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UW COLLEGES
Senate
Friday, October 25, 2013
UW-Sheboygan
1:35 p.m. - 3:45 p.m.

MINUTES

2013-2014 Senators Present: Dale Murray, UW-Baraboo/Sauk County; Troy Kozma, UW-Barron County; Marcy Dickson and Stephanie Douglas, UW Colleges Online; Lisa Schreibersdorf and Mike Winkler, UW-Fond du Lac; 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; Mark Peterson, UW-Washington County; Julianna Alitto, Ron Gulotta, and Margaret Hankenson, UW-Waukesha; Cole Harder and Alex Roberts, Student Senators

Others Present: Jason Beier, Interim Vice Chancellor for Administrative and Financial Services for UW Colleges and UW-Extension; Rose Brust, Classified Staff Council Chair; Christine Curley, Director of the Office of Equity, Diversity, and Inclusion; Holly Hassel, Chairs’ Representative; Rex Hieser, Interim Associate Vice Chancellor for Academic Affairs; Greg Lampe, Provost and Vice Chancellor; 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; Pam Dollard, Director of Human Resources; Colleen Godfriaux, Assistant Vice Chancellor for Budget and Planning; Harry Muir, Deans’ Representative; William Whitehead, UW-Fond du Lac AS Liaison

1) The October 25, 2013 meeting of the UW Colleges Senate was called to order at 1:35 p.m. by UW Colleges Senate Steering Committee (SSC) Chair Mark Peterson.

2) UW-Sheboygan Assistant Campus Dean Brian Stout welcomed the Senate to the campus on behalf of Dean Jackie Joseph-Silverstein. He expressed that the campus has a sense of collegiality and camaraderie that he hopes those meeting with the UWC Senate appreciate. Assistant Campus Dean Stout hopes that everyone notices that same good feeling when they walk the halls that he felt when he came to UW-Sheboygan, and that he has recognized when visiting other UW Colleges campuses. He wished the group well with their deliberations, and was thanked with a round of applause.

3) Roll Call of 2013-2014 Senate and Introductions. Assistant to the UW Colleges Senate Linda Baum circulated the attendance sheet. SSC Chair Peterson introduced new Student Senator and SGC Vice President Cole Harder from UW-Marathon County. He then introduced Rose Brust, Classified Staff Council Chair, Christine Curley, Director of the Office of Equity, Diversity, and Inclusion who had offered a presentation to the group earlier
in the day, and Patti Wise, Special Assistant to the Provost.

4) The agenda (Attachment 1) for the October 25, 2013 meeting of the UW Colleges Senate was approved by unanimous vote [Kalish/Harder].

5) The minutes of the April 26, 2013 meeting of the UW Colleges Senate held at UW-Fox Valley (found posted in Public Folders>All Public Folders>Governance>Senate>Senate Minutes>2012-2013) were unanimously approved [Kozma/Cavanaugh].

6) Reports

a) Provost and Vice Chancellor Greg Lampe referred to his written report (Attachment 2) in the Senate materials. He spoke first of the Bachelor of Applied Arts and Sciences (BAAS) degree completion program, noting that it launched on time this fall semester and has enrolled over 50 students across the six campuses offering the program. There is a good curriculum in place, and BAAS Program Manager Patti Wise has shared a curricular plan with the associate deans and requested their feedback. The goal of the exercise is to establish a set of courses to be available at all BAAS degree offering campuses every semester to enable BAAS degree-seeking students to make steady progress towards the degree. The provost said that various modes of delivery for the courses will have to be examined to efficiently deliver the courses. Work on the senior capstone is progressing with some urgency. The provost, Pam Dollard, Colleen Godfriaux, Patti Wise, and Jason Beier created a model for staffing and compensation for internships and will be doing so for the senior capstone courses. Patti Wise met with Lauren Wentz, chair of the Senate BAAS Curriculum Committee (SBCC) about developing a course proposal model for the senior capstone. The Senate BAAS Assessment Committee (SBAC) is planning to focus on program level assessment this year. Focus groups will be conducted on each of the six BAAS degree offering campuses. A facilitator will ask BAAS degree-seeking students, faculty, and staff members to share their experiences with the BAAS degree completion program. Provost Lampe added that he will be meeting soon with Patti Wise and Interim Director of UW Colleges Online and Distance Education Margaret Cleek to discuss the role of UW Colleges Online and Non-online Distance Education in the BAAS degree program. He concluded the BAAS degree portion of the report by announcing that he and BAAS Program Manager Patti Wise are visiting each of the seven non-BAAS degree offering campuses to offer updates and keep them informed of the BAAS degree program.

Provost Lampe next discussed the UW Colleges Flexible Option. He stated that the program is on track for the November 18 implementation date which is when students can begin applying for the first January 2, 2014 subscription period. Each period lasts three months, each starting at the beginning of each month. The first year enrollment subscription periods will be limited to ten students. UW-Extension has developed Flex Fit to help potential students determine if the Flexible Option is a good choice for them. The provost noted there are still questions being worked out around grading processes and faculty workload. Senator Alitto asked about how the ten students are chosen and what if there are continuing students. Provost Lampe replied that the number is
somewhat flexible because if UW-Milwaukee accepts students who need liberal arts curricula then those students will be considered UW-Milwaukee students taking UW Colleges curriculum which could put the UW Colleges student numbers higher than ten. He added that the UW Colleges admissions office is discussing how to handle the various scenarios that Senator Alitto mentioned. The provost commended the work of UW Colleges Flexible Option Program Coordinator Kim Kostka.

Tricia Wessel-Blaski, Associate Professor of Psychology from UW-Washington, has been named the UW Colleges Concurrent Enrollment Program Coordinator. She formed an advisory board and has been conducting campus visits with the purpose of formulating a report on best practices and current concurrent enrollment processes in place at each campus. Wessel-Blaski submitted a $250,000 UW System Economic Development Incentive Grant proposal on behalf of the UW Colleges that would potentially offer academic department-based funding for developing teachers to teach the UWC courses to high school students in the high schools. Provost Lampe further reported on the continuing efforts between UW Colleges and UW-Oshkosh to create a UW System Concurrent Enrollment Consortium. He shared that the memorandum of understanding is being reviewed by the two institutions and that if it goes forward as planned, UW Colleges and UW-Oshkosh courses (and other members of the consortium courses) would be listed in a common catalog, and consortium members will be brought under UW-Oshkosh’s national accreditation. The provost concluded the topic by stating that UW-Whitewater, UW-Green Bay, and UW-Superior have expressed interest in joining the consortium once it has formed.

Provost Lampe concluded his report by briefly discussing the Student Survey of Instruction process. This fall is a mandatory semester, he noted, and several steps have been taken to ensure that processing goes well and results of the Student Survey of Instruction are disseminated to academic departments in a timely manner. The specifics on the steps can be found in the written report.

b) Interim Associate Vice Chancellor for Academic Affairs Rex Hieser (Attachment 3) reported that Valerie Murrenus Pilmaier, UW Colleges Institutional Assessment Coordinator, had attended a UW System assessment conference focused on general education. She reported that the four-year campuses are nervous as they are just starting the process of assessing general education which the UW Colleges have been doing for many years. Hieser related that he has been involved with reviewing department bylaws; all that have been submitted since he began have been reviewed and are back with the departments for further revision. Three courses have been approved by the committee working on the Flexible Option curriculum. Math 105, Math 110, and Anthropology 100 have been through the Flex Curriculum Committee and have been sent to the Office of Academic Affairs for final approval by the provost.

c) Associate Vice Chancellor of Student Affairs and Enrollment Management Rich Barnhouse had submitted a written report (Attachment 4). Chair Peterson noted the location of the report in the provided materials. The term intrusive advising was questioned. It was explained that it refers to early, proactive advising, such as might
occur in the first week. It is commonly used in national scholarly publications.

d) Senate Steering Committee Chair & UWC Faculty Representative Mark Peterson called attention to his report *Attachment 5* in the materials and to a few specific items contained in it. At the September Board of Regents meeting, Assemblyman Vos raised questions about the need for shared governance. Chancellor Cross, UW-Madison Chancellor Blank, UW-Madison University Committee Chair Bernard-Donals, Regent Vice President Millner, System Vice President Nook, and Peterson met with Vos and his staff to talk about shared governance as described in Chapter 36. Assembly Speaker Vos considered plans to hold dinner meetings with the Republican caucus and members from the System to further discuss shared governance across the UW System. At the October meeting of the Board, it was discussed that while remedial education is doing poorly across the United States, the UW System is performing well in this special category of education. The full report on UW System remedial education will be available in December. Provost Lampe added that due to the variety of cut scores and testing standards for placement used across the System, the provosts have been notified that they should be ready to speak in support of the standards their particular institution holds, and invited Chair of Chairs Holly Hassel to attend the December Board meeting. Chair Peterson stated that another item of note that occurred at the October meeting was the Board of Regents voting to increase the range of salaries for certain administrators. The news that was reported before the vote on ranges was taken was that raises were being given. It was largely ignored by the media that the move was made to comply with a state statute which says that the ranges must be reviewed and adjusted to be comparable to peers. Peterson agreed with all who had contacted him with questions about the action that the timing was not good.

e) Academic Staff Lead Senator Jeff Verona *Attachment 6* told the assembly that there was a nominee for the vacant AS senate seat. The Academic Staff Council of Senators (ASCS) planned to take care of the appointment at their afternoon meeting. AS Lead Senator Verona said that while it was heartening to see the actions of the chancellors and others toward supporting and valuing the faculty, it would be nice to see the same efforts put towards the instructional academic staff and the academic staff.

f) UW Colleges Academic Staff Representative Danielle (Marcy) Dickson noted her written report *Attachment 7* in the Senate materials. One of the main topics had been the budget situation, she said, mentioning the $200 million in cuts that UW System faces. Chairs’ Representative Hassel asked about the mentions of teaching workload Dickson had in her report. AS Rep Dickson had the impression that the references were budget related, and said she would try to find out more. Faculty Rep Peterson added that it certainly hadn’t been suggested that faculty were working too little, and suggested that everyone wait and see what was to come.

g) Student Governance Council President Alex Roberts *Attachment 8* related that the Student Governance Council (SGC) will be hosting a SUFAC summit and training November 14 and 15 at UW-Fox Valley. Thursday, November 14 is open to any wishing to attend, especially faculty, staff, and advisors who work with SUFAC and SLIC out on
the campuses. The Friday meetings are just for students. It was asked if there would be funding for students to attend, and Roberts replied that there would be funding for travel and overnight stays for those for whom it was necessary. [This meeting was later postponed, and will be scheduled to be held during Winterim.]

h) Senate Academic Policy Committee Chair Lou Pech (Attachment 9) reported that the Senate Academic Policy Committee (SAPC) has been working to develop policy to allow for the procedures necessary to create new departments. Feedback will be gathered from deans, department chairs and other concerned parties to learn about potential administrative problems such as tenure lines. Research continues into the department bylaws approval issue. The committee hopes to have drafted policy for an authority line and timeline for approval for the next meeting. Senator Murray asked if other campuses have a bylaw approval process; SAPC Chair Pech replied that there is diversity in the creation and approval of bylaws across the UW System.

i) Senate Budget Committee Chair Matt Raunio pointed out his written report (Attachment 10). Senate Budget Committee (SBC) Chair Raunio urged the senators to look at the website of the Repositioning Committee; there is information there on what the committee is doing and a place to submit suggestions and ideas to them. Raunio reported that at the Convocation meeting of the SBC, a statement had been formulated supporting that anyone who teaches should have the option of being paid over twelve months instead of nine if they so choose. The committee would like the Senate to support such a recommendation at some time this year and send it to the chancellor. SSC Chair Peterson asked SBC Chair Raunio to submit the piece to the Senate Steering Committee.

j) Faculty Professional Standards Committee Chair Ron Gulotta located his report (Attachment 11) in the written materials, mentioning that the Faculty Professional Standards Committee (FPSC) had several items on the agenda. The committee has been working on creating policies related to the work of the Faculty Appeals and Grievances Committee.

k) Senate Assessment Committee Chair Debbie Paprocki had submitted a report (Attachment 12). SSC Chair Peterson pointed it out in the binder of provided materials and asked that questions be directed to Senate Assessment Committee Chair Paprocki.

l) Institutional Review Board Chair Jayant Anand had sent a report (Attachment 13) to the Senate for inclusion in the materials to update senators and thus get information to the campuses regarding changes to the Institutional Review Board (IRB) and how the committee works. Chair Peterson asked that senators read the report and direct questions to IRB Chair Anand.

7) Old Institutional Business

a) Adoption: Proposed Revision of UW Colleges Constitution Chapter 4 (“Academic Departments”) [FPSC] bringing UWC Constitution definition in line with UWS definition (Attachment 14). SSC Chair Peterson and Senate Assistant Linda Baum noted that ten
c) Adoption: 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 16). The revision was approved by unanimous voice vote [Lutsky/Kalish].

d) Adoption: Proposed Revision of IP #106 (“Atypical Course Policy”) [SAPC] adding designations for BAAS internship courses & SL course requirements (Attachment 17). The proposed changes were unanimously adopted [Douglas/Dickson].

e) Adoption: 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 18). Senator Alitto questioned why an associate degree was necessary prior to entering the BAAS degree completion program. BAAS Program Manager Patti Wise explained that the policy language was written using the authorization to plan document as a guide—this is what the UW Colleges has been approved to offer. Senator Raunio said that UW-Sheboygan was against this proposal because of the “equivalent liberal arts associate degree” it refers to, the objection being against a technical college degree. Provost Lampe noted that several technical colleges offer such degrees, Milwaukee Area Technical College and Nicolet being two of the five who offer liberal arts associate degrees recognized by the Board of Regents. Provost Lampe also pointed out that out of state institutions could be sources of students holding these degrees, as well. It was a deliberate plan to have the liberal arts degree as a foundation to the degree completion program, the provost said. Senator Sackman questioned how a transfer student from a liberal arts school who didn’t have an associate degree would be handled. The response was that their credits would be mapped to see if they could receive the associate degree, and if they were unable, they would have to complete the degree prior to entering the BAAS program. Senator Pech related that those involved with financial aid at UW-Marathon had expressed concern for people who transferred with lots of credits but short of the associate degree not being able to receive financial aid while they completed the degree; he related that the implications should be examined. Senator Gulotta asked another question about students transferring with credits and no degree, and how they might finish the associate degree while working towards the BAAS. BAAS Program Manager Wise replied that the policy was not currently as flexible as it perhaps should be in the future, but noted the Colleges are currently limited on how many credits can be brought in. The revision passed [Alitto/Kozma].

f) Other. There was no other Old Institutional Business.

8) New Institutional Business
a) Introduction: Proposed Revision of IP #310.01 (“Office Hours”) [FPSC] rescinding a policy that is now included within another policy (Attachment 19). FPSC Chair Gulotta explained that the office hours policy had been moved and is included within IP #104 where it fit better than as a stand-alone policy. IP #310.01 is therefore redundant and should be rescinded.

b) Introduction: Proposed Revision of IP #104 (“Course and Instructional Policies”) [FPSC] revising policy on office hours (Attachment 20). FPSC Chair Gulotta summarized the written rationale. Senator Sackman questioned if there was a problem with the policy as it was written, expressing that the revisions were confusing. Gulotta reasoned that there might be questions about how the policy applies to courses in non-traditional formats such as Winterim. If an instructor only offered an hour of office time during a week of Winterim classes, it “seemed grossly inappropriate” in terms of student access to the instructor. The revisions give instructors a sense of how to allocate the necessary office hours, the type of access, and a certain flexibility, and were for the sake of the student. Senator Giordano asked if certain courses such as TRIO that are not listed as counting towards credit hours could be included; Gulotta agreed. Senator Klemp stated that UW-Marinette is of the opinion that writing more policy for office hours is creating additional issues. In particular, the requirement that the office time must be held face to face in an office if the class is face to face. Gulotta said it does not necessarily mean identical; there could be some flexibilities allowed within “compatible” and exceptions could be made, though he felt that on campus was the best option for courses taught on campus. There was extensive conversation around the policy not being relevant to online instruction. Several senators argued that a face to face offering or a synchronous chat time were not appropriate options for online instruction. Some said that email exchanges, possibly within a specified time limit, were actually the best form of communication for online “office hours.” Those with online teaching experience were strongly against synchronous office hour offerings, saying that students had objected to anything synchronous before—they had signed up with the idea of working on their own and did not want to be bothered with synchronous issues. Senator Dickson agreed that the Online environment is completely different from the face to face environment. It was expressed that having a policy of some sort on office hours is probably standard for educational institutions. Senator Sackman agreed that a policy on office hours is needed, but it must be liberal and flexible, not so regimented. Some senators also worried that the policy seemed open to abuse, such as the possibility of an instructor scheduling all of their office hours in the first few weeks of the course. Lead Student Senator Roberts stated that increased office hours during an accelerated course is a good idea, as are more hours of availability during busy times for a course; he suggested including a calendar in a syllabus with that information so students are informed at the beginning of the course. The FPSC withdrew the introduction.

c) Introduction: Proposed Revision of UW Colleges Constitution Chapter 2.03 (“Senate Committees”) [SSC] extending SSC chair’s term limit to three consecutive years (Attachment 21). SSC Chair Peterson explained that he had spoken with three previous chairs of the Senate Steering Committee. All of those chairs had agreed that it would be useful to have the option of a third term as chair of the committee. The argument is,
Peterson stated, that the first year is for learning, the second year one has a handle on the job, and then they’re done instead of being able to stay a third term and accomplish more. He also mentioned the contacts with members of the Board of Regents that could be further developed with a third year available. There was a question about having a vice chair, but though it might be considered a good idea the issues of Senate terms not lining up and with collegia that vote late for their senators make it fraught with problems. A vote was taken and the proposal was accepted by the Senate.

d) Introduction: Proposed Revision of UW Colleges Constitution Chapter 4 (“Academic Departments”) [SAPC] continuing to bring UWC definition in line with UWS definition (Attachment 22). SAPC Chair Pech explained that in addition to the amendment adopted by the Senate earlier, one more revision to add the Board of Regents needed to be made to bring the UWC definition of departments in line with that of UW System. He continued that a new section would be added to provide Constitutional authority to create new departments and enable the Senate to write policy on how to do so. Provost Lampe noted some language changes that should be made to bring the revision into exact alignment with UWS 3. He further pointed out a change in the authority line in creating departments. The proposed revision to Chapter 4 of the UWC Constitution as amended on the floor was accepted by the Senate by unanimous vote. SAPC Chair Pech will send the revised language to Senate Assistant Baum for circulation to the Senate.

e) Introduction: Proposed Revision of IP #201 (“Admission to the Associate of Arts and Science Degree Program”) [SAPC] updating policy regarding placement processes (Attachment 23). SAPC Chair Pech briefly explained the proposed changes. He mentioned that the phrase “entering freshmen” was removed as it did not include transfer or returning adult students. Pech also said that the idea of placement testing or the placement process, as it is now referred to, was questioned in terms of returning adult students. The English department was adamant that there should not be exceptions to the placement process. Various changes were made to update the policy to current practice.

f) Introduction: Proposed Revision of IP #141 (“Bachelor of Applied Arts and Sciences Degree”) [SAPC] create a pathway to BAAS completion for students with an applied Associate’s degree (Attachment 24). SAPC Chair Pech related that this item and the next had recently come from BAAS Program Manager Wise. The proposals to create a pathway to attaining a BAAS degree for students with an applied associate’s degree were deemed important for the Senate to see. Patti Wise distributed a handout, giving history and background of the BAAS degree completion program. The question of how to serve place-bound adults who had earned an applied associate degree arose. Different options were examined and eventually the chancellor chose the option written into the proposal being brought to the Senate. Wise stressed that it is a UW Colleges accredited degree offering and that maintaining the integrity of the degree is vital. This pathway differs from the usual one in that students would come with the applied associate degree, the courses are mapped over to UWC courses using the UW System Transfer Information System (TIS), some courses transfer as a block of technical credits, they take any courses necessary to fulfill the UWC core, and also work to fulfill the BAAS requirements by taking the junior/senior level courses through the UW Colleges—the second 60 credits
are under the UWC umbrella rather than from a partner institution. Chairs’ Rep Hassel questioned the block of technical credits, wondering if they were credits that would normally be accepted, and if not, why they should be in these cases. Patti Wise explained that the credits were akin to professional experience and electives; technical colleges teach applied skills, so those credits are experiential learning, and it is important to respect the other institution’s degree. Senator Bush pointed out the difference in requirements for instructors between the UW Colleges and the technical colleges, wondering about the credits transferring from under- or unqualified teachers. BAAS Program Manager Patti Wise noted that the tech course must be deemed equivalent to a UWC course in order to transfer. Senator Kozma worried that dropping the number of credits required for the applied pathway in the curricular requirements (professional experience, global studies, and cognitive skills) would lessen the rigor for those students. BAAS Program Manager Wise noted that the lower range reflected the learning the student would have received at the technical college. She reminded the Senate that it is an applied degree, that the final 60 credits taken towards the degree would be from the UW Colleges, and that the capstone is the same for both pathways to the degree. Provost Lampe summarized for the Senate that the student with an applied degree will still have to meet the global studies, cognitive skills, and capstone requirements; the professional experience will be from their applied associate degree. He further explained that there is the need to stay within 120 credits for financial aid reasons. The aim, said Provost Lampe, is to respect the technical college’s accredited applied degree, add the UWC liberal arts base, and then the core and breadth of the BAAS with the exception of professional experience. In the interest of time, Chair Peterson called an end to the discussion.

g) Introduction: Proposed Revision of IP #141.01 (“Bachelor of Applied Arts and Sciences Degree Guidelines for Professional Experience Courses”) [SAPC] accommodating professional experience credits for the applied pathway to the BAAS (Attachment 25). SSC Chair Peterson pointed out the explanatory rationale, noting that all points had been touched on in the discussion on IP #141. BAAS Program Manager Patti Wise will send the handout electronically and should be contacted with any questions.

h) Other. No other New Institutional Business was brought forth.

9) Other Institutional Business

a) UW-Barron County Resolution to Protect Those Reporting Non-Academic Misconduct (Attachment 26). SSC Chair Peterson explained that the resolution included in the Senate materials had been forwarded to him by the UW-Barron County Steering Committee Chair. He further detailed that there had been an incident at that campus through which people had determined that while UWS 17 delineates the rights of the person accused of misconduct, nothing is said about protecting the one reporting the misconduct. They would like UWS 17 changed to cover the reporter, and possibly a Senate policy written as well. Chancellor Cross, Provost Lampe, and Associate Vice Chancellor for Student Services and Enrollment Management Rich Barnhouse had been consulted, and the associate vice chancellor is in the process of contacting System Legal regarding the
options around any changes to UWS 17. Associate Vice Chancellor Barnhouse will share what he learns after hearing from System Legal. There was a brief discussion touching on the very basics of the issue at UW-Barron County, noting that with no policy in place, and the police saying the person was not threatening, System Legal had to abide by the opinion of the police. SSC Chair Peterson shared that people he has spoken to at every level think these changes are a good idea. SGC President Roberts stated that the United Council campaign touched on this. He will email the information to Chair Peterson.

b) Other. There was no other Other Institutional Business on the Senate agenda.

10) Adjournment. The UW Colleges Senate reached the end of the agenda at 3:58 p.m. and SSC Chair Peterson announced they were adjourned.
2013-2014 Faculty Senators Present: Dale Murray, UW-Baraboo/Sauk County; Troy Kozma, UW-Barron County; Lisa Schreibersdorf, UW-Fond du Lac; 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; Amy Cavanaugh, UW-Rock County; Matt Raunio, UW-Sheboygan; Mark Peterson, UW-Washington County; Julianna Alitto, Ron Gulotta, and Margaret Hankenson, UW-Waukesha

Others Present: Holly Hassel, Chairs’ Representative; Rex Hieser, Interim Associate Vice Chancellor for Academic Affairs; Greg Lampe, Provost and Vice Chancellor; Linda Baum, Assistant to the Senate

1. Call to Order 2013-2014 Faculty Council of Senators. The UW Colleges Faculty Council of Senators (FCS) was called to order at 4:15 p.m. by UW Colleges Faculty Representative to System Mark Peterson.

2. The roll call of 2013-2014 faculty senators was circulated by Linda Baum, Assistant to the UW Colleges Senate.

3. The agenda for the October 25, 2013 Faculty Council of Senators meeting was approved by unanimous vote [Kozma/Klemp].

4. The minutes of the April 26, 2013 meeting of the FCS held at UW-Fox Valley (posted in Public Folders>Public Folders>Governance>Senate>Senate Minutes>2012-2013) were unanimously approved [Kozma/Klemp].

5. Reports
a) Chair Mark Peterson related that he had reported all of highest relevance in the written report and the remarks given to the full Senate.

b) Faculty Professional Standards Committee Chair Ron Gulotta noted that the FPSC had an introduction on the Faculty Council agenda.

6. Old Business
a) Other. There was no Old Business on the Faculty Council agenda.
7. New Business

a) Introduction: Proposed Revision to FPP #506 (“Tenured Faculty Review and Development”) [FPSC] clarifying timing for post-tenure reviews (Attachment 27). FPSC Chair Gulotta explained that the revision sought to clarify across departments when post tenure reviews should occur. The reviews should occur, Gulotta said, following five academic years. Provost Lampe related a question from Human Relations Director Pam Dollard who thought the language at the end of I.A is meant to align with UWS 3. She said that the actual language should probably be used to avoid any misinterpretations. FPSC Chair Gulotta will contact Dollard for the language; it will be sent to Senate Assistant Baum and circulated to the FCS.

b) Other. There was no other New Business for the Faculty Council to discuss.

8. Other Business

a) Other. Senator Klemp wondered if with the integration of classified staff underway, there would be a discussion taking place around other possible changes. He mentioned responsibilities for Councils, committees, Senate representation, and an examination of the overall organization. Peterson said there would be such opportunities as the Classified Staff Council informed the Senate of where they wanted to be included.

9. Adjournment. The October 25, 2013 meeting of the Faculty Council of Senators was adjourned at 4:23 p.m. by UW Colleges Faculty Representative Mark Peterson.
MINUTES

Members in attendance: Jeff Verona, Steve Kaiser, Marcy Dickson, Stephanie Douglas, Michael Gorman, Mike Winkler, and Joanne Giordano

Meeting called to order by Jeff Verona at 3:55 p.m.

Steve volunteered to take minutes for this meeting.

Motion to approve Minutes from ASCS meeting of March 15, 2013, Marcy, second Stephanie, passed unanimously

Motion to approve Minutes from ASCS meeting of April 26, 2013, Michael, second Marcy, passed unanimously

Motion to approve Agenda Mike, second Marcy, passed unanimously

I. Introductions/Updates regarding new senator(s), liaisons, and committee members
   a. Richard Djukpen (UW-Fox) volunteered to replace Dan Anhalt as new senator, accepted into position
   b. Still looking for liaisons in Washington, Barron, Fond du Lac and Sheboygan

II. Discuss responses to feedback from provost and chancellor regarding proposed ASPP #708 (IAS Titling) (Attachment 28 and Attachment 29).
   a. No current Academic Staff Personnel policy in place as proposed policy 708 returned from Chancellor for revisions due to concerns by academic department chairs, campus deans and associate deans
   b. Rationale for policy 708 drafted by Joanne, response to Chancellor’s feedback on policy 708 drafted by Michael Gorman
   c. Concern from committee regarding a circulated compiled policy being sent to associate deans regarding guidelines and tiers for hiring of Academic Staff
   d. Committee will attempt to track down who developed/circulated this unofficial policy, contact associate deans to inform them that there is no current policy

II. Informational update on IPP #320 (Visitation policy for IAS) (Attachment 30).
   a. Working toward academic policy committee review to mimic faculty policy

III. Report from Repositioning Task Force
   a. Need to cut $2.3M by statute
   b. Address faculty compression cost of $1.9M
c. Heron consulting looking at areas of potential savings > $500K, Nov 13

d. Colleges looking at areas of savings < $500K, Dec 13

IV. Other business
   a. Situation where campus dean approached to eliminate 2 academic staff positions
   b. Currently need 12 month notice to do so
   c. Need to consult with academic council so teleconference will be set up with Jason Beier to discuss.

VI. Adjourned 5:10 p.m.
Attachment 1

Schedule
UW COLLEGES
Meetings of Senate, Faculty Council of Senators,
Academic Staff Council of Senators,
and Committees
Friday, October 25, 2013
UW–Sheboygan
9:30 a.m. to 5:00 p.m.

Coffee and Collegiality

9:00 a.m. – 9:30 a.m.
Room 2114 (Wombat)

Committee Meetings

9:30 a.m. – 10:30 a.m.
Joint meeting of Senate Steering and Budget Committees
Room 2114 (Wombat)
Senate Academic Policy Committee
Room 1202
Faculty Professional Standards Committee
Room 2206

Break

10:35 a.m. - 10:40 a.m.

Committee Meetings

10:45 a.m. - 12:00 p.m.
Senate Academic Policy Committee
Room 1202
Senate Budget Committee
Room 1208
Faculty Professional Standards Committee
Room 2206
Senate Steering Committee
Room 2114 (Wombat)

Lunch

12:05 p.m. - 12:55 p.m.

Discussion

1:00 p.m. - 1:30 p.m.
Policy Development and Review~
Christine Curley
Director of the Office of Equity, Diversity, and Inclusion
Room 2114 (Wombat)

UW Colleges Senate

1:35 p.m. - 3:45 p.m.
Room 2114 (Wombat)

Council Meetings

3:50 p.m. - 5:00 p.m.
Academic Staff Council of Senators
Room 1208
Faculty Council of Senators
Room 2114 (Wombat)
Draft Agenda
UW COLLEGES
Senate
Friday, October 25, 2013
UW-Sheboygan
1:35 p.m. - 3:45 p.m.

1) Call to Order of 2013-2014 Senate

2) Welcome by UW-Sheboygan Assistant Campus Dean Brian Stout

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

4) Approval of Agenda

5) Approval of Minutes: April 26, 2013, UW-Fox Valley (posted in Public Folders>All Public Folders>Governance>Senate>Senate Minutes>2012-2013)

6) Reports

   a) Provost and Vice Chancellor Greg Lampe
   b) Interim Associate Vice Chancellor for Academic Affairs Rex Hieser
   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 Jeff Verona
   f) UW Colleges Academic Staff Representative Danielle (Marcy) Dickson
   g) Student Governance Council President Alex Roberts
   h) Senate Academic Policy Committee Chair Lou Pech
   i) Senate Budget Committee Chair Matt Raunio
   j) Faculty Professional Standards Committee Chair Ron Gulotta
   k) Senate Assessment Committee Chair Debbie Paprocki
   l) Institutional Review Board Chair Jayant Anand

7) Old Institutional Business

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

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

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

f) Other

8) New Institutional Business

a) Introduction: Proposed Revision of IP #310.01 (“Office Hours”) [FPSC] rescinding a policy that is now included within another policy

b) Introduction: Proposed Revision of IP #104 (“Course and Instructional Policies”) [FPSC] revising policy on office hours

c) Introduction: Proposed Revision of UW Colleges Constitution Chapter 2.03 (“Senate Committees”) [SSC] extending SSC chair’s term limit to three consecutive years

d) Introduction: Proposed Revision of UW Colleges Constitution Chapter 4 (“Academic Departments”) [SAPC] continuing to bring UWC definition in line with UWS definition

e) Introduction: Proposed Revision of IP #201 (“Admission to the Associate of Arts and Science Degree Program”) [SAPC] updating policy regarding placement processes

f) Introduction: Proposed Revision of IP #141 (“Bachelor of Applied Arts and Sciences Degree”) [SAPC] create a pathway to BAAS completion for students with an applied Associate’s degree

g) Introduction: Proposed Revision of IP #141.01 (“Bachelor of Applied Arts and Sciences Degree Guidelines for Professional Experience Courses”) [SAPC] accommodating professional experience credits for the applied pathway to the BAAS

h) Other

9) Other Institutional Business

a) UW-Barron County Resolution to Protect Those Reporting Non-Academic Misconduct

b) Other

10) Adjournment
Draft Agenda
UW COLLEGES
Faculty Council of Senators
Friday, October 25, 2013
UW-Sheboygan
3:50 p.m. - 5:00 p.m.

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

2. Roll Call of faculty senators and alternates

3. Approval of Agenda

4. Approval of Minutes: April 26, 2013, UW-Fox Valley (posted in Public Folders>All Public Folders>Governance>Senate>Senate Minutes>2012-2013)

5. Reports
   a) Chair Mark Peterson
   b) Faculty Professional Standards Committee Chair Ron Gulotta

6. Old Business
   a) Other

7. New Business
   a) Introduction: Proposed Revision to FPP #506 (“Tenured Faculty Review and Development”) [FPSC] clarifying timing for post-tenure reviews
   b) Other

8. Other Business
   a) Other

9. Adjournment
Roll Call

Select Recorder

Approve Minutes from ASCS meeting of March 15 and April 26, 2013

Approve Agenda

I. Introductions/Updates regarding new senator(s), liaisons, and committee members
II. Discuss responses to feedback from provost and chancellor regarding proposed ASPP #708 (IAS Titling)
III. Informational update on IPP #320 (Visitation policy for IAS)
IV. Report from Repositioning Task Force
V. Other business
VI. Adjourn
Update on Bachelor of Applied Arts and Sciences (BAAS) Degree: Special Assistant to the Provost and BAAS Degree Completion Program Manager Patti Wise has been working with a variety of BAAS degree-related personnel and committees to continue to advance the BAAS degree completion program. As you know, this fall semester marked the full implementation of the BAAS degree completion program. Over 50 students, distributed over the six BAAS degree completion program offering campuses, are enrolled in the program. Most are attending part-time. Listed below are the most recent developments (this list was provided to me by Patti Wise):

- Patti Wise has created a BAAS Two-Year Curriculum Model, shared it with the Associate Deans, and asked for their feedback. The goal is to establish a core set of courses that will be offered at every BAAS campus every semester so that an individual BAAS student has enough course options to make progress toward his or her degree. Efforts must be made to offer courses in the late afternoon and evening (and maybe Saturdays) and to offer courses via multiple modes of delivery.

- Provost Greg Lampe, Associate Vice Chancellor for Administration and Finance Colleen Godfriaux, Interim Vice Chancellor for Administration and Finance Jason Beier, and Human Resources Director Pam Dollard recently met to discuss a staffing and compensation model for internships and the senior capstone. In the very near future, a proposed model for internship staffing and compensation will be shared with the Campus Deans, Associate Deans, Academic Department Chairs, and Assistant Campus Deans for feedback. Shortly, the same group of people identified above will be re-convening to put the details together for a similar proposal for the senior capstone courses.

- Patti Wise recently met with Lauren Wentz, the new chair of the Senate BAAS Curriculum Committee (SBCC). The SBCC will be tasked with developing a course proposal model for the senior capstone. Approval of capstone courses was tabled by the SBCC last year, and it is now their top priority.

- The Senate BAAS Assessment Committee had its first meeting in September. They have decided to focus on a programmatic assessment of the BAAS degree completion program in three areas. The first area is to assess the collaborative relationships established with our UW System four-year partner institutions. Focus groups will be convened on each of the UW Colleges BAAS campuses and faculty, staff, and students will be invited to share their perspectives, experiences, and comments. Such information should prove to be very valuable as the UW Colleges BAAS campuses move the bachelor’s program forward.

- In the very near future, a meeting is scheduled with Patti Wise, Provost Greg Lampe, and Interim Director of the UW Colleges Distance Education program Margaret Cleek to discuss
the scheduling and coordination of Non-online Distance Education (NODE) courses for the BAAS degree completion program.

- Patti Wise and Provost Greg Lampe are visiting each of the seven non-BAAS degree offering campuses during this fall semester to provide an information session about the BAAS degree completion program. Greg and Patti traveled to the UW-Washington County campus on October 1 and the response was very positive.

- Patti Wise, Provost Greg Lampe, Registrar Larry Graves and staff in the Registrar’s Office continue to prepare documentation for the proposed pathway into the BAAS degree completion program for students holding an applied associate degree. Currently, Registrar Larry Graves and his staff are mapping Wisconsin Technical College System (WTCS) applied associate degrees into the UW Colleges Associate of Arts and Science degree and the BAAS degree. To date, approximately 150 applied associate degrees have been mapped into the UW Colleges two degree programs. These applied associate degrees are conferred by WTCS campuses that are located in proximity to UW Colleges BAAS degree-offering campuses. Senate action on the proposed policy changes necessary to admitting students holding an applied associate degree into the BAAS degree-completion program should take place during this current fall semester.

Patti Wise and I will continue to keep you informed of all future developments regarding the BAAS degree completion program.

**Update on the UW Colleges Flexible Option:** The UW Flexible Option will be implemented on Monday, November 18 when students can begin enrolling in the competency-based program. Enrollments in the UW Colleges Flexible Option program will be limited to ten students per subscription period with three-month subscription periods beginning the first of each month beginning on January 2, 2014. Currently, 27 UW Colleges’ courses are under development. At least half of these courses will be converted to a competency-based format when the UW Flexible Option program is launched on January 2. The rest of the courses will be ready no later than June 30, 2013. It is anticipated that a “bare bones” UW Colleges Associate of Arts and Science degree will be available to students in a Flexible Option format after July 1, 2014.

There are several issues that are currently being discussed and debated by UW Flexible Option leadership and the UW Colleges Flexible AAS Degree Committee. These issues include the grading of assessments to determine competency, faculty workload and compensation once the development phase ends and the implementation phase begins, the role of Academic Success Coaches in the academic program, and the awarding of financial aid to UW Flexible Option students. These issues should be resolved prior to launching the UW Flexible Option program on November 18.

UW Colleges Flexible Option Program Coordinator Kim Kostka and I will keep you informed of any developments regarding the UW Flexible Option.

**Update on Concurrent Enrollment Program:** In early April, I announced the appointment of Associate Professor of Psychology Tricia Wessel-Blaski (UW-Washington County) as the UW
Colleges Concurrent Enrollment Program Coordinator. She began her appointment this past summer and her appointment will continue throughout the 2013-2014 academic year. Tricia’s work has been guided by 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. Her first action as coordinator was to form a Concurrent Enrollment Program Advisory Board. Listed below are other major developments:

- Over the summer, Tricia Wessel Blaski planned her work activities carefully. She began her fall semester by conducting campus visits to begin an inventory of concurrent enrollment program processes and best practices. Tricia has visited the following campuses:
  - UW-Marshfield/Wood County
  - UW-Sheboygan
  - UW-Fond du Lac
  - UW-Waukesha
  - UW-Washington County
  - UW-Marinette
  - UW-Marathon County
  - UW-Rock County
Tricia plans to complete her campus visits by the end of November.

- From December 2013 through February 2014, using the extensive inventory of processes and practices she has collected during her campus visits, Tricia plans to develop a detailed proposal for a UW Colleges Integrated Concurrent Enrollment Program. She will share the proposal widely with key constituency groups UW Colleges-wide.

- On Wednesday, October 17, Tricia submitted, on behalf of the UW Colleges, a $250,000 UW System Economic Development Incentive Grant proposal entitled, “Expanding the Skills of Wisconsin’s High School Teacher Workforce” to UW System administration. The grant was written by Tricia Wessel-Blaski with assistance from UW Colleges Director of Budget and Planning Sylvia Ramirez, Provost Greg Lampe, and Interim Associate Vice Chancellor Rex Hieser. In all, $22.5 million in funds are available and 56 proposals from institutions across UW System were submitted totaling more than $75 million. If funded, the proposed project would have the potential to address one of our program’s most significant challenges: lack of teachers prepared to teach college courses to high school students in the high schools.

- Since last spring, UW Colleges and UW-Oshkosh have been working to launch a UW System Concurrent Enrollment Consortium. The consortium will be co-led by the UW Colleges and UW-Oshkosh. To date, two other UW System institutions, UW-Green Bay and UW-Superior, have expressed interest in joining the consortium once it is established. The memorandum of understanding is currently in draft form and being reviewed by UW-Oshkosh and UW Colleges leadership. We are hoping to have the memorandum completed and signed by the end of the semester.

Tricia and I will continue to keep you informed of any future developments.
Update on Student Survey of Instruction Administration/Class Climate: Since implementing the Class Climate software, the institution has faced challenges with processing the completed Student Survey of Instruction (SSI) paper forms in a timely manner. To overcome these challenges, several steps have been taken to ensure the timely processing of the SSI forms. Below is a brief summary regarding Class Climate preparations for this fall’s mandatory SSI administration:

Advance Preparations:

- To insure that SSI forms are processed in a timely manner, in August Provost Greg Lampe signed a service level agreement with Central IT. Central IT will insure that Service Center staff will be available to process the SSI forms.
- All fall courses have been uploaded into Class Climate. Many, if not all, campus-based administrators have either printed or have started printing the SSI forms.
- Karla Farrell, Instructional Designer and Class Climate expert has created a video of the Dos and Don’ts of Course Evaluation. It can be found here: http://www.powtoon.com/p/bD2dnX8li6v/
- The scanner has been moved from the UW Colleges area to the Service Center area at 780 Regent Street in Madison.
- Karla will be writing step-by-step instructions on scanning and troubleshooting for the Service Center staff.
- All workers in the Service Center will be trained on how to scan the documents.

During the scanning period:

- Karla will be checking on the scanning process several times a day to make sure that it is proceeding as expected.

After the scanning period:

- Karla will work with Emily Bowles, the academic department chairs’ assistant, to distribute required reports to academic department chairs.
- Karla will work with campus-based administrators to distribute results to Deans, Associate Deans, and Instructors.

As we have only three weeks between the last day of classes and the beginning of January (and four of those days are legal holidays), it is vitally important that the campuses return the completed SSI forms to Central IT as soon as they possibly can.

Respectfully submitted,
Greg Lampe, Provost and Vice Chancellor for Academic and Student Affairs
10.20.2013
UW Colleges Interim Associate Vice Chancellor for Academic Affairs
Report to the UW Colleges Senate
October 25, 2013

UW Colleges Assessment Program

The Department Assessment Coordinators refined the Intercultural Skills Proficiency rubrics at their June and August meetings with implementation in the fall. The Senate Assessment Committee and the Department Assessment Coordinators are reviewing the Analytical Skills proficiency (particularly A6) because it has not been revised since its inception in 2007. The Campus Assessment Coordinators met on September 27, 2013 to review the campus assessment results from the 2012-13 academic year and to discuss planned assessments for the 2013-14 academic year. The informal discussions provided external perspectives and helped refine some of the plans. The coordinators are considering a significant addition to campus assessments for next year. For several years, they have been thinking about implementing a common assessment for all campuses. In preparation for their January, 2014 meeting, they will review campus strategic plans to develop a list of common goals. Based on that list, the Campus Assessment Coordinators will select a few for common assessment in 2013-2014, providing some choice based on campus interest.

Department Bylaw Reviews

Since I began the interim position, five departments submitted bylaw revisions. I am trying a collaborative process in which I act somewhat like a consultant. I begin by reviewing the bylaws and making notations; these range from minor typographical errors to significant policy conflicts. I share the notations with the department chair (or designee), and then we meet by phone to work through them. This gives us a chance to discuss the major issues and talk about potential changes. Perhaps a second round would occur, but we’re still too early in the process to know if that will be needed. The goal is to create a clean set of bylaws that will be approved by the department and the provost and avoid the potential for bylaws to linger in the approval process. As of this date, I have completed the first round of discussions with the Departments of Health and Exercise Science and World Languages, have pending discussions with the Departments of Biology and Political Science, and will begin my review of the Communications and Theatre Arts Department soon.

Respectfully submitted,

Rex Hieser

October 11, 2013
Access to Success PART Grant

The UW Colleges Office of Student Affairs & Enrollment Management has been awarded a UW System Growth Agenda grant. The grant is called _UW Colleges Access to Success Part-Time Student Attainment, Retention, and Transfer (PART)_ and was largely written by Peter Kinsley (UW Madison Ph.D. candidate), Gregg Nettesheim, and Lisa Seale. The grant provides funding for our Access to Success project designed to improve the academic outcomes for part-time students. Over 1/3 of UW Colleges students attend part-time. This is a much higher ratio than any other UW institution. The academic outcomes for these part-time students, as measured by retention and degree completion, lag significantly behind those for full-time students. Improving the success rates of part-time students has the potential to contribute to the UW Colleges degree attainment goals in the UW System Growth Agenda.

The grant includes support for a project manager. I am pleased to announce that Martha Nelson has accepted this position (Access to Success Project Coordinator). You may remember Martha from her former positions with the UW Colleges including TRIO at UW-Waukesha and as the Assistant Campus Dean for Student Services at UW-Washington County. Martha began on a part-time basis during July and moved to full-time on August 1st. She is located in Madison at 780 Regent Street.

The PART grant focuses on part-time student success and addresses:
- Intrusive advising strategies
- Resources for advisors
- Barriers to course enrollment for part-time students

The major activities in the grant include:
- Assessments of part-time student success
- Purchasing and implementing Hobsons-Retain (contract was signed this summer)
- Academic planning materials
- Regional advising workshops
- Workshops for curriculum committees and associate deans
- Colleges wide conferences regarding the effectiveness of the activities
- Four campuses (Barron, Marathon, Rock, and Sheboygan) will receive 0.25 FTE for intrusive advising, ultimately for comparison to determine long-term institutional resources for advising needs. Campuses were be determined by:
  - Part-time/full-time ratio
  - Disadvantaged student percentage
  - Campus size
Racial diversity

Staff provided by the grant:
- One project manager (Martha Nelson): Full-time in year one, and part-time in years two and three
- (4) 0.25 FTE advisors

Grant goals:
- Increase the percentage of students enrolling and continuing as full-time students
- Increase the retention and degree completion rates of part-time students

Length of grant:
- Three years (July 1, 2013 – June 30, 2016). We were notified 5/29/13.

I would like to recognize and congratulate Peter Kinsley, Gregg Nettesheim, and Lisa Seale for writing an exceptional grant. As our work in the grant progresses, Martha will provide updates and will communicate with campuses regularly.

Statewide Recruitment Initiative

Over the course of the next decade, the UW Colleges must increase the overall percentage of direct high school enrollment while the population of high school students declines. In addition, the competition for direct high school enrollment will increase from both our comprehensive partners and for-profit institutions. At a minimum, the UW Colleges must maintain the 10 year average of 4,222 fall new freshmen. In order to simply meet the 10 year average within a declining population, a new approach is required.

Traditionally, the UW Colleges would embark on a statewide awareness campaign. A recent review by the Hiebing group suggested a minimum of $500,000 yearly in new marketing funds would be required to support all 13 campuses. This cannot compete with the approximate $18M that the 16 WTCS institutions are likely to spend annually (collectively) or a three year $1.5M UW Colleges awareness campaign versus the WTCS institutions spending approximately $54M in the same time period. A consistent recruitment initiative with recruiters focused on the needs of high schools will build the long-term relationships necessary for sustaining and increasing our direct high school enrollment.

In April, the Chancellor approved a plan to begin a statewide recruiting initiative. Over late spring and summer recruiters were hired and trained, this included visiting every campus. It is important to note that the statewide recruiters are road-recruiters. Therefore, they have only one hat to wear. They do not reside on a campus, they work and live in the local communities and report to the central administration in Madison. The recruiters are not loyal to any single campus rather; they are responsible for representing all UW Colleges’ campuses and the online program to high school students. They assist high school students throughout the state in selecting the UW Colleges’ campus that is best suited for each individual’s needs. In addition to representing all campuses equally, the recruiters will also promote the entire portfolio of academic modalities
(face-to-face, online, blended, dual/concurrent enrollment, AAS, BAAS, and FLEX, etc.), extra-curricular offerings, residence life, and the local community attributes for all campuses. Access is part of our mission and the recruiting initiative will be grounded in that component.

The primary purpose of each recruiter is to build relationships with high schools in regions within the state. Specifically, the recruiting initiative will strategically target high schools that are not currently being served by the majority of collegiate institutions, including the UW Colleges. Therefore, the recruiters will primarily target small high school graduating classes, as this is atypical for most collegiate recruiting programs. However, it should be noted that larger high schools may also be targeted.

Fall 2013 Enrollment

According to the UW System Bluebook enrollment report, the UW Colleges as an institution has seen a slight enrollment decline in headcount of 0.8% from 14,162 (Fall 2012) to 14,036 (Fall 2013) or 126 HC. The Full-Time Equivalency (FTE) declined by 1.6% from 8,864 (Fall 2012) to 8,719 (Fall 2013) or 145 FTE. These slight declines were anticipated.

Respectfully submitted,

Rich Barnhouse
Associate Vice Chancellor,
Student Affairs and Enrollment Management
10.16.13
The Senate Steering committee met on August 29th, September 13th & 27th and on October 8th. Summaries of the Senate Steering’s action items follow at the end.

**Regents and Faculty Representative meetings.**

Full sets of agendas and supporting materials for Regent meetings can be found at the Regent website: [http://www.uwsa.edu/bor/meetings/archive/2013.htm](http://www.uwsa.edu/bor/meetings/archive/2013.htm)

I attended the Regents meeting on 10-11 October (I did not attend the rather exciting September 5th meeting in person because I could not miss my classes during the first week – I did, however, follow the meeting via streaming video) and the Faculty Representatives meetings on 20 September and 18 October.

The meeting on September 5 [Day 1 | Day 2 news summaries] was scheduled to be a roundtable, with state legislators, regarding the relationship between the Board of Regents and state government. Last May a number of Regents expressed frustration (I’m putting this as delicately as I can), wondering out loud whether the Board is supposed to run the university or simply rubber stamp the state legislature’s micromanagement. The roundtable on September 5 was called to address some of these questions – although worded more diplomatically than I have here. I took away three main points: 1) more conversations are necessary; 2) Representative Strachota articulated what I took to be the overriding response from the legislature – that the University system should not expect any increases in funding from the legislature; and 3) Assembly Speaker Vos made a comment, seemingly off-the-cuff, wondering whether something should be done about "shared governance." I think it is safe to say that no one was surprised by 1 or 2, but 3 caused some considerable ripples among chancellors and provosts. More in a moment.

The Regents meeting on October 10-11, [Day 1 | Day 2 news summaries] was held under blue autumnal skies, and much less clamorous mood, at UW Parkside. One bit of happy news: the UW System remedial education report will be available in a few weeks and, while remedial education seems to be a losing proposition elsewhere in the United States, UW System universities seem to be exceptionally good at it. For full details, please see the links I’ve included above.

Successful remedial programming was not, however, the big news. The Big News, reported by the media, was that the Regents handed out raises to UW System “senior executives”.

I've answered a lot of e-mail and Facebook traffic about what happened.
First of all, here’s what did happen: the Board of Regents did not – technically – provide pay raises to 10 of the chancellors. What they did do – technically – was adjust the *salary ranges* for chancellors into line with peer institutions. Only Regent Farrow mentioned the critical feature, and did so at the end of the meeting on Friday. The board’s actions were required by statute. David Giroux at System was kind enough to send me the link:

https://docs.legis.wisconsin.gov/statutes/statutes/20/X/923/4g

“The salary ranges and adjustments to the salary ranges for university senior executive salary groups 3 to 9 shall be determined by the board of regents of the University of Wisconsin System based on an analysis of salaries paid for similar positions at comparable universities in other states. The board of regents shall set the salaries for these positions within the ranges to which the positions are assigned to reflect the hierarchical structure of the system, to recognize merit, to permit orderly salary progression and to recognize competitive factors.” [*my emphasis*]

So, here’s their explanation: 1) they’ve had a miserable time attracting qualified people for the top jobs and 2) they had to move the salary ranges because the law requires it.

The most interesting thing, to me, was that the press reports appeared before the Regents had voted and seem to have misrepresented what actually took place. Some news outlets even published reactions from state legislators, reactions that also seem to have been solicited prior to any vote. This left me wondering, in uncharitable ways, about the reliability of the media and, since these salary range adjustments are required by state statute, one is left to wonder about the reactions from some state legislators who complained that the Regents “don’t get it.”

Sigh.

For all that, here was my main take-away from the meeting: only 10 chancellors received pay increases – *ours did not*.

In other business, Steve Wildeck was officially elevated into his position with UW System.

**Meeting with Speaker Vos regarding shared governance.**

Switching gears, back on October 2nd I had the opportunity to accompany Chancellor Cross, Regent Vice President Regina Millner, UW-Madison Chancellor Rebecca Blank, UW-Madison University Committee Chair Professor Michael Bernard-Donals, and System Vice President Mark Nook to a meeting with Assembly Speaker Robin Vos to discuss shared governance as laid out in Chapter 36. President Reilly’s summary of the meeting went like this: “The meeting was quite cordial, and there was general consensus that additional conversation around important, serious issues would benefit all parties. “ I’m afraid this is a completely accurate description of the meeting. Speaker Vos is hoping to arrange a series of dinner meetings with his caucus and members from UW System (including faculty, Chancellors, and Regents) over the next few months to help brief his colleagues on the practice of shared governance across System.

**Senate-related moments of interest since Convocation.**
Two items worth noting:

1) The kerfuffle relating to the Introduced amendment to Constitution Chapter 4. So here's what happened: the amendment currently circulating, the one that should have gone through your most recent collegium, was introduced at the end of last year. When September rolled around SAPC Chair Lou Pech noticed that a fairly critical line had been left out of the UWS 1.03 definition of a department. The actual definition states: "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 version currently circulating left out the phrase "the board of regents". SAPC suggested this might be important and is currently revising the amendment for proper introduction at the October Senate meeting.

2) The Senate leaders retreat now has an agenda. After the Senate meeting on October 25 members of Senate Steering, Senate committee chairs, and members of our administration will attempt to commit some death-defying issue-resolving brainstorming on 1) Gender issues in the UW Colleges [led by Professor Hassel], 2) revision of the AAS degree [led by Provost Lampe], and 3) some updates and deeper discussion about the UW Colleges Repositioning process.

Senate Steering Committee Action items for the Chair.

From SSC #2:

a. **Baum** will post the approved minutes of SSC #17 and SSC #1 in Public Folders. **DONE**
b. **Peterson** will send SSC minutes and chair report to senators and campus steering chairs. **DONE**
c. **Brust** will share CSAC meeting schedule with SSC; **Brust** will send Bylaws and Interim Policy to SSC; **Brust, Hankenson, and Hieser** will discuss Constitutional changes. **DONE**
d. **Peterson** will steer class visitation deadline question (FPP #501) to FPSC, asking them to work the issue out with CTA. **DONE**
e. **Peterson** will inform all interested parties that CTA was granted a one-time exemption regarding class visitation policy as CTA had proposed. **DONE**
f. **Peterson** will inform the Provost’s office of the FPSC’s recommendation to consult with outside experts regarding the SSI. **DONE**
g. **Peterson and Baum** will place the proposed revision to IP #104 and the rescission of IP #310.01 on the Senate agenda. **DONE**
h. **Peterson** will steer the matter of examining how and where to delineate the process of departmental bylaw approval and several related matters to the SAPC. **DONE**
i. **Peterson** will ask SIITC and SOPC to reexamine their missions/functions and report back to SSC by the end of October. **DONE**
j. **Peterson** will steer the question of the institutional office covering printing costs of dossiers (FPP #501.02.1.C) to FPSC. **DONE**
k. **Peterson** will ask FPSC to create a policy regarding nonretentions, being sure to check with System legal. **DONE**
l. **Peterson** will send FPP #506 to FPSC for clarification regarding post-tenure review. **DONE**
m. **Peterson** will email a reminder to complete the morale survey before September 20 closing date. **DONE**

From SSC #3
a. **Baum** will post the approved minutes of SSC #2 in Public Folders. **DONE**
b. **Peterson** will send SSC minutes and chair report to senators and campus steering chairs. **DONE**
c. **Peterson and Baum** will schedule Curley for a half hour Senate presentation October 25. **DONE**
d. **Peterson** will steer IP #320 to FPSC, asking that the timing be clarified and the evaluation method specified. **DONE**
e. **Murray** will write a possible introduction of a change to FPP #510. **Peterson** will ask FPSC to look over the introduction and the policy itself. **DONE**
f. **Peterson** will send Chapter 4 of the UWC Constitution to SAPC and ask them to add the missing reference to the Board of Regents. **DONE**
g. **Peterson and Baum** will place the proposed revision to UWC Constitution Chapter 2 on the October Senate agenda. **DONE**
h. **Peterson and Baum** will place FPP #506 on the October 25 Faculty Council agenda. **DONE**
i. **Peterson** will circulate the revised IP #141 to senators, asking them to share it with their constituents. **DONE**
j. **Peterson** will inform the new committee members of their appointments. **Baum** will place the new committee members on all appropriate lists. **DONE**
k. **Lampe** will send Steering the numbers of UWC faculty and IAS. **DONE**
l. **Peterson** will write an email—thanks to those who took survey, over 600 replies, upbeat tone, should have numbers within two weeks. **DONE**

Respectfully submitted,
M. Peterson, Chair
Academic Staff Senate Replacements

Since the last Academic Senate meeting (April 26, 2013), two senators have left the Academic Staff Council. The first, Carrie Ann Desnoyers, was replaced by Danielle (Marcy) Dickson, who will represent Central/Online and will also serve as AS representative to the UW System. The second, Dan Anhalt, still awaits replacement. As of this writing, the chair of the Academic Staff Nominations and Election Committee, Michael Kirby, is soliciting nominations for a replacement, who will be selected in accordance with the ASCS bylaws.

IAS Titling (Proposed ASPP #708)

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. At the October 25 meeting the AS Council (in consultation with the Academic Staff Personnel Committee) will address concerns regarding the policy which have been received from the provost and chancellor.

Academic Staff Salaries

The AS Council wishes the recognize the work of Steve Wildeck and Colleen Godfriaux in implementing the JCOER-approved pay raise for 2013-14, particularly with regard to complex issues involving IAS compensation (the so-called “70% tripwire”). Thanks to their diligence, approximately 60% of the 400 IAS in the UW-Colleges have begun to see relief of a disparity in salaries which was noted as far back as 2009. Their work was an important step in the right direction, but more remains to be done. Much attention has been paid in recent years to the issue of faculty salary compression, but similar compression among IAS salaries has yet to be addressed. In addition, the current budget climate presents a special hazard to AS. While faculty have departments to act as a Colleges-wide advocate on their behalf, employment and salary issues related to AS are relegated to the campuses. Faculty can count on members on every campus to represent their interests, but AS can only count on support from their local campus, leaving them more vulnerable to budget shocks at both the system and local levels. The administration’s decision to increase funding to address faculty salary compression is laudable. We would remind the administration that AS represent an equally valuable asset to the Colleges, and in light of difficult budgetary times their roles deserve the same consideration.

Respectfully Submitted,
Jeff Verona
October 11, 2013
Joint Session of the Academic Staff

- New academic staff and faculty representatives
  - Kevin Reilly, President
  - Mark Nook, Senior Vice President for Academic and Student Affairs
- President Reilly noted that at the Board of Regents Common Ground Conference on Thursday, September 5, Assembly Speaker Robin Vos. Vos noted concerns that shared governance slows everything down and there is interest in giving Chancellors more flexibility to move more quickly.
  - Vos also raised other issues:
    - Teaching workload
    - Diversity of curriculum, which is part of the national dialogue
    - Board structure and membership
    - Job readiness

Presidential Search

- Margo Lessard noted that they will follow a two committee structure format similar to searches for chancellors.
- Search and Screen Committee
  - Regent Milner, Chair
  - Regents
  - Former Regents
  - A chancellor
  - Provost
  - An academic staff
  - Two faculty
  - A classified staff member
  - A student

UW Budget and Program Revenue Balances

- Update provided by David Miller
  - Overall UW System budget is only cut $2 million from the previous year; the total of cuts is $202 million.
  - The Governor’s budget a $181 million increase in the next two years
  - The UW System still has to pay the tuition share of fixed costs despite freeze, in addition to $58.3 million to Higher Educational Aids Board (HEAB) for financial aid.
  - The next two years will show real change: $32 million of the base cut is ongoing and those balances will not be covered. The budget also includes $62 million in ongoing unfunded liabilities.
  - The UW System has to report to the Legislature on Balances
The report will focus on four areas:
- Tuition
- Auxiliaries
- General operations
- Other unrestricted program revenue

The UW System will have to report to Legislature on GPR/fee allocations.

Board of Regents Meetings
- Mark Nook, provided update
  - Board of Regents Education Committee priorities are:
    - Faculty Workload
    - Quality of Education
    - Compensation
  - Stated there will be regular updates on legislative relations, presidential search, shared governance, and legislative strategies at these meetings.

Respectfully Submitted,
Danielle (Marcy) Dickson
October 9, 2013
Fellow Senators:

This year, the Student Governance Council is focusing on rebuilding the momentum that was lost last year. We have started growing relations with the campuses through creating our own mailing list and making regular campus visits across the state. This year, many of the campuses have had trouble recruiting a full roster for their Student Governments, and our current efforts are to help the new students settle into their roles and to find more enthusiasm for them to do their work to their best efforts.

We will be hosting a SUFAC training and discussion summit at UW-Fox on November 14th and 15th. Thursday the 14th is an open invitation to anyone who wishes to attend, specifically advisors and faculty/staff involved in campus SUFACs. The second day, Friday morning, will be student-only, being a chance for the students to discuss sensitive topics or workshop various ideas. We are hoping to make this a regular, annual event that will help prepare the new students each year for the daunting task of allocating the yearly budget over Winterim.

Additionally, SGC is hoping to get more involved in the Leadership Conference as well. The Leadership Conference is always spoken of with high regard by the students that have attended, and we believe there is room for students to take a leading role in helping other students. Those of us that are lucky enough to be involved in the higher levels of student government have a unique perspective and would like to develop future students to be prepared to take the lead after we are gone.

Finally, the SGC is looking to change its budget model. After the lack of leadership last year, we felt it was unfair of us to collect the full amount from the campuses that SGC is authorized to take. We collected a reduced amount and are currently working on finding a scaling model per FTE that is agreeable to all campuses.

As an extra note, please warmly welcome our new Executive Board:
Cole Harder, UW-Marathon - Vice President
Duel Harmon, UW-Marathon - Financial Director
Hannah Wirhanowicz, UW-Marinette - Executive Director

Thank you for your ongoing support and confidence in the students. In my time filling various roles across the state, I have come to clearly see that Colleges students are luckier than any others. Not only are we empowered and encouraged, but the amount of respect we receive is unique from every other UW institution. We are all excited for what this year of Senate work can bring.

With students first and foremost,
Alex Roberts
The Senate Academic Policy Committee (SAPC) met on 29 August 2013 during the UW-Colleges Convocation. The following items were discussed and/or acted on:

1) Louis Pech was elected chair.
2) Two tasks were undertaken
   a. Joanne Giordano began working on draft language to define Academic Programs.
   b. Lou Pech began work on developing draft language on creating new departments
3) We discussed a proposal from Philosophy concerning a substituting a logic course for a mathematics course in meeting mathematics general degree requirements. SAPC decided to await a formal charge from steering and concerns were expressed that this substitution would not be consistent with policy regarding mathematics requirements.

The Senate Academic Policy Committee (SAPC) met on 24 September 2013 via WisLine. The following items were discussed and/or acted on:

1) SAPC was charged to review UW Colleges Senate Policy Regarding Students #201: Admission to the Associate of Arts and Science Degree Program, specifically Section III, in response to concerns from UW-Washington County. Our review led to several revisions, resulting in a Policy Revision Introduction that does the following: (1) the phrase “entering freshman” was changed to refer to new, returning and transfer students, (2) since placement testing is part of a more comprehensive placement process, proposed changes to II.A, B and III now refer to placement process instead of placement testing, (3) since campus policy, not the discretion of advisors, dictates the consequences of results of the placement process, language reflecting this practice is proposed in II.B.2, (4) since students are no longer sent to technical colleges for skills courses, tutoring etc., this language is deleted from II.B.2.c and (5) a portion of III was moved and modified to II.A since it describes one of the criteria for high risk admission.

2) Work, in collaboration with FPSC, on the issue of creating new departments led to the introduction of Proposed Amendments to UW Colleges Constitution Chapter 4: Academic Departments. The amendments address two issues. First, 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.” A previous
amendment to Section 4.00 added the phrase “or interdisciplinary” but failed to include the requirement that departments be recognized by the Board of Regents. The proposed amendment to Section 4.00 brings the definition of “department” in the UW Colleges Constitution into complete agreement with the definition in UW System Administrative Code UWS Chapter 1.03. Second, the Women’s Studies program recently voted to become a department. However, there is currently no constitutional authority allowing for the creation of new departments. The proposed amendment creates Section 4.09, providing authority to create new departments and enabling the Senate to develop policy governing the process of creating new departments.

3) SAPC was charged with developing a Bylaws Approval Process that would 1) establish a clearer process, protocol, and authority line for bylaws approval, 2) determine where the process will be described and 3) establish clear spheres of decision-making and curricular authority. This process is ongoing.

Respectfully submitted,
Louis L. Pech
Chair of Senate Academic Policy Committee
25 October 2013
The Senate Budget Committee’s (SBC) last regular meeting was on the April 26, 2013 at the Senate meeting. We also met jointly with Senate Steering on July 9, 2013 via teleconference and on August 29, 2013 at Convocation. The following issues were discussed.

Impact of the 2013-2015 Biennial Budget on UWC
The main focus of the special meeting with Steering and a primary topic of the other meetings was the impact of the budget on the UW Colleges. What seemed like a reasonable operating environment quickly changed to an extremely difficult one. The budget cuts for both 2013-14 and 2014-15 were discussed separately. The current year (2013-14) will be addressed using cash balances while 2014-15 and beyond will require significant changes to our operations.

In addition to these issues faculty compensation is not competitive with similar institutions. This has resulted in faculty departures and failed searches. The proper way to correct this problem continues to be a major issue.

Instructional Staff Compensation Options
At the August 29th meeting the SBC approved a motion that “All instructional staff be paid over 12 months if that is their choice”. At some point this year the SBC would like the full Senate to support this recommendation.

Issues for 2013-2014
The overall budget problems and actions to attempt to deal with them as well as the SBC’s role in the process will be the primary issue. The BAAS degree, Online revenue sharing, salary compression, differential salaries, IAS compensation and the role of the SBC in UWC governance are other major issues for this coming year.

Respectfully submitted,

Matthew Raunio
Chair, Senate Budget Committee
October 21, 2013
The Faculty Professional Standards Committee has two new introductions for senate consideration at this meeting. There is a proposed revision of IP 104 regarding office hours. The intent of these revisions is to make office hours best serve the needs of students. The other introduction is a revision of 506 regarding the timing for post-tenure and post-promotion reviews of faculty. The committee is currently working on clarifications regarding the routing of merit letters and merit recommendations. The committee is working on several changes to FPP 501 to clear up issues on usage of SSIs from summer and winterim sessions in the tenure review process, to grant a special exception to the visitation requirements in second year reviews to the CTA department, and to eliminate language outdated by recent changes to the policy regarding responsibilities for printing of tenure dossiers. The committee continues to work with SAPC and other senate and administrative units to draft new guidelines for a process of seeking recognition of new academic departments. The committee is also working with the grievance committee on long overdue revisions to guidelines for reviews of non-retention decisions.

**Revisions to IP 104 – Office Hours**

The intent of these revisions is to improve the Office Hours policy to better serve the needs of students. Part of the revision grants flexibility to the instructor to schedule the required hours irregularly across the semester to match differences in student needs for instructor support. As well, a more uniform formula for calculating minimum numbers of office hours over a course duration has been included, recognizing that not all courses are of equal credits and not all courses run for a full 15 week semester. A third component of the changes better defines form of office hour to match the form of course delivery.

**Revision of FPP 506 – Timing of Post-Tenure and Post-Promotion Reviews**

This policy revision was necessitated by the uneven understanding and practice across departments. The language was changed to clarify such reviews to occur after every 5 full academic years of service following a tenure or promotional review. In reviewing this policy, it was discovered that the policy had a second set of scheduling criteria which conflicted with the simple 5 year rule, so these additional scheduling instructions were removed.

Respectfully submitted,

Ron Gulotta

Chairperson, Faculty Professional Standards Committee
Attachment 12

Senate Assessment Committee Chair
Report to the UW Colleges Senate
October 25, 2013

Since the last SAC report to the Senate in April 2013 the Senate Assessment Committee has met several times via Wisline to plan for the summer face to face meetings with Department Assessment Coordinators (DACs). The committee held its two summer meetings with the DACs on June 21 at UW Fox Valley and on August 16 at UW Madison.

Deborah Paprocki will continue as chair of the committee for the 2013-2014 academic year and assessment cycle.

The 2012-2013 assessment cycle is nearly complete with the receipt of the final department assessment reports from the DACs on September 15. The committee will provide final comments to the DACs by October 15.

The 2012-2013 assessment cycle will get underway with receipt of the plans for Fall assessment from the DACs on October 15 and there will be an initial discussion of campus assessment plans with the Campus Assessment Coordinators (CACs) at the end of October.

The 2013-2014 Campus Assessment cycle was completed as the CACs submitted the final campus reports to SAC in May. SAC reviewed all of the reports and returned comments to the CACs in July. Many worthwhile assessment projects were carried out on the campuses providing useful feedback for future campus improvements or generating ideas for areas that need further evaluation. Various campuses examined aspects related to student success such as retention issues, Preview Day programs, technology use and equipment, the Bridge program, as well as the benefits of library research classes. Other campuses assessed transfer issues, inclusive excellence initiatives, a campus read program, and quality and use of campus facilities.

A new Campus Assessment element this fall was a face to face meeting with the CACs at UW Sheboygan on September 27. During the January 2013 meeting with CACs and DACs and the committee, the CACs indicated that they would like to have a face to face meeting for CACs and committee members to have more time to discuss issues specific to Campus Assessment and to exchange ideas with the other Campus Coordinators. The September meeting was very productive with 7 coordinators attending with several committee members, the Institutional Assessment Coordinator and one additional CAC participating by phone during the afternoon session. During the meeting coordinators gave a brief overview of this years proposed assessment projects and shared ideas and suggestions on carrying out these Campus projects. The group also continued the discussion of moving to a Campus Assessment Cycle similar to the assessment cycle employed by the departments. The discussion moved forward very well with more good concrete ideas mentioned by all. The CACs and SAC will continue to discuss this proposal in more depth this year.
At the June 21 meeting with DACs, the committee and coordinators received data and information from Greg Nettesheim from the current assessment cycle and discussed the results. A discussion was also held regarding the possible adaptation of several of the Analytical assessment proficiencies or the Communicative proficiencies to emphasize assessment of information literacy. This continued discussions begun after the presentation by librarians at the January 2013 meeting. Teams were assigned to work on revisions of these proficiencies with an eye to information literacy. The group also revisited the rubrics for the new Intercultural Skills proficiency which was approved by the Senate this year. Some revisions were made. A final discussion point for the day was about assessment for the new BAAS degree. There is a BAAS assessment committee and several questions were raised about whether assessment for the degree will be housed in the departments and how the DACs would be involved. There is time to work on these matters since the initial enrollment in the BAAS will be small.

During the August 16 meeting with the DACs, morning discussions began with a discussion about “closing the loop” on assessment projects encouraging departments to continue thinking of ways in which they and their colleagues can focus more on this aspect. Departments could spend some time at spring meetings evaluating the assessment project, discussing what is learned from it and what changes might arise from the results. The group also previewed the 2013-2014 assessment cycle in which departments will choose to evaluate Analytical skills, Aesthetics or the new proficiency Intercultural skills.

In order to look ahead to the 2013-2014 cycle, and to review and share ideas about how departments assess the A (Analytical) proficiencies, the DACs and committee members divided up by divisions. Many useful ideas were exchanged when the group came back together as a whole.

Looking forward to the assessment of the new Intercultural Skills proficiency the group took part in a sample activity to apply the rubrics that had been developed at previous meetings. After completing the activity and discussing the results several minor changes were made in the rubrics. These rubrics could be used by departments who assess this proficiency.

The afternoon session was spent working on adapting the A6 proficiency rubrics (“Access, evaluate and use information from various sources”) with a view focusing the performance indicators more closely on the assessment of Information Literacy. Revisions were made and will be the subject of continued discussion. Some questions arose about whether this skill should be a department or campus assessment project. The committee and DACs will continue their work on this project during this year.

Submitted by
Deborah Paprocki
SAC Chair
October 11, 2013
In my capacity as the Chair of the IRB, I would like to present this special report to the Senate to facilitate dissemination of this information to all the UWC campuses via their senators. Since the beginning of the academic year 2011-12, the functioning of the UWC IRB has undergone significant changes. The following is a summary of these changes:

1. To facilitate quick response to changes in federal guidelines for IRBs, in January 2012, UWC Senate rescinded IP # 404 and IP #404.01 and the policy guiding the operations of the IRB was moved to the Office of Academic Affairs as UWCAP#15 in January 2012.

2. In beginning of Fall 2011, the Office of Academic Affairs appointed an IRB Coordinator (Dr. Linda Tollefsrud, Professor of Psychology). This 25% position has resulted in the UWC IRB having a compensated administrator.

3. With a Coordinator in place, the IRB has been able to review proposals more efficiently with the possibility of declaring several proposals “exempt” from further IRB review. Similarly, the IRB has been able to approve many proposals through an “expedited” process. As a result, many researchers doing minimal-risk studies now do not have to wait for a convened IRB meeting to receive a decision on their protocols.

4. The IRB now has a longer, but more efficient, protocol form. We now continually review our forms and revise them to keep in line with federal guidelines and making the review process more efficient. The most current forms can be found on the IRB’s website http://www.uwc.edu/employees/academic-resources/irb/process-reporting.

5. Since the beginning of Fall 2013, the IRB has started using fixed deadlines for protocol submissions. The IRB now meets 4 times every semester (Fall & Spring). For details on deadlines visit http://www.uwc.edu/employees/academic-resources/irb/deadlines. Note: Proposals can be submitted at any time. As noted in #3 above, many minimal-risk projects can be reviewed and approved by the Coordinator and/or Chair without the need for deliberations convened meeting.
6. All IRB members and researchers are now required to have a current (within the last 3 years) certificate of completion of training for research involving human subjects. More details can be found at http://www.uwc.edu/employees/academic-resources/irb/training.

7. The current membership details for the IRB can be found at http://www.uwc.edu/employees/academic-resources/irb/contact. The IRB encourages researchers to consult with IRB members as they prepare their research proposals. The IRB organized an information session at the last Colloquium in May 2013; unfortunately the attendance was rather low. We would be happy to organize another session at the next Colloquium in May 2014.

Finally, the IRB considers the role of the student IRB member to be very valuable, especially since many researchers within the UWC conduct research with students. Unfortunately, the SGC’s timeline in appointing a student member often means that the IRB is forced to operate without a student member for most of the Fall semester. The IRB would encourage the SGC and campus SGA’s to identify potential student members by the end of the Spring semester so that a member could be appointed for the following academic year at the earliest.

Respectfully submitted,
Jayant Anand, Chair (2013-14), Institutional Review Board
Assistant Professor of Anthropology/Sociology
University of Wisconsin-Barron County
Attachment 14

UW Colleges Senate
Adoption: October 25, 2013
Proposed Revision of UW Colleges Constitution Chapter 4
(“Academic Departments”)

Background and 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]
Background and 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.

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 Senators must bring the proposal to their constituents for their response.

4. If Senators submit substantive amendments, such amendments must be available to all Senators no later than two weeks prior to the Senate meeting at which an adoption vote is planned. All 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 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 where 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 position 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]
Background and 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. By upholding this UW System standard, the revision does not diminish or dilute the academic integrity of the UW Colleges BAAS degree. In addition, 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.

Amended revision: Omit the words “junior/senior-level” under III D. and IV. B, C, and E in order to provide consistency with the lowering of the overall requirement of upper division coursework.

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

Adopted 2012-01-11

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.

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 faculty 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 a 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 Global Studies courses designated as Global Studies (GS). All students must complete a required UW Colleges three-credit core course, The World in the 21st Century. 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 course, Creative Problem Solving. 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 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.

/.../

End
Background and 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
Institutional Curricular Policy #106
Atypical Course Policy

Revision Adopted by the Senate - November 14, 1992, p.3
Revision Adopted by the Senate - Mary 15-16, 1981, p.5, app. 8
Ratified by the Senate - May 16, 1987, p. 5, app. 5
Ratified by the Senate - May 14, 1988, p. 12-13, app. 13
Adopted by the Senate - January 24, 1998, p. 6, app. 8
Reorganized and Renumbered March 15, 2002
Revised by the Senate - April 29, 2005
Revised by the Senate – April 28, 2006
Revised by the Senate April 27, 2007
Revised by the Senate (SAPC) March 11, 2011
Revised by the Senate (SAPC) 2012-03-16
Revised by the Senate (SAPC) 2012-10-26

[...]

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.**

   […]

   [End]
Background and 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.

[End]
Rationale:
At the April 26, 2013 Senate meeting, this office hours policy was added to IP #104 (“Course and Instructional Policies”), so this stand-alone office hours policy is no longer needed.

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

UW Colleges Senate Policy
Institutional Personnel Policy Affecting Faculty & Academic Staff #310.01
Office Hours

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.

[End]
Rationale:
It is desired that this policy serve the best interests of the students of the UW Colleges. Regardless of the format of instructional delivery, students deserve contact with their instructors at a minimum of predictable times. Communications with students beyond these minimal office hours continues to be encouraged. Given that workloads over the duration of a course may necessitate variance in such predictable office hours, part of this change is designed to give instructors flexibility, for the purpose of meeting student best interests, to schedule office hours unevenly across the timeframe of the course. Since not all courses run a full 15 week duration for the semester, and not all courses are a full three credits of instruction, the other part of this change is intended to provide a calculation of office hours based on credits taught. One hour/week/3 credit course for a semester long course equals 5 hours/credit over the duration, and this can be used to calculate office hour expectations for any duration of course. It is a further intent of this revision to clarify that office hour times should be compatible with the mode of course delivery, utilizing some form of online connection (e.g. Blackboard Collaborative, e-mail, discussion board) for any online component of course instruction. This would apply to the online component of blended courses, as well as to full online courses.

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

III. Office Hours

All faculty and instructors must hold, within the duration of a course offering, a minimum of five office hours. A minimum of one office hour per week for every three
credit hours he or she teaches. With the goal of best meeting student needs, instructors may choose to schedule office hours at uneven intervals throughout the duration of the course. 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. in a location and mode compatible with the location and mode of delivery of the course (i.e. face-to-face instructed courses require face-to-face office hour mode on the campus where the course is taught, and online instructed courses require an online mode of office hour time).

[...]
Rationale:
The current term for the Senate Steering chair is limited to two consecutive years. After long conversations with three previous Senate Steering chairs I discovered that we share the same experience: it takes at least one year to learn the job properly. There was a consensus among them that extending the maximum term by one more year would provide the Senate with two, rather than one, year of solid competence, should the Senate decide to re-elect them.

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

UW Colleges Constitution
Chapter 2 - UW Colleges Governance

A. Steering Committee (five faculty senators, two academic staff senators—the Lead Academic Staff Senator and the Colleges Academic Staff System Representative, one student senator)

The chairperson of the Steering Committee shall be elected by the members of the Senate from among the ranked faculty senators. The chairperson of the Steering Committee shall not serve more than two consecutive years as chairperson, though he/she may serve more than two consecutive terms as a senator or Steering Committee member. Following his/her election, the other non-student members of the Steering Committee shall be elected by the Senate. No more than one faculty Steering Committee member shall be from any one campus.

[End]
Rationale:
First, 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.” A previous amendment to Section 4.00 added the phrase “or interdisciplinary” but failed to include the requirement that departments be recognized by the Board of Regents. The proposed amendment to Section 4.00 brings the definition of “department” in the UW Colleges Constitution into complete agreement with the definition in UW System Administrative Code UWS Chapter 1.03.

Second, the Women’s Studies program recently voted to become a department. However, there is currently no constitutional authority allowing for the creation of new departments. The proposed amendment creates Section 4.09, providing authority to create new departments and enabling the Senate to develop policy governing the process of creating new departments.

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

UW Colleges Constitution
Chapter 4 - Academic Departments

Approved by the UW Board of Regents 9/10/93

4.00 Departments

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

4.01 Membership

All persons teaching in the degree credit program shall be members of one or more departments, depending on the discipline(s) being taught. The departments may also extend membership to other persons.

4.02 Voting Rights

Ranked faculty of each department shall have full voting rights, and they may grant voting rights to other members of the department.
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.

4.04 Department Chairpersons

Each department shall have a chairperson selected by the chancellor from among the tenured members of the department, following a preferential ballot by all voting members. If the chancellor does not choose the person nominated by the department, he/she shall request that the department make another nomination. The chairperson shall be the spokesperson for the department and shall be responsible for maintenance of department records, for the calling of department meetings, and for such other duties as may be delegated by the department or the chancellor.

4.05 Department Committees

Each department shall have as many committees as it deems necessary to formulate recommendations to the department, the Senate, the campuses, the campus deans, the chancellor, or other individuals or groups. The executive committee, which shall have final responsibility for personnel actions, shall be made up of the number of tenured faculty specified by each department.

4.06 Financial Emergency

If a state of financial emergency is declared by the board, it shall be the primary responsibility of the tenured members of the departments to recommend which individuals shall be laid off. These recommendations shall follow appropriate UW Colleges seniority and financial emergency policy, unless a clear and convincing case is made that program needs dictate other considerations, e.g., the need to maintain diversity of specialization within a department. The department must seek the advice of appropriate campus committees and the campus dean. The department recommendations, together with the campus recommendations, shall be forwarded to the chancellor.

4.07 Department Meetings

Each department shall hold at least one meeting per semester. Meetings of departments may exceed one per semester with the approval of the chancellor.
4.08 Department By-laws

Each department shall develop and maintain written by-laws specifying department policies and procedures.

4.09 Creation of New Departments

A new department can be created when a group of faculty dealing with a common field of knowledge or having a common or closely related disciplinary or interdisciplinary interest petition the faculty, chancellor and board of regents for recognition as a department. The procedure for petitioning for departmental status will be determined by the Senate and set out in Senate Policy.

[End]
Rationale:
SAPC was asked to review Senate Policy #201 Section III in response to concerns from UW-Washington County. First, the phrase “entering freshman” does not include transfer or returning students. The proposed change in policy refers to new, returning and transfer students. Second, placement testing was not being used in certain cases. SAPC consulted English and Mathematics on this issue. Only English responded and strongly objected, and provided extensive evidence in support of their objection, to any change in Senate policy that would permit campuses to exempt students from the placement process before they register for courses. Therefore, SAPC decided to retain language requiring placement testing prior to registration. Further review of #201 indicated that portions of the policy were inconsistent with practice. Placement testing is part of a more comprehensive placement process, which is reflected in proposed changes to II.A, B and III. Also, campus policy, not the discretion of advisors, dictates the consequences of results of the placement process. Language reflecting this practice is proposed in II.B.2. In addition, students are no longer sent to technical colleges for skills courses, tutoring etc., so this language is deleted from II.B.2.c. Lastly, a portion of III was moved and modified to II.A since it describes one of the criteria for high risk admission.

Proposed changes are in bold, red, underlined italics and strikethrough.

UW Colleges Senate Policy
Institutional Policy Regarding Students #201
Admission to the Associate of Arts and Science Degree Program

The UW Colleges provides freshman and sophomore university course work. Anyone who may benefit from college study is considered for admission to a UW Colleges campus. Applicants with skill and knowledge weaknesses as indicated by class work, placement test scores or other measure will participate in special programs aimed at remedying these difficulties and increasing the likelihood of success in college. Admission is subject to enrollment limits established by the UW Board of Regents. To aid in enrollment management, individual campuses may extend admissions restrictions to new freshmen applicants based on factors which may include, but are
not limited to, high school grade point average or class rank, breadth and rigor of high school courses selected, standardized test scores, and/or other indicators of academic achievement.

I. **Admissions Criteria**
   Revised by the SSC 2013-02-25

To be admitted to the UW Colleges an applicant must:
A. Have graduated from a recognized high school, have a GED/HSED, or present other evidence of ability to begin college level work.

B. Meet the 17-college preparatory credit distribution. Thirteen of the 17 credits will be distributed as follows:

   - English: 4 credits
   - Social Science: 3 credits
   - Mathematics: 3 credits
   - Natural Science: 3 credits

   The three mathematics credits must include at least one credit of algebra and the equivalent of one credit of geometry. The remaining 4 credits will be from the above areas, foreign languages, fine arts, computer science, and other academic areas.

C. Have taken the ACT or the SAT I if at the time of their application they are age 21 or under. The ACT is preferred. Students will not be advantaged in the admission process by taking one test rather than the other. The ACT/SAT I scores must be received by a UW Colleges Office of Student Affairs before the student will be permitted to register for classes.

Applicants who do not meet these requirements may appeal to the Assistant Campus Dean for Student Affairs at a UW Colleges campus for an exemption. Particular consideration in admission will be given to: (1) applicants who have been out of school for two or more years, (2) service veterans, as defined by state and federal policies, and (3) students who have been disadvantaged as a result of substandard education, family income level, or ethnic background.

The Assistant Campus Dean for Student Affairs (or his/her designee) shall be responsible for reviewing high school courses and determining their acceptance toward satisfying the new freshman college preparatory credit admission requirements. In cases where the course does not fall under customary guidelines, the Assistant Campus Dean for Student Affairs shall consult with the Registrar.

II. **High Risk Admissions**
A. Applicants with any of the following characteristics will be identified during the admission process and required to participate in special programming:
   1. High school class rank in lowest quartile
   2. GED/HSED
   3. High school academic course deficiencies
   4. Entering as a transfer student on probation
5. **Results of the** English or Mathematics Placement Test process fall below departmentally designated cutoff scores standards. [moved from IP 201.III below and modified]

B. Special programming for students so identified will include:

1. Mandatory advising prior to initial registration and prior to registration every semester until the student achieves a cumulative GPA of 2.0 with 12 or more credits.
2. At discretion of advisor and the campus:
   a) Course load and course selection restrictions, guided by results of the placement process test scores.
   b) Regular meetings with an advisor throughout the semester or session.
   c) Enrollment in appropriate basic skills courses, campus programs and/or tutoring as available through the UW Colleges or local technical college.

C. Students who do not wish to register under such conditions may appeal for an exemption to the appropriate committee at the campus.

III. **Placement Testing**

Prior to registration, entering freshmen will be New, transfer, or returning students who have not completed English and Mathematics degree requirements are required to take participate in the English and Mathematics placement test process prior to registration in order to aid program advisors. Students whose scores on the will be considered high risk students and required to participate in the special programming described above.

IV. **Transfer Students**

Students wishing to transfer to a UW Colleges campus who apply by the published application deadline and have maintained a C average or better (2.00 semester and cumulative GPA on a 4.00 scale) at previous colleges are likely to be admitted in good standing. UW Colleges academic regulations (such as probation or suspension standards) will be used to determine the probation status of students who are admitted with less than a 2.0 semester or cumulative GPA. A transfer student’s application will not be considered complete until official transcripts of all prior college work have been received and evaluated. In the event of temporary unavailability of transcripts, other materials, such as grade reports, may be submitted; however, admission based on such data is tentative and may be revoked. Students who have been suspended from another institution will not be admissible to a UW Colleges campus until the period of suspension elapses.

V. **Returning Students**

A student who wishes to re-enter the UW Colleges and was not enrolled the previous semester (excluding summer session) must file a UW System Application for Undergraduate Admission and submit official transcripts of any non-UWC college work attempted since last enrolling in the UW Colleges. Students who have maintained a C average or better (2.00 semester and cumulative GPA on a 4.00 scale) are likely to be admitted in good standing.
Students who were dropped or suspended at the end of their last semester of enrollment at the UW Colleges and/or those with less than a 2.00 semester or cumulative GPA may be placed on a waiting list and will be reviewed according to the UW Colleges academic regulations to determine their acceptance and probationary status. Students returning after an absence of four or more consecutive semesters must meet the degree requirements of the catalog in effect upon their return or of a subsequent catalog.

[End]
**UW Colleges Senate**

**Introduction: October 25, 2013**

**Proposed Revision to Institutional Curricular Policy #141**

(“Bachelor of Applied Arts and Sciences Degree”)

**Rationale:**

IP #141 is the original policy establishing the Bachelor of Applied Arts and Sciences degree. Additions are now being proposed to #141 in order to create a pathway for students from outside of the UW Colleges who have earned an Applied Associate’s degree to enroll in the Bachelor of Applied Arts and Sciences degree completion program. Examples of Applied Associate’s degrees include those offered by the Wisconsin Technical College System. Opening a pathway for students with an applied Associate’s degree allows the UW Colleges to stay true to its commitment to access. The proposed revisions preserve the integrity of the AAS degree and protect the integrity of the BAAS degree completion program. The high level of academic excellence exemplified by the AAS and BAAS degree programs will be maintained.

Proposed revisions were reviewed by the Senate Academic Policy Committee which decided to make the introduction for two main reasons: 1) the proposed revisions are a major change to the BAAS and significantly impact the mission of the Colleges, and, therefore, need to be deliberated on by the senate, collegia and departments and 2) the task force that developed the applied pathway has done considerable work and is in the best position to address issues raised by the full senate, collegia and departments.

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

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**UW Colleges Senate Policy**

**Institutional Curricular Policy #141**

**Bachelor of Applied Arts and Sciences Degree**

Adopted 2012-01-11
Revised 2013-04-26

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.

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 faculty 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 liberal arts pathway to 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. Students entering the applied pathway of the BAAS degree completion program will have completed an applied associate’s 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 liberal arts pathway to the 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.

A total of 60 credits of the UW Colleges applied pathway to the BAAS degree must be earned at the UW Colleges, fulfilling the core and breadth requirements of the UW Colleges Associate of Arts and Science degree, and including a Global Studies core course, a Cognitive Skills core course, credits in Global Studies, Cognitive Skills, and Professional Experience, and a Senior Capstone Seminar.
D. Collaboration
A total of 30 credits of the 60 credits of the UW Colleges liberal arts pathway to the B.A.A.S. degree must be earned in UW partner approved Global Studies, Cognitive Skills and/or Elective courses.

No UW partner collaborative credits are required in the UW Colleges applied pathway to the BAAS degree.

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 Liberal Arts Pathway 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 faculty 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 a 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 courses designated as Global Studies (GS). All students must complete a required UW Colleges three-credit core course, The World in the 21st Century. Junior-level standing is required for enrolling in this course. Nine to twelve Global Studies credits will be approved 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 courses designated as Cognitive Skills (CS). All students must complete a required UW Colleges three-credit course, Creative Problem Solving. Junior-level standing is required for enrolling in this course. Nine to twelve Cognitive Skills credits will be approved 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 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 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 Applied Pathway Curricular Requirements

A. Professional Experience Requirements
In these components of the UW Colleges Bachelor of Applied Arts and Sciences degree, students must complete 6-15 credit hours of experiential learning integrated with academic instruction, designated as Internship (IN) and Service-Learning (SL), and/or, based on faculty 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 a 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 9-15 credit hours of courses designated as Global Studies (GS). All students must complete a required UW Colleges three-credit core course, The World in the 21st Century. Junior-level standing is required for enrolling in this course.

C. Cognitive Skills Requirements
In this component of the UW Colleges Bachelor of Applied Arts and Sciences degree, students must complete 9-15 credit hours of courses designated as Cognitive Skills (CS). All students must complete a required UW Colleges three-credit course, Creative Problem Solving. Junior-level standing is required for enrolling in this course.

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 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 applied pathway of the UW Colleges Bachelor of Applied Arts and Sciences degree completion program includes approved Elective credits.

VI. 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).

VII. 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 and Astronomy
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

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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]
Proposed Revision to Institutional Curricular Policy #141.01
(“Bachelor of Applied Arts and Sciences Degree Guidelines for Professional Experience Courses”)

Rationale:
This revision accommodates a range of required Professional Experience credits for the applied pathway within the Bachelor of Applied Arts and Sciences (BAAS) degree.

Pro​posed revisions are in bold, italics, underlined, red 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 for the BAAS liberal arts pathway and 6-15 credit hours for the BAAS applied pathway 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 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 a faculty-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 UW Colleges 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.)

[End]
Rationale:
During UW-Barron County’s Collegium meeting earlier today, the resolution below passed by voice vote. The resolution was written because the policy that outlines procedures for alleged cases of nonacademic misconduct, Chapter UWS 17, delineates the rights of those accused of misconduct but fails to mention any rights for the reporter of the perceived misconduct. Recently, multiple “reporters” on campus have indicated that the lack of such policy has left them feeling vulnerable and frightened. I am forwarding this document to you in my role as the new campus steering chair at Barron.

RESOLUTION TO PROTECT THOSE REPORTING MISCONDUCT

Whereas the safety of students, faculty, and staff at the University of Wisconsin-Barron County is of the utmost importance and,

Whereas the well-being of students, faculty, and staff at the University of Wisconsin-Barron County must be safeguarded when reporting perceived cases of violence, harassment, fraud, theft, disruption and intimidation and,

Whereas Chapter UWS 17 Student Nonacademic Disciplinary Procedures identifies the rights of students accused of misconduct but fails to identify the rights of students, faculty, and staff reporting perceived misconduct and,

Whereas concerned individuals have been unable to locate UWS policies identifying the rights of students, faculty and staff who report perceived misconduct and,

Whereas Article 1, Section 9m of the Wisconsin Constitution sets forth the rights of victims and witnesses of crimes but University of Wisconsin System Policy fails to set forth the rights of students, faculty, and staff reporting perceived misconduct,

Therefore,

Be it resolved that the University of Wisconsin-Barron County Collegium asks UW Colleges Chancellor Cross to oversee the immediate creation of policy for the UW Colleges that sets forth the rights of students, faculty, and staff reporting perceived misconduct,

AND

Be it resolved that the University of Wisconsin-Barron County Collegium asks Chancellor Cross to convey to UW System President Reilly and to the UW System Board of Regents the urgency of amending Chapter UWS 17 to include identification of the rights of students, faculty, and staff reporting perceived misconduct.

And,

Be it resolved that the action taken by the University of Wisconsin-Barron County Collegium on this issue be forwarded to all UW Colleges Steering Chairs and to the UW Colleges
Senate Chair in the hope that all UWC campuses and the UWC Senate will join the University of Wisconsin-Barron County in calling for the creation of policy to protect the safety of those reporting perceived misconduct.

[End]
Rationale:
Upon recommendation from SSC to review IP 506 I.A., and based on confusion across several departments as to when to hold post-tenure/promotion reviews, the FPSC recommends the following revisions to provide a clear statement of the timeframe for holding post-tenure/promotion reviews. The revision clarifies the type of year as an academic year and specifies the review occurs in the academic year following five academic post-tenure/promotion years of service. Given that items in old section C contradict the requirements in section A, most items, of old section C, are deleted and relevant parts are moved to section A. Old C.4 specifies procedures for reviews of department chairs and becomes the only remaining content for new section C. As well, a grammatical error is fixed in section II.B.

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

UW Colleges Senate Policy
Faculty Personnel Policy #506
Tenured Faculty Review and Development

I. Guidelines
Revised by the Senate March 6, 2009
Revised by the Senate 2011-04-29

A. After notification of tenure or promotion, faculty shall be reviewed, during the academic year after following every five academic years of service. The review process will be based on evidence of sustained performance consistent with the criteria contained in FPP #501. A faculty member’s leave of absence, sabbatical leave, or faculty development assignment shall not be included in the five-year period.

B. The reviews shall be conducted under the auspices of the academic departments.

C. Departments shall establish the ordering by which their faculty members will be reviewed. The review and development conference for a department chair will involve...
that chair, the campus dean and a representative of his/her department executive committee who will write the report.

1. Approximately one-fifth of tenured members of the department shall be reviewed each year.

2. Departments shall establish updated orderings each year. A faculty member’s leave of absence, sabbatical leave, or faculty development assignment shall not be included in the five-year period. If the candidate has been reviewed for tenure/promotion within the five-year period, the post-tenure review could be moved to a later year.

3. Departments may adjust the review ordering to take advantage of multiple reviews at a single campus.

4. The review and development conference for a department chair will involve that chair, the campus dean and a representative of his/her department executive committee who will write the report.

D. The faculty member is responsible for maintaining a five-year file. Additionally, the faculty member shall be prepared to present plans for development at the review session.

E. In addition to the faculty activity reports and the merit review letters, the faculty member may include other materials that are reflective of his/her performance. These additional materials should not be onerous to prepare or to read.

F. A current copy of the five-year review letter, and any faculty response, shall be part of the campus, departmental, and provost’s personnel records.

G. A linkage between faculty review and development is to be encouraged. As much as possible, recommendations resulting from the review should be addressed through funds designated for post-tenure development as well as through existing professional development programs, such as support for sabbatical leave, assistance in grant writing, and the establishment of meaningful mentoring relationships.

H. In cases where the review reveals deficiencies, the plans for development will focus on remedying the problem. If the deficiency is so serious that it cannot be addressed within the review and development program, the procedures of FPP #508, Ineffective or Inactive Performance, will be utilized.

I. Establishment of additional guidelines, e.g. requirement of a self-assessment narrative, peer visitations, etc., is a department prerogative and must be indicated in department by-laws.

II. Procedures
A. By May 1st, the department chair will notify those tenured faculty members who will be scheduled for review in the subsequent year.
B. By September 15th, those faculty **members** to be reviewed shall submit copies of their five-year file to the campus dean and the department chair.

C. The department chair in consultation with the campus dean and the faculty member shall schedule the review and development conference. No conferences shall be scheduled earlier than October 1st.

D. During the conference, the participants will review and discuss possibilities for development. This discussion shall focus on development that is appropriate for the individual faculty member. The missions of the institution, the department and the campus will provide the framework within which the development plans take place.

E. Within 60 days after the conference, the department chair, in consultation with the dean, shall provide a summary of the review and development session. Copies shall be placed in the faculty member’s five-year file, the campus personnel file, the department personnel file and, following review by the provost, in the permanent file in the provost’s office.

F. In the time between review and development conferences, the faculty member may modify his/her development plans.

G. By April 15th, all review and development conferences for that academic year are to be completed.

*[End]*
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 Associate, (no-prefix), or Senior Lecturer teaching a full workload at the UW Colleges is paid at an 80% rate because they are not required to perform scholarship activities, institutional, campus or departmental service 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. 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

*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
Dear Jeff,

Thanks for your note inquiring about the status of the instructional academic staff titling guidelines (ASPP #708) policy. Here is a brief review regarding how I have approached the decision-making process for this policy.

In early May, I asked Provost Greg Lampe to share the proposed instructional academic staff titling guidelines (ASPP #708) with academic department chairs, campus deans, and associate deans. UW Colleges Human Resources Director Pam Dollard and Greg collected the feedback they received, met in late May to discuss the themes that emerged within the feedback, and prepared the following summary for my consideration.

Greg and Pam noted that many concerns were expressed by the academic department chairs. Below are the concerns and observations that emerged from the feedback received from the parties identified above:

1. The titling guidelines were confused with a promotion policy for IAS. The titling guidelines are intended to be followed at time of hire (or rehire) to determine at what rank a prospective IAS member should be hired. When the titling guidelines are revised by the Academic Staff Council of Senators, this distinction needs to be made clearer.

2. The Distinguished Lecturer title needs more detail. Many respondents were concerned about the rate of compensation for instructional academic staff hired at this level. Although the Distinguished Lecturer title is in the UW System Unclassified Professional Guidelines (UPG’s), many respondents took issue with having a Distinguished Lecturer in the titling series for IAS members. Further, there is no corresponding title in use in the UW Colleges for faculty members. This title, therefore, needs to be reconsidered.

3. Professor Holly Hassel’s (Chairs’ representative to the Senate and program chair of the Women’s Studies Program) suggestion received a great deal of support: “Master’s degree with teaching experience or bachelor’s degree with significant teaching experience, when permitted by department policy.” Pam and I recommend that the Academic Staff Council of Senators consider this statement when they work to revise the document.
4. The statement that appears in the opening paragraph of the proposed policy states the following, “However, an Associate, (no-prefix), or Senior Lecturer teaching a full workload at the UW Colleges is paid at an 80% rate because they are not required to perform scholarship activities, institutional, campus or departmental service without additional compensation. Nothing in these guidelines shall be construed to prohibit offering additional compensation for scholarship activities, institutional, campus, or departmental service.” Several of the respondents noted that this statement could stop instructional academic staff members from volunteering for shared governance-related activities on the campuses, in the academic departments, and across the institution. Pam and I are recommending to you that the Academic Staff Council of Senators revisit this statement and work to accommodate instructional academic staff members who wish to volunteer for activities that are outside of their teaching responsibilities and, hence, not compensated.

5. Should the new policy be enacted, instructional academic staff members currently working within the existing titling guidelines will be overqualified. There was strong feedback from the academic department chairs and from the campus executive officers/deans for instructional academic staff members to have qualifications similar to faculty members if instructional academic staff members want to be treated similarly to faculty members. We believe this concern needs to be addressed by the Academic Staff Council of Senators.

6. When a new titling policy is enacted, there will need to be financial information shared. What will the financial impact be if and when the policy is enacted? A careful analysis should be undertaken to consider the financial implications of the proposed changes to titling IAS members. We recommend that the Academic Staff Council of Senators request Associate Vice Chancellor for Administrative and Financial Services to conduct a financial analysis of the proposed titling guidelines.

Jeff, I ask that you and your colleagues who are members of the Academic Staff Council of Senators to consider the six items above as you work to revise the titling guidelines document. Further, before you submit a revised document to me, I ask that you share the document with the academic department chairs, the campus deans, and the associate deans.

I look forward to receiving a revised version of the Academic Staff Personnel Policy #708 soon. Please let me know if you have any questions.

Thanks, Jeff.

Sincerely,
Ray
Hi everyone,

I think that some of these concerns might require revision of the titling guidelines but other issues simply require a rationale.

For example, the idea that there is no position for faculty equivalent to distinguished lecturer is simply not true. After they get tenure, faculty can apply for the position of full professor. In contrast, instructional academic staff who achieve the rank of senior lecturer cannot get a promotion for the rest of their careers regardless of their contributions to the institution or their profession. Further, it doesn't really matter whether there is a parallel position for faculty. The titling guidelines are for the promotion of people working off the tenure track--instructors whose working conditions and employment status are fundamentally different from faculty. Policies for promoting faculty are irrelevant.

The concern that the new titling guidelines would make existing IAS overqualified is ridiculous. Yes, they would be overqualified--but only because our institution has not had a clear titling process in place that applies to all departments. They are overqualified because their campuses and departments have hired them at a rate that does not reflect their expertise and/or not promoted them at an appropriate rate that reflects their professional contributions to our institution.

I would be willing to work on a rationale with anyone else who is interested in drafting a response.

Joanne

[Response from Michael Gorman]

Point 1. It is impossible for a titling policy to be anything other than both a hiring and rehiring policy since there are no continuing appointments. Promotion for IAS does not truly exist as we are rehired every semester so the policy will by necessity look like both a hiring and a promotion policy since a promotion is being hired at a higher appointment level.

To have a true promotion policy, there must first be continuing appointments.

Point 2. My understanding from the last meeting of the previous senate was that the distinguished lecturer is really an award position rather than one that should have specific guidelines. Specific guidelines could compel the situation the departments are concerned about and the ASCS intentionally avoided creating that situation by leaving the title less defined so that it could be a title that is given when department and campus feel the staff member has demonstrated a sufficient level of awesomeness that they want to award them with the title. Thus, the only time the higher salary would come into play would be when the department and campus are in agreement that they can afford it and that it is warranted.

The language could be tweaked to make it clear that this is an awarded position so the criteria will vary case by case.

Point 3. Is that being proposed for the senior lecturer requirements? As I recall, 5 years teaching experience was chosen because it followed the sequence the other positions followed and that seemed as good a number as any.

I don't see a problem with this language instead.
Point 4. This is a request to support campuses and departments being allowed to mislead their IAS. It's laughable to believe that IAS participation can be suppressed more than has already occurred by the current approach and that being upfront about the reality of an IAS appointment will somehow make people less willing to be helpful.

What about the language in any way prevents an IAS from volunteering to do uncompensated work?

We need to keep this language or very similar language in if the titling guidelines are going to be in any way fair.

Point 5. The fact that many campuses have avoided promoting IAS is one reason why clear titling guidelines need to exist. Therefore there will be IAS, possibly many IAS, who are overqualified because they should have been hired at a higher level already.

Point 6. A reasonable idea that needs to be done. I expect the answer will be, you're intentionally underpaying your IAS, so treating them anything close to fairly will cost more. However, we should find out how much more.

That's my feelings on the feedback.

Michael Gorman
Lecturer of Chemistry
UW - Rock County
From: Herda-Rapp, Ann  
Sent: Friday, September 06, 2013 8:55 AM  
To: Pech, Lou; Kalish, Katie; Giordano, Joanne  
Subject: policies on course evaluation schedules

Lou, Katie and Joanne,

For some reason, I was looking at IP #301.01 (pasted below), on the course evaluation schedule, yesterday. I think I was initially looking so that I could pass along information to a new tenure-tracker about the schedule of evaluations. At any rate, I was struck by the language – it says that evals will be administered in all “faculty classes.” I guess that makes sense since that’s the “faculty section” of the policy.

But then I looked at the IAS section and it refers the reader to IP #320. So I looked at IP #320 (pasted below) and found its language to be problematic, or at least that it could conceivably create problems because of its ambiguity. The policy says that IAS are evaluated “in the first two semesters of instruction,” presumably the first two semesters of their instruction. They are then to be evaluated every third semester.

The problem is that the policy is not connected back to #301.01 and the institutional schedule of evaluations that mandates evaluations for all faculty in prescribed semesters. Instead, IP #320 could be read such that the schedule is individualized. Instructor A, who teaches every semester and starts in the fall of 2010, is evaluated in fall of 2010, spring 2011, and then again in fall 2012. Instructor B, who teaches one class every fall, beginning in fall of 2010, would be evaluated in fall of 2010, fall of 2011, and not again until fall of 2014. What is not clearly articulated, then, is that IAS are to also follow the same three-semester schedule of mandated evaluations as faculty. That is the intention, right? I know it’s the practice. But the policy doesn’t seem to clearly mesh with practice.

I don’t feel like I’m explaining this clearly. I’m hoping at least one of you gets what I’m trying to show.

Ann

From IP #301.01

For Faculty

Revised by the Senate (SAPC) 2013-04-26

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.

[...]
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 IP #320. Administration of the form shall be a campus responsibility, or in the case of Online instruction, the responsibility of Distance Education. 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.

From IPP #320, part I

A. Evaluation of instructional academic staff is based on the following:
   1. […]
   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.)

[End]