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UW COLLEGES
Senate
Wednesday, January 22, 2014
UW-Fox Valley
1:00 p.m. - 3:30 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; Michael Gorman, UW-Rock County; Matt Raunio, UW-Sheboygan; Mark Peterson, UW-Washington County; Ron Gulotta and Margaret Hankenson, UW-Waukesha; Cole Harder and Duel Harmon, Student Senators

Senators Absent: Richard Djukpen, UW-Fox Valley; Amy Cavanaugh, UW-Rock County; Julianna Alitto, UW-Waukesha; Alex Roberts, Student Senator

Alternates Present: Ana Caballero-Mengiber, UW-Rock County; Jill Rinkel, UW-Waukesha

Others Present: Jayant Anand, UW-Barron County; Rich Barnhouse, Associate Vice Chancellor of Student Affairs and Enrollment Management; Jason Beier, Interim Vice Chancellor for Administrative and Financial Services for UW Colleges and UW-Extension; Jean Berger, UW-Fox Valley; Rose Brust, Classified Staff Council Chair; John Carter, UW-Richland; Clif Cavanaugh, UW-Richland; Ray Cross, Chancellor of UW Colleges and UW-Extension; Lucas Dock, UW Colleges Online; Pam Dollard, Director of Human Resources; Holly Hassel, Chairs’ Representative; Rex Hieser, Interim Associate Vice Chancellor for Academic Affairs; Vicki Keegan, Executive Director of Marketing and Enrollment; Greg Lampe, Provost and Vice Chancellor; Tamara Lavender, UW-Baraboo/Sauk County; Justeen Mallo-Vollrath, UW-Marathon County; Harry Muir, Deans’ Representative; Kathy Phillippi-Immel, UW-Fox Valley; Char Schmidt, UW-Marathon County; Wendy Seegers, AODE Program Manager; Roseann Stenstrup, UW-Marinette; Glena Temple, Dean of UW Colleges Online and Distance Education; Nicole Thibodeau, Human Resources Manager; Tricia Wessel-Blaski, UW-Washington County; Kelly Wilz, UW-Marshfield/Wood County; Patti Wise, Special Assistant to the Provost, BAAS Program Manager; Linda Baum, Assistant to the Senate

Others Absent: Colleen Godfriaux, Assistant Vice Chancellor for Budget and Planning; Jennifer Hendryx, UW Colleges Online

1) The January 22, 2014 meeting of the UW Colleges Senate was called to order at 1:01 p.m. by UWC Senate Steering Committee (SSC) Chair Mark Peterson.
2) UW-Fox Valley Assistant Campus Dean for Student Affairs Carla Rabe welcomed the Senate and their guests to UW-Fox Valley. She gave a brief overview of the campus and requested that if anything was needed she be asked as she would be glad to help. Noting that lunch was over, Rabe hoped that it had been good and received affirmative replies. Assistant Campus Dean for Student Affairs Rabe then suggested that the Senate get busy with their lengthy and important agenda, noting that senators would soon be back on their campuses enlightening everyone about that work. She was thanked with a round of applause.

3) Roll Call of 2013-2014 Senate and Introduction of Alternates and Guests. Assistant to the UW Colleges Senate Linda Baum circulated the attendance sheet. SSC Chair Peterson introduced Amy Caballero-Mengibar (Assistant Professor, Political Science, UW-Rock County) as alternate for Amy Cavanaugh who had recently left the UW Colleges, and Jill Rinzel (Assistant Professor, Psychology-Education, UW-Waukesha) in attendance for Julianna Alitto. Peterson then announced the many guests at the annual “Bring a Friend” meeting: Jayant Anand (Assistant Professor, Anthropology-Sociology, UW-Barron County), Jean Berger (Associate Professor, History, UW-Fox Valley), John Carter (Maintenance, UW-Richland), Clif Cavanaugh (Associate Professor, CSEPA, UW-Richland), Lucas Dock (Student Information Manager, UW Colleges Online), Tamara Lavender (University Services Associate 2, UW-Baraboo/Sauk County), Justeen Mallow-Vollrath (Library Services Assistant, UW-Marathon County), Kathy Phillippi-Immel (Assistant Professor, Psychology, UW-Fox Valley), Char Schmidt (Dean’s Executive Assistant, UW-Marathon County), Roseann Stenstrup (Dean’s Executive Assistant, UW-Marinette), Glena Temple (Dean of the UW Colleges Online and Distance Education), Nicole Thibodeau (Human Resources Manager, Central Offices), Tricia Wessel-Blaski (Associate Professor, Psychology & Education, UW-Washington County), and Kelly Wilz (Assistant Professor, CTA, UW-Marshfield/Wood County). Chair Peterson also noted that Jason Beier (Interim Vice Chancellor for Administrative and Financial Services), Rose Brust (Classified Staff Council Chair), Pam Dollard (Director of Human Resources), Vicki Keegan (Executive Director of Marketing and Enrollment), Wendy Seegers (AODE Program Manager)—who he thanked for her presentation earlier in the day, and Patti Wise (Special Assistant to the Provost, BAAS Program Manager) were all in attendance.

4) The agenda (Attachment 1) for the January 22, 2014 meeting of the UW Colleges Senate was approved by unanimous vote [Kalish/Kozma].

5) The minutes of the October 25, 2013 meeting of the Senate held at UW-Sheboygan (which are posted in Public Folders>All Public Folders>Governance>Senate>Senate Minutes>2013-2014) were given unanimous approval [Kozma/Kalish].

6) Reports

a) Chancellor Ray Cross asked if there were any questions for him to answer before he began his report. Senator Marc Sackman offered the opinion that people in the communities at wide don’t know what is going on with the budget cuts and how deeply they are affecting the UW Colleges campuses. He thought people would be appalled if they knew. Chancellor Cross replied that the situation certainly isn’t a secret and
everyone is free to talk about it. The issue, he said, originated with the over one billion dollars in accrued funds that had been seen as a big secret. Cuts taken because of those funds will have a very large impact on budgets in 2015-2016 and beyond. Several of the UW System units are in a deficit condition now; the UW Colleges is not, but will be soon. The problem, Chancellor Cross related, is convincing the legislature of how the System works and the starkness of the situation. Money can’t be taken from UW-Madison’s account and given to someone else even though it might seem an equitable solution that they who caused it, fix it. There are conversations going on about a change in the GPR allocations, the chancellor reported, but right now it is a very serious situation for the institutions that are disproportionately affected by these cuts to the base.

Senator Mark Klemp wondered if the six million that UW-Madison had in reserves was appropriate. Around the country the average goal is ten percent of the expenditures of the previous year, replied the chancellor. The Board of Regents has passed a policy to follow that guideline, with the additional stipulation that if reserves top 15%, a plan on how to spend down the reserve must be presented. Chancellor Cross disagrees with those limits, noting that many of the funds are designated funds that cannot be spent on anything other than what they are set aside for; therefore, the designated funds should not be considered when calculating the reserve fund total. Senator Troy Kozma pointed out that the legislature and UW System have opposing views on what is appropriate, and wondered if something could be done to change the situation. Chancellor Cross expressed that it was perhaps more a lack of awareness, as one billion of reserves was not out of line nationally. Collaboration and compromise are necessary from both groups.

Senator Michael Gorman asked how close to the ten percent the UW Colleges is in relation to fund reserves. Chancellor Cross responded that the Colleges will drop below the 10% to offset the financial issues that must be dealt with now. He advised that a policy of sorts regarding when the reserves could be accessed should be developed.

Chancellor Cross reported that he had received the Repositioning Task Force’s report and acknowledged that cuts to Central Offices would be included in the final plan. He reminded the assembly that mandatory cuts of $2.3 million as well as trying to find money to deal with faculty salary compression were the goals. Any cuts must be structurally sound as they will be cuts to the base.

The chancellor acknowledged that having February 15 as the transition date is very quick. Board of Regents President Mike Falbo asked Chancellor Cross to start his new role so they can get to work on the next budget. He admitted that the UW Colleges and UW-Extension are put in a difficult position, but said Aaron Brower will do well as the Interim Chancellor, and Provost Lampe and the rest of the teams will continue to lead the institution as well as they always have.

Chancellor Cross related some of his thoughts on beginning his new position as UW System President. The Wisconsin Idea implies that the University of Wisconsin should be for Wisconsin, not just of Wisconsin. UWS should help shoulder Wisconsin’s problems and be a part of the solution. The University generates value to the state. The
Milwaukee region has issues that the UW System can help with. The UW Colleges does an excellent job at remedial education which could be very valuable in Milwaukee. The chancellor also mentioned a new economic development strategy, teacher education programs, and help with business practices as forward thinking ways for UW System to help improve Wisconsin. The System’s relationship with K-12 education must be strengthened, as must attachments to communities. Senator Dale Murray asked how the economic development strategy that the chancellor mentioned fit with UWS and UWC rather than the technical colleges. Chancellor Cross replied that a liberal arts education is valuable simply because it is good, but it is also useful as liberal arts teach critical thinking, critical writing, and communication skills. “Humanities are the heart and soul of what makes our culture great,” Chancellor Cross concluded.

b) Provost and Vice Chancellor for Academic and Student Affairs Greg Lampe began his update by stating what an honor it has been to work with Chancellor Ray Cross, and said that while all will miss Ray, it is good to know that he will be in a good place to help Wisconsin. Provost Lampe then cited the page in the Senate materials where his report (Attachment 2) was located. The Provost began his report with an update on the Bachelor of Applied Arts and Sciences (BAAS) degree completion program. The provost reported that the Senate BAAS Assessment Committee had met and decided to focus its work on programmatic-level assessment. They are learning about the program by organizing and holding a number of focus groups with students, faculty and staff members who are involved with the BAAS degree completion program at each of the BAAS degree offering campuses. BAAS Degree Program Manager Patti Wise continues to focus on how to increase efficiencies with delivering curriculum across the BAAS degree participating campuses, and has specifically been focusing on offering more UW Colleges BAAS degree courses face-to-face and via distance delivery. Provost Lampe and Program Manager Patti Wise have continued to visit all seven non-BAAS degree offering campuses to discuss the degree completion program. They will visit UW-Fond du Lac next month and complete the tour. They have also offered information on the BAAS degree applied associate degree pathway when invited by visiting campuses and attending campus Steering meetings or collegium meetings to discuss the proposed applied pathway. BAAS degree program enrollments are being closely monitored; marketing strategies are being discussed and planned, and since it has been determined that navigating through two institutions is difficult for BAAS degree-seeking students, methods of streamlining and making it easier for students to enroll in the BAAS degree completion program are being examined.

Yesterday was a celebration of the launching of the UW Colleges Flexible Option. Over two hundred UW Colleges faculty and staff members, and operations personnel have been involved in the effort of developing and implementing the Flexible Option program with UW-Milwaukee and UW-Extension. Student financial aid continues to be a critical issue. UW Colleges students often need financial assistance to attend college. Hence, moving ahead with the Flexible Option program without being approved by the US Department of Education for administering federal financial aid was a very difficult decision; however, the Flexible Option program does not fit under existing Department of Education rules and regulations. Students who qualify for financial aid are currently
being granted scholarships to cover higher education expenses by being supported by a one million dollar allocation from UW System. Provost Lampe reported that an application for financial aid for the Flexible Option would be submitted today to the Department of Education. Chancellor Cross added that the Department of Education has been encouraging the UW Colleges in these efforts.

Provost Lampe informed the Senate that he has been working with Office of Academic and Student Affairs staff members on changing the reporting structure within the office. The chancellor needs to be more externally focused so more of the daily oversight of the UW Colleges Campus Executive Officers and Deans will fall to the provost. In light of this change, the provost reviewed the Office of Academic and Student Affairs reporting lines and, in consultation with office personnel, made changes. He pointed out the realignments to the reporting structures, the renaming of the Office of Institutional Research to the Office of Institutional Effectiveness to more accurately reflect the office’s responsibilities, and some appointment percentage changes. The provost said that the Repositioning Task Force report might cause him to revisit the changes he has made within the Office of Academic and Student Affairs.

Provost Lampe’s last update was about the Concurrent Enrollment Program. He thanked Tricia Wessel-Blaski (Associate Professor, Psychology, UW-Washington County) for the great work she has done to date as the UW Colleges Concurrent Enrollment Program Coordinator. She has been gathering current practices and best practices in campus-based concurrent enrollment programs by visiting each of the 13 campuses and will use what she is learning to develop a plan for an institution-wide integrated concurrent enrollment program. The provost shared that a memorandum of understanding for a UW System concurrent enrollment consortium with UW-Oshkosh was just weeks away from being signed. The UW Colleges will be partners with UW-Oshkosh and other institutions will be invited to join the consortium; UW-Whitewater, UW-Superior, and UW-Green Bay have expressed interest. Provost Lampe stated that the credentialing standards to allow high school teachers to teach college-level courses to high school students in the high school are very important. UW-Oshkosh is nationally accredited so once the consortium is implemented the UW Colleges will be included under their accreditation. There will be a common course catalog developed and UW-Oshkosh will work with the UW Colleges to market the program. All of these things will benefit the UW Colleges once the consortium is implemented.

c) Interim Associate Vice Chancellor for Academic Affairs Rex Hieser noted the location of his report (Attachment 3) in the written materials.

d) Associate Vice Chancellor of Student Affairs and Enrollment Management Rich Barnhouse pointed out his written report (Attachment 4), saying he wanted to call attention to the great work done by the Operational Group for the UW Colleges Flexible Option. Associate Vice Chancellor Barnhouse also highlighted the Pre-College Pipeline Grant to help access underserved students in Milwaukee County and get resources to them regarding getting ready for the ACT, going to college, and applying for financial aid.
e) Senate Steering Committee Chair & UWC Faculty Representative Mark Peterson located his report (*Attachment 5*) in the provided Senate materials. He related that the electronic version of the report has clickable links to the farewell from UW System former President Kevin Reilly, which has been deemed excellent by many sources.

f) Academic Staff Lead Senator Jeff Verona related the location of his submitted report (*Attachment 6*) in the materials provided.

g) UW Colleges Academic Staff Representative Danielle (Marcy) Dickson noted her report (*Attachment 7*) in the Senate materials. She clarified that the first two bullet points were in relation to the UWS Presidential search.

h) Student Governance Council President Alex Roberts was not in attendance. Cole Harder, SGC Vice President, asked if there were questions on the SGC President’s report that had been given to Senate Assistant Linda Baum to distribute (*Attachment 8*). Senate Steering Committee Chair Peterson said that there was a reference in the report to the campus Student Government Associations (SGAs) being treated like clubs. He advised the student senators not to allow that and to talk to the senators on the campuses about the issue. SGC Vice President Harder responded that personally he has seen support from faculty on the campuses for SGA. He suggested that there be some conversations on campuses to clarify duties and raise awareness of any possible concerns.

i) Senate Academic Policy Committee Chair Lou Pech referred to his report (*Attachment 9*). Senate Academic Policy Committee (SAPC) Chair Pech said that the committee continues to work on the department bylaws approval process, and should have a policy introduction for the process ready in March.

j) Senate Budget Committee Chair Matt Raunio detailed where his report (*Attachment 10*) could be found in the Senate materials.

k) Faculty Professional Standards Committee Chair Ron Gulotta pointed out the position of the report (*Attachment 11*) he had submitted.

l) Senate Assessment Committee Chair Debbie Paprocki had sent a report (*Attachment 12*). SSC Chair Peterson located it in the binder of materials and said questions should be directed to Senate Assessment Committee (SAC) Chair Paprocki.

7) Old Institutional Business

a) Adoption: Proposed Amendment of UW Colleges Constitution Chapter 2.03 (“Senate Committees”) [SSC] extending SSC chair’s term limit to three consecutive years (*Attachment 13*). SSC Chair Peterson summarized the proposed amendment. It passed by unanimous vote [Kozma/Gorman].
b) Adoption: Proposed Amendment of UW Colleges Constitution Chapter 4 (“Academic Departments”) [SAPC] continuing to bring UWC definition in line with UWS definition (Attachment 14). When Chair Peterson introduced the amendment, Senator Lutsky stated that his campus wondered about a process for dissolving departments. SAPC Chair Pech replied that such an action would require further amendments. The proposal passed with two abstentions and no votes against [Kozma/Raunio].

c) Adoption: Proposed Revision of IP #310.01 (“Office Hours”) [FPSC] rescinding a policy that is now included within another policy (Attachment 15). FPSC Chair Gulotta summarized the included rationale saying that the standalone policy was no longer necessary as the language on office hours was now included within IP #104. The motion passed by unanimous voice vote [Kozma/Dickson].

d) Adoption: Proposed Revision of IP #201 (“Admission to the Associate of Arts and Science Degree Program”) [SAPC] updating policy regarding placement processes (Attachment 16). SSC Chair Peterson pointed out the item in the materials. The revisions were adopted by unanimous vote [Kozma/Gorman].

e) Adoption: 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 17). Senator Lutsky reported that there was heated discussion on the UW-Manitowoc campus; the general thought was that the process of creating the pathway was inadequate in relying on TIS, and that the proposal should either be voted down or amended in some way. SSC Chair Peterson informed Lutsky that suggestions for changes could be sent to SSC in the coming weeks to be forwarded to the SAPC for future changes. Senator Sackman said that UW-Fox Valley did not support the proposal, saying that departments should be the only ones authorizing credits, that it seemed to only be about a way to make money, and that it would cheapen a degree around which there is already cynicism. Lead AS Senator Verona shared that Provost Lampe and BAAS Program Manager Wise had visited UW-Marshfield/Wood County and spoke to the concerns people held. He reminded everyone that it was a degree completion program in which all are tending to focus on the ‘other 20’ credits. Verona’s campus had offered the idea of expediting the approval of certain 100 and 200 level courses with designations so as to be eligible to be part of those twenty. Senator Kozma noted that UW-Barron County had felt that the proposed revision to IP #141 would hurt the UW Colleges in the long run. The UW-Baraboo/Sauk County campus, however, had thought that there was potential budget-wise, related Senator Murray. The campus had worried, though, about the quality of the instruction at the tech schools and the transfer credits, as well as expressing a general feeling that the BAAS was rushed; further, with small enrollments it would be beneficial to fix what might ail the program now rather than later. Alternate Senator Caballero-Mengibar recalled that after the provost and BAAS program manager spoke to UW-Rock County, they came to support the proposal. There is, she said, some fear of the unknown, but they are supportive in the whole. UW-Sheboygan had had much of the same discussions being reported, relayed Senator Raunio. However, they support the proposal because it is an applied degree (focus on applied), and since the four-year institutions are doing it, the UW Colleges should be, too.
Caballero-Mengibar agreed, saying that people who work in enrollment had pointed out
that the comprehensives who have these programs are taking potential students away
from the Colleges. Senator Sackman said that everyone should remember that it is not
just about the money; it is about pride in the institution. Senator Bush of UW-
Marshfield/Wood County noted collegium discussions had been similar to all those
already related. The majority support the idea of providing access, but the direction on
how to proceed was a unanimous no. Bush mentioned a student who spoke of their
difficulty adjusting to the Colleges after attending a tech, and how they had not been
prepared to succeed. The Colleges already accept a lot of unprepared students; this
proposal would mean more work, but there is a lack of resources to support those
unprepared to succeed. Senator Bush suggested that rather than just implementing
policy, there needed to be a solid plan to make sure students will be successful. Alternate
Senator Caballero-Mengibar argued that one cannot close the doors to the technical
college students and assume that they are all ill-prepared for the UW Colleges any more
than the doors can be closed to the best high school students. An opportunity must be
provided to those who want to seek an education, she said. Chair of Chairs Hassel stated
that from the department perspective there is agreement on access, but they wonder about
the role of the department when there are chunks of credits transferred with no
department approval and professional experience with no approval, either; it is about
quality of transfer, not access, and she urged further review before moving the proposal
forward. The proposal passed on a show of hands (15-10-1) [Kozma/Klemp].

f) Adoption: 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 18).
Chair Peterson outlined the proposed adoption. The vote was in favor [Kozma/Douglas].

g) Other. Prior to Chancellor Cross’ departure for another meeting in Madison, SSC Chair
Peterson announced the Senate Steering Committee had prepared a resolution for
Chancellor Cross. He asked Dean Harry Muir who had drafted the resolution to read it
into record (Attachment 19). The resolution was accepted by acclamation as Chancellor
Cross was saluted with a standing ovation. Chancellor Cross told the Senate of the deep
seated value he held regarding access to education. He thanked the assembly for the
honor and stated it was an honor to be associated with those who encouraged students to
do better and be more every day. Chancellor Cross again thanked, and then saluted, the
UW Colleges Senate. Another round of applause followed.

8) New Institutional Business

a) Introduction: Proposed Amendment of UW Colleges Constitution Chapter 1 (“UW
Colleges Organization”) [SSC] adding classified staff as participatory governance group
(Attachment 20). SSC Chair Peterson pointed out the introduction in the materials,
thanking those who had worked on the process of adding classified staff into the UWC
Constitution, especially Margaret Hankenson and Rose Brust. It was noted that two of
the Senate guests had also been involved in that process, Char Schmidt and Justeen
Mallow-Vollrath. Senator Klemp asked if this could be an opportunity to remove
“faculty status” from Chapter 1 as discussed in Steering earlier in the day. Senator Hankenson and Classified Staff Council Chair Brust agreed that it would be fine to add the revision to the introduction. Senate Assistant Baum will make the modifications and send the revised version out when she sends the pieces for constituents. Peterson will write the rationale to explain the change. Senator Kreider questioned what “faculty status” was. Interim Associate Vice Chancellor Hieser briefly explained that years ago academic staff did not have governance status; collegium could give them governance rights through a UWS policy; when academic staff were given governance rights, as a compromise to avoid “double-dipping” they could choose to retain the “faculty status” rights given to them by collegium or use their academic staff governance rights; no one remains in the Colleges who has faculty status says Lyn Reigstad so the language is archaic and that section in Chapter 1 would be stricken. Senator Lutsky asked why “classified staff” was being defined. Chair Peterson explained that it made more sense to leave it as classified staff until “university staff” became official. Deans’ Rep Muir, in a related question, asked if “university staff” could be used now to save time changing the wording later. Senate Assistant Baum related that if the Senate Steering Committee were to so decide, it could be considered a housekeeping issue (as other title changes have been). The SSC would then direct Baum to make the necessary classified staff to university staff changes and repost the chapters.

b) Introduction: Proposed Amendment of UW Colleges Constitution Chapter 2 (“UW Colleges Governance”) [SSC] adding classified staff to Senate and committees (Attachment 21). Peterson located the proposal in the Senate materials, thanking everyone for their work on this particular chapter. Senator Lutsky noted he saw many parallels between academic and classified staff, but saw no grievance structure for classified staff set up. He wondered if that was addressed somewhere else or if it needed to be added. CSC Chair Brust replied that that needs to wait; classified staff are currently under OSER 232 and similar areas, so a grievance structure will be added later after UPS comes into effect. HR Director Pam Dollard agreed that as UPS is transitioned in, grievance is a piece that will be developed and addressed. Brust noted that the provisions for a personnel policy committee edge toward future steps.

c) Introduction: Proposed Amendment of UW Colleges Constitution Chapter 3 (“Campus Governance”) [SSC] including classified staff in campus collegia (Attachment 22). SSC Chair Peterson introduced the proposed amendment and encouraged this chapter to be taken to the collegia. There were no comments.

d) Introduction: Proposed New UW Colleges Constitution Chapter 10 (“Classified Staff (University Staff)”) [SSC] classified staff membership and Council definitions (Attachment 23). Peterson cited the location of the introduction in the provided materials. Senator Sackman asked why “university staff” was included in a parenthetical manner in the title and in 10.06. CSC Chair Brust replied that they were shown that way because the university staff bylaws that had been written earlier had been placed in abeyance, and the chapter references those bylaws. There is a classified staff interim policy, but the bylaws are university staff, and the parenthetical linked both. There were some procedural questions as to how to introduce and vote on the five introductions in collegia.
Senator Lutsky asked about classified staff being paid for their time in governance work. Peterson replied that classified staff must be given the time to participate in governance. Lutsky continued that there was no written policy to guarantee that. Peterson thought perhaps it would be in Chapter 36. Pam Dollard replied that it was a matter of guidance and of staff working with their supervisors. There may be occasions where a classified staff member might not be able to make every meeting, just like any other person in governance. They should work with their supervisors and work things out, but it should be part of their work expectations to be able to participate. Senator Lutsky countered then that classified staff attendance was being somewhat compelled. There is worry that it can affect attendance or performance evaluations one way or another. SSC Chair Peterson acknowledged that there are many issues that will need to be figured out as the process moves forward. Senator Hankenson said that the Constitution forms the law of the land and policies and campuses go from there. The Constitution does not need to spell things out more clearly because it is enough just to have it there. Senator Lutsky asked where and when such problems would be addressed, and said it must be recognized that there are holes in the process; there must be a way to answer the questions, he stated. HR Director Dollard replied that problems with classified staff participating are not automatically being anticipated as far as supervisors refusing. John Carter noted that sometimes a classified staff member is the only person in their area, so releasing them to attend a meeting is problematic. CSC Chair Brust expressed that classified staff participation is probably a policy issue, not a Constitution issue.

e) Introduction: Proposed Amendment of UW Colleges Constitution Chapter 10 (“Amendments”) [SSC] renumber chapter (Attachment 24). SSC Chair Peterson pointed out that this introduction would simply change the number of the chapter.

Chair Peterson, following discussion on all of the proposed introductions, took a vote to initiate the five amendments to the UW Colleges Constitution. The vote was unanimous.

f) Introduction: Proposed Revision of UW Colleges Senate Bylaws 5.0 (“Annual Elections”) [SSC] allow classified staff to take part in annual elections (Attachment 25). SSC Chair Peterson located the item in the Senate materials, noting that it essentially added classified staff. There were no comments.

g) Introduction: Proposed Revision of IP #202 (“Academic Procedures and Regulations”) [SSC] temporarily allow Incomplete to be used for Flex students who haven’t completed competency set (Attachment 26).


For items 8g and 8h, SSC Chair Peterson explained the duplication. The Flexible Option Committee wanted an in progress grade, and needed it in place faster than the Senate as a whole could act. Senate Steering enacted a policy for them using the provisions of IP #405. When such powers are utilized, the resulting policy must go before the Senate to be introduced and adopted in the usual method. Meanwhile, the request for an in
progress (IP) grade for Flex students had gone to SAPC, and they brought forward an introduction for an IP grade. Peterson noted that both should go to collegia and explanations made that 8g was a temporary measure and that 8h is the one that should eventually be adopted as the permanent policy. It was questioned if the temporary one should be voted down, but Peterson informed the Senate that it had been written with a sunset clause, so it will end when a permanent policy is put in place.

i) Other. There was no other New Institutional Business on the agenda.

9) Other Institutional Business

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

10) Adjournment. The UW Colleges Senate reached the end of the agenda at 3:21 p.m. and SSC Chair Peterson announced they were adjourned.
MINUTES

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; Matt Raunio, UW-Sheboygan; Mark Peterson, UW-Washington County; Ron Gulotta and Margaret Hankenson, UW-Waukesha

Faculty Senators Absent: Amy Cavanaugh, UW-Rock County; Julianna Alitto, UW-Waukesha

Alternate Faculty Senators Present: Ana Caballero-Mengibar, UW-Rock County; Jill Rinzel, UW-Waukesha

Others Present: Jayant Anand, UW-Barron County; Clif Cavanaugh, UW-Richland; Holly Hassel, Chairs’ Representative; Kathy Phillippi-Immel, UW-Washington County; Kelly Wilz, UW-Marshfield/Wood County; 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 3:45 p.m. by UW Colleges Faculty Representative to System Mark Peterson.

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

3. The agenda for the January 22, 2014 Faculty Council of Senators meeting was approved by unanimous vote [Kozma/Murray].

4. The minutes of the October 25, 2013 meeting of the Faculty Council held at UW-Sheboygan (posted in Public Folders> All Public Folders> Governance> Senate> Senate Minutes> 2013-2014) were approved unanimously [Kozma/Murray].

5. Reports

a) Chair Mark Peterson pointed out that he had learned that UW-Rock County and UW-Baraboo/Sauk County were planning to build dorms. Faculty senators from UW-Fond du Lac, UW-Marshfield/Wood County, and UW-Barron County said they were also planning for dorms. UW-Richland has plans to add more dorms.
b) Faculty Professional Standards Committee Chair Ron Gulotta had nothing to add to his written report.

6. Old Business

a) Adoption: Proposed Revision to FPP #506 (“Tenured Faculty Review and Development”) [FPSC] clarifying timing for post-tenure reviews (Attachment 28). SSC Chair Peterson introduced the proposed revision. The motion passed with a unanimous vote [Kozma/Klemp].

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

7. New Business

a) Introduction: Proposed Revision to FPP #501 (“Criteria and General Procedures for Appointment, Retention, Tenure Progress, Tenure, and Promotion (Bylaws)”) [FPSC] second year CTA visitation exception (Attachment 29). Faculty Professional Standards Committee (FPSC) Chair Gulotta explained that the CTA department wishes to change the evaluation schedule of faculty members who direct plays. Plays typically take place in November, which does not fit with the evaluation timeline. FPSC offered CTA several options, and the one they chose was to use a visitation from the prior spring. There would be two visits in the fall of the first year, one in the spring of the first (bumped from the second year), and one in the fall of the second year. It was emphasized that the change was at the request of the CTA department, and would enable a faculty member’s directing work to be evaluated towards retention without changing any deadlines.

b) Introduction: Proposed Revision to FPP #501.01 (“Promotion, Tenure, and Third-Year Tenure Progress and Retention Review Dossier Format”) [FPSC] continuing to change policy to align with digital dossiers (Attachment 30).

c) Introduction: Proposed Revision to FPP #501.02 (“Probationary Faculty Retention Review Dossiers”) [FPSC] continuing to change policy to align with digital dossiers (Attachment 31).

FPSC Chair Gulotta informed the Faculty Council that items 7b and 7c, FPP #501.01 and FPP #501.02, had parallel changes. Both sets of changes removed provisions for who should pay for the printed copy of a dossier on campus since there is no such copy. Another change in I.B of each was made (non-paper changed to non-digital) to maintain consistency with the digital formats of dossiers. It was pointed out that in each section of I.B there was an additional “non-paper” to “non-digital” change to be made. Senate Assistant Baum will make those changes before she sends the information to the FCS to share with their faculty colleagues.

d) Introduction: Proposed Revision to FPP #503 (“Faculty Merit Policy and Procedures”) [FPSC] clarify who receives merit letters and recommendations (Attachment 32). FPSC Chair Gulotta noted that the revisions to the policy were made at the request of the chancellor and provost. The Director of Human Resources is the chancellor’s designee
for receiving merit letters and recommendations, and as those letters are part of permanent records, they are best kept in HR.

e) Other. There was no additional New Business for the Faculty Council to discuss.

8. Other Business

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

9. Adjournment. The January 22, 2014 meeting of the Faculty Council of Senators was adjourned at 4:06 p.m. by UW Colleges Faculty Representative Mark Peterson.
In attendance: Jeff Verona, Steve Kaiser, Joanne Giordano, Danielle (Marcy) Dickson, Stephanie Douglas, Michael Winker, Michael Gorman, and Lucas Dock (guest).

1) Minutes from the previous meeting were unanimously approved.

2) The agenda for the current meeting was unanimously approved.

3) Verona reported that he is still looking for academic staff representatives at Barron, Sheboygan, and Washington County.

4) Verona discussed the decision process for the Repositioning Task Force and responded to questions about Task Force recommendations.

5) Verona noted that Steve Wildeck has reported that academic staff with fixed term, no-intent to renew contracts are exempt from pay plans, and it’s up to each institution to decide whether instructional academic staff will be included in pay plan distributions.

6) Council members briefly discussed the logistics of academic staff shared governance for the online program and how collegium would potentially work for the online program.

7) Dickson reported briefly on progress toward addressing telecommuting options for centralized academic staff.

8) The Council agreed that revised titling guidelines for instructional academic staff (ASPP #703) are ready to submit to the Chancellor for review.

9) The Council discussed proposed revisions to IP #323 (Attachments 33 and 34) defining contact hours to address workload issues for instructors teaching lab courses. Verona indicated that the proposed policy language needs to go through department chairs for feedback because the proposed changes mention departmental bylaws. He noted that another issue to address is how to handle credit hours for courses with hybrid, online, and alternative delivery methods that do not have 50 minute class sessions per credit hour.

10) Verona noted that some committee responsibilities will be shifted when classified staff receive Senate representation. He also noted that Academic Staff Council bylaws might also need to be changed.
11) The Council also discussed what to do when academic staff feel that supervisors are pressuring them not to participate in governance. Verona stated that academic staff members should have supervisors talk directly with him if problems exist or continue with academic staff being restricted from participating in governance.

12) Verona stated that an academic staff grievance is in process. He stated that he gave instructions to the grievance committee to address the issue.

13) Gorman asked about having Jason Beier review the budgetary impact of retitling guidelines. Verona stated that he had made a request to Beier.

14) There was no new business.

ASCS ~Submitted by Joanne Baird Giordano
Schedule
UW COLLEGES
Meetings of Senate, Faculty Council of Senators, Academic Staff Council of Senators, and Committees
Wednesday, January 22, 2014
UW-Fox Valley
9:30 a.m. to 5:00 p.m.

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

Committee Meetings 9:30 a.m. - 11:25 a.m.
- Senate Academic Policy Committee Emeritus Room
- Senate Budget Committee Room 1551
- Faculty Professional Standards Committee Room 1553
- Senate Steering Committee Student Union

Presentation 11:30 a.m. - 12:00 p.m.
How Faculty Can Reduce Alcohol-Related Attrition in Students
Wendy Seegers, Director, Alcohol and Other Drug Education
Student Union

Lunch 12:05 p.m. - 12:55 p.m.
Student Union

UW Colleges Senate 1:00 p.m. - 3:30 p.m.
Student Union

Council Meetings 3:35 p.m. - 5:00 p.m.
- Academic Staff Council of Senators Emeritus Room
- Classified Staff Council/Guests Room 1264
- Faculty Council of Senators Student Union
Draft Agenda
UW COLLEGES
Senate
Wednesday, January 22, 2014
UW-Fox Valley
1:00 p.m. - 3:30 p.m.

1) Call to Order of 2013-2014 Senate

2) Welcome by UW-Fox Valley Assistant Campus Dean for Student Affairs Carla Rabe

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

4) Approval of Agenda

5) Approval of Minutes: October 25, 2013, UW-Sheboygan (posted in Public Folders>Public Folders>Governance>Senate>Senate Minutes>2013-2014)

6) Reports

   a) Chancellor Ray Cross
   b) Provost and Vice Chancellor for Academic and Student Affairs Greg Lampe
   c) Interim Associate Vice Chancellor for Academic Affairs Rex Hieser
   d) Associate Vice Chancellor of Student Affairs and Enrollment Management Rich Barnhouse
   e) Senate Steering Committee Chair & UWC Faculty Representative Mark Peterson
   f) Academic Staff Lead Senator Jeff Verona
   g) UW Colleges Academic Staff Representative Danielle (Marcy) Dickson
   h) Student Governance Council President Alex Roberts
   i) Senate Academic Policy Committee Chair Lou Pech
   j) Senate Budget Committee Chair Matt Raunio
   k) Faculty Professional Standards Committee Chair Ron Gulotta
   l) Senate Assessment Committee Chair Debbie Paprocki

7) Old Institutional Business

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

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

   c) Adoption: Proposed Revision of IP #310.01 (“Office Hours”) [FPSC] rescinding a policy that is now included within another policy
d) Adoption: Proposed Revision of IP #201 (“Admission to the Associate of Arts and Science Degree Program”) [SAPC] updating policy regarding placement processes

e) Adoption: 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

f) Adoption: 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

g) Other

8) New Institutional Business

a) Introduction: Proposed Amendment of UW Colleges Constitution Chapter 1 (“UW Colleges Organization”) [SSC] adding classified staff as participatory governance group

b) Introduction: Proposed Amendment of UW Colleges Constitution Chapter 2 (“UW Colleges Governance”) [SSC] adding classified staff to Senate and committees

c) Introduction: Proposed Amendment of UW Colleges Constitution Chapter 3 (“Campus Governance”) [SSC] including classified staff in campus collegia

d) Introduction: Proposed New UW Colleges Constitution Chapter 10 (“Classified Staff (University Staff)”) [SSC] classified staff membership and Council definitions

e) Introduction: Proposed Amendment of UW Colleges Constitution Chapter 10 (“Amendments”) [SSC] renumber chapter

f) Introduction: Proposed Revision of UW Colleges Senate Bylaws 5.0 (“Annual Elections”) [SSC] allow classified staff to take part in annual elections

g) Introduction: Proposed Revision of IP #202 (“Academic Procedures and Regulations”) [SSC] temporarily allow Incomplete to be used for Flex students who haven’t completed competency set

h) Introduction: Proposed Revision of IP #202 (“Academic Procedures and Regulations”) [SAPC] create new grade for Flex students who haven’t completed a competency set

i) Other

9) Other Institutional Business

a) Other

10) Adjournment
Draft Agenda
UW COLLEGES
Faculty Council of Senators
Wednesday, January 22, 2014
UW-Fox Valley
3:35 p.m. - 5:00 p.m.

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

2. Roll Call of faculty senators, alternates, and guests

3. Approval of Agenda

4. Approval of Minutes: October 25, 2013, UW-Sheboygan (posted in Public Folders>All Public Folders>Governance>Senate>Senate Minutes>2013-2014)

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

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

7. New Business
   a) Introduction: Proposed Revision to FPP #501 (“Criteria and General Procedures for Appointment, Retention, Tenure Progress, Tenure, and Promotion (Bylaws)”)[FPSC] second year CTA visitation exception
   b) Introduction: Proposed Revision to FPP #501.01 (“Promotion, Tenure, and Third-Year Tenure Progress and Retention Review Dossier Format”) [FPSC] continuing to change policy to align with digital dossiers
   c) Introduction: Proposed Revision to FPP #501.02 (“Probationary Faculty Retention Review Dossiers”) [FPSC] continuing to change policy to align with digital dossiers
   d) Introduction: Proposed Revision to FPP #503 (“Faculty Merit Policy and Procedures”) [FPSC] clarify who receives merit letters and recommendations
   e) Other
8. Other Business
   a) Other

9. Adjournment
Roll Call

Select Recorder

Approval of Minutes from ASCS meeting of October 25, 2013

Approve Agenda

I. Introductions/Updates regarding new senator, liaisons, and committee members

II. Budget updates (Repositioning Task Force, System comments on legislated pay raise for FY 2014-15)

III. Discussion of AS representation in Online

IV. Discuss responses to feedback from provost and chancellor regarding proposed ASPP #708 (IAS Titling)

V. Discussion of proposed revisions to IP #323 (p. 99)

VI. Other business

VII. Adjourn
Update on Bachelor of Applied Arts and Sciences (BAAS) Degree: This past 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, were enrolled in the program. As we quickly learned, most of those enrolled in the program were enrolled part-time. As of this writing, there are 31 students enrolled in the program for spring semester. Listed below are several key developments and updates:

- The Senate BAAS Assessment Committee had its initial meeting last September. Committee decided to focus their efforts on a comprehensive programmatic-level assessment of the BAAS degree completion program. To implement the assessment process, focus groups were convened on each of the UW Colleges BAAS campuses and faculty, staff, and students invited to share their perspectives, experiences, and comments. The former UW Colleges director of human resources, Lyn Reigstad, was secured to conduct the focus groups. The campus-based assessment work was completed in December. Lyn is now compiling the results of her six campus focus group sessions into a final report which should be completed by late January 2014. The collected information should prove to be very instructive as the UW Colleges BAAS degree completion program campuses work to advance the program.

- During the 2013 fall semester, BAAS Degree Program Manager Patti Wise, Provost Greg Lampe, and then Interim Director of the UW Colleges Online and Distance Education program Margaret Cleek met to discuss the scheduling and coordination of Non-online Distance Education (NODE) courses for the BAAS degree completion program. The meeting resulted in a clear plan forward and this coming spring semester we will see more UW Colleges-based BAAS degree courses being delivered via point-to-point and through compressed video modalities.

- From October through December 2013, Program Manager Patti Wise and Provost Greg Lampe visited six of the seven non-BAAS degree offering campuses to provide an information session about the BAAS degree completion program. Greg and Patti will travel to UW-Fond du Lac, the only remaining non-BAAS degree offering campus to visit, in February. Patti’s and Greg’s presentations were well received overall with good attendance at all of the campuses visited.

- Throughout the fall semester, Program Manager Patti Wise, Provost Greg Lampe, Registrar Larry Graves and staff in the Registrar’s Office continued to prepare documentation to explain the proposed Senate policy changes needed to create a pathway into the BAAS degree completion program for students holding an applied associate degree. During the campus visits referenced above, the proposed pathway and proposed Senate policy changes need to create it which were introduced for adoption at the October 25, 2013 meeting, was discussed. Numerous questions and concerns were raised about the proposed pathway. Following each campus visit, materials were developed to respond to the questions and
concerns raised regarding the proposed policy changes necessary to admitting students holding an applied associate degree into the BAAS degree-completion program. These materials were then shared with the campuses.

- Following the October 25, 2013 Senate Meeting, campus collegiums began discussing the proposed changes to Senate policies that would need to be made to create a pathway into the BAAS degree completion program for students holding an applied associate degree. In November, Program Manager Patti Wise and Provost Greg Lampe were invited to the UW-Fox Valley campus to discuss the proposed pathway with the campus steering committee. They were also invited to a campus collegium meeting at the UW-Fond du Lac campus in early December. In January, Patti and Greg will be visiting the UW-Marshfield/Wood County and UW-Rock County campuses to meet with faculty, staff, and administrators about the proposed pathway.

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 began admitting students on Monday, November 18. Enrollments in the UW Colleges Flexible Option program are being limited to ten students per subscription period with three-month subscription periods beginning the first of each month and began on January 2, 2014. Currently, 27 UW Colleges’ courses are under development. Nine competency sets (courses) have been approved to date by the respective academic departments, the Senate Curriculum Review Panel, and the provost. When all of the 27 courses are converted from a course-based format to a competency-based format, 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. The UW Colleges currently has nine students enrolled in five competency sets during the January through March subscription period.

One of the critical issues confronting the successful implementation of the UW Flexible Option is determining how to provide financial aid to students enrolled in the UW Flexible Option program that qualify for financial aid assistance. In mid-December, the UW Flexible Option leadership team (which includes the financial aid directors from UW Colleges and UW-Milwaukee) vigorously tried to find a way to provide Flexible Option students with federal financial aid under existing U.S. Department of Education rules and regulations. Members of the leadership team believed we could find a way to do this; unfortunately, we could not. Therefore, the leadership team decided not to provide federal financial aid to Flexible Option students until the UW Colleges and UW-Milwaukee can secure permission from the U.S. Department of Education to use different criteria for student engagement and student progress for the UW Flexible Option direct assessment program. The leadership team believes it will be possible to secure approval over the next two to six months. During the past two months, a number of administrators in the Office of Academic and Student Affairs and in UW-Extension have been working on a formal request to the U.S. Department of Education for adapting the current rules and regulations to a competency-based, direct assessment model. The application will be submitted by Friday, January 17. This will be an iterative process where the rules and regulations will be negotiated between members of the UW Colleges, UW-Extension, and the U.S. Department of Education.
As a financial aid agreement is being negotiated between the U.S. Department of Education and the UW Colleges, UW Flexible Option students who qualify for financial aid assistance are being granted scholarships that are financed with the assistance from UW System. Approximately, one million dollars has been designated for this purpose.

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

**Update on the Office of Academic and Student Affairs Reporting Structure Review:** Late last spring, Chancellor Ray Cross had a meeting with his Cabinet to discuss his need to become more externally focused. Chancellor Cross perceived a need to spend less time overseeing day-to-day operations and desired more time to visit legislators and county board members, more time to meet with potential donors to the UW Colleges and UW-Extension, and more time to visit business leaders across Wisconsin. Chancellor Cross charged Interim UW-Extension Provost Aaron Brower and UW Colleges Provost Greg Lampe with the task of assisting him to achieve this goal.

After considerable discussion over the summer months, Chancellor Cross decided to delegate the day-to-day oversight and supervision of the UW Colleges Campus Executive Officers and Deans to the UW Colleges Provost. This determination was made in consultation with the UW Colleges campus deans and announced in early fall 2013.

As a result of the Chancellor Cross’ decision to increase the responsibilities of the UW Colleges Provost, I embarked on a comprehensive review of the UW Colleges Office of Academic and Student Affairs’ reporting structure and programmatic responsibilities. The changes listed below were made and implemented on January 2, 2014 (unless noted otherwise below). These changes were discussed with all the parties involved and approved by Chancellor Cross in early December 2013.

Supervisory changes (formerly these positions reported directly to the Provost):

- Developmental Mathematics Coordinator now reports to the Associate Vice Chancellor for Academic Affairs
- Developmental Reading and Writing Coordinator now reports to the Associate Vice Chancellor for Academic Affairs
- Director of the Virtual Teaching and Learning Center now reports to the Associate Vice Chancellor for Academic Affairs
- Wisconsin Collegiate Conference Commissioner now reports to the Associate Vice Chancellor for Student Affairs and Enrollment Management

Programmatic responsibility adjustments:

- Adult Student Initiative now the responsibility of the Associate Vice Chancellor for Student Affairs and Enrollment Management (formerly the responsibility of the Special Assistant to the Provost)
• Veteran Services now the responsibility of the Associate Vice Chancellor for Student Affairs and Enrollment Management (formerly the responsibility of the Special Assistant to the Provost)

Office name change:

• Office of Institutional Research renamed Office of Institutional Effectiveness

Percentage of appointment changes:

• Institutional Researcher percentage of appointment adjusted from 100 percent to 60 percent (to be implemented in mid-February) (Continues to report to Provost)
• Special Assistant to the Provost appointment changed to 80 percent Program Manager of the BAAS degree completion program; 20 percent to other duties as assigned (implemented on January 2, 2014) (Continues to report to Provost)

I will continue to keep you informed of any additional changes within the Office of Academic and Student Affairs.

**Update on Concurrent Enrollment Program:** In early April 2013, 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 in the summer of 2013 and her appointment will continue throughout this current academic year.

From the outset, 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 and in consultation with Provost Greg Lampe. Listed below are major developments of the Concurrent Enrollment Program:

• Throughout the 2013 fall semester, Tricia Wessel-Blaski conducted 12 campus visits to gather an inventory of concurrent enrollment program processes and best practices on the campuses. She will complete her campus visits by visiting the UW-Richland campus on Thursday, January 16.

• Throughout January 2014, using the extensive inventory of processes and practices she has collected during her campus visits, Tricia is developing, in consultation with Provost Greg Lampe, Associate Vice Chancellor for Student Affairs and Enrollment Management Rich Barnhouse, and Associate Budget Director Sylvia Ramirez, a detailed plan for an institution-wide Integrated Concurrent Enrollment Program. In early February, she will begin sharing a draft of the plan with key constituency groups UW Colleges-wide.

• Since spring of 2013, 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. The memorandum of understanding is near final form and being
reviewed by UW-Oshkosh and UW Colleges leadership. We are hoping to have the memorandum completed and signed by early February 2014.

Tricia and I will continue to keep you informed of any future developments.

Respectfully submitted,

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

1.13.2014
Attachment 3

UW Colleges Interim Associate Vice Chancellor for Academic Affairs
Report to the UW Colleges Senate
January 22, 2014

Update - Department Bylaw Reviews

As noted in my report at the October Senate meeting, five departments have submitted bylaw revisions. As of this date, I have completed the first round of discussions with each department, during which we identified areas for substantive change. The departments are moving through their internal approval processes, and I am awaiting re-submission.

UW Colleges Student Research Journal

Scott Silet (WAK, Library), Bob Bermant (WAK, Psychology), Asif Habib (UW Colleges Professional Development Coordinator), and I have been developing plans for the infrastructure needed to support the publication of an online UW Colleges Student Research Journal, beginning Spring Semester, 2014. The Journal’s editorial staff plans to solicit, select, and publish student-authored articles of general interest in any subject area. Information about the article submission process, including relevant deadlines, will be distributed to faculty, staff, and students soon.

Respectfully submitted,
Rex Hieser
January 3, 2014
UW Colleges Flexible Option: Operations Group

Over the course of the past ten months, the operational group (Registrar, Financial Aid Director, Bursar, Controller, Executive Director for Marketing and Enrollment, and Associate Vice Chancellor for Student Affairs and Enrollment Management) have been working to create and implement the operational framework to support and manage the specific and individual operational needs for each department for the purpose of the Flexible Option. This has been a daunting task, without the benefit of any external expertise across the nation for support, direction, or consultation. I would like to thank the Operational Group for their work and specifically acknowledge the work of Larry Graves, Registrar and his staff for directing our approach, and Bill Trippett, Financial Aid Director for managing and resolving some of the most difficult financial aid challenges brought about by the needs of the Flexible Option and the requirements of the Department of Education. The UW Colleges has been accepting Flexible Option applications since November 18, 2013. On January 2, 2014 the program began with five enrolled students.

Board of Visitors

On December 12, I was invited to spend a morning with the UW Colleges/UW Extension Board of Visitors. During the meeting I presented information regarding ongoing initiatives related to student affairs and enrollment management, including:

- UW System/UW Colleges Flexible Option
- Bachelor of Applied Arts and Sciences
- UW Colleges/UW Extension Pre-College Pipeline Grant
- Statewide Recruitment Initiative
- PART Grant

It is clear that the Board of Visitors is fully committed to both missions of the UW Colleges and UW Extension. In addition, their feedback regarding our ongoing initiatives was thoughtful and instructive. Each board member is working with legislators and business leaders in the communities we serve to share the UW Colleges mission, value, and commitment to our students and local residents.

Pre-College Pipeline Grant

The UW Colleges has partnered with UW-Extension to create a Pre-College Institute for middle and high school youth in 4-H Development Programs within Milwaukee County. This is a one-year $79,398 grant from UW-Extension’s Program Innovation Fund. The goal is to establish a hub at UW-Extension in Milwaukee County where approximately 250 youth can participate in
study skills classes, be provided resources for attending college and applying for financial aid, and ACT prep classes. In addition, students will attend college information sessions with their parents and talk with Pre-College Coordinators.

The UW Colleges will connect these traditionally underserved youth from Milwaukee County to UW-Rock County, UW-Waukesha, UW-Washington County and UW-Richland’s Pre-College programs. A Community Advisory Council, consisting of community members, UW Colleges and UW-Extension representatives will monitor and offer assistance to the Program Coordinators throughout the year. The Program Coordinators are Eloisa Gomez, Director for Milwaukee County Cooperative Extension and Julie Janiak, Director of Precollege and TRIO Programs for the UW Colleges.

The Pre-College Institute has the opportunity to become an innovative model, introducing youth in the Milwaukee County 4-H Youth Development program to the UW Colleges. This partnership with the Milwaukee County Cooperative Extension office offers the UW Colleges an opportunity to develop and maintain connections to students and families in a large and underserved area of the state.

Fall Student Services Conference

The 2013 Fall Student Services Conference was held on October 24 and 25 at the Stoney Creek Inn and Conference Center in Wausau. Although the conference was not held on campus, it was hosted by UW-Marathon County. The conference was attended by 109 student affairs staff members from across the UW Colleges.

The format was changed last year to provide the opportunity for multiple concurrent presentations by our UW Colleges colleagues. At the request of many, we continued the new format again this year. Topics selected for presentations included:

- Hobson’s Connect
- Early Alert
- Math Refresher Seminar for Returning Adult Students
- FLEX Options
- Online Youth Options Students
- Determining Residency for Tuition Purposes
- College Goal Wisconsin: Encouraging Earlier FAFSA Completion
- UW-Extension Student Affairs Overview
- Bachelor of Applied Arts and Sciences Information Session
- Financial Assistance for Study Abroad
- Recruiting at UW-Colleges
- Residential Living in a Two Year Environment
- International Roundtable
- Emerging Drug Trends that are Impacting Students
- Meeting the Needs of At-Risk Students
- Developmental Education
- UW-System Chapter 14
• Best Practices in Recruitment
• Best Practices in Advising
• Best Practices in Retention Roundtable
• Best Practices in Student Activities Roundtable
• Best Practices in Second Year Experience Roundtable

Respectfully submitted,

Rich Barnhouse
Associate Vice Chancellor,
Student Affairs and Enrollment Management
01.06.14
Senate Steering met on November 8, 22, and on December 13th 2013.

This report contains a brief summary of the Senate leaders retreat, and a distillation of my report from most recent Faculty Reps and Board of Regents meetings.

FOLLOW-UP SUMMARY FROM THE SENATE LEADERS RETREAT:

Those longer sessions always seem to produce some useful brainstorming and, even when it doesn’t rain much, a fruitful exchange of information. Our evening session focused on examining questions about gender equity in the Colleges, looking for dimensions of this mission critical issue that might not have received the attention required. Professor Hassel developed the following chart as a summary and work guide. Most of these “next steps” are now in process:

<table>
<thead>
<tr>
<th>Item</th>
<th>Next step</th>
<th>Responsible party</th>
<th>Follow up?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Review, clarify, and add specificity to merit considerations</td>
<td>Holly will send senate policy #503 to SSC for discussion/forwarding to FPSC</td>
<td>Holly/Mark</td>
<td>Sent to FPSC</td>
</tr>
<tr>
<td>2) Default to stopping the tenure clock when a faculty member uses FMLA</td>
<td>Email Ray, Greg, Pam about establishing this policy</td>
<td>Mark</td>
<td>Email out to Pam and Jason.</td>
</tr>
<tr>
<td>3) Establish a stronger mentoring program/expectations</td>
<td>Develop mentoring standards and determine current satisfaction with mentoring process</td>
<td>Holly will query chairs Mark will email Greg Lampe Holly will email SCC requesting it be steered to SAPC to develop a new policy</td>
<td>In process. Best bet: <em>department pro-dev money could be used for mentors.</em></td>
</tr>
<tr>
<td></td>
<td>Email Greg Lampe to query about potential budget line to support mentoring program</td>
<td></td>
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<tr>
<td></td>
<td>Develop a Senate policy establishing mentoring guidelines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) Ensure gender balance/representation on various Senate-appointed committees</td>
<td>Take stock of current balance of faculty representation on senate committees including gender and rank/status.</td>
<td>A subgroup of SSC Holly/Mark</td>
<td>In process.</td>
</tr>
</tbody>
</table>
Report to larger SSC  
Make recommendations to improve the process of committee assignment for next academic year

| 5) Eliminate weekend meetings | Deans/chairs/associate deans  
Spring department meetings | Holly has already emailed/requested of Ray and Greg to reconsider Saturday meeting/consolidate to one day  
Holly will send an email to chairs requesting they eliminate weekend meetings (t/f instead of f/s) | In process. |

| 6) Examine the cost of FMLA/paid sick leave | Request of Pam Dollard and Jason Beier a financial estimate of a) the number of faculty who have availed themselves of FMLA, b) the number of hours used, c) the balance of male/female faculty who have used it, d) the overall cost of that leave (what would be the actual cost to the institution of paid family leave) | Mark will email | In process. |

| 7) Campus-based childcare, progress on all campuses | Request space/time on the Deans’ meeting agenda to discuss successful campus-based childcare. Request Harry Muir lead discussion. | Mark will email/request | Done. Dean Muir took this discussion forward to the deans. |

On Saturday we spent the morning and well past lunch time discussing Repositioning Task Force activities and the inbound revisions to the AAS degree from the UW System AAS degree working group.

**FACULTY REPRESENTATIVE AND REGENTS 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 faculty representatives meeting on November 15th and the Board of Regents on December 5th and 6th. A lot of water has flowed over the dam since last month, so the following provides some of the key, still mostly relevant, details from these meetings.
Faculty Reps last November 15th.

- Repositioning around the System:
  A number of our sister campuses have already undergone the process we've been calling repositioning (UW Oshkosh, Platteville, Stevens Point, and UW Madison) – and in each case the new monies reallocated to faculty salaries *had to be* reallocated on the basis of market equities. Making adjustments to salaries based on market circumstances turns out to be one of the few flexibilities chancellors are allowed – so that's what the Colleges will have to do. Here’s the statute. Note the careful wording that will dictate how our re-positioned funding will be re-allocated. No faculty members, therefore, will be getting a “raise.” The Chancellor will instead adjust salaries for the purposes of correcting salary inequities… and to address “other competitive factors.”

  "**UW System Chancellors have authority delegated to them pursuant to s. 36.09(1)(j), Wis. Stats., to adjust salaries for unclassified faculty and staff, for the purposes of correcting salary inequities, recognizing job reclassifications or promotions, or addressing other competitive factors**" [my emphasis]

- Text book rental
  We had a surprisingly lively discussion among the faculty reps regarding textbook rental. UW River Falls has had a textbook library for some years and it turns out that the Huron consultants, up at Stout, recommended moving entirely to e-textbooks (since, at Stout, all of their students are provided with laptops). I also heard the phrase "the Board of Regents wants textbook rental everywhere" but I'm checking on that.

- Regents and Legislators invited to Senate meetings?
  A number of our sister universities regularly invite legislators and Regents to their Senate meetings. I’m going to ask Steering to look into it – and we’ll be sure to come back to everyone for their opinions.

- The Mandatory 30 credit transfer requirement became law on January 1st.
  A number of the Comprehensives are already accepting technical credits but – and this will be important for us as we move toward some version of our own WTCS degree pathway -- they are policing those transfers by keeping track of DFW rates among those students transferring in. This is something we should be sure to keep track of.

- A new supervisor training program: supervisor training is a mandatory requirement for any classified staff supervisors but academic staff have been receiving performance reviews by supervisors who had no training in how to do it.

- 12 month pay option.
  Steve Wildeck appeared and answered a ton of questions including questions about a 12 month pay plan option. This issue is a big one for a lot of people across system and system is looking into it. We were given no timeline or projections but it's clearly on their mind. First, however, the financial wizards at System, now with Steve’s help, are still untangling the mess that created the last couple of financial disasters: especially the revenue balances.
The University of Wisconsin System Associate Degree Standards Working Group report. System expects to submit the report, pretty much in its current form, to the Regents at their February board meeting. I suspect this will have some impact on our own AAS degree restructuring. Here’s the link to the report: http://www.uwlax.edu/facultysenate/47th/12-13-12/UWS%20Associate_Degree_Standards_Working_Group_Report_final%20(1).pdf

Future plans for placement tests.
DPI is moving toward asking that every 11th grader in Wisconsin take both the ACT and the UW System placement tests. Interesting.

Those are the highlights from the last Faculty reps meeting. Now, on to the Regents:

Regents meeting December 5th and 6th, 2013.

For the full set of materials, check here: http://www.uwsa.edu/bor/meetings/archive/2013.htm
And for some fairly concise news summaries, you can check here: Day 1 | Day 2

Here are a few highlights from what were a busy two days:

- The Business and Finance Committee [http://www.uwsa.edu/bor/agenda/2013/december-bfa.pdf] reviewed the UW system policy on their distribution of GPRS and tuition revenue, reported out on faculty turnover in the UW system (p. 83), and reported out on the inbound faculty and staff compensation (p. 88).

- Baraboo and Rock are building dorms. [http://www.uwsa.edu/bor/agenda/2013/december-cpb.pdf]

- After lunch we had a surprise visit from Gov. Walker who once again enthusiastically endorsed his support of the Wisconsin idea in the University of Wisconsin as an engine of economic growth for the state and people of Wisconsin. As cynical as I would like to be about this, the governor included what I understand to be coded and optimistic language regarding increased flexibility for the Board of Regents in future budgets – in other words, without the glitches of HR disasters and politically indelicate handling of the UW system revenue balances, it sounds like he might reintroduce the kinds of budget flexibilities the Regents have been hoping for for years.

- Following the governor's remarks, and his official goodbye to president Reilly, VP Mark Nook presented System’s remedial education report – which you can find here, around page 45: http://www.uwsa.edu/bor/agenda/2013/december-thursday.pdf. VP Nook took a lot of questions from the Regents about these programs, especially about how it happens that a university has to teach remedial courses.

It seemed to me that Regent Farrow asked the million dollar question: Why should university students have to pay money for skills they should have gotten for free in their public K-12s. In fact, shouldn't we make the K-12s pay for this?
That seems like a good question. I can report to you that Regent Farrow's information comes from a husband and a son both of whom are university professors – when I talked to her about this later it was clear that they're seeing the same decline in student competence that most of us are seeing.

I was a bit surprised that Mark Nook didn't jump to the punchline that while it would be better if students came to college equipped to be college students, it turns out that students who participate in UW system remedial programs nonetheless managed to get through college at higher rates than they do in most other places.

We then had a showcase of two of the larger remedial programs in the state: the first-year writing program from UW Eau Claire and UW Milwaukee's remedial math program. Both of these presentations are included in the Board of Regents website link above.

I was very happy to hear that our own Ed Stredulinsky from Math is the Colleges’ member on this committee.

- Thursday night I attended the farewell reception (if you can have a farewell reception) for President Reilly. A good time was had by all. It was particularly nice to see three of our deans (from Baraboo, Waukesha, and Rock) in attendance as well as Katharine Lyall who gave the Spring convocation speech, what seems like decades ago, at UW Washington County.

- On Friday [http://www.uwsa.edu/bor/agenda/2013/december-friday.pdf] we get the latest report on The Flex Program (now appearing in logo form as the "University of Wisconsin System Flexible Option") from Chancellor Cross, Aaron Brower, and Jan Ford (now Director of Student Services for the flexible option and onetime director of student services here at UW Washington County). The Flex Program had 228 applications as of December 5, most of them interested in IT. Other campuses are now lining up to participate, including: Parkside, Stout, UW Madison, and Stevens Point.

To say that the Regents are enthusiastic about the Flexible Degree option would be a dramatic understatement.

- The rest of Friday was taken up with farewells to Kevin Reilly and with President Reilly’s closing remarks which, I confess, are well worth the read. They can be found here: http://www.wisconsin.edu/news/2013/12/KPR-farewell-remarks-12-6-13.pdf.

In a nutshell, he revisited the language from the first paragraph of Chapter 36 – precisely the material most worth remembering, for all of us.

Respectfully submitted,

M. Peterson
Senate Steering Committee
Academic Staff Senate Replacements

Since the last Academic Senate meeting (October 25, 2013), Dr. Richard Djukpen (UW-Fox Valley) has joined the Academic Staff Council of Senators, taking the seat vacated by Dan Anhalt.

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 January 22 meeting the AS Council (in consultation with the Academic Staff Personnel Committee) will continue to address concerns regarding the policy which have been received from the provost and chancellor.

Academic Staff Salaries

The AS Council wishes to express a concern regarding the following comment from Steve Wildeck which appears in the Senate Steering Chairs report (#7) of November 22, 2013: “We learned from Steve Wildeck, now at System, that Instructional Academic Staff on fixed term, no-intent-to-renew contracts are excluded from the State pay plan (the 1% payplan) and that whoever is included in our pay plan distribution guidelines is entirely the responsibility of each institution.” IAS provide a substantial plurality (if not majority) of classroom instruction. Attempts to limit IAS compensation while simultaneously seeking to increase faculty compensation send a disquieting message. The Council urges the UW-Colleges to meet their responsibility and ensure that any “pay plan distribution guidelines” provide appropriate compensation to IAS.

Respectfully Submitted,
Jeff Verona
December 18, 2013
Margo Lessard, Senior Special Assistant for Human Resources & Workforce Diversity

- Informed that the application deadline is Monday, November 18.
- Semi-Finalists will be interviewed the first part of December and Finalist will be interviewed the first part of January.
- Discussed and took questions regarding the Supervisor Training Program - program is an Office of State Employment Relations (OSER) requirement for all classified staff who are supervisors.
  - OSER provided this training in the past but System Administration now provides this required training for classified staff who supervises.
  - Academic Staff Representatives stated that there is a need for this training for Academic Staff supervisors also. (Evaluations where also mentioned for the supervisors.)
- Informed who is for a pay plan increase is an institutional decision.
  - A follow-up question was raised about whether funds for the 2013-15 pay plans are reallocated. Steve Wildeck said he would check on this.
  - Margo explained that the UW System does not have authority for a supplemental pay plan.
- UIA (University Insurance Association) eligibility is based on the average salary of all instructional staff and the average salary is recalculated each year.
- The status of 9 month vs. 12 month was raised by both, Faculty and Academic Staff Representatives – there will not be an option, all or none due to PeopleSoft.

President Reilly

- Briefly visited the meeting to give his farewells and talked a little about higher education in the state Wisconsin.

Stephen Kolison, Associate Vice President for Academic, Faculty, and Global Programs

- Brief update on Academic and Student Affairs issues.
- Remedial task force is being established.
- Discussion of the 30 credit transfer with focus on transfer from Wisconsin Technical College System (WTCS) and student success. (The 30 credit transfer needs to be in place by the Fall 2014.)

Steve Wildeck, Interim Vice President for Finance

- Discussed that $2 billion of $6 billion UW System budget is in GPR/Fees. GPR/Fee refers to part of the funding we receive in our budget. He also discussed the funding codes that are used.
- The UW System doesn't redo budgets every year; every year is built on the year before.
- The UW System needs to document the current allocation practice for the legislature.
Mark Nook, Senior Vice President for Academic and Student Affairs

- Remediation – noted that K-12 wanted to be a part of this group – but the focus is surrounded around the UW System
- Associate Degree Working Group - recommendations have been discussed with the provosts and will be discussed further in February
- 30 credit general education – group hasn’t been named yet. UW System and Wisconsin Technical College System (WTCS) meetings have already been occurring. To offer students more options.
- Governance and the Legislature – open discussion, which misconceptions where brought to light.

Respectfully Submitted,
Danielle (Marcy) Dickson
January 7, 2014
These past months have been very eye-opening for many of us students. While we love the UW-Colleges and the Wisconsin Idea as much as ever, I feel the need to be very critical of ourselves and to explore a few areas that we have a great need for improvement.

**Gender and Diversity**

In light of the Gender Equity problems recently brought to our attention, I feel it is most appropriate to start with the student perspective on gender and diversity issues.

Recently, students from all over the state gathered for the annual Student Leadership Conference. While many of us boasted about how last year’s Leadership Conference was the single best student conference from last year, this enthusiasm was entirely missing from this year’s crowd. First and foremost is the issue of same-gender rooms. Talking to students from past years, this is far from the first year that this issue has arose, but perhaps never so much as now. While same-gender rooms seem rather unimportant at first glance, it presents a wide-range of troubles. Most prominently, it is flat-out oppressive to people who identify as non-traditional genders. The times have changed and gender is no longer binary, something many professors who teach social justice and other subjects quite literally teach in classes. Having same-gender rooms is archaic at this point and causes a great deal of stress and anxiety for students. Some students identify as the opposite gender or somewhere on the spectrum that is viewed non-traditional. For them, this presents a great problem that it is quite frankly inexcusable; that students could be forced to have uncomfortable and private conversations with complete strangers just to go to the conference that is supposed to promote greater leadership. Even beyond that, there are many students, not only those in the LGBT community, that feel more comfortable around the opposite gender. I enjoyed a rather uncomfortable night on the pull-out bed in our room so that a female student from our delegation could take my bed and get out of her assigned room that she did not feel comfortable in. Another two male students from our campus made similar arrangements for a female student from Manitowoc who did not feel comfortable, either. In all this switching rooms, a male student who came late to the conference had trouble finding his own lodging. This has been a common problem at any conference where same-gender rooms were assigned, but the difference being that the people running the other conferences realized the error of the situation and remedied it. At the Leadership Conference, despite many students approaching those who were running it, we were continually rebuffed as “it’s not a big deal” and “they can come to us if there is a problem”. I had to pick my jaw up off the floor and remove myself from the situation. This is no isolated problem and I have many friends that have come to me with stress and anxiety over the situation. For their troubles to be
belittled in spite of multiple testimonies is appalling to me. Students should not have to divulge their personal identities to complete strangers, period; especially not for such a non-essential reason.

This is far from the only issue, however. The Leadership Conference also had an inappropriate amount of male pronouns, including a sheet about leadership that had you describe the characteristics of a cartoon avatar of yourself. Unfortunately, the only pronouns on the sheet were “Describe his qualities…” etc. While mulling this all over, a student from my campus approached me about a problem she had recently had. A professor had asked her if she would be interested in our Research Symposium. She was already planning one with another professor, but as a real enthusiast, she was delighted at the idea of doing two. The professor told her to check with the Symposium planner about doing two and was told that was not a problem as long as time permitted. However, the professor emailed her a week later and told her that he had reconsidered the idea due to not wanted to overburden her. The problem arose when it was stated her duties as a wife and mother would be too much. Missing out on an opportunity because of marital status and having children has truly hurt her personally. As an institution that prides itself on community and equity, the Student Governance Council implores the Colleges leadership to not take these student concerns lightly, as they are not remotely isolated incidents.

**In loco parentis**

While discussing the Leadership Conference, the immediate issue that arises next is that of faculty and staff trying to parent the students. As college students, this is questionable. When non-traditional students are factored, it is nothing but insulting. After talking to former students who used to attend the UW-Colleges, many expressed that this was an incredible headache for them and actually kept them from coming back to the conference after the first time. This problem isn’t isolated to the Conference, however. Faculty and staff attempting to parent the students and imposing their own personal opinions and beliefs on the students is a wide-spread and constantly discussed problem. Specifically, many of the Student Government Advisors are wildly too heavy handed on influencing student decisions. The notion of student development and empowerment is missing on some campuses and has been replaced with parenting. As an institution that is supposed to be taking students from high school and preparing them for larger colleges, treating the students as children is counter-intuitive and harmful to our cause. Considering our large demographics of non-traditional students and veterans (among others), it is a daily nightmare to have to fight for the image of being adult. I have witnessed mothers and fathers in their 30’s or older, students elected to represent their entire student body, and veterans who have served their country all have to fight to be treated as mature and competent individuals by faculty and staff who have become complacent in the notion that they know all students’ best interests more than the students themselves do.

Next year’s Leadership Conference will be noticeably missing many of its attendees from this year. The level of demoralization over the gender issues and attempted parenting has led a large number of the students to approach me, as Student Governance Council president, to tell
me that they had a terrible time at what was an otherwise good conference. The keynote speaker was great, many of the workshops were praised, and everyone loves the opportunity to network and catch up with friends from other campuses. Having sign-in sheets start being circulated halfway through to keep tabs on the students, being badgered (and almost bullied) into workshops the moment they start, and the general tone and level of disrespect by the staff on hand ruined what could have been a truly great and powerful conference. A wonderful student leader and former Student Governance Council Vice-President (Mat Riedel, for those of you who may know him, who was Vice-President during the fabled Geoff Murray years of building SGC into its best years) happened to live two miles from the hotel and was nice enough to come meet with me and discuss student issues and perspectives, as well as his recent 10 day tour of famous civil rights bastions in the South. This was a wildly educational meeting for me and took place during a single workshop session. The workshop I missed was one I had wanted to attend, but the student was on a time frame. I had a great conversation with Chris from Barron County, their Student Government advisor, both before and after his workshop that I missed. He had no issue with me having to step out of his workshop, and in fact, we had one of the best conversations I’ve ever had with a student government advisor about student rights and the need for state-wide involvement. However, the entire time I was meeting with the fellow student, I was not blind to the disapproving and rude stares from no less than three of the staff who were sitting nearby and watching our meeting. As a twenty-seven year old, not to mention one who is involved on every single level of student government, it is ridiculous that I cannot choose my own methods of improving my leadership at a conference revolving around that very issue. Missing one workshop for a meeting with a student who has more to offer than most full days of programming should not be held against me, nor should I be bullied into feeling guilty for it. If we were sharing a beer and talking football, the distaste would be understood. Sitting together and talking about direct leadership and student government issues should not be treated as an affront to a leadership conference simply because it isn’t what programming intended.

**Student Government**

There is a real problem with the Colleges perspective on Student Government. I hear no greater complaints from Student Governments across campuses than that they are treated as a club rather than elected body, their advisor tries to run them and disempower them, and ideas are continually shot down in favor of things faculty/staff would rather see. This is all incredibly worrisome and is really a direct violation of state statute. Again, the issue arises that we pride ourselves on preparing students for the world, but are actually not doing anything of the sort. There is too much focus on academics and not enough on student empowerment and students culture. Academics are the ultimate first-and-foremost issue, of course, but a former Waukesha student once told me that he transferred to another campus because our student life culture felt like a “dying wish”. I know this isn’t remotely isolated to Waukesha, but is a Colleges problem in general. The key to an effective student life is empowering the Student Government, Student Activities Coordination Teams, and Student Newspapers to build that vibrant and attractive
student culture on campus. Instead, the ideas and desires of these organizations are inhibited by faculty/staff who have made it clear that they value their own opinions over those of the students who were elected or are volunteering their free time to do these very things. The burn-out rates and low morale among all these organizations across many campuses is, in my opinion, the number one cause for the lack of vibrant culture on the Colleges campuses. While giving prospective students tours of my campus, possibly the most cited problem is that they want a campus that will have plenty of things for them to do to be involved and have a good time, to “live to college life” and not repeat high school for another two years. Students will always know what students want in the club and events area than faculty/staff ever will; it’s simple logic. Pop culture and student perspectives change almost yearly and the suppression of new ideas in favor of the old are a direct and core factor in our dwindling enrollment and low student morale. Everyone always talks about the need to engage more students- no one will engage them more than other students, if the routes are available and encouraged.

**Technology**

The lack of technology usage in the Colleges is a time-bomb for us. With funding at an unprecedented low, it is understandable that our classrooms do not have smartboards and top-of-the-line lab equipment. The problem for many of us students is the direct opposition to laptops and tablets in the classroom. Many professors do not allow students to use these in their classrooms, as they are a distraction and students will constantly be on Facebook or playing games. While this is entirely valid, this brings us back to the fact that students are supposed to be treated as adults at this point and it causes a great morale decrease. More so, it inhibits learning for many students in order to keep other students on task. The notes and supporting materials I would have access to on a laptop rather than pen-and-paper writing is incomparable, not to mention much easier to manage. Even despite this, I can still see the validity to the argument of the professors.

The issue for me arises from my Education field experience at Waukesha North High School. Starting next year, all students will have an iPad. Currently, most already do, and they are allowed free-reign to use them in all classes. In fact, it is highly encouraged, asking students to get involved in finding things that help them become invested in the lecture rather than passively learning. A discussion on the purchase of Alaska brought up pictures of Alaskan wilderness and houses. As I type this, a student is on his iPad at his desk, pulling up World War I propaganda pictures from Google which are displayed on the overhead projector, adding visual materials (and some humor) to the teacher’s lecture. While the teacher can focus on the lecture and keeping students on task, the student is providing the visual material for the lecture and stimulating more discussion. Now, the question that is begged, what happens when these students apply to our campus? Students who will now be coming through high school with four years under their belt of free-reign technology use and the proficiency to understand it will be looking at a college that often will work against the technology that has become integral to their learning style. Waukesha North is about two miles from UW-Waukesha. It is the high school of
everyone surrounding our campus, our main demographic of local students who choose UW-Waukesha because it is on their back doorstep. How many students are we going to lose in two years when everyone applying or visiting has become so used to technology infusion that our campus seems like a step back a decade? How much worse is this problem going to be in five years?

**Racial Issues**

I (and many other students) firmly believe that as a liberal arts institution in Wisconsin, we should be doing more for racial and diversity issues. The Ethnic Studies credit is a good start, but does very little in the grand scheme. A fellow Board of Directors member for United Council, Joquori Brown, is one of the greatest individuals I have met in all my wide travels. I have never heard an ill word uttered about him and he seems to be infallibly optimistic, even in the face of great adversity. However, when he and I go on campus visits to some campuses-specially in the northern part of the state- I have seen people cross the street or whisper behind their hands about the dark color of his skin. I’ve witnessed overt racism in some places I have traveled, but I firmly believe this is a different breed. I feel that it is a lack of contact and experience, a wariness of the unknown, rather than a direct racist hatred. Having lived in New York, Washington, northern and southern California, and spent a great deal of time in other places, it is very hard for me to adjust to vastly Eurocentric culture out here, far worse than I have experienced in the other places I have lived. Not only is cultural competency essential for being productive adults in our world, but instilling social justice and equality values of all types should be a core duty of a liberal arts and critical thinking system. We have a great opportunity to push for greater diversity involvement and literally change the culture of the state. In a state that harbors the single greatest incarceration rates of people of color, the need is depressingly clear. We often try to fix these problems by minor steps, such as encouraging Diversity Centers on campus or similar small steps. A grander scheme is necessary to actually making an impact, however. Predilection often keeps the minority clubs and groups on campus very isolated and do little to improve anything. A change to the view on curriculum could do much more for us than constantly plugging up holes in the dam. Whether it be offering more diversity classes, requiring another ES credit, or creating more emphases around diversity or social justice could not only help with this issue, but prove to the state and students that there is a relevant and unique role that the Colleges can fill besides being cheap and good in remedial courses.

While this report may be rather strongly worded at points, I do not mean to stir trouble or call people out. We have a tendency to hide our problems below the surface, and student problems have an added bonus of often being brushed away. As an institution that favors critical assessment, I wished to be as stark and honest as possible. We all see our institution failing around us. We are called “irrelevant” by legislators, “boring” by students, and a “waste of state money” by some media. Students are the untapped resource, the sleeping giant that holds the key.
to making the noise we need to turn things around. While we continue to disempower students and ignore their rights, the entirety of the Colleges suffers. My only wish for this report is to generate some much-needed conversation about the role of students and of diversity and technology in the classroom, areas that are in dire need of more attention before it is too late. Change is like a bus; some people drive it, some people ride it, and some people get run over by it. We’re currently being splattered across the highway, but I can see the great potential for us to drive the change of this state, as an institution with strongholds in every corner of it. We can embrace it rather than fight it, and prove our relevance to everyone— not excluding ourselves.

I am deeply sorry I could not be in attendance today to discuss this in person, but the hectic and crazy Student Government lifestyle, that I have made so many sacrifices for, has pushed my Education field experience requirement to the last week I can possibly do them, and I have to step aside on this Senate meeting to finish out my hours. Please feel free to email me with any questions or concerns, and I thank Duel Harmon a thousand times over for helping to print out this last-minute report and bring it to you all.

Thank you so much for your attention, and I genuinely hope we can make some strides this semester.

UW-Waukesha Student Government President, UW-Colleges Student Governance Council President, Board of Directors for United Council, and UW-System Student Representatives Delegate,

Alexander Roberts
The Senate Academic Policy Committee (SAPC) met on 25 October 2013. The following items were discussed and/or acted on:

1) **Defining academic programs**: SAPC continues to discuss the problem of defining academic programs. It was decided that a draft definition will be developed. One approach to this problem that SAPC is considering is the writing of a constitutional amendment defining academic programs. A draft is being worked on that uses Chapter 4 of the constitution as a model.

2) **Bylaws approval process**: SAPC was charged with the development of policy detailing the process by which departmental bylaws are approved. Approval policies from several other UW institutions were examined and looked at as models. It was decided that a draft policy will be written.

3) **Becoming a department**: Amendments to UW Colleges constitution Chapter 4 have been introduced that would provide authority for creation of new departments. SAPC discussed a draft policy on the process of becoming a department. This policy, upon discussion with the FPSC chair, has been submitted to department chairs to solicit their comments. As of this writing, we have not heard back from department chairs.

4) **Revision of Institutional Curricular Policy #106**: SAPC determined there was no further business that SAPC had to conduct regarding #106.

The Senate Academic Policy Committee (SAPC) met on 15 November 2013 via WisLine. The following items were discussed and/or acted on:

1) **Bylaws Approval Process**: 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. The SAPC committee has drafted a policy that addresses this charge. The draft will be discussed further at the 22 January 2014 meeting. Our goal is to have this in the form of an introduction by the 14 March 2014 meeting.

2) **PHI 211 as a general education course**: SAPC was asked to review of IP #101 to allow PHI 211 to serve as a general education requirement and change the policy if deemed necessary. The proposal from the Philosophy Department was sent to the Mathematics Department for their input. SAPC has received Math’s response and will continue this process at the 22 January 2014 meeting.
3) **Creation of an In Progress Grade for Flex Option Students:** SAPC worked with representatives of the Flexible Option AAS Degree Committee to modify IP #202 to create an In Progress (IP) grade for students who are in progress at the end of a subscription period. This modification is being introduced at the 22 January 2014 Senate meeting.

Louis L. Pech
Chair of Senate Academic Policy Committee
22 January 2013
The Senate Budget Committee’s (SBC) last regular meeting was on the October 25, 2013 at the Senate meeting. We also met jointly with Senate Steering immediately prior to the October 25, 2013 to discuss the Repositioning Efforts, Concurrent Enrollment and the UW Flexible Option. During the SBC meeting discussion continued on those topics, as well as others as described below.

**Repositioning Task Force & Huron Consulting**
The work of the Repositioning Task Force and Huron Consulting was explained. Huron Consulting will issue a report in November listing possible revenue enhancing and cost saving opportunities in the UW Colleges. After meeting with Huron Consulting the Repositioning Task Force (RTF) will analyze Huron’s recommendations. Using its own investigation into the same type of opportunities and the recommendations deemed suitable from Huron the RTF will develop a report that will be delivered to Chancellor Cross in January 2014. While the report is only advisory, it will offer carefully scrutinized recommendations on how best to deal with this difficult situation.

The continuing problems with faculty salaries were discussed and the SBC’s hope was that these would be addressed as part of the RTF’s work. The problem of faculty departures and failed searches will continue until salary levels are adjusted to competitive levels.

In relation to the work of the RTF the efficiency of the Human Resources Department to discussed. SBC members cited numerous examples of problems with HR and the general conclusion was that HR should operate much more efficiently. The SBC also noted that HR had an excessive level of risk aversion. It is unclear if these issues are a result of System requirements.

**2013-2014 Operations**
While problems exist at some Campuses, overall the Colleges seem to be performing relatively well financially. It appears that for the year it is likely that overall tuition goals should either meet or come close to meeting the established target. This should at least assist with the 2014-2015 budget issues.

**Instructional Staff Compensation Options**
The SBC continued to discuss 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 if it appears that System Administration is not going to address this issue.
Given everything else going on this is not a major issue, but it seems like a very simple step to make many of our colleague’s lives easier.

Respectfully submitted,
Matthew Raunio
Chair, Senate Budget Committee
January 13, 2014
The Faculty Professional Standards Committee has several new introductions for senate consideration at this meeting. There is a proposed revision of FPP 501 to grant an exception to the CTA department regarding visitations for the 2nd year retention decision. There is a proposed revision to FPP 501.01 and to FPP 501.02 eliminating language which was previously needed to specify financial responsibility for costs of printing tenure dossiers. The other introduction is a revision of FPP 503 regarding the routing of merit recommendations and letters. The Office of Human Resources is becoming the record keepers for matters of employment status. Therefore, merit recommendations and permanent records need to be routed to this office. The committee considered requests to change FPP 501 to clear up issues on usage of SSIs from summer and winterim sessions in the tenure review process, and the committee decided that since summer and winterim instruction are important parts of a faculty member’s work in the colleges, reviews of instruction in these sections should be allowed to be part of the tenure evaluation process. Further, the committee found that any occasions of over-representation of summer students in the sample returning tenure review questionnaires was likely a matter of poor sampling, not of policy deficiency. The committee, therefore, chose to make no changes to policy on this matter.

On the matter of revising the office hours policy, upon further review, the FPSC chose to make no recommendations for changes to this policy at this time. We felt the current language offers sufficient flexibility to handle differences between online and face-to-face instruction and to handle differences between instruction by full-time instructors and part-time instructors. 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 working on a comprehensive review of the merit review policies with special attention being given to how such procedures might inadvertently add to gender bias and other forms of bias. The committee is also working with the grievance committee on long overdue revisions to guidelines for reviews of non-retention decisions.

**Revision to FPP 501 – Exception for CTA**

The intent of this revision is to allow the CTA department to better handle providing two appropriate visitation reviews of probationary faculty members prior to the second year retention decision. The CTA department routinely includes, as part of its evaluation of a second-year probationary faculty member, a visitation of a play production directed by the faculty member under review. The early deadlines required in a second-year retention decision require visitation reports be completed by November 1. Many fall productions on campus are not scheduled until after the Nov.1 deadline has passed. Since departments must complete their retention decision work by Dec. 1, and probationary faculty need have sufficient time to reply to issues raised in the visitation reports, a delay of a visitation of even one week into November is unmanageable. Such a delay would leave insufficient time for executive committee members to draft the retention report and get replies from affected probationary faculty members before the Dec 1 deadline. Therefore, the option to allow a visitation report based on a visitation to a directed
play during the prior Spring term was deemed to be a best option by both the Faculty Professional Standards Committee and the chairperson of the CTA department.

**Revisions of FPP 501.01 and 501.02 – Striking Payment Language of Printed Dossier**

Given that responsibility for producing requested printed versions of tenure dossiers is now that of the person requesting the printed version, language in 501.01 and 501.02 specifying financial responsibility of the central office is no longer needed in policy.

**Revision of FPP 503 – Routing of Merit Recommendations**

The Director of Human Resources is the chancellor’s designee for receiving merit letters and recommendations. Merit recommendations may affect salary increases; therefore said recommendations need to be shared with the HR department. As well, Merit letters need to be added to personnel files for the sake of record keeping. HR assures us that such letters are not released as part of any open records requests.

Respectfully submitted,

Ron Gulotta

Chairperson, Faculty Professional Standards Committee
Since the last SAC report to the Senate in October 2012 the committee has met via Wisline to review new Campus Assessment Plans for the 2013-2014 assessment cycle.

On October 30, 2013, SAC held a Wisline meeting with all of the CACs (Campus Assessment Coordinators) to discuss the proposed Campus Assessment plans for the 2013-2014 cycle. A summary of plan highlights from each campus had been distributed earlier to the group by Institutional Assessment Coordinator Valerie Murrenus Pilmaier.

The plans involved a variety of campus issues including the following: 1) various aspects of student recruitment and retention, 2) evaluation of advising programs, 3) effectiveness of the SOAR program for new student orientation and registration, 4) workshops to discuss diversity and stereotypes and their effect in the classroom and for students, 5) student use of technology and the effect of one-to-one computer program for students, 6) the effect of curricular offerings on retention and success, 7) impact on students of the Hawkes developmental math classes, 8) the work of the campus Academic Actions committee and the success, or lack thereof, for students who appeal, 9) multiple measures placement for English courses, 10) campus culture related to construction of residence halls, 11) evaluation procedures for IAS, and 12) benefits of a student faculty research program.

Another topic of the meeting was a follow up to the September CAC meeting regarding the possible move to a campus assessment cycle. At the September meeting the CACs and SAC gave a tentative nod to developing this cycle for campus assessment and the group will work at the January 2014 meeting to firm up the details of this plan.

There will be a meeting of SAC together with the DACs (Department Assessment Coordinators) and CACs at UW-Waukesha on January 23, 2013. The committee is currently preparing the agenda for this meeting. Discussions will include revisions to the Intercultural Skills proficiency rubric, assessment of information literacy, and initiation of a campus assessment cycle.

Submitted by
Deborah Paprocki
SAC Chair
January 7, 2014
Background and 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

2.03 Senate Committees

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 three 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.
Background and 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 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.

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 and chancellor of the institution, and the board of regents, for recognition as a department. Since UW System policy ACIS 1.0 delegates the role of the board of regents in approving new departments to the chancellor, the chancellor will have final authority in approving new departments. The procedure for petitioning for departmental status will be determined by the Senate and set out in Senate Policy.*

[End]
Background and 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

This policy was rescinded on (date of Senate vote) because it was moved to IP #104 (2013-04-26) and the stand-alone policy was no longer necessary.

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.
Attachment 16

UW Colleges Senate
Adoption: January 22, 2014
 Proposed Revision of Institutional Policy #201
(“Admission to the Associate of Arts and Science Degree Program”)

Background and 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 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 process tests prior to registration in order to aid program advisors. Students whose scores on the [moved to section IP 201.II.A.5 above and modified] 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]
Attachment 17

UW Colleges Senate
Adoption: January 22, 2014
Proposed Revision to Institutional Curricular Policy #141
(“Bachelor of Applied Arts and Sciences Degree”)

Background and 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.

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

Adopted 2012-01-11
Revised by the Senate (FPSC) 2013-04-26
Revised by the Senate (SSC) 2013-10-25

The Bachelor of Applied Arts and Sciences Degree

I. Degree Description
Revised by the Senate (FPSC) 2013-04-26

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

A. Bachelor of Applied Arts and Sciences Degree Curricular Components

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

1. Professional Experience
   Internship (IN)
   The internship combines classroom-based education with workplace-based experiential learning related to the degree-seeking student’s career-related skill and professional development.
   Service-Learning (SL)
   The course-integrated project conducted as a volunteer in a local organization provides an opportunity to analyze and solve work- or community-related problems. The central feature of the service-learning component is service to others combined with reflection upon its role in community and individual life.
   Credit for Prior Experiential Learning
   A degree-seeking student may present an experiential learning portfolio addressing university-level knowledge of a subject acquired outside of a traditional classroom to a UW Colleges department for evaluation for experiential learning credit.

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

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

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

II. Bachelor of Applied Arts and Sciences Degree Proficiencies

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

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

B. Knowledge of Human Cultures and the Natural World
Students must be able to:
• Demonstrate a broad knowledge of global issues, processes, trends, and systems,
• Communicate effectively across contemporary cultural boundaries, and
• Work effectively in a variety of cross-cultural environments.

C. Practical and Cognitive Skills
Students must be able to:
• Demonstrate analysis, synthesis, evaluation, decision-making, and critical and creative thinking skills,
• Identify, analyze, and evaluate arguments as they occur in one’s own and others’ work,
• Write coherent, organized, well-developed, and substantive texts that follow the conventions of standard written English, and
• Apply effective leadership, teamwork, relationship management, and conflict resolution skills in the workplace.

III. Bachelor of Applied Arts and Sciences Degree Requirements
Revised by the Senate (SSC) 2013-10-25

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
Revised by the Senate (FPSC) 2013-04-26
Revised by the Senate (SSC) 2013-10-25

A. Professional Experience Requirements
In these components of the UW Colleges Bachelor of Applied Arts and Sciences degree, students must complete 15 credit hours of experiential learning integrated with academic instruction, designated as Internship (IN) and Service-Learning (SL), and/or, based on departmental assessment of a prior experiential learning portfolio, be awarded up to six credits for university-level knowledge of a subject acquired outside of a traditional classroom equivalent to approved UW Colleges B.A.A.S. degree course(s). The ratio of Professional Experience components will vary by student; it will depend on the nature of the student’s program and the number of experiential learning credits awarded. Students in an internship will be jointly supervised by an instructor 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 GS core course. 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 CS core course. 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 instructor 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  
  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)
Attachment 18

UW Colleges Senate
Adoption: January 22, 2014

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

**Background and 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.

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

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**UW Colleges Senate Policy**

**Institutional Curricular Policy #141.01**

**Bachelor of Applied Arts and Sciences Degree Guidelines for Professional Experience Courses**

Adopted 2012-01-11

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

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**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**

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

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**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 instructor offering the course and the employer or community counterpart from the organization.

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

C. Prior Experiential Learning

This component provides UW Colleges B.A.A.S. degree-completion students an opportunity to earn up to six credits toward the B.A.A.S. degree for prior experiential learning equivalent to university-level learning. Any UW Colleges B.A.A.S. degree-seeking student will have the option to present a portfolio of university-level knowledge of a subject acquired outside a traditional classroom to a UW Colleges department 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]
Whereas Chancellor Ray Cross has led the University of Wisconsin Colleges with dedication, determination, and distinction; and

Whereas Ray made sure that the transition of leadership in the Chancellor’s office was seamless and smooth; and

Whereas Ray has demonstrated a work ethic second to none and has tirelessly advocated at the State Capitol on behalf the UW Colleges; and

Whereas Ray has led the Colleges through budget lapses, surplus versus reserve challenges, base budget cuts and faculty salary compression issues; and

Whereas Ray has presided over a Human Resources system-wide transition and the implementation of an institution-wide Integrated Enrollment Management model; and

Whereas Ray cared deeply about the welfare of all who work for the UW Colleges and sought to maintain effective lines of communication across the institution and develop new lines of communication where needed; and

Whereas Ray has consistently demonstrated that he values shared governance including the incorporation of Classified Staff into the governance process; and

Whereas Ray has consistently engaged in open and honest dialogue with his UW Colleges colleagues and has created an open and supportive climate for doing so; and

Whereas Ray has always demonstrated good humor and a willingness to listen, shared “war stories” with a message and been able to put the most serious of situations in perspective; and

Whereas Ray has accepted all challenges thrown his way and is now taking on the greatest challenge of all;

Therefore be it resolved that the UW Colleges Senate hereby thanks Ray Cross for his service to the UW Colleges and UW-Extension as the Chancellor, and extends both its heartfelt appreciation and best wishes for his future success as the new President of the UW System.
UW Colleges Senate
Introduction: January 22, 2014
Proposed Amendment of UW Colleges Constitution Chapter 1
(“UW Colleges Organization”)

Rationale:
The 2013-15 biennial budget delayed the implementation of the University Personnel System which contained a UW Board of Regents Policy granting shared governance rights to University Staff. Because of this delay, the “University Staff” title does not currently exist; therefore, the shared governance inclusion of University Staff could not take effect. Classified Staff remains under the auspices of the Office of State Employment Relations.

On September 6, 2013, the Board of Regents approved Resolution I.2.d., authorizing the Classified Staff of each UW System institution to structure themselves in a manner they determine and to select representatives to participate in institutional governance, thereby bringing Classified Staff into shared governance. Wis. Stat. Chapter 36 currently provides governance rights to UW System faculty, academic staff and students, giving them primary responsibility for the formulation and review of policies and procedures that concern them. No such statutory provision exists for Classified Staff employed in the UW System. The new Board of Regent policy furthers the principle that all university employees should have a voice in the policies and procedures that directly affect their work lives.

These amendments to the UW Colleges Constitution are being proposed to formally incorporate Classified Staff into shared governance as described in the UW Board of Regents Classified Staff Governance policy 20-20.

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

UW Colleges Constitution
Chapter 1 – UW Colleges Organization
Approved by the UW Board of Regents 9/10/93
Revision adopted by the Senate April 27, 2007
Revision adopted by the Senate October 17, 2008

1.00 The Chancellor

The chancellor shall be the executive head of the UW Colleges and shall be vested with the responsibility of administering board policies under the coordinating direction of the president of the University of Wisconsin System and be accountable and report to the president and the board on the operation and administration of the UW Colleges.

Subject to board policies, the chancellor, in consultation with the faculty, shall be responsible for designing curricula and setting program and degree requirements; determining academic standards and establishing grading systems; defining and administering institutional standards for faculty peer evaluation and screening candidates for appointment, renewal, promotion, and
tenure; establishing and effecting any changes in grievance procedures; recommending individual merit increases; administering associated auxiliary enterprises; and administering all funds, from whatever source, allocated or generated in the UW Colleges and its campuses.

The chancellor shall appoint search and screen committees for campus deans after consultation with the steering committees of the Senate and the affected center(s), and with other appropriate bodies.

1.01 Absence of the Chancellor

In those instances when the chancellor is unable to perform his/her duties and responsibilities, except as the chancellor designates otherwise, such duties and responsibilities shall be performed by the Provost.

1.02 Campus Executive Officer and Dean

The campus dean is the administrative and executive head of the campus. This officer is appointed by the board with the advice of the chancellor. Each campus dean serves at the pleasure of the board with periodic review of performance by the chancellor in consultation with the campus collegium. The campus dean shall be responsible to the chancellor for effective administration and implementation of the academic and fiscal program of the campus and for those responsibilities the chancellor delegates to the campus dean. Campus deans are responsible for recommending to the chancellor appointment, renewal, tenure or rolling horizon, and promotion of faculty and academic staff with the positive recommendation of the appropriate department and campus committees and consistent with the personnel rules established by the board.

1.03 Faculty

“Faculty” means persons who hold the rank of professor, associate professor, assistant professor, or instructor in the UW Colleges. The faculty of the UW Colleges shall have the right to determine their own organizational structure and to select representatives to participate in UW Colleges governance.

1.04 Academic Staff

"Academic Staff" means professional and administrative personnel other than faculty and classified staff. The academic staff of the UW Colleges shall have the right to determine their own organizational structure and to select representatives to participate in UW Colleges governance. For governance purposes, lecturers with 40% to 49.999% appointments will be considered half time.

1.05 Faculty Status

Only academic staff who have been previously granted faculty status by the UW Colleges Senate may, at their choice, continue to participate as "faculty" in UW Colleges governance. If they so
choose, they may at a later date choose to participate as academic staff, but any choice to participate as academic staff will be final.

1.06 Classified Staff

“Classified staff” are members of the University workforce, other than faculty and academic staff, who contribute in a broad array of positions in support of the University’s mission. The classified staff of the UW Colleges shall have the right to determine their own organizational structure and to select representatives to participate in UW Colleges governance.

1.06 Students

The students of the UW Colleges, subject to the responsibilities and powers of the board, the president, the chancellor, and the faculty, shall be active participants in the immediate governance of and policy development for the UW Colleges, with particular emphasis on matters relating to student life and interest. Students, in consultation with the chancellor or his/her designee and subject to the final confirmation of the board, shall have the responsibility for the disposition of those student fees which support campus student activities. The students of the UW Colleges shall have the right to organize themselves in a manner they determine and to select their representatives to participate in campus and UW Colleges governance.

[End]
UW Colleges Senate
Introduction: January 22, 2014
Proposed Amendment of UW Colleges Constitution Chapter 2
(“UW Colleges Governance”)

UW Colleges Constitution
Chapter 2 - UW Colleges Governance

============================================================================
Approved by the UW Board of Regents 9/10/93
Revision adopted by the Senate 11/12/94
Revision adopted by the Senate 5/5/95
Revision adopted by the Senate 9/20/97
Revision adopted by the Senate 4/23/99
Revision adopted by the Senate 10/17/08
Revision adopted by the Senate 2012-01-11

2.00 The Senate

The Senate shall consist of representatives of faculty, academic staff, classified staff, deans, and students.

The Senate may adopt such by-laws and procedures as may be necessary or convenient to its functioning. It shall meet at least once each semester and shall be convened by the chancellor on request of the Steering Committee. Special meetings shall be called by the Chancellor or upon written request of at least one-half of the senators.

2.01 Duties and Responsibilities

The Senate shall serve as the deliberative and legislative body of the UW Colleges to adopt guidelines pertaining to educational and academic matters such as admissions requirements, academic actions, curriculum, program requirements, and faculty personnel rules subject to approval by the Chancellor and, where appropriate, the President of the university system and the board. Only ranked faculty Senators shall be eligible to vote on faculty personnel issues.

Whenever it is necessary to secure a faculty opinion on an issue of concern to the faculty, the faculty opinion will be expressed by the ranked faculty members of the Senate. These faculty shall also determine when such a need exists. Whenever it is necessary to secure a clear academic staff opinion on an issue of concern to the academic staff, the academic staff opinion will be expressed by the Academic Staff Council of Senators. These academic staff shall also determine when such a need exists. *Whenever it is necessary to secure a clear classified staff opinion on an issue of concern to the classified staff, the classified staff opinion will be expressed by the Classified Staff Council. These classified staff shall also determine when such a need exists.*

2.02 Senate Membership
The faculty and academic staff with faculty status at each college shall elect faculty senators. UW-Waukesha shall elect three faculty senators, UW-Fox Valley and UW-Marathon County shall elect two faculty senators, and all other campuses shall elect one faculty senator. Every five years, beginning in 2000, the Senate will review the number of faculty at each campus and determine if the number of faculty at the various campuses warrants a change in the number of faculty senators from each campus.

Eight academic staff senators, at least one of which is a member of the instructional academic staff with an appointment of .40 or greater, shall be selected by the academic staff who are eligible to participate in Senate elections (see Chapter 7.02).

_Five classified staff senators shall be selected by the Classified Staff Council. The remaining 10 Council members shall serve as alternates._

There shall be three student senators and three alternates chosen by the UW Colleges Student Government Council from among elected members of the college student government associations.

The Chancellor shall be the Senate's presiding officer, without vote.

The Chancellor shall appoint one of the college deans to be a non-voting member, who shall participate in Senate discussions, and will serve as an ex-officio, non-voting member of the Senate Steering Committee.

Department chairs shall elect from their members one non-voting member, who shall participate in Senate discussions, and will serve as an ex-officio, non-voting member of the Senate Steering Committee.

The term of office of non-student members of the Senate shall be two years. The term of office of student members shall be one year.

**2.03 Senate Committees**

The Senate shall elect standing committees and elected bylaws committees and shall elect or delegate to the Steering Committee the power to appoint ad hoc committees.

Senate standing committees are Steering, Academic Policy, and Budget. Non-student members of the Steering, Academic Policy, and Budget Senate standing committees will be elected by the full Senate from among the senators. Each of these committees shall have a majority of faculty or academic staff with faculty status, and each shall have academic and classified staff representation. _Academic Policy Committee shall have a majority of faculty or academic staff with faculty status, and shall have academic staff representation._ The Steering, Budget and Academic Policy Committees shall each have one student representative among its members.
A. Steering Committee (five faculty senators, two academic staff senators—the Lead Academic Staff Senator and the Colleges Academic Staff System Representative, two classified staff senators—the Lead Classified Staff Senator and the Colleges Classified Staff System Representative (who will serve as an ex-officio, non-voting member), and 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.

The Steering Committee shall have the following duties and responsibilities:
1. Prepare the agenda for the Senate;
2. Refer specific issues to the appropriate standing committee for recommendations to the Senate;
3. Act on behalf of the Senate between Senate meetings;
4. Establish ad hoc committees;
5. Recommend to the Chancellor the names of up to two faculty members (dependent upon Chancellor’s request) for each nominee to university or system-wide faculty advisory committees
6. Consult with and make recommendations to the Chancellor;
7. Initiate and carry out studies and make recommendations to faculty and administration on educational policy. In response to administrative requests, or on its own initiative, the steering committee may advise the administration directly or may request Senate consideration of and action on such questions;
8. Represent the UW Colleges, through its chairperson, on the UW System Faculty Representative Council;
9. Hold regular meetings and promptly provide minutes to the Senate membership. Meetings may be called by the chairperson or the Chancellor on his/her own initiative or at the request of two or more committee members.

B. Academic Policy Committee (seven senators, with a minimum of four faculty and one student)

The Academic Policy Committee, in consultation with academic departments and with the Vice Chancellor, shall develop and propose to the Senate guidelines and policies pertaining to academic issues such as:
1. curricular review and modification
2. admission to the UW Colleges
3. Associate of Arts and Science Degree requirements
4. academic regulations
5. student discipline
The academic policy committee shall whenever possible include representatives from the three academic divisions.

C. **Budget Committee (four faculty, two academic staff, one classified staff, and one student Senate members)**

The Budget Committee shall, as directed by the Senate, review issues related to budget. The committee shall be consulted by the Chancellor for advice on annual and long-range planning of UW Colleges budgets.

### 2.04 Faculty Council of Senators

Membership shall consist of current faculty senators. The Senate Steering Committee Chair shall chair and will be responsible for convening and conducting meetings of the faculty senators as necessary. The Faculty Council standing committees are Faculty Appeals and Grievances and Faculty Professional Standards. The Faculty Council of Senators shall establish ad hoc committees as necessary and represent the faculty perspective to the UW Colleges Senate.

### 2.05 Faculty Council Committees

The Faculty Professional Standards Committee and Faculty Appeals and Grievance will be elected by ranked faculty senators.

**A. Faculty Professional Standards Committee (four ranked faculty senators and one instructional academic staff senator)**

The Faculty Professional Standards Committee, in consultation with academic departments, shall develop and propose to the Senate guidelines to be applied by college committees, college deans, and department executive committees. These guidelines shall include but are not be limited to the following:

1. Recruitment of faculty;
2. Faculty appointments;
3. Counting years of prior service at other institutions and in the UW Colleges;
4. Renewal of probationary appointments;
5. Appointment to tenure and promotion to each rank;
6. Performance by a faculty member of activities of an extensive, recurring or continuing nature outside his/her institutional responsibilities;

The Faculty Professional Standards Committee shall also serve as the UW Colleges Faculty Ethics Committee.

**B. Faculty Appeals and Grievances Committee**

The committee shall consist of seven tenured faculty members of whom at least two shall represent each of the three academic divisions, with no college or department having more
than one member on the committee. A member of the committee will serve a two-year term, with three members being elected in the odd-numbered years, four in the even-numbered years.

The committee is authorized to:
1. Hear appeals of faculty concerning decisions on non-renewal (see Ch. 6.02), dismissal (see Ch. 6.04) and layoff (see Ch. 6.05);
2. Hear grievances of faculty - through a subcommittee of three selected by the chairperson—but in cases where a college or department grievance committee is called upon to act, only after such committee has acted on the grievance (see Ch. 6.07);
3. Review appeals based on disciplinary actions invoked by the Chancellor on his/her own initiative (see Ch. 6.06);
4. Periodically review and propose to the Senate documents describing in detail the procedures for appeals and grievances by UW Colleges faculty.

The UW Colleges Faculty Appeals and Grievances Committee will be in recess from the end of the contractual period in the spring until the beginning of the contractual period in the fall except for emergency situations, as determined by the chancellor in consultation with the chairpersons of the UW Colleges Appeals and Grievances Committee and Senate Steering Committee. This recess will not affect deadlines for filing appeals or grievances.

Grievance subcommittees of the UW Colleges Faculty Appeals and Grievances Committee shall consist of three members of the UW Colleges Appeals and Grievances Committee, including its chairperson or his/her designee.

2.06 Academic Staff Council of Senators

Membership shall include current academic staff senators. One senator shall serve as lead senator. This individual shall be responsible for convening and conducting meetings of the academic staff senators as necessary and shall be one of the academic staff members of the steering committee. The academic staff system representative shall be elected from the Academic Staff Council of Senators and shall serve as the other academic staff member of the steering committee. The Academic Staff Council standing committees are Academic Staff Appeals and Grievances, Academic Staff Personnel and Academic Staff Nominations and Elections. The Academic Staff Council of Senators shall establish ad hoc committees as necessary and represent the academic staff perspective to the UW Colleges Senate.

2.07 Academic Staff Council Committees

The Academic Staff Personnel Committee, Academic Staff Nominations and Elections Committee, and Academic Staff Appeals and Grievance Committee will be elected or appointed by Academic Staff Senators (see Chapter 7.03).

A. Academic Staff Personnel Committee (five academic staff including one academic staff senator)
The Academic Staff Personnel Committee, after appropriate consultation, shall develop, propose and recommend to and advise the Academic Staff Council of Senators concerning Academic Staff Personnel Policies. The Academic Staff Council of Senators shall recommend Academic Staff Personnel Policies to the Chancellor which shall, upon approval by the Chancellor, be applied by college committees, college deans, and department executive committees. These guidelines shall include but not be limited to the following:

1. Recruitment of academic staff;
2. Academic staff appointments;
3. Counting years of prior service at other institutions and in the UW Colleges;
4. Academic staff promotions and rolling horizons policies.

B. Academic Staff Appeals and Grievances Committee (five academic staff members)

The Academic Staff Appeals and Grievances committee is authorized to:

1. Hear appeals of academic staff appointments (including but not limited to non-renewal, denial of rolling horizon, and other personnel actions);
2. Review appeals based on disciplinary actions invoked by the Dean or Chancellor on his/her own initiative;
3. Hear grievances of academic staff and make recommendations accordingly;
4. Periodically review and propose documents describing in detail the procedures for appeals and grievances by UW Colleges academic staff.

C. Academic Staff Nominations and Elections Committee

This is a standing committee of the Academic Staff Council of Senators. Membership shall be comprised of three academic staff members who shall be appointed by the Academic Staff Council of Senators. Members shall serve a two-year term with two members being appointed in odd-numbered years, and one member being appointed in even-numbered years. The nominations and elections committee shall determine the number of academic staff senator positions to be filled (see UW Colleges Constitution Ch. 2.02), and shall conduct elections as stated in Chapter 7.02, and shall develop appropriate by-laws.

2.08 Classified Staff Council of Senators

Membership shall include current classified staff senators and alternates. One senator shall serve as lead senator, who shall be responsible for convening and conducting meetings of the classified staff senators as necessary and shall be a classified staff member of the UW Colleges Senate Steering Committee. A classified staff senator, chosen by the Classified Staff Council, shall be the classified staff representative to UW System and serve as the second classified staff member of Senate Steering.

2.09 Classified Staff Council Committees
Members of the Classified Staff Executive Committee, Classified Staff Bylaws Committee, Classified Staff Shared Governance Committee, Classified Staff Nominations and Elections Committee, Classified Staff Communications Committee, and Classified Staff Personnel Policy Committee will be elected or appointed by Classified Staff Council (see Chapter 10). The UW Colleges Classified Staff Council shall establish ad hoc committees as necessary and represent the classified staff perspective to the UW Colleges Senate.

A. Classified Staff Executive Committee

This committee is comprised of the Classified Staff Council Chair, Vice Chair, Secretary, Member-at-Large, and an administrative liaison (ex-officio and appointed by the Chancellor). In extraordinary circumstances, the Executive Committee shall be authorized to exercise the powers of the Classified Staff Council in the event that a quorum cannot be attained.

B. Classified Staff Bylaws Committee (three classified staff, one of which must be a Council member)

This committee shall review Classified Staff Council Bylaws and Policy documents and propose changes as necessary.

C. Classified Staff Shared Governance Committee (five classified staff, one of which must be a Council member)

This committee shall outline the opportunities, roles and responsibilities of classified staff in shared governance.

D. Classified Staff Nominations and Elections Committee (three classified staff, one of which must be a Council member)

This committee shall be responsible for soliciting nominations and coordinating the elections for membership on the Classified Staff Council.

E. Classified Staff Communications Committee (three classified staff, one of which must be a Council member)

This committee shall be responsible for facilitating the dissemination of information to the UW Colleges classified staff at the direction of the Classified Staff Council.

G. Classified Staff Personnel Policy Committee (five classified staff, one of which must be a Council member)

This committee shall be responsible for working with UW Colleges administrative units and UW Colleges Senate on the development and oversight of personnel policies and procedures.
2.08 Referendum

The Senate, through its Steering Committee, may determine that a particular issue is of such importance that a referendum is the only appropriate manner to arrive at a determination of opinion. A referendum may also be initiated by a petition to the Chancellor of 10 percent of the collegia from each of at least one-half of the campuses of the UW Colleges. The Chancellor may also initiate a referendum at his/her own discretion. A separate referendum of either faculty, academic staff, or classified staff may be initiated by the Chancellor. A faculty referendum may also be initiated by the faculty members of the Senate Steering Committee or at the request of five department chairs; an academic staff referendum may be initiated by the academic staff senators; a classified staff referendum may be initiated by the classified staff senators. In any of these instances, the Steering Committee of the Senate will establish procedures for the distribution and tallying of the ballots.

[End]
UW Colleges Senate
Introduction: January 22, 2014
Proposed Amendment of UW Colleges Constitution Chapter 3
(“UW Colleges Governance”)

UW Colleges Constitution
Chapter 3 - Campus Governance

Approved by the UW Board of Regents 9/10/93
Revision adopted by the Senate 01/10/01
Revision adopted by the Senate April 27, 2007
Revision adopted by the Senate March 6, 2009
Revision adopted by the Senate (SGC) 2012-10-26

3.00 Campus Constitution

Each campus collegium shall maintain a constitution which is in compliance with the
constitution of the UW Colleges. Amendments to campus constitutions require the approval of
the chancellor.

3.01 Membership

Each campus collegium shall consist of all faculty, and academic staff, classified staff, and
student representatives. The campus dean or his/her designee shall be the presiding officer of the
collegium. Collegia constitutions shall allow for no fewer than three and no more than eight
student members of the collegium. Students shall select their representatives to the campus
collegium. All collegium members with appointments of one half time or more and student
representatives may participate in all elections and vote on all collegium motions, except that
only faculty and academic staff with faculty status shall vote for the faculty senator, only ranked
faculty shall vote on faculty personnel issues, and only eligible academic staff shall vote on
academic staff personnel issues, and only classified staff shall vote on matters pertaining to
classified staff.

A faculty or academic staff, or classified staff member with a split appointment or at least a 40%
appointment that is entirely through the University of Wisconsin Colleges Online shall have
his/her collegium membership determined in the letter of appointment or by designation.

3.02 Jurisdiction and Responsibilities

Each campus collegium shall be the deliberative and legislative body of the campus. Through its
actions and its standing committees, the collegium shall recommend to the campus dean means
of improving the educational program. It shall refer to the Senate matters of UW Colleges or
campus concern and act on matters presented to it by the Senate.

3.03 Divisions
Each campus may organize its faculty into appropriate divisions to provide broad disciplinary representation in committees

3.04 Campus Collegium Steering Committee

Each campus collegium shall elect from its members a steering committee composed of faculty, and academic staff and classified staff, the majority of which must be faculty. The campus dean shall be a non-voting ex-officio member. The steering committee of the campus collegium shall have among its duties and responsibilities the following:

1. Prepare the agenda for the collegium;
2. Call regular and special meetings of the collegium;
3. Establish ad hoc committees;
4. Refer specific issues to appropriate collegium committees;
5. Act for the collegium until the next scheduled meeting of the collegium.

3.05 Other Campus Collegium Committees

Revised by the Senate (SGC) 2012-10-26

Each campus collegium shall elect as many standing committees as it deems necessary to serve the campus as major advisory bodies to the campus dean on the following subjects:

1. Appointment of faculty and academic staff;
2. Evaluation of faculty and teaching academic staff;
3. Curriculum and course improvements;
4. Budget;
5. Academic actions;

Each standing committee shall have a majority of faculty. Academic staff shall have the right to representation and to select their own representatives on all committees except those designated for faculty and classified staff personnel issues. **Classified staff shall have the right to representation and to select their own representatives on all committees except those designated for faculty and academic staff personnel issues.** The committee charged with retention, tenure and promotion decisions for faculty must consist only of tenured faculty members. Collegia constitutions shall allow for student members on committees designated to consider all professional appointments, curriculum, academic actions and on the committee designated to advise the campus dean on the budget. The campus student government will be the electing body for all student representatives on all campus governance committees. There shall be no students on the committees designated to evaluate faculty and teaching academic staff, or consider faculty grievances. However, student input must be sought in the evaluation of faculty and teaching academic staff at least once every three years. The campus student government will be responsible for creating a committee for student life and interests and for the dispensation of segregated university fees.
The committees providing advice on faculty and teaching academic staff appointments and curriculum shall seek the advice of appropriate department executive committees. The committee designated to evaluate faculty and teaching academic staff shall seek the advice of the appropriate department executive committees in its annual evaluation of all faculty and academic teaching staff. Appointments, renewals, tenure, and promotions may be granted only after affirmative recommendations of the appropriate campus committee(s) and academic department.

[End]
UW Colleges Senate
Introduction: January 22, 2014
Proposed New UW Colleges Constitution Chapter 10
(“Classified Staff (University Staff)”)
The Classified Staff Council of Senators, in consultation with the chancellor and, as appropriate, with the faculty, academic staff and students, shall develop policies and procedures to implement UW System Board of Regents Policy Documents.

10.06 Bylaws

The University Staff Council Bylaws are currently being held in abeyance until July 1, 2015. Until such time that these Bylaws take effect, the Classified Staff Council Interim Policy document shall be the guide for procedures and actions taken by the Classified Staff Council.

[End]
Attachment 24

UW Colleges Senate
Introduction: January 22, 2014
Proposed Amendment of UW Colleges Constitution Chapter 10
(“Amendments”)

UW Colleges Constitution
Chapter 10 - Amendments

Approved by the UW Board of Regents 9/10/93
Revision adopted by the Senate April 24, 2009

10.00 Amendments

Amendments to this constitution may be initiated by a majority vote of the Senate or by a
majority vote of at least one-half of the campus collegia. These proposed amendments must be
submitted to the Senate and distributed to each campus collegium for discussion at the meeting
prior to the one at which the ratification vote will be taken. These amendments are
adopted/ratified upon a two-thirds vote of the Senate, following a majority vote of at least two-
thirds of the campus collegia and become effective upon approval of the chancellor.

[End]
Rationale: The 2013-15 biennial budget delayed the implementation of the University Personnel System which contained a UW Board of Regents Policy granting shared governance rights to University Staff. Because of this delay, the “University Staff” title does not currently exist; therefore, the shared governance inclusion of University Staff could not take effect. Classified Staff remains under the auspices of the Office of State Employment Relations.

On September 6, 2013, the Board of Regents approved Resolution 1.2.d., authorizing the Classified Staff of each UW System institution to structure themselves in a manner they determine and to select representatives to participate in institutional governance, thereby bringing Classified Staff into shared governance. Wis. Stat. Chapter 36 currently provides governance rights to UW System faculty, academic staff and students, giving them primary responsibility for the formulation and review of policies and procedures that concern them. No such statutory provision exists for Classified Staff employed in the UW System. The new Board of Regent policy furthers the principle that all university employees should have a voice in the policies and procedures that directly affect their work lives.

These changes to the UWC Senate Bylaws are being proposed to formally incorporate Classified Staff into shared governance as described in the UW Board of Regents Classified Staff Governance policy 20-20.

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

UW Colleges Senate Bylaws

Established 11/12/94
Revised 3/18/95
Revised 1/11/96
Revised 5/4/96
Revised 3/8/97
Revised 4/23/99
Revised 3/14/03
Revised 5/02/03
Revised 1/21/04
Revised 5/7/04
Revised 4/29/05
Revised 10/19/07
Revised 1/16/08
Revised by the Senate 3-7-08
Revised by the Senate 1-14-09
Revised by the Senate 4-24-09
Revised by the Senate 10-23-09
Revised by the Senate (SSC) 1-13-10
Revised by the Senate (SSC) 3-5-10
Revised by the Senate (SSC) 4-23-10
Revised by the Senate (SIITC) 2010-10-22

Revised by the Senate (SSC) 2011-01-12
Revised by the Senate (SSC) 2011-04-29
Revised by the Senate (SSC) 2011-10-21
Revised by the Senate (SSC) 2012-01-11
Revised by the Senate (SSC) 2013-01-09
Revised by the Senate (SSC) 2013-02-25
Revised by the Senate (SSC) 2013-03-15

Revised by the Senate (SSC) 2011-01-12
Revised by the Senate (SSC) 2011-04-29
Revised by the Senate (SSC) 2011-10-21
Revised by the Senate (SSC) 2012-01-11
Revised by the Senate (SSC) 2013-01-09
Revised by the Senate (SSC) 2013-02-25
Revised by the Senate (SSC) 2013-03-15

Revised by the Senate (SSC) 2011-01-12
Revised by the Senate (SSC) 2011-04-29
Revised by the Senate (SSC) 2011-10-21
Revised by the Senate (SSC) 2012-01-11
Revised by the Senate (SSC) 2013-01-09
Revised by the Senate (SSC) 2013-02-25
Revised by the Senate (SSC) 2013-03-15
5.0 Annual Elections
Revised 10-23-2009
Revised 1-13-2010
Revised 4-23-2010

5.1 The annual election for Senate Steering Committee Chair, the standing committees
of the Senate, and the elected bylaws committees shall take place at the last Senate
meeting of the academic year.

5.2 Only faculty, and academic staff, and classified staff senators who have been
elected to serve in the coming academic year or their designated alternates are
eligible to vote in the annual election. In the case of the student senators the two
newly elected student senators and one of the outgoing student senators designated
by the Student Governance Council, or their designated alternates, shall vote.

5.3 The first election is that of Senate Steering Committee Chair. The Senate Steering
Chair must be elected by a majority of those voting.

5.4 The order of standing and bylaw committee elections shall be determined by the
Senate Steering Committee.

5.5 Members of the Senate shall elect faculty and staff to standing committees of the
Senate from a preference sheet prepared by the Senate Steering Committee Chair.

5.6 Senators, department chairs, campus steering chairs, and the faculty and staff at
large shall be requested to recruit candidates for the elected bylaws committees, or
nominate themselves.

5.7 The Senate Steering Committee Chair shall receive the nominations, prepare a slate
of faculty and academic staff candidates for elected bylaw committees and present it
to the Senate for their election. The UW Colleges Student Governance Council
shall provide student members of the elected bylaws committees.

5.8 The Senate Steering Committee shall make appointments of faculty and academic
staff to the appointed bylaw committees of the Senate by the time of the last Senate
meeting of the academic year.

5.9 The terms of office of all new Senators, Senate committee members, and Senate
committee chairs shall commence on the first contract day of the coming academic
year except for the non-student members of the Senate Assessment Committee.
Non-student members of the Senate assessment committee shall commence their
term on October 1, serve for two years, and end their terms on September 30.

5.10 The Senate Steering Chair shall appoint convening chairs for all Senate committees.
Rationale:
Pending the adoption of the IP grade which is projected to occur at the March 14, 2014, Senate Meeting, we are proposing the following: In consideration of the unique nature of the UW Flexible Option pedagogy, we are requesting that a temporary modification to Institutional Policy Regarding Students #202, Section II, B, be made by the Senate Steering Committee. Specifically, we are proposing that an “Incomplete” grade should be given to a UW Colleges Flexible Option student without any assignment of a tentative grade or deadline for completion date. This temporary modification will sunset, without a need for further action, upon the official adoption of the IP grade by the UW Colleges Senate and the approval of the chancellor, and any “Incomplete” grades appearing on a UW Colleges Flexible Option student’s transcript will be changed to IP.

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

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

Ratified by the Senate - February 2, 1980: pages 2-3, Appendix 3
Amended, November 13, 1982, p.6; September 17, 1983, p.5
Amended, November 12, 1983, p.5
Amended, January 9, 1985, p.5
Amended, March 15, 1986, p.8
Amended, May 14, 1988, p.13, App.14
Revision Adopted by the Senate, May 14, 1989, p.14, App.21
Revision Ratified by the Senate, Oct. 7, 1989, p.8, App.16
Revision Adopted by the Senate, Jan. 17, 1992, p.4.
Revision Initiated by the Senate, May 7, 1994, p.8, App.11 and 12
Revision Adopted by the Senate, Oct. 1, 1994, p.8; see May 7, 1994, p. 8, App.11 and 12
Revision Adopted by the Senate, Mar. 18, 1995, p.4; att.2
Revision Adopted by the Senate, Mar. 7, 1998, pages 1,3,6,7, Att.2
Revision Adopted by the Senate, May 2, 1998, p.6
Revision Adopted by the Senate, April 23, 1999, p.5
Revision Adopted by the Senate, January 14, 2000, p.8, App. 7
Revision Adopted by the Senate, January 16, 2002, p. _, App. __
Reorganized and Renumbered March 15, 2002
Revised by the Senate, March 3, 2006
Revised by the Senate April 24, 2009
Revised by the Senate October 23, 2009
Revised by the Senate January 13, 2010
Revised by the Senate (SAPC) April 29, 2011
Revised by the Senate (SAPC) 2012-04-27
Revised by the SSC 2012-10-26
Revised by the SSC 2013-02-25
Revised by the Senate (SAPC) 2013-04-26
II. **Grading System**
Revision adopted by the Senate, January 14, 2000
Revised 4-24-09
Revised 10-23-09
Revised 1-13-10
Revised 2011-04-29
Revised by SSC 2012-10-26
Revised by the SSC 2013-02-25
Revised by the Senate (SAPC) 2013-04-26

Semester grades are reported by letter only. Each letter grade carries a specified number of grade points per credit; thus a B in a three-credit subject gives nine grade points.

A. **Grade Points per Credit.** The scale of grades and grade points is:
   - **A**  4.00 (Excellent)
   - **A-**  3.67
   - **B+**  3.33
   - **B**  3.00 (Good)
   - **B-**  2.67
   - **C+**  2.33
   - **C**  2.00 (Fair)
   - **C-**  1.67
   - **D+**  1.33
   - **D**  1.00 (Poor)
   - **D-**  0.67
   - **F**  0.00 (Fail)

B. **Other Grading symbols.** The following symbols are used where grade points are not assigned:
   - **CO** Completed an audited course.
   - **IA** Not completed an audited course.
   - **I** Incomplete.
   - **N** Used for non-degree credit courses
   - **R** Repeat. Used in remedial English and Mathematics courses, and in ENG101 and MAT105 when the student is making progress but has not mastered the subject and must repeat the course.
   - **S** Satisfactory. A passing grade for courses taken on a pass/fail basis.
   - **U** Unsatisfactory. A failing grade for courses taken on a pass/fail basis.
W Withdrew.

C. Grade Point Average. The general quality of a student's work is expressed in terms of a grade point average (GPA). The highest possible grade point average is 4.0, which represents an A in every G.P.A. credit course attempted; the lowest, 0.0, which represents an F in every G.P.A. credit course attempted.

The grade point average is determined, whether for the semester or on a cumulative basis, by dividing the total number of grade points earned by the total number of G.P.A. credits attempted. Courses in which the student received a CO, IA, I, R, S, U or W will not be included in determining the grade point average. When a student completes a course in which an I was received, the credits and grade points earned for that course will be included when figuring the cumulative GPA.

D. Incompletes (When Given). An incomplete may be reported for a student who has carried a subject with a passing grade until near the end of the semester and then, because of substantiated cause beyond the student's control, has been unable to take the final examination or to complete a limited amount of term work.

The instructor also will submit a grade to be recorded as the permanent grade for the course in case the incomplete is not removed. This tentative grade will be recorded by the instructor, along with the incomplete.

E. Incompletes (Removal). It is the responsibility of the student to consult with the instructor to reach an understanding regarding the work to be completed. The instructor will then file a detailed report of the work which must be completed in order for the student to finish the course. The format of that report and the place of filing will be determined by the individual UW Colleges campus.

A student must remove an incomplete before the end of the next semester. Exceptions to this time limit may be made by mutual agreement of the instructor concerned and the student, with written notification by the instructor to the Office of Student Affairs. If the incomplete has not been removed within the time limit, it will be replaced by the tentative grade reported by the instructor. The student may elect to remove the incomplete by repeating the course, in which case the regulations for repeating courses will apply.

F. Incompletes (UW Flexible Option). An incomplete grade may be reported for a UW Colleges Flexible Option student who has not completed a competency set within a three-month subscription period. The incomplete grade should be given to a UW Colleges Flexible Option student without any assignment of a tentative grade or deadline completion date. The incomplete grade designation will end, without a need for further action, upon the adoption by the Senate and the approval of the chancellor of the in progress (IP) grade or not later than April 30, 2014 (whichever comes first). At that time, any incomplete grades appearing on a UW Colleges Flexible Option student's transcript will be changed to an IP grade.
G. Pass/Fail. The UW Colleges offers the possibility of taking courses on a pass/fail basis. The purpose is to permit the student to take elective courses to explore a field or subject without regard for the letter grade earned in the course. Students who are undecided about a major should not take courses on a pass/fail basis which might later become part of their major requirements. Most universities do not permit courses taken on a pass/fail basis to count toward meeting major or general studies requirements. Courses to be applied to the AAS degree proficiency and general education requirements may not be taken on a pass-fail basis. The results of any course taken on this basis will not affect a student's grade-point average.

All students are eligible to elect one course on the pass/fail basis per semester (including summer session) with a maximum of two such courses while a freshman and two such courses while a sophomore.

If a student elects to take a course on this basis, the decision must be made within the same time as for adding a course. A student cannot change a course either to or from the pass/fail basis after the deadline for adding a class.

The instructor of a non-degree credit course which is listed in the catalog and the instructor of courses listed under LEC (lecture forum) in the catalog may grade an entire class on a pass/fail basis. When an entire course is to be graded on the pass/fail basis, it shall be indicated as such in the timetable.

Final grades for courses taken on a pass/fail basis will be indicated as pass (S) or fail (U) without the computation of grade points for those courses into the semester or cumulative grade-point average.

H. Mid-term and Final Grades. Instructors shall submit grades reflecting students' progress in each course through such a portion of the semester that students can be formally notified by the end of the ninth week of the regular semester or at least 3 working days before the withdrawal deadline published in the course schedule for courses not offered in the traditional 16-week format. Midterm grades will be reported in the same way as final grades. Unlike final grades, midterm grades will not become part of a student’s official academic record.

Final grades, regardless of the delivery method must be reported by the instructor within four working days after the final examination.

Final grade reports are mailed to students at the end of each semester and at the end of the summer session. Notification of any probationary or suspension action will be on the grade report.

I. Grade Changes. Grade changes to remove an incomplete or correct an error may be made only by the instructor who gave the grade or the department chair acting for a lecturer or department member who is unavailable for an extended period of time. Grade
changes must be reported on the appropriate form and signed by both the instructor or department chair and the dean.

Copies of the UW Colleges Grade Appeal policy (IP #204) may be obtained in the Student Affairs Office.

**J. Honors or Dean’s List.** Each UW Colleges campus may publish one or more Dean's Lists each semester to honor students with high grade point averages. If part-time students are to be included on a Dean's List, the designation as part-time students should be indicated. Students may request that their names be deleted from the Dean's List.

FULL-TIME STUDENTS. Honors will be awarded to students carrying a minimum of 12 semester credits which are used in determining grade point average, as detailed below. Honors will be awarded to full-time students carrying fewer than 12 semester GPA credits who meet the conditions described for part-time students below.

PART-TIME STUDENTS. Honors will be awarded to students who have earned at least 15 GPA credits with an average of 3.5 and who carry a minimum of 3 semester credits which are used in determining grade point average, and earn a semester grade point average, as detailed below.

HONORS: Grade point average of 3.5 through 3.74

HIGH HONORS: Grade point average of 3.75 through 3.99

HIGHEST HONORS: Grade point average of 4.00

**K. Graduation Honors.** Each UW Colleges campus may award graduation honors to those students who are eligible to graduate with a UW Colleges’ degree. The honor is awarded for the total cumulative GPA for courses earned through the UW Colleges. The honors distinction is as follows:

CUM LAUDE: Grade point average of 3.50 through 3.74

MAGNA CUM LAUDE: Grade point average of 3.75 through 3.89

SUMMA CUM LAUDE: Grade point average of 3.90 through 4.00

/[...]/

/[End]
Rationale:
The Flexible Option AAS Degree Committee recognized the need for a different letter-grade policy for Flex students who are in progress at the end of a subscription period. Incomplete (I) grades are not intended for in-progress notations and lead to unintended consequences such as generating D’s and F’s. The proposed revisions create an IP (In Progress) grade to the grading policies for the Flex Option AAS transcript for students who are in progress at the end of a subscription period. To ensure that students are moving toward completion in a timely manner, in order for the IP grade to be assigned, at least one competency must have been completed and the student must complete the competency set during their next subscription period. However, the next subscription period does not need to be contiguous with the period for which the IP grade was assigned. Unlike the Incomplete, there is no default grade. IP will have no effect on a GPA.

Proposed revisions are in bold, italicized, underlined, red font.
II. Grading System
Revision adopted by the Senate, January 14, 2000
Revised 4-24-09
Revised 10-23-09
Revised 1-13-10
Revised 2011-04-29
Revised by SSC 2012-10-26
Revised by the SSC 2013-02-25
Revised by the Senate (SAPC) 2013-04-26

Semester grades are reported by letter only. Each letter grade carries a specified number of grade points per credit; thus a B in a three-credit subject gives nine grade points.

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   A  4.00 (Excellent)
   A-  3.67
   B+  3.33
   B  3.00 (Good)
   B-  2.67
   C+  2.33
   C  2.00 (Fair)
   C-  1.67
   D+  1.33
   D  1.00 (Poor)
   D-  0.67
   F  0.00 (Fail)

B. Other Grading symbols. The following symbols are used where grade points are not assigned:
   CO  Completed an audited course.
   IA  Not completed an audited course.
   I   Incomplete.
   N   Used for non-degree credit courses
   R   Repeat. Used in remedial English and Mathematics courses, and in ENG101 and MAT105 when the student is making progress but has not mastered the subject and must repeat the course.
   S   Satisfactory. A passing grade for courses taken on a pass/fail basis.
   U   Unsatisfactory. A failing grade for courses taken on a pass/fail basis.
W  Withdrew.

IP  In Progress. Used in Flexible Option Program when a student is in progress at the end of a subscription period.

C. Grade Point Average. The general quality of a student's work is expressed in terms of a grade point average (GPA). The highest possible grade point average is 4.0, which represents an A in every G.P.A. credit course attempted; the lowest, 0.0, which represents an F in every G.P.A. credit course attempted.

The grade point average is determined, whether for the semester or on a cumulative basis, by dividing the total number of grade points earned by the total number of G.P.A. credits attempted. Courses in which the student received a CO, IA, I, R, S, U or W, or IP will not be included in determining the grade point average. When a student completes a course in which an I or IP was received, the credits and grade points earned for that course will be included when figuring the cumulative GPA.

D. Incompletes (When Given). An incomplete may be reported for a student who has carried a subject with a passing grade until near the end of the semester and then, because of substantiated cause beyond the student's control, has been unable to take the final examination or to complete a limited amount of term work.

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G. Mid-term and Final Grades. Instructors shall submit grades reflecting students' progress in each course through such a portion of the semester that students can be formally notified by the end of the ninth week of the regular semester or at least 3 working days before the withdrawal deadline published in the course schedule for courses not offered in the traditional 16-week format. Midterm grades will be reported in the same way as final grades. Unlike final grades, midterm grades will not become part of a student’s official academic record.

Final grades, regardless of the delivery method must be reported by the instructor within four working days after the final examination.

Final grade reports are mailed to students at the end of each semester and at the end of the summer session. Notification of any probationary or suspension action will be on the grade report.

H. Grade Changes. Grade changes to remove an incomplete or correct an error may be made only by the instructor who gave the grade or the department chair acting for a lecturer or department member who is unavailable for an extended period of time. Grade changes must be reported on the appropriate form and signed by both the instructor or department chair and the dean.

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to be included on a Dean's List, the designation as part-time students should be indicated. Students may request that their names be deleted from the Dean's List.

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HONORS: Grade point average of 3.5 through 3.74
HIGH HONORS: Grade point average of 3.75 through 3.99
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CUM LAUDE: Grade point average of 3.50 through 3.74
MAGNA CUM LAUDE: Grade point average of 3.75 through 3.89
SUMMA CUM LAUDE: Grade point average of 3.90 through 4.00

K. In Progress. If a Flexible Option-enrolled student is in progress at the end of a subscription period and has completed at least one competency, a grade of IP can be assigned. IP grades may be assigned only once for each competency set. It is the student's responsibility to complete the competencies needed for credit during their next subscription period. However, the next subscription period does not need to be contiguous with the subscription period for which the IP grade was assigned. There is no default grade.

[...]

[End]
Background and 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

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]
UW Colleges Faculty Council of Senators

Introduction: January 22, 2014

Proposed Revision of Faculty Personnel Policy #501
(“Criteria and General Procedures for Appointment, Retention, Tenure Progress, Tenure, and Promotion (Bylaws)”)

Rationale:
The CTA department routinely includes, as part of its evaluation of a second-year probationary faculty member, a visitation of a play production directed by the faculty member under review. The early deadlines required in a second-year retention decision require visitation reports be completed by November 1. Many fall productions on campus are not scheduled until after the Nov.1 deadline has passed. Since departments must complete their retention decision work by Dec. 1, and probationary faculty need have sufficient time to reply to issues raised in the visitation reports, a delay of a visitation of even one week into November is unmanageable. Such a delay would leave insufficient time for executive committee members to draft the retention report and get replies from affected probationary faculty members before the Dec 1 deadline. Therefore, the option to allow a visitation report based on a visitation to a directed play during the prior Spring term was deemed to be a best option by both the Faculty Professional Standards Committee and the chairperson of the CTA department.

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

UW Colleges Senate Policy

Faculty Personnel Policy #501

Criteria and General Procedures for Appointment, Retention, Tenure Progress, Tenure, and Promotion (Bylaws)

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

* All timeline provisions refer to working days.

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

B. Procedures for Retention of Probationary Tenure-Track Faculty

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

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

   a. November 1. By November 1, class visitations shall be conducted by at least two different members of the appropriate department. The following exception to this rule is granted for one visitation letter for second-year probationary faculty of the CTA department: One letter may be based on a visitation to a directed play during the spring term of the first year of service as a faculty member of the Colleges.
b. **November 7.** The probationary faculty member shall submit the retention dossier to the department.

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

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

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

[...]
Rationale:
In light of recent policy changes to digitizing the dossier and to requiring the cost of preparing a printed version of a digitized dossier be borne by any party so seeking the printed copy, it was decided that section I.C was no longer needed in this policy. This revision strikes this section. As well, it was found that language in section I.B was inconsistent with the new policy to digitize dossiers when departments permit. A single word change was made to consistently use the digital language.

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

UW Colleges Senate Policy
Faculty Personnel Policy #501.01
Promotion, Tenure, and Third-Year Tenure Progress and Retention Review Dossier Format

I. Preparation and Funding
A. The candidate has full responsibility for constructing the dossier in accordance with the established guidelines, which follow.
B. The campus will assist the candidate with reproducing and digitizing all materials which have been gathered by the candidate for the requirements of the dossier, including those non-paper materials added by individual department guidelines, and with distributing those materials to the departmental evaluation committee. Departments will keep the
required non-paper digital materials to a minimum, to allow economical accumulation and distribution.

C. The cost of copying the final tenure dossier will be handled on the campus as an institutional expense. Assistant campus deans for administrative services should submit a budget transfer request to the central office controller. The request should identify the candidate and the copying and mailing costs to be reimbursed to the campus. The cost of using commercial services for duplicating or reimbursement to individuals will not be covered by the university without prior approval from the vice chancellor for administrative and financial services.

D. Dossiers received by the department will be forwarded to the campus evaluation committee by January 25.

E. The campus evaluation committee will forward a copy to the campus dean to place in the candidate’s campus file. The dean’s office will forward a copy of the dossier to the provost in support of department/campus/dean recommendations.

F. Faculty are expected to keep their dossiers up to date. That is, they build their tenure and/or promotion dossiers year by year, starting from the first year.

[...]

[End]
Rationale:
In light of recent policy changes to digitizing the dossier and to requiring the cost of preparing a printed version of a digitized dossier be borne by any party so seeking the printed copy, it was decided that section I.C was no longer needed in this policy. This revision strikes this section. As well, it was found that language in section I.B was inconsistent with the new policy to digitize dossiers when departments permit. A single word change was made to consistently use the digital language.

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

UW Colleges Senate Policy
Faculty Personnel Policy #501.02
Probationary Faculty Retention Review Dossiers

A. The candidate has full responsibility for constructing the dossier in accordance with the established guidelines, which follow.

B. The campus will assist the candidate with reproducing and digitizing all materials which have been gathered by the candidate for the requirements of the dossier, including those non-paper materials added by individual department guidelines, and with distributing those materials to the departmental evaluation committee. Departments will keep the required non-paper digital materials to a minimum, to allow economical accumulation and distribution.

C. The cost of copying the final tenure dossier will be handled on the campus as an institutional expense. Campus business managers should submit a budget transfer request to the central office comptroller. The request should identify the candidate and the copying and mailing costs to be reimbursed to the campus. The cost of using commercial services for duplicating or reimbursement to individuals will not be covered by the
D. Candidates shall submit the retention dossiers to the department according to the following timetable:
   1. First-year probationary faculty by January 4.
   2. Second-year probationary faculty by November 7.
   4. The deadline for submission of the retention dossier for fourth- and fifth-year probationary faculty shall be at the discretion of the department chair but no earlier than January 4 and no later than April 1.

E. Dossiers received by the department for consideration of first year probationary faculty will be forwarded to the campus evaluation committee by February 1. For consideration of second-year probationary faculty will be forwarded to the campus evaluation committee by December 1. For consideration of fourth- and fifth-year probationary faculty will be forwarded to the campus evaluation committee by April 15.

F. The campus evaluation committee will forward a copy to the campus dean, to place in the candidate’s campus file.

G. Faculty are expected to keep their dossiers up to date. That is, they build their tenure and/or promotion dossiers year by year, starting from the first year. However, the submitted retention review dossiers for each year shall include only those materials required for the specific year as listed below.

   [...]
UW Colleges Faculty Council of Senators
Introduction: January 22, 2014
Proposed Revision of Faculty Personnel Policy #503
(“Faculty Merit Policy and Procedures”)

Rationale:
The Director of Human Resources is the chancellor’s designee for receiving these letters and recommendations. Merit recommendations may affect salary increases; therefore said recommendations need to be shared with the HR department. As well, Merit letters need to be added to personnel files for the sake of record keeping. HR assures us that such letters are not released as part of any open records requests.

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

UW Colleges Senate Policy
Faculty Personnel Policy #503
Faculty Merit Policy and Procedures

III. Dissemination and Implementation
A. Upon adoption by the Senate, a copy of this policy shall be sent to all faculty presently subject to merit evaluation. Subsequently, copies shall be distributed by campus deans to all new faculty at the time of appointment.

B. Each year the Vice Chancellor shall provide campus deans or department chairs with a detailed set of instructions, including deadlines, implementation details, and a complete list of faculty in the department or campus merit pool.

C. Merit recommendations and merit letters shall be forwarded to the Chancellor Director of Human Resources by the department or campus dean in the appropriate year.

[End]
Rationale:
This revision corrects the use of the phrase “credit hours” by replacing it with “contact hours.” This reflects the longstanding administrative practice in which workload is defined by contact hours. The revision further clarifies the UW Colleges definition of contact hours as 50 minutes of meeting time per week.

An update to a referenced website was added. Suggestions made on the Senate floor October 22, 2010 further explaining contact hours were considered friendly and are shown below, as well as further changes.

Proposed changes are in bold, red, underlined italics.
Teaching loads are measured by contact hour, where 1 contact hour = defined as 50 minutes of scheduled meeting time per week. The normal maximum usual “full time” appointment percentage for instructional academic staff is 80%. The number of instructional contact hours needed to reach the associated with an 80% appointment level varies by academic discipline, and is established identified within department bylaws and approved by the provost. Exceptions may only be authorized by the provost. A full time associate lecturer, lecturer, or senior lecturer is budgeted at 80 percent time and teaches 12 credit hours.

B. Compensation Rates
All academic staff must be paid at least at the minimum base rate according to the established UW Colleges instructional academic staff salary schedule.

III. Approvals
The Provost has the final signatory authority on all faculty and academic staff appointments. Appointment letters for all instructional academic staff are issued by the dean. They must contain the following language: “This appointment is for the specified period only. Renewal is not intended.”

IV. Promotions
Refer to the promotion policy for instructional academic staff in IP #322. Promotions are made in the budget cycle.

For clarification of the policy, please contact the Director of Human Resources for the UW Colleges.

[End]
Background and Rationale
This revision corrects the use of the phrase “credit hours” by replacing it with “contact hours.” This reflects the longstanding administrative practice in which workload is defined by contact hours. The revision further clarifies the UW Colleges definition of contact hours as 50 minutes of meeting time.

Proposed changes are in bold, red, underlined italics.

An update to a referenced website was added. Suggestions made on the Senate floor October 22, 2010 further explaining contact hours were considered friendly and are shown below. These additions are found in bold, red, underlined, italicized capitals.

UW Colleges Administrative Senate Policy
Institutional Personnel Policy Affecting Faculty & Academic Staff #323
Instructional Academic Staff

Implemented: January 1990
Revised: December 2001
Reorganized and Renumbered March 15, 2002
Correction: January 19, 2005

INSTRUCTIONAL ACADEMIC STAFF

The budgetary policy on instructional academic staff, as well as UW System unclassified title guideline developments after the Hayes-Hill review, requires clarification of the UW Colleges administrative policy.

I. Titles (Refer to the University of Wisconsin Colleges SYSTEM Unclassified Title Guidelines for appropriate titles and their definitions. (http://www.uwsa.edu/hr/upgs) (http://www.uwsa.edu/hr/upgs/upg.htm)

C. Lecturer: The lecturer title may have the associate or the senior prefix. Refer to the guidelines.

D. Modified Professorial Titles: If an adjunct, emeritus, L/I (Location/Institution), or visiting professorial title is used, there are four prefix levels: instructor, assistant professor, associate professor, and professor. The department chair and dean must have prior approval from the Provost to use these titles. Differences between successively higher title levels in this series must reflect demonstrable differences in experience and knowledge gained, as applied to the specific duties of the function.

II. Budgetary Policies and Procedures
C. Equivalent teaching/work loads

Teaching loads are measured by contact hour, where 1 contact hour = DEFINED AS 50 minutes of scheduled meeting time per week. The normal maximum USUAL “FULL TIME” appointment percentage for instructional academic staff is 80%. The number of instructional contact hours needed to reach the ASSOCIATED WITH AN 80% appointment level varies by academic discipline, and is established approved by the provost. Exceptions may only be authorized by the provost. A full time associate lecturer, lecturer, or senior lecturer is budgeted at 80 percent time and teaches 12 credit hours.

D. Compensation Rates

All academic staff must be paid at least at the minimum base rate according to the established instructional academic staff salary schedule.

III. Approvals

The Provost has the final signatory authority on all faculty and academic staff appointments. Appointment letters for all instructional academic staff are issued by the dean. They must contain the following language: “This appointment is for the specified period only. Renewal is not intended.”

IV. Promotions

Refer to the promotion policy for instructional academic staff in IP #322. Promotions are made in the budget cycle.

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[End]