Affairs.

E. Courses that are approved for service-learning will receive a Service-Learning designation (SL) by the Senate AAS or BAAS Curriculum Committee. The SL designation can be combined with other course designations.

1. The following conditions should be met by service-learning courses:

   a. The Service-Learning (SL) designation can be earned for a stand-alone course for the AAS degree that includes 48 total hours of service-learning for each course credit. The 48 hours can include class contact, preparation, study, and the planning, execution, and reflection on the service-learning experience. In a three-credit stand-alone course, the service-learning requirement would equal 144 total hours.

   b. The Service-Learning (SL) designation can be earned for an AAS or BAAS course that embeds a service-learning component that accounts for at least 20% of the course content. As each course includes 48 total hours for each course credit, this would require ten of the 48 total hours per credit be dedicated to service-learning. In a three-credit course, the service-learning requirement would equal 30 hours of the total 144 hours.

   c. Students completing service-learning projects will be monitored and mentored by an instructor who has been approved to teach in the discipline area of the service-learning project.
2. **AAS degree** – a service-learning designation can be requested by completing the appropriate Senate Curriculum Committee form.

3. **BAAS degree** – a service-learning designation can be requested by completing the appropriate Senate BAAS Curriculum Committee form.

**F. Guidelines for Service-Learning Course Approval**

1. **Service-learning course proposals** will include the following information:
   a. *List of course objectives*
   b. *Course rationale including a statement about the specific service-learning project or theme of the course*
   c. *Course description including how the SL project will be embedded into the course and support the course learning objectives*
   d. *Course syllabus including description of student assessment for project execution, grading scheme for student project, and targeted community that will benefit from student work*

2. **Service-learning contact hours** must be clearly stated on the course proposal.

[...]
**Rationale:** Current UW Colleges Senate policies provide oversight for the UW Colleges Associate Arts and Science (AAS) Degree Program. The proposed revisions seek to clarify the policies that are specific to the AAS degree and those that are specific to or inclusive of the UW Colleges Bachelor of Applied Arts and Sciences (BAAS) Degree Program.

Proposed changes are in bold, red, italicized and underlined font.

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UW Colleges Senate Policy  
Institutional Curricular Policy #101.01  
Interdisciplinary Studies Policy *for the Associate of Arts and Science Degree*  

[...]

---

UW Colleges Senate Policy  
Institutional Curricular Policy #101.03  
Guidelines for the Approval of Writing Emphasis and Speaking Emphasis *for the Associate of Arts and Science Degree*  

[...]

---

UW Colleges Senate Policy  
Institutional Curricular Policy #101.04  
Ethnic Studies Policy *for the Associate of Arts and Science Degree*  

[...]

---

UW Colleges Senate Policy  
Institutional Curricular Policy #102  
Honors Program *for the Associate of Arts and Science Degree*  

[...]
B. The credit certificate program will be available to all students, whether or not they are pursuing an Associate of Arts and Sciences Degree at the UW Colleges.

III. Special Topics, Independent Reading and Other ‘Open-ended’ Courses for the Associate of Arts and Science Degree

V. Interdisciplinary Studies and Lecture Forum Courses for the Associate of Arts and Science Degree

Admission to the Associate of Arts and Science Degree Program
UW Colleges Senate Policy
Institutional Curricular Policy #208
Academic Policy Regarding Students with Disabilities

I. Introduction
Revised by the Senate, January 18, 2006

[…] Any applicant for admission or matriculating student who has a documented disability shall be eligible to request a reasonable substitution of any requirement for admission or for an Associate D-degree requirement, provided that the person’s inability to meet the admission requirement or Associate D-degree requirement does not constitute a fundamental alteration in the admission requirements or in the nature of the program.

[…] IV. Substitution of Associate Degree Requirements
Revised by the Senate, January 18, 2006

A. A written request for a substitution of an Associate D-degree requirement based on an existing disability and its resulting functional limitation(s) shall be submitted by the student to the Campus Contact for Student Accessibility Services (CC) using the Substitution of Associate Degree Requirements Request form. The CC shall then instruct the student that a decision based on disability requires documentation of that disability and subsequent need for substitution of degree requirement(s).

B. The student shall submit documentation verifying his or her disability and its resulting functional limitations to the CC. This documentation shall be appropriately current and prepared by a qualified professional. Individuals submitting information that is judged to be incomplete may be asked to provide additional verifying documentation. Students may be asked to participate in additional evaluations needed in order to determine the individual’s eligibility for a service or to determine what constitutes an appropriate service. The student is responsible for making timely and complete disclosures of specific requests regarding Associate D-degree substitutions to meet his or her particular needs in order to enable the UW Colleges to provide an appropriate and timely response.

C. The CC shall forward the initial request, the Substitution of Associate Degree Requirements Request Form, and supporting documentation submitted by the student to the Director of Student Accessibility Services. The Director of Student Accessibility Services determines whether the documentation establishes that the student is an individual with a disability and eligible for disability services.

D. The Director of Student Accessibility Services determines whether there appears to be the need for substitution of any Associate D-degree requirements based on the student’s stated disability and submitted documentation and shall accordingly forward a written recommendation to the CC.
E. The CC shall provide the Director of Student Accessibility Services written recommendation to the campus Academic Actions Committee (AAC), which shall decide whether a substitution of any Associate D degree requirements will be allowed. The Academic Actions Committee shall consult with the Director of Student Accessibility Services or CC regarding the student’s stated disability-related issues as they relate to the request for a course substitution.

*End*
Rationale: The current UW Colleges Senate Institutional Curricular Policy #201 provides oversight for Admission to the UW Colleges Associate Arts and Science Degree Program. The proposed policy will provide oversight for Admission to the UW Colleges Bachelor of Applied Arts and Sciences Degree Program.

UW Colleges Senate Policy
Institutional Policy Regarding Students #241
Admission to the Bachelor of Applied Arts and Sciences Degree Program

The UW Colleges provides university course work fulfilling the requirements of the Bachelor of Applied Arts and Sciences degree program.

Admission Criteria

To be admitted to the UW Colleges Bachelor of Applied Arts and Sciences degree program, an applicant must have completed a UW Colleges Associate of Arts and Science degree or equivalent liberal arts associate degree.
Univeristy of Wisconsin Colleges

Resolution of Thanks

To those who served on the Higher Learning Commission Self-Study Teams

April 26, 2013

Whereas the faculty, staff, and administrators listed below served the UW Colleges as members of the Higher Learning Commission Self-Study, the Senate of the University of Wisconsin Colleges

Thanks them for their excellent service, their many contributions, and their dedication to the work of the institution, and

Wishes them well in their continued contributions to the UW Colleges for many years to come.

Coordinators

Holly Hassel
Katie Kalish

Steering Committee

Greg Lampe
Lisa Seale
Holly H assel
Katie K alish
Christa James-Byrnes
Craig Hurst
Kim Kostka
Laura Lee
Dave Dettman
Renee G ralewicz
Sarah Rudolph
Vicki Keegan

Mission and Integrity Team

Craig Hurst
Pam Dollard
Dan McCollum
Jennifer Chamberlain
Iddi A dam
Steve Decker

Preparing for the Future Team

Kim Kostka
Juli M cG uire
Bryson M ortensen
Colleen Godfriaux
Scott Silet
Michael Pierick
Amy K abrhel
Attachment 32

University of Wisconsin Colleges Senate
Resolution of Thanks
2012-2013 Senators and Representatives Leaving the Senate
April 26, 2013

Whereas the people listed below served the UW Colleges in a variety of governance roles during the 2012-2013 academic year,

We thank you for your institutional knowledge, hard work, nuclear powered savvy, insights and incites, and good-natured collegiality, and

We wish you all the best as you continue to guide the institution forward, now from the classroom and your office, both on campus and in your department.

Student Government Council

Jessica Frame, SGC Financial Director—serving a one-year term

Ian Reese, SGC President—serving a one-year term, his second on SGC

Faculty Senators

Brandon Fetterly, UW-Richland—serving since 2012
Bill Gillard, UW-Fox Valley—serving since 2007

Amanda Hakemian, UW-Marshfield/Wood County—serving since 2012

Paisley Harris, UW-Fond du Lac—serving since 2011

Bob Hein, UW-Rock County—serving since 2011

Barb Reinhart, UW-Waukesha—serving since 2011

Paul Whitaker, UW-Marathon County—serving since 2009

Academic Staff Senators

Marc Boucher, UW-Baraboo/Sauk County—serving since 2011

Jena Jaeckels, UW-Sheboygan—serving since 2012

Mel Johnson, UW-Manitowoc—serving since 2012

Richard Krupnow, UW-Sheboygan—serving since 2007

Attachment 33

UW Colleges
Retirement Resolutions
April 26, 2013

A Resolution for the Retirement of
Margaret Armstrong
Department of Psychology and Education
UW Colleges

WHEREAS Professor Armstrong has been a respected and valued colleague of the UW-Waukesha campus, the UW-Richland campus and the Psychology and Education Department for over 15 years, and

WHEREAS Professor Armstrong has developed new and innovative ways to motivate student learning and achievement, and

WHEREAS Professor Armstrong has been an advisor and mentor to numerous students at the UW Colleges, and

WHEREAS Professor Armstrong has routinely supervised students in professional research and presentations at Psychology and Education conferences, and
WHEREAS Professor Armstrong has made invaluable contributions to the Waukesha and Richland campuses including being the first chair of the Senate Assessment Committee and being chair of the Richland Steering Committee, and

WHEREAS Professor Armstrong’s dedication to the community through her development of a Pre-College Program that intentionally paired "underserved urban youth of color" from Milwaukee with "underserved rural youth" from Richland, and

WHEREAS Professor Armstrong’s commitment to student growth lead her to begin the Future Educators Club on the Richland campus, and

WHEREAS Professor Armstrong’s dedication and contributions to the UW Waukesha, UW Richland and the Department of Psychology and Education are too numerous to list,

BE IT THEREFORE HIGHLY RESOLVED that, on the occasion of Professor Margaret Armstrong’s retirement, the Senate of the UW Colleges, the Department of Psychology & Education, and her colleagues at UW-Waukesha and UW-Richland do honor her with great praise and extend to her our sincere appreciation and best wishes for a long, healthy and rewarding retirement.
Resolution upon the Retirement of
Professor Stephanie Copoulos-Selle
University of Wisconsin-Waukesha

WHEREAS Stephanie Copoulos-Selle has devoted thirty-eight years to the art education of countless students and dedicated service to the UW Colleges, and

WHEREAS she provided her students as well as her department colleagues with an excellent role model of how to be an exemplary practicing artist as well as an art educator, and

WHEREAS she has consistently shared her artwork of paintings, prints and artist’s books in numerous exhibitions both locally and afar, and

WHEREAS her students have been inspired by her teaching and her example with many of them pursuing their education and careers in art, and

WHEREAS she singlehandedly brought the campus art department into the computer age and has seen to it that the curriculum keeps current, and

WHEREAS she organized, curated and exhibited a national print exhibition for the benefit of our campus annually for several years and the campus art collection was privileged to acquire a print from each of the aforementioned exhibitions, and

WHEREAS her service on elected and appointed committees has contributed mightily to shared governance and the well-being of the campus, and

WHEREAS she has served as department representative for most of those 38 years, and

WHEREAS students and colleagues who joined in on her trips to New York City are forever grateful, and

WHEREAS her experience, sage counsel, generosity and wonderful baked goods have nurtured her junior colleagues through the years, and

WHEREAS she provided a constant and sympathetic ear for her fellow colleagues in good times and bad, and

WHEREAS she always kept a clean path in her office

BE IT THEREFORE RESOLVED that, on the occasion of Professor Stephanie Copoulos-Selle’s retirement, the Senate of the UW Colleges, the Art Department, and her colleagues at the UW-Waukesha campus all wish to honor her and extend our heartfelt gratitude for 38 years of exemplary service to the institution and wish her a long, productive and rewarding retirement.
A RESOLUTION UPON THE OCCASION OF THE RETIREMENT OF
JANE CRISLER

WHEREAS

Jane Crisler faithfully and diligently served the University of Wisconsin Colleges
Department of History, the faculty and staff at UW Rock County, UW Waukesha and at
the central UW Colleges offices in Madison for more than twenty years, and

WHEREAS during that time she has shown herself to be a tireless proponent of creative
and innovative teaching including, but not limited to, developing the History Practicum at
UW Waukesha that gave stellar students opportunities they would never receive as
undergraduates anywhere else, allowing UW Waukesha to retain some of their best
history students who would have left after their first year had it not been for Jane’s
efforts, and

WHEREAS Jane worked indefatigably to develop the public history program at UW
Waukesha and built a strong base for that program with her close association with the
Ten Chimney’s National Historic Site, and

WHEREAS she served with distinction as the Campus Dean and CEO at UW Rock
County, diligently supporting her faculty, staff and students, and

WHEREAS she provided critical leadership and guidance not once, but TWICE as the
interim Dean and CEO at UW Waukesha during some of the most politically difficult and
challenging times in the history of that campus, valiantly fighting back the dark forces of
amalgamation and consolidation, and

WHEREAS she is a host of highest and most refined degree, providing a splendid table
for very memorable Executive Committee meeting dinners in her gracious home, and

WHEREAS she has been a much beloved and admired colleague, friend and possessor of
an indomitable joie de vivre,

BE IT THEREFORE RESOLVED that we, the members of Department of History of the
University of Wisconsin Colleges do hereby bestow upon Jane all best wishes on this her
retirement, and that we look forward to her continued association with us as a much
admired and cherished Emeritus Professor!

PASSED BY UNANIMOUS CONSENT OF THE DEPARTMENT ASSEMBLED
APRIL 12, 2013.
Resolution Honoring

Assistant Professor Dennis Crossley
Department of Computer Science, Engineering, Physics, and Astronomy

Whereas Assistant Professor Dennis Crossley started his career at UW-Sheboygan 16 years ago in the fall of 1997 and ever since has been passionately nurturing thousands of students in physics and calculus, and

Whereas, Dennis Crossley served as campus senator for four years, and

Whereas Dennis Crossley possessed a passion for curriculum development and served with distinction on both the campus and senate curriculum committees, and

Whereas, Dennis Crossley, although IAS for many years, did all the work—and more—of a faculty department rep, and

Whereas, Dennis Crossley was a significant contributing member on the committee to establish the Brotz Science Building, and

Whereas, Dennis Crossley was seminal in establishing the UW Sheboygan collaborative engineering program, and

Whereas Dennis Crossley has been an outstanding colleague on committees—diligent, patient, thorough, and fair, and

Whereas, Dennis Crossley taught college physics in one of the local high schools for several years, and

Whereas Dennis Crossley served as the campus representative during meetings of the Sheboygan Astronomical Society, and

Whereas Dennis Crossley worked hard to develop a unique course in Astronautics which is still the only one of its kind in the UW Colleges, and

Whereas Dennis Crossley makes a great cup of coffee during our Friday afternoon discussion sessions, and

Whereas Dennis Crossley has volunteered to drive to out-of-town meetings on numerous occasions, and

Whereas Dennis Crossley has been known to enjoy an occasional cookie from Johnston Bakery, and

Therefore, be it resolved that we salute our esteemed friend and colleague on the occasion of his retirement, and

Further, be it resolved that we offer our profound gratitude for his devotion, guidance, collegiality, and heart; and wish him the happiest of retirements.
A Resolution for the Retirement of  
Professor David K. Gratz  
Department of English  
UW-Manitowoc/UW Colleges

WHEREAS Professor Gratz, in a career spanning more than three decades, has exemplified the ideals of the UW Colleges, and

WHEREAS Dr. Gratz is second to none in his knowledge of UW Colleges shared governance, official policies, protocols, practices, and the history of their development, generous in sharing this knowledge, and graciously diplomatic at all times, and

WHEREAS he has provided at least 10 years of major contributions to one of our most popular campus courses ever – INT 290, and

WHEREAS he has an outstanding record of departmental service, including, but far from limited to, numerous years on the English Executive Committee, and

WHEREAS Professor Gratz single-handedly kept Shakespeare alive for over two decades on campus, and

WHEREAS he has tirelessly worked with students to share brilliant insights on literature and to educate and mentor students on the process and craft of writing, and

WHEREAS Dr. Gratz provided stellar service as Campus Associate Dean, and

WHEREAS Dr. Gratz embodies honesty, integrity and an openness to new ideas – both his own and others’, and

WHEREAS he provided years and years of help with preparations for and attendance at our overnight student/faculty retreat, and

WHEREAS Professor Gratz has suffered confusion with the Professor of Philosophy on campus to the extent that the latter has had English assignments presented to him, with the reverse experience by Professor Gratz as well, and

WHEREAS Professor Gratz has weighed opinions, related incredible wisdom about current affairs, told tales and jokes, and used his elegant orange peeler to infuse countless lunch conversations with pungent commentary both figuratively and literally for decades, and

WHEREAS Professor Gratz has been a wonderful advocate for and representative of the institution in our community, and

WHEREAS Dave has provided decades of friendship, devotion, and good will to colleagues and students;

BE IT THEREFORE RESOLVED that, on the occasion of David Gratz’s retirement, the Senate of UW Colleges does honor him with great praise and extend to him our best wishes for a long and joyful retirement.
WHEREAS, Mike Hagman has for 12 years served with distinction the University of Wisconsin-Marshfield/Wood County campus as a teacher and valued colleague; and

WHEREAS, Mike Hagman is a true political scientist, reading and enjoying working on problems for curiosity and pleasure; and

WHEREAS, Mike Hagman's love of politics and its history has been called “infectious”; and

WHEREAS, Mike Hagman has demonstrated dedication to students’ learning of all levels of political science, has received consistently high student evaluations and praise of his teaching methods; and

WHEREAS, Mike Hagman sets high standards in the classroom and for those students who accept the challenge, leave his courses with a solid knowledge of the material and a good work ethic; and

WHEREAS, Mike Hagman has supported his colleagues by having an open door and eager ear; and

WHEREAS, Mike Hagman has earned the respect and admiration for his kindness and good-heartedness; and

WHEREAS, Mike Hagman's cart of coffee, tea and treats in the classrooms and the hallways will be missed, be it therefore

RESOLVED, that we, the Collegium of the University of Wisconsin Marshfield/Wood County, do hereby extend to Mike Hagman, our deepest appreciation for the professional service he has provided to the students, staff and faculty throughout his career, and extend to him our congratulations and sincere best wishes for a future filled with success, happiness and good health.

______________________________________________________________
Patricia Stuhr, CEO/Dean                               Date
UW-Marshfield/Wood County
UW-Baraboo/Sauk County Collegium
Resolution Regarding
Rex Merrill

Whereas Rex Merrill has served the Baraboo/Sauk County campus for 8 years as an associate Lecturer of Biology,

And whereas Rex Merrill “dug” into the Biology Department and campus – teaching courses such as Botany, Concepts of Biology, and Environmental Science with fervor and ferocity,

And whereas Rex Merrill is one of the few on campus who can say that they have made the UW rounds, teaching at UW-Eau Claire, UW-Rock County, and UW-Madison,

And whereas Rex Merrill, an avid x-country skier and kayak enthusiast, would spend many an hour studying Mirror Lake State Park for “research” purposes,

And whereas Rex Merrill is leaving behind a legendary battle with his office door – colleagues in his hallway would know when he arrived on campus due to the cursing “not so much under his breath”,

And whereas Rex Merrill continuously set high standards in the classroom, demanding nothing but the best from his students always challenging them to use all of their resources when seeking the answers,

And whereas Rex Merrill rose above the challenge of the “winter semester” (fall) to teach students about plants while they are dormant most of the time,

And whereas Rex Merrill has earned the respect and admiration for his demanding work ethic, dedication to his students and expertise in his field,

BE IT THEREFORE HIGHLY RESOLVED THAT
ON THE OCCASION OF REX MERRILL’S RETIREMENT
WE HIS COLLEAGUES DO HONOR HIM WITH GREAT PRAISE
AND EXTEND TO HIM OUR BEST WISHES FOR A LONG AND JOYFUL RETIREMENT
In Honor of
Associate Professor Neal Nelson
Department of Health, Exercise Science and Athletics

In recognition of 30 years of service to the University of Wisconsin system from 1983-2013 the Department of Health, Exercise Science and Athletics and the campus of UW-Waukesha wish to honor Neal Nelson.

- Whereas Neal has served UW-Waukesha as an Associate Professor, Athletic Director, and Head of Men’s Basketball, Golf and Tennis Coach, and has instructed and coached thousands of students, and
- Whereas Neal was inducted into the Wisconsin Basketball Coaches Hall of Fame in October, 2012, and
- Whereas Neal coached his men’s basketball teams to five Wisconsin State Junior College Championships and 16 Conference Titles, and
- Whereas Neal’s 534 men’s basketball wins are the most in the history of the WCC, and
- Whereas Neal’s leadership and success in the classroom and athletics is appreciated and admired by the campus and the department, and
- Whereas Neal’s easy-going and indomitable spirit pervaded committees on which he served, and lifted all those with whom he worked, and
- Whereas Neal always supported UW Waukesha (and humbled his colleagues) by putting together dominating teams for the UW Waukesha Foundation Golf Fundraiser each year,

Be it resolved that the University of Wisconsin Colleges, in particular his colleagues in Health and Exercise Science and Athletics and the UW-Waukesha campus, wish Neal a happy, healthy retirement with many wonderful years spent with family and well-trimmed greens.
In Honor of
Associate Professor Thomas J Peneski
Department of Mathematics

WHEREAS, Tom Peneski has served the Department of Mathematics and the UW Sheboygan campus with distinction as a valued colleague and teacher for over forty years.

WHEREAS, Tom’s contributions to both Department and Campus were so numerous and impactful that if faculty and staff wore uniforms with numbers, his jersey and number would be retired.

WHEREAS, Tom’s demeanor put a face on the image of both the Department and Campus that was always friendly, receptive, and professional.

WHEREAS, Tom’s commitment to service is reflected in his roles as UW Mathematics Department Chair for six years, UW Colleges Senate Chair, UW Sheboygan Associate Dean, Campus Steering Chair, and as a member of several high profile UW Colleges Search and Screen Committees.

WHEREAS, Tom Peneski showed tremendous resourcefulness in taking on one administrative assignment after another in order to avoid full-time teaching duties.

WHEREAS, Tom was always a leader in his community, serving as an Alderman, as President of the Mead Public Library Board of Trustees, as a member of several civic organizations, as a volunteer for Meals on Wheels, and as a Sheboygan Little League Coach.

WHEREAS, Tom was innovative in both curricular design and pedagogy, as evidenced by his participation in numerous professional development workshops.

WHEREAS, Tom’s loyalty and allegiance to the Wisconsin Badgers and Milwaukee Brewers could only be surpassed by some of the players and coaches themselves.

WHEREAS, Tom would often be seen working in his office during many evening hours.

WHEREAS, Tom has been admired and respected by his many students, spanning multiple generations.

WHEREAS, Tom was a colleague and leader who was effective and efficient; but also caring, supportive, and fun-loving.

BE IT THEREFORE RESOLVED, we the members of the Department of Mathematics of the University of Wisconsin Colleges express our deep appreciation of Tom Peneski’s many years of illustrious service, honor his achievements and legacy with great praise, and wish him a long, happy, and fulfilling retirement.
Resolution on the retirement of John Sonka

Whereas: John Sonka has served 12 years at the University of Wisconsin-Rock County as a Lecturer while serving 8 of those years as an Athletics Director, and

Whereas: He has provided quality academic experiences for students by adding numerous academic courses to the curriculum such as HES 209 Nutrition and Weight Control and HES 217 Social Aspects of Sports, and

Whereas: He has shown great enthusiasm for teaching and students in lecture, activity, and WisLine Web courses and earned the UW-Rock Instructional Academic Staff Teaching Award, and

Whereas: He has enthusiastically grown the athletics department to include solid teams in men and women’s basketball, tennis, soccer, and volleyball, and

Whereas: He has been a good department, campus, and community citizen providing service beyond the expectations of his contract in the spirit of doing well and helping others, and

Whereas: He has brought passion to his job daily and worked tirelessly with dedication in educating the campus community about the discipline he loved. He served as a great role model for students and colleagues by modeling and advocating for a healthy lifestyle.

Be it therefore resolved that we honor John Sonka on the occasion of his retirement.
Attachment 34

UW Colleges Senate
Annual Elections
Spring 2013
Elected Standing Committee of the Faculty Council of Senators

NOMINATION STATEMENTS

Faculty Appeals and Grievances Committee

1 tenured faculty member, Humanities Division, from any department except Communication-Theatre Arts or English, and from any campus except UW-Fox Valley, UW-Marathon County, UW-Rock County, UW-Sheboygan, or other campus represented by the other to-be-elected committee members (2013-2015 term)

Peter Gibeau, Associate Professor, Music, UW-Washington County

I would like to serve on the Faculty Appeals and Grievance committee because I’ve witnessed the process from the department perspective only. I’m interested in getting a more complete picture of the process.

Paul Sundheim, Associate Professor, Mathematics, UW-Waukesha

I have had several years of experience with the Faculty Appeals and Grievances Committee and would be happy to serve again.

Larry Gomes, Professor, Business-Economics, UW-Washington County

I will serve on the Senate Grievance Committee.

Dennis Carpenter, Associate Professor, Psychology, UW-Richland

I am presently on appeals and grievances, filling a limited 1 year term replacement. I am willing to continue on that committee.
Background and Rationale
The role of campus deans in retention decisions is clearly spelled out for third-year faculty, but for first, second, fourth and fifth year retentions, the policy simply requires the dean to “inform the faculty member of his/her retention.” The current policy provides deans with no guidance on how to communicate the retention decision. This proposed revision clarifies the deans’ role in retention decisions for years 1, 2, 4, and 5 by replacing the phrase “…inform the faculty member of his/her retention” with “…include with the notification of retention copies of the department and campus letters along with his/her evaluation of reasons for continuing the appointment.”
This language parallels the language regarding department and campus retention committee letters in these years. In addition, wording is added to remind campus deans of the need to also notify the provost of retention decisions.

The proposed additions are in bold, red, italicized and underlined font.

UW Colleges Senate Policy
Faculty Personnel Policy #501
Criteria and General Procedures for Appointment, Retention, Tenure Progress, Tenure, and Promotion (Bylaws)

Revision Ratified by the Senate, October 8, 1988, p. 9, Appendix 13
Revision Adopted by the Senate, May 13, 1989, p. 6, Appendix 11
Revision Ratified by the Senate, October 7, 1989, p. 5, Appendix 11
Revision Initiated by the Senate, May 9, 1992, p. 5, Appendix 11
Revision Adopted by the Senate, January 15, 1993, p. 6, Appendix 9
Revision Adopted by the Senate, October 1, 1994, p. 7; see May 7, 1994 minutes, Appendix 19
Revision Adopted by the Senate, May 6, 1995, p. 7
Revision Adopted by the Senate, March 9, 1996, p. 4
Revision Initiated by the Senate, November 16, 1996, p. 6-7
Revision Adopted by the Senate, January 25, 1997, p. 8
Revision Adopted by the Senate, January 24, 1998, p. 7
Revision Adopted by the Senate, January 10, 2001, p. 25
Revision Adopted by the Senate, March 2, 2001, p. 36, Appendix 2
Revision Adopted by the Senate, January 16, 2002, p. 37, Attachment 2
Reorganized and Renumbered March 15, 2002
Revised by the Senate, May 7, 2004
Revised by the Senate, March 3, 2006
Revised by the Senate, April 28, 2006
Revised by the Senate October 17, 2008
Revised by the Senate (FPSC) March 5, 2010
Revised by the Senate (FPSC) April 23, 2010
Revised by the Senate (FPSC) 2010-10-22
Revised by the SSC (2010-11-15)
Revised by the Senate (FPSC) 2012-03-16
Revised by the Faculty Council of Senators (FPSC) 2012-04-27
Procedures specified in the following documents must be followed:
1. Wis. Stats. Chapter 19, Subchapter IV (Open Meeting Law)
2. Wis. Stats. Chapter 36
3. Wis. Administrative Code
4. UW System Faculty Personnel Rules
5. UW Colleges Faculty Handbook
6. UW Colleges Constitution (See especially Chapter 5.00, Definitions of Tenure Appointment and Probationary Appointment; Chapter 6.00, Written Notice of Non-Renewal; Chapter 6.01, Reconsideration of Non-Renewal; Chapter 6.02, Appeals Against Non-Renewal.)
7. UW Colleges Senate Policies (including but not limited to the following):
   IP #321 Counting Ad Hoc Experience for Probationary Appointments
   FPP #510: Institutional Need and Tenure Positions
   FPP #509: Faculty Affiliation for Deans

* All timeline provisions refer to working days.

III. Criteria and Procedures for Retention of Probationary Tenure-track Faculty

A. Criteria for Retention of Probationary Tenure-Track Faculty

1. The individual has made appropriate progress toward meeting the criteria for tenure as described in IV.

2. The individual has either made progress toward or received an appropriate degree or has made progress toward the academic preparation as indicated in the letter of appointment.

   Additional Consideration. The requirement for an appropriate degree may be waived in cases of outstanding professional accomplishment widely recognized in the discipline.

B. Procedures for Retention of Probationary Tenure-Track Faculty

   Revised by the Senate March 5, 2010
   Revised 4-23-10
   Revised by the Senate 2012-03-16

1. General Retention Procedures

   a. September 1. By September 1, of each academic year the provost shall provide appropriate department chairs, campus committee chairs, and campus deans with a complete roster of probationary faculty. Information regarding prior years of service granted, number of years on UW Colleges tenure track, leaves of absence, and other pertinent information shall be included.
b. Department's Role in Retention Decisions. The department executive committee is the first body to make retention decisions regarding probationary faculty. If a decision is negative, the process stops and the faculty member is notified of his/her non-retention by the provost as described in sections 2-5 below.

c. Campus' Role in Retention Decisions. If the department's recommendation is positive, it is forwarded to the campus committee for retention which, in turn, forwards both its and the department's recommendations to the campus dean.

d. Campus Dean's Role in Retention Decisions. If the department's recommendation is positive and the campus committee’s recommendation is negative, the campus dean shall notify the provost who shall notify the faculty member as described in sections 2-5 below. If the recommendations of both the department and campus committee for retention are affirmative and the campus dean concurs, he/she, after notifying the provost, shall notify the probationary faculty member of retention decision. If the campus dean does not concur with the affirmative recommendations, he/she shall consult the department and the campus committee for retention. If, following consultation, the dean still does not concur, he/she shall advise the department and campus committee for retention in writing of his/her continuing non-concurrence and forward all recommendations to the provost, who shall then make the final decision and notify the faculty member.

2. Procedures for Retention of First-Year Probationary Faculty (Note: timelines subject to change on notification from the provost).

a. November 30. By November 30, class visitations shall be conducted by at least two different members of the appropriate department.

b. January 4. The probationary faculty member shall submit the retention dossier to the department.

c. February 1. By February 1, the department executive committee shall forward its recommendation to the campus committee for retention. For affirmative recommendations, reasons for continuing the appointment shall be provided. If the recommendation is negative, no further action shall be taken by the campus committee and the department executive committee shall also notify the provost who shall notify the faculty member of the non-renewal for the next academic year.

d. February 15. By February 15, the campus committee for retention shall forward to the campus dean both its and the department's recommendations. For affirmative recommendations, reasons for continuing the appointment shall be provided.
e. **March 1.** By March 1, notification of either retention or non-retention shall be given to the faculty member. If the recommendation is affirmative and the campus dean concurs, he/she, after notifying the provost, shall notify the probationary faculty member of retention decision; the campus dean shall inform the faculty member of his/her retention; these notifications shall include copies of the department and campus letters along with his/her evaluation of reasons for continuing the appointment. If the recommendation of the campus committee is negative, the campus dean shall notify the provost, who shall notify the probationary faculty member of the non-renewal for the next academic year.

f. In cases of initial probationary appointments for fractional years, the first year retention process shall be waived without prejudice. The retention decision shall be considered positive.

3. Procedures for Retention of Second-Year Probationary Faculty (Note: timelines subject to change on notification from the provost).

The rationale for the earlier timeline of the Procedures for the Retention of Second-Year Probationary faculty is to be in compliance with UWS 3.09.

a. **November 1.** By November 1, class visitations shall be conducted by at least two different members of the appropriate department.

b. **November 7.** The probationary faculty member shall submit the retention dossier to the department.

c. **December 1.** By December 1, the department executive committee shall forward its recommendation to the campus committee for retention. For affirmative recommendations, reasons for continuing the appointment shall be provided. If the recommendation is negative, no further action shall be taken by the campus committee, and the department executive committee shall also notify the provost who shall notify the faculty member of the non-renewal for the next academic year.

d. **December 10.** By December 10, the campus committee for retention shall forward to the campus dean both its and the department's recommendations. For affirmative recommendations, reasons for continuing the appointment shall be provided.

e. **December 15.** By December 15, notification of either retention or non-retention shall be given to the faculty member. If the recommendation is affirmative and the campus dean concurs, he/she, after notifying the provost, shall notify the probationary faculty member of retention decision; the campus dean shall inform the faculty member of his/her retention; these notifications shall include copies of the department and campus letters along
with his/her evaluation of reasons for continuing the appointment. If the recommendation of the campus committee is negative, the campus dean shall notify the provost, who shall notify the probationary faculty member of the non-renewal for the next academic year.

4. Procedures for Tenure Progress Review and Retention of Third-Year Probationary Faculty (Note: timelines subject to change on notification from the provost).

A special tenure progress review shall be conducted in the third year of the candidate's probationary appointment. Criteria and Procedures for the Third-Year Tenure Progress Review shall conform as closely as possible to the "Criteria and Procedures for Tenure and Promotion to Associate Professor," included in Section IV of this document.

Tenure Progress reviews provide an opportunity for both department and campus to inform the candidate of progress toward tenure. The absence of concerns, or the indication of Satisfactory progress toward tenure, should not be construed as a commitment to make a positive recommendation at the time of the tenure decision.

a. November 30. By November 30, class visitations shall be conducted by at least two different members of the appropriate department.

b. January 4. Probationary faculty member shall submit retention and tenure-review dossier to the department.

c. April 3. In the case of an appointment split between a home department and a secondary department, by April 3 of the faculty member’s third year of probationary appointment, the secondary department shall forward to the home department its recommendation in the personnel case.

d. April 15. By April 15 of the faculty member's third year of probationary appointment the department executive committee shall evaluate the candidate's general progress toward tenure and toward meeting the particular conditions noted in the letter of appointment. If the results of the tenure progress review justify retention, the department shall forward to the campus committee for retention its recommendation for continuing the appointment the next academic year along with reasons why the appointment should be continued. At the same time, the department shall forward a copy of its tenure progress review, including recommendations for improvement, to the appropriate campus dean(s).

If the results of the tenure progress review do not justify retention, the department shall notify the campus retention committee of its decision not to retain and no further action shall be taken by the campus committee. The department shall also notify the provost who shall notify the faculty member that the next academic year will be his/her terminal appointment year.
e. April 22. In the case of an appointment split between a home and a secondary campus, the secondary campus’s committee for retention shall receive the same documentation regarding the department’s decision as the home campus, and shall forward to the home campus its recommendation in the personnel case by April 22.

f. May 1. By May 1, the campus committee for retention shall forward to the campus dean both its and the department's recommendations. For affirmative recommendations, reasons for continuing the appointment shall be provided. The committee shall also forward a copy of its tenure progress review, including recommendations for improvement, to the appropriate campus dean(s).

g. May 15. By May 15, notification of either retention or non-retention shall be given to the faculty member. If the recommendation is affirmative, the dean shall include with the notification of retention copies of the department and campus tenure progress reviews along with his/her evaluation of the candidate's general progress toward tenure, based upon information contained in the tenure progress reviews. The dean shall also send copies of his/her evaluation to the department chair and the chair of the campus committee for retention.

If the recommendation of the campus committee is negative, the campus dean shall notify the provost who shall notify the probationary faculty member of the non-retention decision and that the next academic year will be his/her terminal appointment year.

5. Procedures for Retention of Fourth-Year and Fifth-Year Probationary Faculty (Note: timelines subject to change on notification from the provost).

a. The deadline for submission of the retention dossier for fourth- and fifth-year probationary faculty shall be at the discretion of the department chair, but no earlier than January 4 and no later than April 1.

b. April 1. By April 1, class visitations may, at the discretion of the department, be conducted by one or more members of the department.

c. April 15. By April 15, the department executive committee shall forward its recommendation to the campus committee for retention. This recommendation shall include a nomination for early tenure where applicable (see Section IV.C). For affirmative recommendations, reasons for continuing the appointment shall be provided. If the recommendation is negative no further action shall be taken by the campus committee, and the department executive committee shall also notify the provost who shall notify the faculty member that the next academic year will be his/her terminal appointment year.
d. **May 1.** By May 1, the campus committee for retention shall forward to the campus dean both its and the department's recommendations. For affirmative recommendations, reasons for continuing the appointment shall be provided.

e. **May 15.** By May 15, notification of either retention or non-retention shall be given to the faculty member. If the recommendation is affirmative and the campus dean concurs, he/she, after notifying the provost, shall notify the probationary faculty member of retention decision; the campus dean shall inform the faculty member of his/her retention; these notifications shall include copies of the department and campus letters along with his/her evaluation of reasons for continuing the appointment. If the faculty member is nominated for early tenure and accepts the nomination, the process of collecting letters and other tenure processes can start on this date. If the recommendation of the campus committee is negative, the campus dean shall notify the provost, who shall notify the probationary faculty member of the non-retention decision and that the next academic year will be his/her terminal appointment year.

[...]

**[End]**
University of Wisconsin Colleges
Faculty Council of Senators
Resolution of Thanks
Faculty Serving on Senate Bylaw Committees
2012-2013
April 26, 2013

Whereas the faculty listed below served the UW Colleges as members of Senate committees during the 2012-2013 academic year, the Faculty Council of Senators

Thanks them for their excellent service, their many contributions, and their dedication to the work of the institution, and

Wishes them well in their continued contributions to faculty governance for their campus, for their department, for the UW Colleges, and for the UW System for many years to come.

Senate Assessment Committee
Greg Ahrenhoerster, English, UW-Waukesha
Valerie Murrenus Pilmaier, English, UW-Sheboygan
Jill Rinzel, Education, UW-Waukesha

Senate Curriculum Committee
Tim Dunn, Philosophy, UW-Waukesha
Terri Gonya, Biological Sciences, UW-Fox Valley
Troy Kozma, Philosophy, UW-Barron County
Sue Patrick, History, UW-Barron County

Senate Online Program Committee
Mike Bartlett, Mathematics, UW-Marinette
Jennifer Heinert, English, UW-Washington County
Frances Perkins, CTA, UW-Fox Valley

Faculty Appeals & Grievances Committee
Dennis Carpenter, Psychology, UW-Richland
Laura Lee, Biological Sciences, UW-Marshfield/Wood County
Nancy Soma, World Languages, UW-Baraboo/Sauk County

Senate Information & Instructional Technology Committee
Mech Johnson, CSEPA, UW-Washington County

Senate Inclusive Excellence Committee
Lisa Hager, English, UW-Waukesha
Craig Hurst, Music, UW-Waukesha

Senate BAAS Curriculum Committee
Kathleen Bubinas, Anthropology, UW-Waukesha
Craig Hurst, Music, UW-Waukesha
Troy Kozma, Philosophy, UW-Barron County
Missy Skurzewski, HES, UW-Sheboygan

Senate Professional Development Committee
Maureen Crowley, Psychology, UW-Manitowoc
Asif Habib, Chemistry, UW-Waukesha
Danica Oudeans, Art, UW-Rock County

Institutional Review Board
Tirza Shulman, Psychology, UW-Fond du Lac
Linda Tollefsrud, Psychology, UW-Barron County

Senate Teaching Awards Committee
Kavita Bhattia, Mathematics, UW-Marshfield/Wood County
Karl Byrand, Geography-Geology, UW-Sheboygan
Asif Habib, Chemistry, UW-Waukesha
Tom Klubertanz, Biological Sciences, UW-Rock County
Academic Staff Personnel Policy # 708

Titling Guidelines for Instructional Academic Staff
University of Wisconsin Colleges

The primary responsibility of all categories of Instructional Academic Staff (IAS) is teaching. University of Wisconsin System Unclassified Personnel Guidelines (#1, Attachment 01 section 4) allows for and identifies activities external to classroom instruction as part of the responsibilities of Instructional Academic Staff. However, an IAS teaching a full workload at the UW Colleges has historically been paid at an 80% rate because, by contract, they are not required to perform scholarship activities, institutional, campus or departmental service. Until such time as remuneration is available for these activities their title descriptions within the UW Colleges should account for this fact.

The following criteria should be taken into consideration when determining the appropriate rank – Associate Lecturer, Lecturer, Senior Lecturer or Distinguished Lecturer – when hiring or rehiring Instructional Academic Staff within UW Colleges. Title assignments should take into consideration degree held and demonstrated consistent proficiency in instruction as determined by campus and department standards.

1) A terminal degree should not be seen as a requirement for any Instructional Academic Staff title, though possession of a terminal degree may be considered when determining title at hire or rehire. Minimum degree requirements for instruction may vary by academic department but must meet Higher Learning Commission (HLC) standards i.e.: “Instructors… possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, faculty members possess the same level of degree. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process.” Faculty and instructors refer to all those an institution employs or assigns to teach students. Faculty is used to refer to the group rather than to each individual instructional staff member, typically to distinguish faculty from administration (The New Criteria for Accreditation, The Assumed Practices, Higher Learning Commission, adopted February 2012).
2) Any previous advancement in rank will be grandfathered in. For example an IAS member hired as Senior Lecturer before the change in policy will retain that rank regardless of meeting any new standards for the rank.

3) If an IAS member is hired by more than one UW Colleges Campus, she/he will retain the highest rank achieved by the staff member while working at any one campus.

4) The appropriate rank at which IAS are hired is a joint decision by the appropriate department(s) and campus(es).

5) While departments or campuses may recommend applying for a higher title/rank, IAS are responsible for initiating the request and providing any and all supporting documentation to the appropriate Department Chair and the campus Associate Dean. The Associate Dean will then distribute copies to all appropriate individuals.

6) Any advancement in rank will be effective in the term following the final approval of the advancement regardless of contract length. For example any rank change approved in Fall would be effective for the Winterim or Spring term, as appropriate.

The following guidelines should be followed when determining the appropriate rank of an IAS at the time of hiring or rehiring. Factors relevant to an individual IAS, as determined by campuses and departments, may warrant variation from these guidelines but should be reserved for exceptional cases. Additional factors may allow for advancement in rank earlier than prescribed in these guidelines. These factors would include, but are not limited to, the following: scholarly work (such as publications) at both academic and non-academic institutions, superior performance evaluations, and service to the institution, campus or department. Note: teaching experience is normally weighted more heavily than other professional experiences.

**Associate Lecturer**

Associate Lecturers independently teach a course(s) based on broad guidelines defining the scope of the subject matter to be taught and the range of topics to be covered. Effective classroom delivery, testing and grading are the primary duties expected of lecturers at this level. Short-term hires should be hired at the Associate Lecturer level unless there are compelling reasons for higher titling – e.g. degree held or teaching experience – as determined by the campus and department in consultation.

**Minimum requirements**

Bachelor’s degree
Lecturer (No-Prefix)
A Lecturer at this level has the experience and academic qualifications needed to develop and teach a course(s) subject to broad guidelines describing the scope of the subject matter to be covered. However, the specific topics to be covered and the degree of topic emphasis are left to the independent judgment of the (No Prefix) Lecturer. The direct delivery of instruction is the primary responsibility of this title.

Minimum requirements
Bachelor’s: 3 years full-time equivalent* of teaching experience**
Master’s: 2 years full-time equivalent* of teaching experience**
Terminal degree or ABD: 1 year full-time equivalent* of teaching experience**

Senior Lecturer
A Senior Lecturer has extensive teaching experience and subject matter expertise in an academic discipline. A lecturer at this level has gained a reputation among his or her peers for demonstrably sustained superior contributions to teaching. At this level the independent selection, organization and development of course content, and instructional materials and pedagogical approaches are expected. The direct delivery of instruction is the primary responsibility of this title.

Minimum requirements
Master’s: 4 years full-time equivalent* of teaching experience**
Terminal degree or ABD: 3 years full-time equivalent* of teaching experience**

Distinguished Lecturer:
A Distinguished Lecturer performs at a level of proficiency typically requiring extensive experience and advanced knowledge and skills. The expertise of an academic staff member at this level is commonly recognized by his or her peers and through a reputation that extends beyond his or her work unit. A Distinguished academic staff member is expected to develop new approaches, methods or techniques to resolve problems with little or no expert guidance and to cope independently with new, unexpected or complex situations. At this level, an academic staff member can be expected to guide or train other academic staff or to oversee their work. A candidate nominated for the distinguished prefix is expected to demonstrate exceptional
performance, be recognized beyond the work unit as outstanding, and have a reputation of excellence in the profession. For an academic staff member to be recognized as Distinguished he/she will have consistently performed at an exceptional level

**Minimum**

Master's: 10 years full-time equivalent* of progressively more responsible experience in their field: Minimum of six of these years at the UW Colleges. **

Terminal degree: 6 years full-time equivalent* of progressively more responsible experience in their field: Minimum of four of these years at the UW Colleges.

*For the purposes of these guidelines full time is defined as IAS appointments of 80% or higher. (teaching at a 40% level for two terms would be the equivalent of teaching at the 80% level for one term, etc.)

** Teaching experience includes full responsibility for courses. Classroom delivery, testing and grading are the primary duties expected of lecturers

[End]
The primary responsibility of all categories of Instructional Academic Staff (IAS) is teaching. University of Wisconsin System Unclassified Personnel Guidelines (#1, Attachment 01 section 4) allows for and identifies activities external to classroom instruction as part of the responsibilities of Instructional Academic Staff. However, an IAS teaching a full workload at the UW Colleges has historically been paid at an 80% rate because, by contract, they are not required to perform scholarship activities, institutional, campus or departmental service. Until such time as remuneration is available for these activities their title descriptions within the UW Colleges should account for this fact. **Without additional compensation. Nothing in these guidelines shall be construed to prohibit offering additional compensation for scholarship activities, institutional, campus, or departmental service.**

The following criteria should be taken into consideration when determining the appropriate rank – Associate Lecturer, Lecturer, Senior Lecturer or Distinguished Lecturer – when hiring or rehiring Instructional Academic Staff within UW Colleges. Title assignments should take into consideration degree held and demonstrated consistent proficiency in instruction as determined by campus and department standards.

1) A terminal degree should not be seen as a requirement for any Instructional Academic Staff title, though possession of a terminal degree may be considered when determining title at hire or rehire. Minimum degree requirements for instruction may vary by academic department but must meet Higher Learning Commission (HLC) standards i.e.: “Instructors…possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, faculty members possess the same level of degree. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process.” Faculty and instructors refer to all those an institution employs or assigns to teach students. Faculty is used to refer to the group rather than to each individual instructional staff member, typically to distinguish faculty from administration (The New Criteria for Accreditation, The Assumed Practices, Higher Learning Commission, adopted February 2012).

2) Any previous advancement in rank will be grandfathered in. For example an IAS member hired as Senior Lecturer before the change in policy will retain that rank regardless of meeting any new standards for the rank.

3) If an IAS member is hired by more than one UW Colleges Campus, she/he will retain the highest rank achieved by the staff member while working at any one campus.
4) The appropriate rank at which IAS are hired is a joint decision by the appropriate department(s) and campus(es).

5) While departments or campuses may recommend applying for a higher title/rank, IAS are responsible for initiating the request and providing any and all supporting documentation to the appropriate Department Chair and the campus Associate Dean. The Associate Dean will then distribute copies to all appropriate individuals.

6) Any advancement in rank will be effective in the term following the final approval of the advancement regardless of contract length. For example any rank change approved in Fall would be effective for the Winterim or Spring term, as appropriate.

The following guidelines should be followed when determining the appropriate rank of an IAS at the time of hiring or rehiring. Factors relevant to an individual IAS, as determined by campuses and departments, may warrant variation from these guidelines but should be reserved for exceptional cases. Additional factors may allow for advancement in rank earlier than prescribed in these guidelines. These factors would include, but are not limited to, the following: scholarly work (such as publications) at both academic and non-academic institutions, superior performance evaluations, and service to the institution, campus or department. Note: teaching experience is normally weighted more heavily than other professional experiences.

**Associate Lecturer**
Associate Lecturers independently teach a course(s) based on broad guidelines defining the scope of the subject matter to be taught and the range of topics to be covered. Effective classroom delivery, testing and grading are the primary duties expected of lecturers at this level. Short-term hires should be hired at the Associate Lecturer level unless there are compelling reasons for higher titling – e.g. degree held or teaching experience – as determined by the campus and department in consultation.

**Minimum requirements**
Bachelor’s degree

**Lecturer (No-Prefix)**
A Lecturer at this level has the experience and academic qualifications needed to develop and teach a course(s) subject to broad guidelines describing the scope of the subject matter to be covered. However, the specific topics to be covered and the degree of topic emphasis are left to the independent judgment of the (No Prefix) Lecturer. The direct delivery of instruction is the primary responsibility of this title.

**Minimum requirements**
Bachelor’s: 3 years full-time equivalent* of teaching experience**
Master’s: 2 years full-time equivalent* of teaching experience**
Terminal degree or ABD: 1 year full-time equivalent* of teaching experience**

**Senior Lecturer**
A Senior Lecturer has extensive teaching experience and subject matter expertise in an academic discipline. A lecturer at this level has gained a reputation among his or her peers for demonstrably sustained superior contributions to teaching. At this level the independent selection, organization and development of course content, and instructional materials and pedagogical approaches are expected. The direct delivery of instruction is the primary responsibility of this title.

**Minimum requirements**

*Bachelor’s: 5 years full-time equivalent of teaching experience when allowed by established department policy.*

Master’s: 4 years full-time equivalent* of teaching experience**

Terminal degree or ABD: 3 years full-time equivalent* of teaching experience**

**Distinguished Lecturer**

A Distinguished Lecturer performs at a level of proficiency typically requiring extensive experience and advanced knowledge and skills. The expertise of an academic staff member at this level is commonly recognized by his or her peers and through a reputation that extends beyond his or her work unit. A Distinguished academic staff member is expected to develop new approaches, methods or techniques to resolve problems with little or no expert guidance and to cope independently with new, unexpected or complex situations. At this level, an academic staff member can be expected to guide or train other academic staff or to oversee their work. A candidate nominated for the distinguished prefix is expected to demonstrate exceptional performance, be recognized beyond the work unit as outstanding, and have a reputation of excellence in the profession. For an academic staff member to be recognized as Distinguished he/she will have consistently performed at an exceptional level.

**Minimum**

Master’s: 10 years full-time equivalent* of progressively more responsible experience in their field: Minimum of six of these years at the UW Colleges. **

Terminal degree: 6 years full-time equivalent* of progressively more responsible experience in their field: Minimum of four of these years at the UW Colleges.

*For the purposes of these guidelines full time is defined as IAS appointments of 80% or higher. (teaching at a 40% level for two terms would be the equivalent of teaching at the 80% level for one term, etc.)

** Teaching experience includes full responsibility for courses. Classroom delivery, testing and grading are the primary duties expected of lecturers.
Attachment 39

UW Colleges Senate
Annual Elections
Spring 2013
Appointed Standing Committee of the Academic Staff Council of Senators

Academic Staff Nominations and Elections Committee

2 Academic Staff members (2013-2015 term)

Dave Carlson, Senior Lecturer, Philosophy/Learning Support Center Coordinator, UW-Rock County
I am willing to serve again on the academic staff nominations and elections committee.

Scott Sargent, Associate Lecturer/Instructional Specialist, Chemistry, UW-Marathon County
I would be willing to serve.

Michael Kirby, Lecturer, Biological Sciences, UW-Marinette
I would like to be more involved with college governance.

UW Colleges Senate
Annual Elections
Spring 2013
Elected Standing Committees of the Academic Staff Council of Senators

Academic Staff Personnel Committee

2 Academic Staff members (2013-2015 term)

Mary Voyles, Coordinator of Services for Adult Students, UW-Marinette
I am interested.

Sara Hladilek, Student Affairs Coordinator, UW-Marshfield/Wood County
I would like to nominate myself for the Academic Staff Personnel Committee.
Academic Staff Appeals and Grievances Committee

2 Academic Staff members (2013-2015 term)
2 Academic Staff members (to complete the 2012-2014 term)

Mary Voyles, Coordinator of Services for Adult Students, UW-Marinette
I am interested.

Janet Labrie, Senior Lecturer, English, UW-Waukesha
I would be willing to serve on the Academic Staff Appeals and Grievances Committee. I have served on it before. I have been an IAS with the Colleges for 20+ years and have served on, and occasionally been chair of, local and Department Committees besides this particular one.

Mike Winkler, Associate Lecturer, Business-Economics, UW-Sheboygan
I'll take one of the Academic Staff Appeals and Grievances Committee members.

Carrie Ann Desnoyers, Instructional Designer, UW Colleges Online
I would be happy to serve on the Academic Staff Appeals and Grievances Committee. I know that this committee plays an important part in allowing all Academic staff to have their personal voice heard in our shared governance. I believe that I would be able to listen impartially and assist the committee in putting forth fair and worthwhile suggestions.

Kris McCaslin, Coordinator, Campus Auxiliary Services, UW-Marathon County
I would serve on grievance as well for 2013-2015.

James Powell, Senior Lecturer, Philosophy, UW-Marathon County & Online
I suppose I could toss my hat in the ring for the Grievances and Appeals committee, if no one else is competing for it.

Matt Warming, Information Processing Consultant, UW-Baraboo/Sauk County
I’ll put my name in for Staff appeals and Grievance committee.

Michael Kirby, Lecturer, Biological Sciences, UW-Marinette
I would like to be more involved with college governance.

Annapurna Tripathi, Associate Lecturer, CSEPA, UW-Washington County
I would like to serve on the Academic Staff Appeals and Grievances Committee.
Tony Landowski, Academic Success Center Director, UW-Waukesha
Appeals and Grievances. I am willing.

Brian Schultz, Director of Student Accessibility Services, UW Colleges
I would be interested in serving on the Academic Staff Appeals and Grievances Committee.

Tammie DeVooght Blaney, Trio Director, UW-Fox Valley
I would be interested in serving on the appeals and grievances committee.

Sunita Mehrotra, Associate Lecturer, Mathematics, UW-Waukesha
I can also be in academic staff appeal and grievances committee preferably but if you need in other one, I can serve in either one.

Eric Stoner, Lecturer, Chemistry, UW-Rock County
I think the grievance committee would be most interesting for me.

Jason Siegel, Lecturer, English, UW-Marathon County
I'd like to nominate myself for the Appeals and Grievances Committee. I have been a full-time lecturer in English at UW-Marathon County for three years. I have chaired the campus Shared Reading Committee for the last two years, and I've also served on the English Department Planning Committee and Curriculum Committee. In addition, I am currently serving on an ad-hoc committee at UWMC that is planning a series/festival for the Fall Semester. Please let me know if you require any additional information.

[End]
Attachment 40

UW Colleges
Senate Steering Committee
Annual Report
2012-2013

Committee Members

Carrie Desnoyers, AS Senator, Academic Staff Rep to System, UW Colleges Online
Bill Gillard, Faculty Senator, UW-Fox Valley
Margaret Hankenson, Faculty Senator, UW-Waukesha
Holly Hassel, Department Chairs' Representative (ex-officio), UW-Marathon County
Mark Klemp, Faculty Senator, UW-Marinette
Richard Krupnow, Academic Staff Lead Senator, UW-Sheboygan
Harry Muir, Deans' Representative (ex-officio), UW-Waukesha
Dale Murray, Faculty Senator, UW-Baraboo/Sauk County
Mark Peterson, Chair, Faculty Senator, Faculty Rep to UW System, UW-Washington County
Ian Reese, Student Governance Council President, Lead Student Senator, UW-Marathon County

Meetings

The Senate Steering Committee (SSC) will have held 15 meetings, four face-to-face and 11 by teleconference by the April 25th Senate meeting. Minutes are found in Public Folders>Governance>Senate>Senate Steering>Minutes>2012-2013.

The minutes are posted and available, but here are the highlights from last year’s busy schedule.

Highlights from this year’s steering committee include:

A lot of Senate Steering meetings serve the function of hearing reports regarding administrative activities on behalf of the faculty and staff. Some of these activities affect the entire institution, some affect faculty and staff directly, and some primarily impact institutional administration. A few examples include our successful re-accreditation by the Higher Learning Commission, massive changes underway in the University Personnel System along with the re-categorization of Classified Staff in the wake of recent legislative changes, and a rough transition to an urgently needed, but compromised HR system.

More directly, and more happily, Senate Steering helped to staff the UW Colleges committees working on the new Flex Option – an initiative in which the UW Colleges has taken a leading role within UW System – and the less elegantly named, but equally important “WTCS Student Access to the BAAS Degree Task Force.” We also created an ad hoc committee to draft constitutional revisions that will begin the process of bringing our colleagues on classified staff into shared governance.

We continued the process of holding a Senate Leaders Retreats at the October meeting in order to brainstorm a few specific and strategic topics. This past year the group considered: faculty/staff morale, the role of distance ed in governance, and evaluating teaching in online courses. The event produced thoughtful – and fruitful – ideas.

Finally, in January the Senate continued the tradition of “bring a friend to the Senate” and, for a few months during the winter, a number of us tried to assist the remarkable, resilient, and indefatigable
Assistant to the Senate with the thankless task of revising most of the content on the Senate website – for whom, surely, a star should be fastened to a wall at Central.

**Overview of policy related activities:**

As usual, Steering staffed committees and found new colleagues to fill gaps in committee membership as required, made recommendations to the Provost and Chancellor, and went about the business of steering policy issues to the appropriate committees.

**Some of the major policy events of past academic year:**

- Ironed some wrinkles in the BAAS degree policies to make sure IAS can teach BAAS courses.
- Revised the BAAS Curriculum Committee and created the BAAS Assessment Committee.
- Oversaw the development of language for internships and service learning for the AAS and BAAS degrees, specifically with regard to the number of required hours.
- Adjusted class visitation scheduling for IAS.
- Added an Intercultural Skills proficiency to #101.
- Forwarded a resolution suggesting the creation of campus advocates – based on a report submitted by the Status of Women Committee and Women’s Studies Program regarding incidents of harassment, intimidation, bullying, and stalking on a number of UW Colleges campuses.
- Cleaned up language about the role of campus deans in second year retention letters: #501.
- Increased residency requirements for the AAS degree.
- Approved the 2014-2015 academic calendar.
- Began the process of examining policy options for cross-linked courses.
- Resolved the question of students attending Senate committee meetings, including Wislines, during their finals week.
- The only major noise of this year had to do with revisions to 301.01 and the evaluation schedule for online instructors. Initially, the kind of flexibility requested by the Senate Academic Policy Committee was considered impractical. Negotiations and fact-finding ensued and produced a happy resolution. The current version of #301.01 is the result.
- **A point of order for future Senate steering committee chairs.** Please see the minutes from Senate steering committee #11 regarding #405 and the appropriate mode of treating Senate introductions. This year’s discussion concerning whether the steering chair should impose a strict or loose construction of #405 repeated a conversation (and 11 pages of previous Senate minutes) from 2003-2004 in which a strict interpretation of #405 was maintained. The current Steering Chair agrees with and affirms that earlier Senate resolution.
- And, as always, we finished the year by putting out a call for resolutions of thanks and farewell for our colleagues who have decided to retire.

Respectfully submitted,

Mark C.E. Peterson

SSC Chair

April 26, 2013
Members:
Anhalt, Dan
Boucher, Marc
Fetterly, Brandon
Kaiser, Steve
Kozma, Troy - Chair
Pech, Lou
Reinhart, Barbara
Roberts, Alex

Meetings in 2012-2013
The Academic Policy Committee met a total of 4 times face-to-face at the Senate meetings on October 26, 2012, January 9, 2013, and March 15, 2013 (and plan to meet, once again, at the final meeting on April 25, 2013). The committee also met four times via WisLine: on December 7, February 7, 2013, and jointly with FPSC on November 30, 2012 and again on April 12, 2013.

Policy revisions introduced during this academic year (in order of introduction):

- Proposed Revision of Institutional Curricular Policy #106 ("Atypical Course Policy")
- Proposed Revision of UW Colleges Senate Policy #301.01 ("Administering the Student Survey of Instruction"): This was passed by Senate but not approved by the Chancellor.
- Introduction: Proposed Revision of IP #320 ("Policy on Evaluation – Instructional Academic Staff (Category B), including Returning Retired Faculty")
- Introduction: Proposed Revision of UWC Bylaws 6.2 and 6.4 ("Elected Senate Bylaws Committees")
- Introduction: Proposed Revision of IP #106 ("Atypical Course Policy")
- Introduction: Proposed Revision of IP #301.01 ("Administering the Student Survey of Instruction")
- Introduction: Proposed Revision of IP #202 ("Academic Procedures and Regulations")
- Introduction: Proposed Revision of IP #104 ("Course and Instructional Policies")

Other items discussed during 2011-12
Conversations and consultations with SSC, SCC, SOPC, FPSC, and SBCC took place throughout the year but, other ongoing conversations, specific to SAPC included the following:

SAPC was asked to review several policies, the results of which did not result in any policy actions.

1. SAPC was asked to review the 10 day window required for internship courses. Upon consultation with Patti Wise, it was determined that reducing this window would be inadvisable, as it would not permit departments and the Registrar sufficient time to review and possibly amend proposed internship courses.

2. SAPC was also asked to consider the creation of a uniform system for mentoring at-risk students. Upon consulting with faculty, student services and steering chairs from all campuses and the Online program, it was decided that a uniform policy could not capture the different challenges that the various campuses and online program face. SAPC recommended against any such uniform policy.

3. SAPC was asked to clarify the policies concerning cross-listed classes and, if necessary, introduce new policies. In consultation with Chair’s Rep Hassel and the SCC, SAPC created a report on the status of cross-listed classes. It concluded that the current practice of requiring joint departmental/program approval of both initial creation of a cross-listed class and instructors was supported by policy. Further, due to transfer issues, it recommended that cross-listed classes not be permitted to be “decoupled” and taught as non-cross-listed classes.

4. SAPC, along with FPSC, was asked to define what a program is. As a result of this discussion, it was decided that the definition of a department in the UWC Constitution should be amended to bring it into line with the language in state statues. However, program remains undefined. The next SAPC and FPSC committee’s will need to take this up next year.

Respectfully submitted,
Troy Kozma
Chair, Senate Academic Policy Committee
UW-Barron County
Department of Philosophy
Committee members:
Matt Raunio, Assistant Professor, UW-Sheboygan (chair)
Jessica Frame, SGC Financial Director, UW-Fond du Lac
Bob Hein, Assistant Professor, UW-Rock County
Jena Jaeckels, Pre-College & Student Life Advisor, UW-Sheboygan
Mel Johnson, Senior Lecturer, UW-Manitowoc
Berel Lutsky, Associate Professor, UW-Manitowoc
Marc Sackman, Associate Professor, UW-Fox Valley
Steve Wildeck, Vice Chancellor for Administration & Finance, UW Colleges/UW-Extension
Colleen Godfriaux, Assistant Vice Chancellor for Budget and Planning, UW Colleges, Staff to the Senate Budget Committee

Meetings in 2012-2013:
The Senate Budget Committee met during the regularly scheduled Senate meetings in August (Convocation), October, January, March, and will meet in April. We also attended a compressed video presentation in November on salary compression by Dr. Robert Guell and conducted other business by email.

Major Accomplishments:

1. The SBC spent much of the year considering faculty salary related issues. Salary compression, differential salaries and other compensation issues were extensively discussed. In addition, possible funding sources to address these issues were explored. The Faculty Salary Compression Committee report and Dr. Robert Guell’s presentation explained several faculty compensation related issues in the UW Colleges. Based on funding levels Guell also detailed several approaches to address these issues.

The consultant’s report indicated a possible gender bias in the overall compensation structure. The UW Colleges staff is continuing their research and will address this issue by the end of the academic year. While the cause of this issue does not have a clear explanation, it was not a systemic type of discrimination.

Salary compression and differential salaries issues continue to be extensively discussed. Some members of the committee do not agree on the appropriateness of looking at these issues together as they can be considered separate issues. The differential salaries issue is a problem because in some disciplines it is very difficult to hire and/or retain faculty. There was agreement that funding a revised merit process and expanding the salary increase at promotion would help with the compression issue.
2. The SBC worked closely with Steve Wildeck and Colleen Godfriaux to understand, monitor, and provide feedback to the administration about the UW Colleges, UW System and State of Wisconsin budgets.

3. The SBC reviewed the Integrated Enrollment Management Model (IEM) and the status of the continuing implementation of the IEM. In particular the issues of tuition to target, tuition structure and budgeting faculty positions were discussed as they relate to the continued success of the Colleges.

**Suggested future tasks:**

1. Continue active involvement in the UWC budget process.

2. Monitor the UW System and State of Wisconsin budgets and make recommendations as necessary.

3. Continue to address human resources issues in the UWC:

   A. Faculty issues include overall low pay, market-based salary issues, salary compression (especially for faculty hired since 1999), need for evaluation of base salary increases for promotion, potential need for evaluation of the merit model, and evaluation of workload expectations.

   B. IAS issues mainly involve salary model used to calculate compensation (pay and benefits) and calculation of workload.

   C. Academic staff issues include salary compression, market issues, promotion practices (including effects on salary), and salary adjustments after hire (for instance when a new degree is completed).

The administration is aware of these issues and will continue to address the highest priority issues as resources become available.

Respectfully submitted,
Matthew Raunio
Chair, Senate Budget Committee
Attachment 43

UW Colleges
Senate Assessment Committee
Annual Report
2012-2013

Committee Members:
Greg Ahrenhoerster, Professor - English, UW-Waukesha, Chairs’ Representative
Dinah Gygi, Student Affairs, UW-Waukesha
Deborah Paprocki, Assistant Professor-World Languages, UW-Waukesha, (Committee Chair)
Kristin Plessel, Assistant Professor-Chemistry, UW-Rock County
Jill Rinzel, Assistant Professor-Education, UW-Waukesha
Valerie Murrenus Pilmaier, Assistant Professor-English, UW-Sheboygan, Institutional
  Assessment Coordinator (ex-officio)
Gregg Nettesheim, UWC Senior Information Manager (ex-officio)
Lisa Seale, UWC Associate Vice Chancellor (ex-officio)

SAC meetings have taken place on the following dates during academic year 2012-2013: October 1, October 31, January 16, January 23 (face to face). Meetings are planned for April 23, May 10, and two face to face meetings with Department Assessment Coordinators (DACs) in June and August 2013.

The committee has engaged in the following activities during this academic year. SAC has coordinated departmental and institutional assessment and the work of the Department Assessment Coordinators (DACs) and coordinated campus assessment and the work of the Campus Assessment Coordinators (CACs). SAC has also facilitated discussion with CACs regarding a campus assessment cycle and overseen completion of work with DACs on the development of a 5th assessment proficiency Intercultural Skills. Additional information on the committee’s work in these areas is detailed below.

Departmental/Institutional Assessment
- In September SAC reviewed the final DAC reports for 2011-2012 assessment cycle.
- In October SAC received the preliminary department specific/institution wide assessment plans for Fall 2012 from the DACs.
- On January 23, 2012, SAC met with DACs and CACs for the annual winter meeting. This meeting included discussion of budgets, assessment cycles/rotation, and administrative issues. In addition the group discussed the Fall 2012 HLC visit, as well as the adoption by the Senate of the Intercultural Skills proficiency. A group from UWC libraries gave a presentation on information literacy and the potential for assessing this skill through an institutional proficiency. Guest speakers also provided additional information on incorporating ESFY into strategic enrollment management.
- In February SAC received the preliminary department-specific/institution-wide assessment plans for Spring 2013.
SAC will meet with the DACs in June and August of 2013 to discuss various aspects of the assessment process.

DACS will submit draft reports for the 2012-2013 cycles in July and the SAC will reply to these draft reports in August before DACs prepare their final reports.

**Campus Assessment**

- During September and October the CACs worked with their campuses to discuss the focus of the 2012-2013 assessment plan.
- In October SAC received the campus assessment plans from the CACs. A Wisline meeting was held with the CACs on October 31, 2012, to discuss the campus plans.
- CACs attended the January 23, 2013 face-to-face meeting to participate in discussion of assessment and the other Colleges matters presented at that meeting (see summary above for January meeting). The CACs met in a break out session at this meeting to discuss assessment cycle/rotation and the merits of having a common institution wide assessment theme/topic. CACs and SAC continue to work on developing a potential plan for this idea. The CACs also indicated that it would be useful for them to have an additional meeting during the year for Campus Coordinators to discuss items particular to campus assessment.
- On April 23, 2013, the CACs will meet via Wisline with SAC to discuss progress in the campus assessment process for 2012-2013.
- By May 30 the CACs will submit final reports for the campus assessment cycle. SAC will review the reports and provide feedback in June and July.

**Intercultural Skills Proficiency**

During September and October 2012 SAC members prepared to present the Intercultural Skills proficiency to the UWC Senate at its October meeting. The committee wrote the rationale to accompany the presentation, outlining the discussions and process of developing this 5th proficiency during the previous 4 years. Deborah Paprocki, SAC chair, presented the Intercultural Skills proficiency to the Senate at its October meeting and responded to questions. Following its presentation to the campus collegia during fall meetings, the proficiency was voted upon at the January 2013 Senate meeting. SAC is pleased that the Senate voted to approve the addition of this 5th proficiency. The committee is in the process of planning for implementation of the proficiency as one of the options for departmental assessment in the next cycle.

Respectfully submitted by
Deborah Paprocki
SAC Chair
April 12, 2013
Members:
Tim Dunn (Humanities, Waukesha)
Terri Gonya (Natural Sciences and Mathematics, Fox Valley)
Larry Graves (Registrar, non-voting, ex-officio)
James Kabrhel (Natural Sciences and Mathematics, Sheboygan)
Troy Kozma, SAPC Chair, with Barb Reinhart serving occasionally as proxy)
Ellyn Lem (Humanities, Waukesha)
Sue Patrick (Social Sciences, Barron)
Faye Peng (Social Sciences, Richland)
Patti Thwaits, (Student Affairs, Marathon)

This report is based on Committee Minutes and Curricular Reports. The committee met on the following dates: 8/30/12 (Convocation), 10/5/12, 10/8/12, 11/16/12, 11/19/12, 12/21/12, 2/22/12, and 2/25/12. At the time of writing, the fourth and final round of proposals has yet to be reviewed. The following table gives an overall tally of the nature of the proposals that SCC has reviewed this academic year.

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<tr>
<th></th>
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<td>0</td>
<td>0</td>
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<td>12</td>
<td>4</td>
<td>30</td>
<td>48</td>
<td>125</td>
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</table>

SCC members also worked on the following issues In addition to curriculum reviews.

Development of Curriculum Forms

- SCC012 for course guidelines (renumbered and renamed)

- SCC013 for internships – revised to include clear statement of credit to contact hour expectation (1 credit for 48 hours content contact). Form now matches expectations outlined in ICP#106.
Review of Internship and Service Learning course expectations

Combined effort of BSCC and SCC led by Patti Wise to work on common internship and service learning course objectives and forms. The original intent of this group was to find common ground between the BAAS and AAS internship and service learning course experiences with the expectation of developing curricular approval forms that would be common to both BAAS and AAS curriculum. Committee members felt that the internship expectations written into BAAS and AAS curriculum policy were different enough that a common form would be difficult to produce. BAAS has already developed additional forms for documentation of internship work that are beyond the expectations of AAS XXX-294 policy. At this time the approval process and forms will be different. Service Learning course development is more established for BAAS and AAS policy is still in the development stage. A mutual agreement for forms and content expectation will need to be worked out next year. Service Learning revisions of ICP#106 will be introduced at the April 26 Senate meeting.

Review of Curriculum Policy

SCC discussed cross-listed course policy with SAPC in order to minimize confusion about expectations for course approval.
SCC also worked with Institutional ESFY coordinator Jennifer Flatt to modify ICP#106.01 and make the process of LEC100 course revision and campus transfer more transparent. Both parties agree that LEC100 instructors need more education about requirements for course approval given the unique conditions that usually drive LEC100 course development.

Future Goals /expectations from 2011-12 Annual Report

1. Curricular Forms should be replaced with simpler forms modeled after the proposed New Course Form. SCC did not address this issue beyond a draft version.
2. The use of Public Folders for Curricular Forms should be deprecated in favor of making them available on the Senate Website. In progress-forms will be posted on Senate Website.
3. The use of Public Folders for storage of Minutes and Agendas should be deprecated in favor of SharePoint. Maintaining two separate copies is tedious and unnecessary. In progress
4. Approved proposals and the Curricular Reports should be archived on SharePoint to provide examples and records of past actions. Done.
5. The format for committee minutes should be standardized. Improved.
6. As mentioned in the previous Academic Year’s Report, student representation needs to be re-examined. It is a struggle to get students to attend a committee which places considerable demands on time. It is difficult to schedule students who do not have access to Outlook calendars. ongoing problem; SCC had no student representative but SAPC student member did attend one meeting.
7. As mentioned in the previous Academic Year’s Report, Campus and Departments should be encouraged to ensure that proposals they review are complete and in compliance with policy before they are submitted to SCC. ongoing problem. Email explanations and corrections are a continuous part of time investment for SCC chair-people.
8. Chair Duties are extremely time-consuming and tedious. I strongly encourage future committees to employ a co-chair model with one person interacting with proposal initiators and formatting the documents. The other chair can then prepare the agenda, schedule and run the meetings, and
prepare the Curricular Reports for the Provost. Those considering being chair should be made aware of the technical skills and demands on time required to maintain the document library. **Co-chair positions this year were a significant improvement in time management for SCC.**

We would like to thank the members of SCC for their time investment, attention to detail, and thoughtful discussions.

Respectfully submitted by
Tim Dunn and Terri Gonya

SCC Co-Chairs, 2012-2013
August 30th, 2013 Convocation Meeting

Committee met briefly to discuss the charges of the committee and elected Danica Oudeans Assistant Professor of Art as Chair of the committee for the 2012/2013 academic year.

November 9th, 2013

Met to review rankings for Wisconsin Teaching and Fellows Scholars. The committee had previously read, reviewed, and ranked all nine applications and recommended the following:

1. Karen McLeer. The committee’s average rankings put her proposal first in the nine applications. Her question is simple: Do students really need literature? Yet the context is critical for understanding student success and the future of teaching literature in the Colleges. The committee thought it was a well-written and thoughtful proposal, asking the big question about the mutually exclusive trends, i.e., the Common Core Standards K-12 schools are adopting where greater emphasis will be placed on students’ ability to read critically, and the post-secondary low enrollment in literature courses. Dr. McLeer is applying to be a Teaching Scholar and Dr. McLeer intends to design a project that explores how literature can meet the changing goals of higher education.

2. George Waller. The committee was very impressed with this proposal to conduct a SoTL project as a Teaching Scholar. He intends to develop a problem-based approach to the introductory courses in Political Science that involves the students in critical thinking, active learning, and other activities designed to foster long-lasting learning. He has clear cut goals, a plan with particular activities and assessments of learning. He has thought through his research questions and intends to disseminate his findings to a wider audience.

Alternates:
1. Rachel Knighten. The committee liked this proposal very much, for the importance of the project and for the fact that this will be a multi-year project. Ms. Knighten intends to study the development of intercultural competence in introductory level Spanish as a Teaching Scholar. Although cultural understanding and enrichment should be part of a language class, it rarely is, and she would like to identify a way to increase and then measure the students’ intercultural competence. Her goal is to “facilitate students’ acquisition of linguistic and intercultural competency skills.”

2. Bryson Mortensen. Dr. Mortensen is applying to be a Teaching Fellow, and he intends to investigate ways to apply active learning strategies in ensemble rehearsals of music. One
committee member mentioned how intriguing this proposal was, that this seemed a particularly challenging and yet potentially very beneficial project. His ideas for possible activities were excellent and would help deepen and broaden the students’ learning.

**October 30th, 2012**

Prior to the October 30th meeting committee members read, reviewed, and individually ranked sabbatical proposals. The committee unanimously recommended the following ranking to Provost Lampe:

- **First:** Richard Gustin
- **Second:** Brett Barker
- **Third:** Alexey Kryukov
- **Fourth:** Marnie Dresser
- **Fifth:** Elizabeth Zanichowsky

Richard Gustin’s proposal integrated vast interdisciplinary approaches with the Theater Department and also integrated SoTL and collaborative components. His project of developing two original full length plays under the mentorship of renowned Wisconsin playwright John Schneider and producing one of them at UW-Sheboygan also implemented 4 of the 5 UW System Shared learning Goals encouraged by the Board of Regents. Gustin’s proposal demonstrated his commitment to the campus and greater community and gave examples of prior successful projects similar in nature.

Brett Barker’s proposal extends the expertise developed while writing his dissertation on the American Civil War and its affects on civil liberties and political expression of the north during the war. His proposal outlines completion of a polished book length manuscript that Southern Illinois University Press has already expressed interest in publishing.

Alexey Kryukov’s proposal applies a new “mathematical framework to the problem of unification of quantum theory and relativity”. Cutting edge research in the field, Kryukov’s project integrates the disciplines of math, physics, and philosophy. His proposal outlines engagement in collaborative work with UW Madison and also notes his engagement in international education.

Marnie Dresser’s proposal on creativity research integrates connections between the campus, community, and classroom. The project outlined in Dresser’s proposal is very ambitious and would be very valuable in assessing creativity in the classroom. Some on the committee wondered if the creation of the assessment tool might be a precursor prior to implementation and promotion in the community.

Elizabeth Zanichowsky’s proposal outlines provocative research on the role of religion in postcolonial literature. The project manifests itself from a previous article written about the subject matter that will be available this coming spring in a publication by Africa World Press. Zanichowsky outlines the impact her project would have on the classroom in the analysis of literature and identifies the interdisciplinary nature of her research. Some on
the committee were interested in knowing more about what could be developed further from her investigation.

Overall the committee was very impressed with all of the sabbatical proposals. The proposals outlined ambitious academic research all worthy of receiving sabbatical funding and encourages those who do not receive funding to apply again next year.

**December 14th, 2013**

The committee read, reviewed, and ranked all Summer Research Grant proposals before the meeting. Danica Oudeans, as the senate PD chair, recused herself from this meeting due submission of her proposal. The committee met and unanimously recommended the following candidates for the Summer Research Grant:

1. Bubinas, Kathleen
2. Premadasa, Kirthi
3. Perkins, Frances
4. Hall, Mark
5. Oudeans, Danica

**February 27th, 2013**

The committee read, reviewed, and ranked proposals for the UW Colleges Faculty College. The committee unanimously voted to recommend the following candidates for Faculty College:

<table>
<thead>
<tr>
<th>SPDC Ranking for Faculty College Applicants</th>
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<tbody>
<tr>
<td><strong>Ranking</strong></td>
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<tr>
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<tr>
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<td>2</td>
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<tr>
<td>3</td>
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<tr>
<td>4</td>
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</tbody>
</table>
The Committee found that though Wirkus did have specific areas in which he sought improvement such working with at-risk students he did not tie these goals with specific events at Faculty College. Wirkus

The Committee determined that though Bush expressed a great deal of enthusiasm to attend Faculty College he failed to associate his work with any offering at Faculty College. Bush

The Committee determined that Heinert’s work at VLTC could benefit from attending Faculty College but she failed to make a compelling case to link specific goals with offerings of Faculty College. Jennifer has attended Faculty College before. Heinert

<table>
<thead>
<tr>
<th>UW-Richland</th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dennis D. Carpenter</td>
<td>Psychology</td>
<td>Acceptable</td>
<td></td>
</tr>
<tr>
<td>Teresa Schueller</td>
<td>Biology</td>
<td>Acceptable</td>
<td></td>
</tr>
</tbody>
</table>

**Met the beginning of March via Email Discussion**

The SPDC discussed, read, reviewed, and ranked 17 proposals for the Posters in the Rotunda Exhibition. The committee voted unanimously on the following ranking:

1. Hopfenperger & Immel
2. Seals & Beino
3. Shears & Balza
4. Kargus, Petersen & Shears
5. Juresh & Anderson
6. Smith & Auld
7. Konik & Moore
8. Brock/Finn Antibiotic Resistance
9. Brookshier & VanSlooten
10. Brock/Finn NuGenesis Aniogenic
11. Graham & Gralewicz
12. Handler & Weglarz
13. Kositske & Kroeing
14. Steffen & Shears
15. Johnson & Johnson
16. Staniforth & Gralewicz
17. Apfelbeck

The committee was impressed with all of the proposals but could only choose 15. The first 15 proposals are the committee’s recommendations and the last 2 proposals are alternates should someone be unable to participate.

The committee also recommended a more streamlined application form to make it easier to compare proposals and understand the goals of each proposed project.
Friday May 10, 2013

Will meet to discuss UW Research Network Proposals.

Respectfully submitted
Danica Oudeans
Chair, SPDC
Attachment 46

UW Colleges
Senate Bachelor of Applied Arts and Sciences Curriculum Committee
Annual Report
2012-2013

Committee Members:
Kathleen Bubinas, Social Sciences Division, (Chair-through August 30, 2012)
Larry Graves (Registrar, non-voting, ex-officio)
Craig W. Hurst, Humanities Division, UW Waukesha (Chair August 30, 2012 – present)
Jeff Kleiman, Social Sciences Division, UW Marshfield (replaced Shears)
Troy Kozma, Senate Academic Policy Committee Chair (non-voting, ex-officio)
Karen McLeer, Humanities Division, UW Richland
Andrew Shears, Social Sciences Division, UW Fox Valley (resigned spring 2013)
Missy Skurzewski, Natural Sciences and Mathematics Division, UW Sheboygan
Mary Voyles, Adult Student Advisor, UW Marinette
Lauren Wentz, Natural Sciences and Mathematics Division, UW Barron
Patti Wise, UW Colleges BAAS Program Manager (non-voting, ex-officio)

Subsequent to the last annual report dated April 9, 2012, the Senate BAAS Curriculum Committee met ten times via WisLine (June 8, June 22, July 20, August 24, September 19, October 17 2012, January 10, January 28, March 26 and April 3 2013) and one face to face meeting in conjunction with the Fall Convocation. Members of the committee also collaborated with the Senate Associate of Arts and Sciences Curriculum Committee to reach consensus regarding clock hour commitments in internship courses and courses with service learning components.

During this past year, the committee approved and forwarded to the Vice Chancellor 47 UW Colleges Courses, 68 UW System Partner’s Courses and discussed at length and formulated recommendations regarding the BAAS capstone course.

Respectfully submitted,

Craig W. Hurst, Ph.D.
Chair, UW Colleges Senate BAAS Curriculum Committee
April 11, 2013
Committee Members:

Michael Bartlett, UW-Marinette, Associate Professor, Mathematics;
Cristi Beringer, UW-Manitowoc, Senior Academic Program Specialist, Instructional Technology;
Dave Brigham, UW Colleges Director of Distance Education;
Margaret Cleek, Interim Director of DE and ONL
Melissa Haberman, UW Colleges Central Office, Financial Aid;
Jennifer Heinert, Co-Chair fall 2012, UW-Washington County, Assistant Professor, English;
Neil Ihde, Lecturer, UW-Fox Valley, Psychology
Daniel Kallgren, UW-Marinette, Associate Professor and Chair, History
Troy Kozma, UW-Barron County, Associate Professor, Philosophy
Frances Perkins, Co-Chair fall 2012, Chair spring 2013, UW-Fox Valley, Communications and Theater Arts;
Renee Wallin, UW-Marathon County, Associate Academic Librarian

Meetings in 2012-2013

The Online Program Committee conducted non-meeting-related business via e-mail; we had 4 Wisline meetings, and one meeting in person at the Fall Collegium.

We were again charged with recommending policy changes to 501 and 301.01, after our recommendations last year were rejected by Senate. We also revisited policy 403.

Accomplishments:
* We dealt with a handful of Academic Actions cases in the Fall 2012 semester.
* We sent recommended policy changes to 501 to the Senate.
* We sent recommended policy changes for 301.01 to the Senate.

Ongoing issues:
1) The definition of SOPC and how it should function within Senate and with DODE is still in question. We wrestled with this issue, and were unable to come to a consensus. With the change in leadership at DODE, we have tabled this discussion and are getting feedback from Interim Director Margaret Cleek about the needs ONL has for SOPC, as well as the needs of departments and Senate.
2) 403 and 403.01 are still in process, as there were legal concerns that were referred to Central.

Respectfully submitted,
Frances Perkins & Jennifer Heinert
Co-Chairs, UW-Colleges Senate Online Program Committee
Committee Members:
Ed Stredulinsky, Professor of Mathematics, UW-Rock County (Chair)
Bob Apfel, Information Processing Consultant, UW-Marshfield/Wood County
Bob Bermant, Professor of Psychology, UW-Waukesha
David Dettman, Director of Library and IT, UW-Marathon
Colleen Godfriaux, Assistant Vice Chancellor for Budget & Planning, Central Offices
Larry Graves, Registrar and Director of Admissions, Central Offices
Lisa Hager, Assistant Professor of English, UW-Waukesha
Marsha Henfer, Chief Information Officer, UW Colleges and UW-Extension
Paul Henfer, Informational Technology Manager, UW-Marathon
Mech Johnson, Associate Professor, CSEPA, UW-Washington County
Kim Kostka, Professor, Chemistry, UW-Rock County
Michael Pierick, Assistant Campus Dean for Administrative Services, UW-Rock County
Martin Rudd, Dean & CEO, UW-Fox Valley

The committee met twice via WISLINE. The committee discussed the variety of roles it could play, whether it made sense to set up a needs survey, and the possibility of looking at ways to address unfunded proposals submitted in the Technology Infusion grant process.

Respectfully submitted,

Ed Stredulinsky
SIITC Chair, 2012-2013
Attachment 49

UW Colleges
Institutional Review Board
Annual Report
2012-2013

Members
Jayant Anand  Anthropology and Sociology  Barron (Chairperson)
Amy Cavanaugh  Biology  Rock
Kathy Immel  Psychology  Fox
Linda Jaros  Community Member  Marshfield Clinics
Bryson Mortensen  Humanities  Rock
Tirza Shulman  Psychology  Fond du Lac
Linda Tollefsrud  IRB Coordinator (ex-officio)  Office of Academic Affairs
Rowan Leigh  Student Member  Marathon

Meetings in 2012-2013

The IRB had a teleconference April 26th, 2012 and also met face-to-face prior to
convocation (August 30th, 2012) to establish procedures, meet each other, and discuss several
proposals.

The Chair sent training and guidance information to the new student member on October
30, 2012.

WisLine meetings were conducted on September 28th, October 26th, and November
30th, 2012; also on January 22, February 21, March 7th, and March 22nd, 2013. Although the
committee discusses proposals during meetings or teleconferences, communication with the
investigator(s) often continues via email if modifications are required before a project can be
approved. Another teleconference is scheduled for April 25th, 2013.

Since the last report, the IRB has reviewed 61 proposals. Most proposals require at least
minor modifications before being approved (as indicated by varying “completion” dates below).
Innumerable additional requests for information, clarification, etc. have been received and
responded to.

At this time, all members of the IRB have completed recent training on the Office of
Human Research Protection (OHRP) regulations. The Coordinator attended an OHRP
workshop in Minneapolis MN on May 7th, 2012. The conference title was “Developing Your
Human Research Protections Program: Regulatory Compliance and Additional Considerations.”

Proposals Reviewed Since Last Report
April 2012

1. Academic and student affairs: A mixed-methods study of collaborative relationships – declared “exempt” from further review – 4/9/2012

2. Teacher pedagogy baseline data for 1:1 computing in Fond du Lac School District -- new proposal – approved (expedited review) 4/20/12

3. WITC/UW-Barron County Student Financial Literacy Survey 2012 – declared exempt from further review – 4/24/2012

4. Staff interview baseline data for 1:1 computing in Fond du Lac School District -- new proposal – approved 4/26/12

5. Baseline classroom observation data for 1:1 computing in Fond du Lac School District -- new proposal – declared exempt from further review, 4/26/12


7. Baseline student reported data for 1:1 computing in Fond du Lac School District -- new proposal – approved 4/26/12

May 2012


June 2012


July 2012

August 2012

12. *Financing Retail Business in Mexico* – re-approved for another 12 months – 8/30/2012


14. *Appleton Area Community Research Project: After-School Enrichment for Young Children in Need* – request for re-approval granted – 8/30/2012

15. *Student Grading and Instructional Preferences* – request for re-approval granted – 8/30/2012.

16. *The Relative Importance of the Variables in Good Teaching* – request for re-approval granted – 8/30/2012

### September 2012

17. *The effects of service learning on learning and academic outcomes* – new proposal – approved 8/31/2012

18. *How do students develop understanding of organic mechanisms?* – request for re-approval granted – 8/31/2012


23. *Student perception on using cell phones as a classroom response system* – new proposal – determined to be exempt from further review – 9/11/2012


25. *Impact of Mental Health Services on a midsize College Campus* – changes to protocol and continuation request both approved – 9/28/2012

[Revisions to above proposal were approved via expedited review on 11/6/12]
26. *Feminist Spaces, Feminist Analysis: Blogging in the Women’s Studies Classroom* – changes to protocol and continuation request both approved – 9/28/2012

**October 2012**

27. *An investigation of grit on the matriculation and retention of students in the engineering program* – determined to be exempt from further review – 10/23/12

[Revisions to above proposal were approved via expedited review on 11/7/12]


29. *Assessment of an Online Mechanics of Materials Lab* – approved 10/24/12

30. *A Study of Consumer Behavior at Winter Markets in Wisconsin* – determined exempt from further review – 10/24/12


**November 2012**


34. *Using Data Analytics to Improve Retention: A Joint Proposal from UW-Madison, UW-Platteville, and UW Colleges* – approved 11/12/12

35. *Best Practices for Programs and Services to Support LGBTQ Students on Two-Year Campuses in the Midwest* – new proposal – approved via expedited review on 11/13/12

36. *Analysis Lesson Study* – new proposal – approved 11/21/12

37. *Explaining Gender Differences in College Effort* – approved 11/30/12

**December 2012**

**January 2013**
38. Wave 1 & 2 classroom observation data for 1:1 computing in Fond du Lac School District – new proposal – declared “exempt from further review” on 1/3/13

39. Text Selection in LGBT Literature Courses – approved via expedited review on 1/9/13

40. Assessment of Active Learning Techniques in the Biology Classroom – continuation of protocol #41-2012-s – approved via expedited review on 1/17/13

41. Introduction to Business Pre-Test: Instructional Techniques Comparison – new proposal – approved via expedited review on 1/17/13

42. Evaluating the Effects of the Wisconsin Scholars Grant on Student Outcomes – new proposal – approved 1/22/13

43. 1:1 Computing and the Transition to College (faculty/staff) – new proposal – approved 1/22/13

44. Literacy Activities at Rock County Head Start Sites: A Case Study – new proposal – approved via expedited review 2/15/13

February 2013

45. 1:1 Computing and the Transition to College (students) – new proposal – approved 2/20/13

March 2013

46. Examining Medical marijuana Migration from Wisconsin to Michigan: Push/Pull Factors and Impacts – new proposal (student research) – approved 3/8/13

47. The Effect of Xylitol Gum on Oral Acids – new proposal (student research) – approved 3/8/13


49. Rhetorical Knowledge and Course Delivery – new proposal – approved 3/17/2013

50. Investigating anatomy and physiology students’ understanding of the 3D nature of anatomical structures – new proposal – declared exempt from further review – 3/19/2013


55. *It is best to be a Fly on the Wall: The Effects of Self-Distancing when Analyzing Depressing Events* – new (student) proposal – revisions approved 3/25/2013

56. *It’s All How You Look At It: Perceived Temporal Distance In Relation To The Effort Of The Task* – new (student) proposal – revisions approved 3/25/2013


**In progress**

*Statistics and APA writing style: never the two shall meet?* – new proposal (faculty)

*The Use of Student Experts versus Independent Study in an Anatomy and Physiology Classroom* – new proposal (faculty)

*UW-FDL Retention Self-study* – new proposal (faculty)

**Policy issues addressed this academic year:**

The IRB website went “live” as of August 2012. The IRB has also been using a SharePoint site to disseminate proposals as of August 2012.
From the November 30, 2012 meeting: Motion by T. Shulman, second by A. Cavanaugh to involve experienced (i.e., those who have served at least one year on the IRB and who have current (within last 3 years) human subjects training) IRB faculty members in expedited reviews; motion carried (6-0-0).

As of Jan 1, 2013: investigators have been required to provide evidence of the successful completion of a recent training in the rights of subjects in research. This requirement is in accordance with one of the recommendations of the IRB Working Group report, as submitted to the Senate on 10/15/2010.

From the January 22, 2013 meeting: The IRB approved several changes to our working documents at this meeting. These include:
   a. separating the Continuation/Change to Protocol form (one document) into two separate documents.
   b. a template for an “approval letter” to be sent to each PI upon approval of a proposal
   c. a draft policy on non-compliance/research misconduct which was then forwarded to the Office on Academic Affairs for approval.
   d. the protocol form was revised to include instructions for requesting a complete waiver of informed consent

From the February 21, 2013 meeting: A schedule for fixed deadlines for 2013-14 was approved by the IRB and posted on the IRB website.

As of March 14, 2013: Our Federal Wide Assurance has been successfully renewed for the next 5 years; it expires on 3/14/2018.

A fill-able pdf version of the protocol form has been considered, but there are challenges involved with adding verifiable digital signatures.

A policy on “site visits” to campuses is being considered.

The status of possible changes to the 45 Code of Federal Regulations 46 of the Department of Health and Human Services (the “Common Rule”) is still uncertain; DHHS is scheduled to make an announcement on this sometime in April 2013.

Respectfully submitted,
Jayant Anand, Chair, Institutional Review Board
Assistant Professor of Anthropology/Sociology
University of Wisconsin-Barron County
Committee Membership:
Tom H. Klubertanz, Professor, Biology, UW-Rock County (Chair)
Kavita Bhatia, Associate Professor, Mathematics, UW-Marshfield / Wood County
Karl Byrand, Associate Professor, Geography – Geology, UW-Sheboygan
John Eyster, Lecturer, Political Science, UW-Waukesha
Jennifer Flatt, Associate Professor, World Languages and English. UW-Marinette
Habib, Asif, Office of Academic Affairs Member, UWC Professional Development Coordinator (ex officio, non-voting)

Activities:
The committee met three times:

1. Face-to-face meeting on 30 August 2012 at UW-Colleges Convocation. Met to discuss the operation of the committee and to elect a Chair.

2. Committee decision regarding nominee for Alliant Energy Underkofler Award submitted to Professional Development Coordinator Habib on 19 February 2013.

Unfinished Business:
The Committee will meet during May, 2012 to review the portfolios for both IAS and faculty nominees for the Chancellor’s Excellence in Teaching Award.

Respectfully Submitted,
Tom Klubertanz, Chair, Senate Teaching Awards Committee 2012-2013
Committee Members:

Bob Apfel, Academic Staff Personnel Committee Member UW-Marshfield/Wood County
George Henze, Academic Staff Appeals & Grievances Committee Member UW-Richland
Troy Kozma, Senate Academic Policy Committee Member UW-Barron County
Laura Lee, Faculty Appeals & Grievances Committee Member UW-Marshfield/Wood County
Mark Peterson, Chair Senate Steering Committee Member UW-Washington County
Matt Raunio, Senate Budget Committee Member UW-Sheboygan
Paul Whitaker, Faculty Professional Standards Committee Member UW-Marathon County

Meetings
The Senate Correspondence Committee held no meetings this year.

Respectfully submitted,

Mark Peterson, Chair  SCoC
April 26, 2013
Attachment 52

UW Colleges
Senate Inclusive Excellence Committee
Annual Report
2012-2013

I. Committee Membership

<table>
<thead>
<tr>
<th>Name</th>
<th>Department/Position</th>
<th>Affiliation</th>
<th>Years</th>
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<tr>
<td>Amanda Hakemian*</td>
<td>Natural Sciences &amp; Mathematics Division Faculty</td>
<td>Chemistry, UW-Marshfield/Wood County</td>
<td>2012-2014</td>
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<td>Mark Karau</td>
<td>Social Sciences Division Faculty</td>
<td>History, UW-Sheboygan</td>
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<td>Lisa Hager</td>
<td>Humanities Division Faculty</td>
<td>English, UW-Waukesha</td>
<td>2011-2013</td>
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<td>Christina Cavaco</td>
<td>Instructional Academic Staff</td>
<td>English, UW-Fox Valley</td>
<td>2012-2014</td>
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<td>Patricia Alger</td>
<td>Non-Instructional Academic Staff</td>
<td>ASI Adult Recruiter, Student Affairs, UW-Fox Valley</td>
<td>2011-2013</td>
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<tr>
<td>Tamara Lavender</td>
<td>Classified Staff Representative</td>
<td>University Services Associate/Admissions Processor, UW-Baraboo/Sauk County</td>
<td>2011-2013</td>
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<tr>
<td>Craig Hurst</td>
<td>Department Chairs’ Representative</td>
<td>Music, UW-Waukesha</td>
<td>2011-2013</td>
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<td>Amanda McGovern</td>
<td>Student</td>
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<td>Carmen Wilson</td>
<td>Deans’ Representative</td>
<td>Dean and CEO, UW-Rock County</td>
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<tr>
<td>Stephan Gilchrist/</td>
<td>Chief Diversity Officer*</td>
<td>Chief Diversity Officer, Central Offices</td>
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<td>Christine Curley</td>
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<tr>
<td>Lisa Seale</td>
<td>Office of Academic Affairs*</td>
<td>Associate Vice Chancellor for Academic Affairs, Central Offices</td>
<td>2012-2013</td>
</tr>
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</table>

*Committee chair
# Non-voting, ex-officio members

II. Meetings

- August 30, 2012 UW-Fond du Lac (at Convocation)
- September 26, 2012 via WisLine
- October 8, 2012 via WisLine
- October 24, 2012 via WisLine
- November 8, 2012 via teleconference

III. Activities

The main thrust of our activity in 2012-2013 was planning and presenting an Inclusive Excellence Summit on November 16, 2012 at UW-Rock County. The summit was on the topic of...
Understanding Identity and Strengthening Connections through Intergroup Dialogue, and was supported by a $1000 grant from the Association of American Colleges and Universities (AAC&U) with additional support from the UWC/UWEX Office of Inclusion. The summit consisted of presenters from three nationally recognized dialog-based programs/groups, followed by a time for discussions of the possibilities for bringing a dialog program to the UW Colleges.

The agenda for November’s summit is attached.

IV. Future Directions

- Work with the Student Affairs Office in Central Administration to submit a follow-up grant to the AAC&U, to support follow up work around the topic of dialog.
- Determine the topic for a possible second IE Summit during the 2013-2014 year (to be done yet in Spring 2013) and plan the next summit accordingly.

Respectfully submitted,
Amanda Hakemian
April 19, 2013
I. Committee membership
Ron Gulotta, Sociology, UW-Waukesha
Amanda Hakemian, Chemistry, UW-Marshfield/Wood County
Paisley Harris, History, UW-Fond du Lac
Jeff Verona, English, UW-Marshfield/Wood County
Paul Whitaker (Chair), Biological Sciences, UW-Marathon County

II. Committee meetings
Convocation, 8/30/2012 Senate meeting, 1/9/2013
Wisline, 9/26/2013 Wisline 2/8/2013
Senate meeting, 10/26/2012 Senate meeting, 3/15/2013
Wisline with SAPC, 11/30/2012 Wisline with SAPC, 4/12/2013
Wisline, 12/7/2013 Senate meeting, 4/26/2013

III. Items Completed
The FPSC introduced the following nine policy revisions this year, summarized below:

- **FPP #501** “Criteria and General Procedures for Appointment, Retention, Tenure Progress, Tenure, and Promotion (Bylaws).” The proposed revision, defining how to conduct online visitations, was adopted by the Faculty Council on January 9, 2013.
- **FPP #501.01** “Promotion, Tenure, and Third-Year Tenure Progress and Retention Review Dossier Format.” The proposed revision, removing the requirement for preparing a final hard copy of tenure and promotion dossiers, was adopted by the Faculty Council on March 15, 2013.
- **FPP #501** “Criteria and General Procedures for Appointment, Retention, Tenure Progress, Tenure, and Promotion (Bylaws).” The proposed revision, standardizing the roles of deans throughout the tenure process, was introduced to the Faculty Council on March 15, 2013.
- **IP #320** “Policy on Evaluation – Instructional Academic Staff (Category B), including Returning Retired Faculty.” This proposed revision, requiring that IAS who hold a renewable appointment be given adequate feedback on performance and suggestions for improvements, was introduced to the Senate on March 15, 2013.
- **IP #104** “Course and Instructional Policies.” This introduction proposed a new policy on hiring of graders and proposed relocating an existing stand-alone policy on office hours, IP#310.01, into IP #104. These proposed revisions were introduced to the Senate on March 15, 2013; if approved, FPSC would need to propose rescinding the current free-standing office hours policy IP#310.01.
ICP #141 “Bachelor of Applied Arts and Sciences Degree.”
ICP #141.01 “Bachelor of Applied Arts and Sciences Degree Guidelines for Professional Experience Courses”
ICP #141.02 “Bachelor of Applied Arts and Sciences Degree Professional Experience: Credit for Prior Experiential Learning”

These three proposed revisions clarify that Experiential Learning portfolios are submitted to departments for review, not to faculty, as specified in IP# 141.02. In addition, the term “faculty” is being replaced with “instructor” so that Instructional Academic Staff are not prohibited from BAAS instructional opportunities. Departments would retain the responsibility for evaluating qualifications of instructors in relation to new teaching assignments. These were introduced to the Senate on March 15, 2013.

UWC Constitution, Chapter 4.00. This simple amendment would bring the definition of department in the Constitution into agreement with the definition in UW System Administrative Code UWS Chapter 1, by allowing departments to have an interdisciplinary focus. This proposed amendment will be introduced to the Senate on April 26, 2013.

In addition, FPSC responded to Senate Steering’s requests for comments/recommendations on the following issues:

Communication & Theater Arts’ request for a later class visitation date for second-year faculty. FPP 501.02 specifies that the retention dossier must include copies of the visitation letters. By having the visitation letters due before the dossier is submitted, probationers can address contents of the visitation letters in their dossier. Surprisingly, FPP 501 specifies when VISITS must be completed but gives no deadline for when the resulting letters are to be received. We suggested that this warrants clarification in policy. Any extension in the due dates of visitation must be accompanied by an extension in the due date for retention dossiers, which gives department executive committees less time to review and discuss the dossier. In the end, we approved of a modified timeline, at least for CTA, to be November 15 for receipt of visitation letters and November 20 for submission of retention dossiers. The departmental decision deadline of December 1 cannot be changed. We’re not sure how this should best be put into policy. The cleanest might be to simply add these dates to second year retention timeline in 501, with the stipulation that they apply only to CTA. No policy revisions have yet been made related to this issue.

Voluntary faculty transfers, faculty positions, and the IEM. FPP #603, the IEM, and what practice is in relation to the two. After discussion and polling department chairs, we recommended that no changes were needed to the existing policy, which allows the staffing flexibilities needed under IEM.

Overhauling the Student Survey of Instruction. FPSC concluded that the SSI is an exceptionally important instrument with impacts on retention, merit, promotion, and tenure, yet no significant changes have been made to the SSI questions or procedures in at least the past 15 years. Any major revision to our SSI is likely to be with us for 10
years or more. Design of research questionnaires, such as the SSI, requires specialized knowledge and this is a place where we should not sacrifice quality in the name of cost-savings. We recommended that the UW Colleges consult outside experts with state-of-the-art expertise on Student Surveys of Instruction, rather than attempting a major revision of the SSI ourselves.

IV. Continuing Projects

- **Amendment of UWC Constitution, Chapter 4.00.** We’ll need to see this proposed constitutional amendment, introduced on April 26, 2013, through the rest of the process.

- **IP #104 “Course and Instructional Policies.” & IP #310.01 “Office Hours.”** If our proposed revision of IP #104 is adopted at the April 2013 Senate meeting, we’ll need to propose rescinding IP#310.01. If not adopted, we’ll need to respond to objections to the revision of IP #104.

- **Definition of Academic Programs.** Continuing this project will be a major effort for FPSC and SAPC in 2013-2014. There are currently two departmentally housed academic programs (American Indian Studies and Religious Studies) and one free-standing program (Women’s Studies), yet academic programs are entirely absent from policy. This policy void leaves unanswered questions like, “How do programs form? How are they dissolved? Can they ever become departments? What are the rights and responsibilities of programs?” We’ve been looking for examples and ideas from other institutions to help jumpstart the creation of policies.

- **FPP #501** We may want to propose a revision that specifies deadlines for receipt for visitation letters, since the current policy only has deadlines for when visits must be completed.

I would like to thank our committee members for their conscientious work this semester. Each member of the committee contributed significantly to FPSC’s success this year.

Respectfully Submitted,
Paul Whitaker
Chair, FPSC
April 12, 2013
Committee Membership:

<table>
<thead>
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<th>Name</th>
<th>Division/Division</th>
<th>Position/Position</th>
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<tr>
<td>Carpenter, Dennis</td>
<td>Social Sciences Division</td>
<td>Associate Professor, Psychology</td>
<td>(920) 459-6609</td>
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<td>2011-2013</td>
<td>Faculty Member</td>
<td>UW-Richland Center</td>
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<td>Hassel, Holly</td>
<td>At-large</td>
<td>Professor, English</td>
<td>(608) 758-6557</td>
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<td>Lee, Laura (Co-chair)</td>
<td>Natural Sciences and</td>
<td>Associate Professor, Biology</td>
<td>(920) 683-2746</td>
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<td>Mathematics Division</td>
<td>UW-Marshfield</td>
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<td>Atwood, Dana</td>
<td>Social Sciences Division</td>
<td>Associate Professor, Anthropology –Sociology</td>
<td>(920) 832-0132</td>
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<td>Massey, Pam</td>
<td>Natural Sciences and</td>
<td>Professor, Physical Education</td>
<td>(715) 735-4324</td>
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<td>Clasen, Tricia</td>
<td>Humanities Division</td>
<td>Professor, Communication-Theatre Arts</td>
<td>(715) 261-6290</td>
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<tr>
<td>Soma, Nancy (Co-chair)</td>
<td>Humanities Division</td>
<td>Associate Professor, Spanish</td>
<td>(262) 335-5250 x 318</td>
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<td>2012-2014</td>
<td>Faculty Member</td>
<td>UW-Baraboo/Sauk County</td>
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Activities:

Fall 2012
The committee met during Convocation and elected Nancy Soma and Laura Lee as co-chairs.

Co-Chair Lee attended the UWC Senate Leaders Retreat at UW-Manitowoc on October 26-27.

Spring 2013
As of April 12, 2013, no faculty appeals have been received.

Respectfully submitted,
Nancy Soma, Co-Chair
Laura Lee, Co-Chair
Senate Faculty Appeals and Grievances Committee
The committee consisted of Dan Anhalt, Robert Apfel, Karen Greenler, Brittany Lueth and Margaret Malay.

Apfel was elected chair.

The committee was charged by Richard Krupnow, Academic Staff Lead Senator, to rewrite the Instructional Academic Staff titling guidelines to replace ASPP# 707 which was suspended in July of 2011. Richard forwarded comments and draft guidelines made by an ad hoc IAS committee. This committee consisted of Janet Labrie, Joanne Giordano, James Powell and David Caithamer.

The committee discussed the draft by email and teleconference and crafted its own version. Initially scholarship requirements were included. However, following Chancellors Cross’s direction for “no extra work without extra pay” the committee decided to create two policies, one that served until such a time that funds were made available to pay for the extra duties required for scholarship and service. This policy was submitted to Richard on February 15, 2013.

On March 12th 2013 Apfel, Richard Krupnow, Chancellor Cross and Vice Chancellor/provost Greg Lampe met by teleconference to discuss the interim policy. The chancellor’s questions were answered and he seemed to accept the policy with the expectation that a policy which included requirements for scholarship would be submitted at a later date and be ready for such a time those funds would be available for added duties of IAS. Apfel suggested that an additional title of Distinguished Lecturer be added at this time. Chancellor Cross was amenable to this.

On March 13th Richard sent out the latest policy to all academic staff for a 30 day approval period. The Academic Staff Personnel Committee has been reviewing comments sent to all academic staff as well as those sent to the Academic staff council of senators. Since the last date for comments falls on the same date as this report, no action to make further revisions to the policy have been made.

During the last days of the semester, the Academic Staff personnel committee will meet by teleconference to make revisions suggested by comments made by academic staff. In addition the rank of Distinguished Lecturer will be discussed. The more comprehensive policy which includes scholarship requirements will be updated to reflect changes made to the interim policy.

Respectively submitted,

Robert Apfel, chair
Committee Members:
George Henze, Student Services Coordinator, UW-Richland
Carol Letter, Continuing Education Programming & Marketing Specialist, UW-Fox Valley
Brenda Rickert, Senior Student Services Coordinator, UW-Fox Valley
Will Sharkey, Associate Lecturer-Geography/Geology, UW-Sheboygan
Ann Vogl, Academic Librarian, UW-Baraboo/Sauk County

Appeal Procedures completed:
The committee heard one appeal from an academic staff member who was appealing the nonrenewal of their contract this year. A response containing a two-part recommendation was forwarded to Chancellor Cross who accepted one of the recommendations and rejected the other.

Grievances completed:
One grievance was submitted to the committee. The committee considered the grievance and sent recommendations to Chancellor Cross. The Chancellor accepted all but one of the committee’s recommendations.

Meetings in 2012-2013
The committee met three times this year. All committee meetings this year were conducted via teleconference.

Respectfully submitted,
Ann Vogl, Chair
4/3/13
Committee members: Dave Carlson, UW-Rock County (Chair); Kristine McCaslin, UW-Marathon; Vickie Richmond Hawkins, UW-Marathon.

For a second consecutive year, the work of the Academic Staff Nominations and Election Committee involved thorny issues related to the status of limited appointees. Last year, the election of academic staff senators was delayed in order to insure compliance with statutory and (UWC) constitutional principles that distinguish between limited appointments and academic staff appointments. This year, the committee was asked to draft a revision to bylaws of the academic staff council of senators to permit a limited class of limited appointees to serve as representatives of academic staff in institution-wide governance roles.

The academic staff council of senators modified the committee’s suggested revision, and endorsed the following:

For purposes of voting in Council elections and being elected to the Council, and being appointed by the Council to represent academic staff on any committee, persons who hold limited appointments are eligible provided they do not currently hold a faculty position and are not already represented in shared governance via groups, such as Deans and Associate Deans groups, that routinely meet with UW Colleges administration.

The response of academic staff around the Colleges to this proposal was mixed. Chancellor Cross vetoed the proposed change, and because of the importance of the issue, I quote in full his statement to the council and to this committee:

While I totally understand the intent behind this requested by-law change and I share the Academic Staff Council's interest in making sure all "voices" can be heard and appropriately participate in shared governance, I believe the proposed bylaw change violates other guiding principles and really doesn't address our shared intent. Therefore, I cannot support the recommended bylaw changes. Let me try to explain my concerns.

My greatest concern is that the voice of "at will" employees within shared governance is problematic. What if their supervisor instructs them to vote in a specific way? If they don't do so they would be "insubordinate" and if they do vote in opposition to a management position then management is actually subverting the shared governance process. Furthermore, if I were on the Senate, I would be a bit suspicious of their vote -- is that really their vote or is that
management's vote by proxy? This could be particularly delicate when discussing or acting on personnel policies.

Having said that, I appreciate and value the intent of the Academic Staff Council - to make sure that all portions of the organization have the opportunity to be heard. Thus, I think it might be appropriate to ask Mark Peterson if the Senate would entertain the addition of a "non-voting" seat (similar to a Dean) so this voice could be heard without putting the individual or the supervisor in compromising situations. This person could speak for a group of folks rather than for themselves -- i.e., what are the issues important to the libraries?

(Ray Cross, email, March 7, 2013)

Election of academic staff senators proceeded according to existing procedures. Four senators were elected to terms for 2013-15 (Joanne Baird Giordano, Stephanie Douglas, Michael Gorman and Jeff Verona), and one senator (Mike Winkler) was elected to fill the remainder of a 2012-14 term.

Unfinished business related to the status of limited appointees includes not only the consideration of the chancellor’s suggestion that there be non-voting seats on the senate for some limited appointees, but also consideration of what role limited appointees have or ought to have in campus governance. Other issues may surface as implementation of the new University Personnel System begins.

As of this writing, there are 78 limited appointees in the Colleges. That number has grown in recent years, as has the number of limited appointees throughout UW System. The trend has worried academic staff leaders, not least because of widespread confusion between limited and academic staff appointments. Just recently, a Colleges position was advertised as a “limited academic staff appointment.” One source of confusion and controversy about limited appointees is our constitution’s definition of academic staff: professional and administrative personnel other than faculty and classified staff (1.04). That is inconsistent with state statutes. The academic staff nominations and elections committee stands ready to assist senate leaders and others as they sort out the implications for governance of any review of these matters.

Respectfully,

Dave Carlson
April 15, 2013