UW Colleges
Senate, Senate Committee and Council Meetings
September 18, 2015
UW-Barron County

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UW COLLEGES
Senate
Friday, September 18, 2015
UW-Barron County
1:40 p.m.

MINUTES

2015-2016 Senators Present: Annette Kuhlmann, UW-Baraboo/Sauk County; Troy Kozma, UW-Barron County; Melissa Smiley, UW Colleges Online; Mike Jurmu, UW-Fond du Lac; Kathy Immel, Evan Kreider, and Juli McGuire, UW-Fox Valley; Jessica Van Slooten, UW-Manitowoc; Joanne Giordano, Holly Hassel, and Penny Workman, UW-Marathon County; Mark Klemp and Roseann Stenstrup, UW-Marinette; Caleb Bush, Steve Kaiser, and Jeff Verona, UW-Marshfield/Wood County; Michael Gorman, UW-Rock County; Matt Raunio and Kay Sbabaro, UW-Sheboygan; Christi Larson and Mark Peterson, UW-Washington County; Julianna Alitto, Ron Gulotta, Margaret Hankenson, and Tony Landowski, UW-Waukesha; Graham Pearce, Student Senator

2015-2016 Senators Absent: Brad Wilson, UW-Baraboo/Sauk County; Lucas Dock, UW Colleges Online; Mike Winkler, UW-Fond du Lac; Marnie Dresser UW-Richland; Bob Hein, UW-Rock County; Jordan Puchalla and Martin Sandberg, Student Senators

2015-2016 Alternates Present: Jaci Sacco, UW-Barron County (Wilson); Sonya Murrey, UW-Barron County (Dock); Matt Bessen, UW-Barron County (Winkler); Brandon Fetterly, UW-Richland (Dresser); Rachelle Barr, UW-Rock County (Hein); Marly Harmeling, UW-Sheboygan (Puchalla)

2015-2016 Alternates Absent: Lamonte Moore, UW-Fond du Lac (Sandberg)

Others Present: Greg Ahrenhoerster, Chairs’ Representative; Rich Barnhouse, Associate Vice Chancellor of Student Affairs and Enrollment Management; Joe Foy, Associate Vice Chancellor for Academic Affairs; Caroline Geary, UWC Associate Degree and Curricular Reimagining Project Faculty Coordinator; Greg Lampe, Provost and Vice Chancellor for Academic and Student Affairs; Dean Yohnk, Alternate Deans’ Representative; Linda Baum, Assistant to the Senate

Others Absent: Colleen Godfriaux, Associate Vice Chancellor for Administration and Finance; Cathy Sandeen, Chancellor, UW Colleges and UW-Extension; John Short, Deans’ Representative; Steve Wildeck, Vice Chancellor for Administration and Finance, UW Colleges and UW-Extension

1) The September 18, 2015 meeting of the UW Colleges Senate was called to order at 1:50 p.m. by UW Colleges Senate Steering Committee Chair Holly Hassel.
2) Dean and CEO of UW-Barron County Dean Yohnk greeted the assembly. He noted that great things have been happening at UW-Barron County and informed the Senate about updates to the student center, bookstore, and a nearly complete HVAC project. He noted that the campus had had their first BAAS graduation, received a large grant for their arts fest, and hosted successful EATS programs to raise funds for scholarships and professional development. Yohnk also noted that the entire campus has made enrollment management their first priority. As a result, UW-Barron County has increased retention, increased high school course delivery by over 130%, increased the BAAS program by 110%, and increased the international program as well, noting the North Cedar Academy in particular. Dean Yohnk was thanked for his welcome with a round of applause.

3) Roll Call of 2015-2016 Senate and Introductions of New Senators and Alternates. Assistant to the UW Colleges Senate Assistant Linda Baum circulated the attendance sheet. SSC Chair Hassel introduced new senators Mike Jurmu (Professor, Geography-Geology, UW-Fond du Lac), Melissa Smiley (Academic Support Specialist, UW Colleges Online), and Penny Workman (Associate Professor, Chemistry, UW-Marathon County). The new student senator Martin Sandberg (SGC Vice President from UW-Barron County) was not present. Hassel then introduced the alternates attending: Rachelle Barr (Assistant Professor, Mathematics, UW-Rock County) for Bob Hein; Matt Bessen (Lecturer, HESA, UW-Barron County) for Mike Winkler; Brandon Fetterly (Associate Professor, Chemistry, UW-Richland) attending for Marnie Dresser; and Marly Harmeling (SGC Executive Director, UW-Sheboygan) for Jordan Puchalla. It was mentioned that Alternate Student Senator Lamonte Moore had planned to attend in place of Martin Sandberg but was detained due to a family emergency. Chair Hassel went on, saying that Sonya Murrey (Student Affairs Coordinator, UW-Barron County) was in for Luke Dock; Brad Wilson’s alternate was Jaci Sacco (Financial Aid Advisor, UW-Barron County); and Dean Yohnk was attending in place of Deans’ Rep John Short. Caroline Geary, the faculty coordinator for the Associate of Arts and Science Degree and Curricular Reimaging Project, was also introduced, and plans to attend all Senate meetings this year to update the group on the project.

4) The agenda (Attachment 1) of the September 18, 2015 meeting of the UW Colleges Senate was approved by unanimous vote [Fetterly/Van Slooten].

5) The minutes of the April 24, 2015 meeting of the UWC Senate held at UW-Fox Valley (posted in Public Folders and http://www.uwc.edu/employees/senate/meetings) were approved unanimously [Kreider/Gorman].

6) Reports

a) Chancellor Cathy Sandeen had presented to the Senate earlier in the day via Skype, but had not sent a report for the materials.

b) Provost and Vice Chancellor for Academic and Student Affairs Greg Lampe circulated his report (Attachment 2). The UW Colleges conferred its first Associate of Arts and Science degree in the Flexible Option format this summer, and more students are close to attaining degrees. All competency sets that have been developed to date have
students enrolled in them. Federal student financial aid is now available to UW Flexible Option students. The competency based, direct assessment program is the first in the country to be approved for federal student financial aid. The Higher Learning Commission (HLC) site visit for the UW Flexible Option program went very well and resulted in notification that the UW Colleges is fully accredited for the program. Provost Lampe reported that he had submitted a letter to the Wisconsin Department of Corrections (DOC) stating UW Colleges’ interest in offering the Associate of Arts and Science degree and the UW Colleges Certificate in Business in a U.S. Department of Education pilot program in partnership with the DOC. The program allows incarcerated inmates to receive federal Pell grants for taking college courses. Senator Annette Kuhlmann once taught in the Oxford Federal Prison and told senators that it was a transformative professional experience for her. The Bachelor of Applied Arts and Sciences (BAAS) Degree Completion Program has increased enrolments to 130 students across the six campuses granting those degrees. The provost said that he is often questioned about the future of the degree in relation to its funding. The BAAS degree was guaranteed funding for five years. In its third year of implementation, the program is secure through spring 2018. The current goal for the program is to be fully funded by program revenue by spring 2017. The BAAS Program Coordinator position is being eliminated through Round 2 budget reductions. The provost is working with Program Coordinator Patti Wise, Associate Vice Chancellor for Academic Affairs Joe Foy, Associate Vice Chancellor for Student Affairs and Enrollment Management Rich Barnhouse, Registrar Larry Graves, and Director of Marketing and Communications Vicki Keegan on how to continue the program without a coordinator position. The Course Options consortium with UW-Oshkosh that had been put on hold in 2014 has been put back in place. UW-Oshkosh and UW Colleges have agreed to move the partnership forward and have established a list of agreed upon goals. Provost Lampe met with International Education Director Tim Urbonya, Associate Vice Chancellor Rich Barnhouse, and Associate Vice Chancellor Joe Foy to discuss the future of international education in the UW Colleges. Funding structures and regional approaches were discussed. Dedicated funding is well below the level of that of comprehensive institutions. Giving students a global perspective is vital. The institution is committed to increasing the number of international students in the UW Colleges. Caroline Geary asked a question about the credentialing requirements mentioned in the Course Options update. The provost replied that the plan is to have UW Colleges faculty meet with UW-Oshkosh faculty to determine whether or not our two institutions can arrive at similar credentialing standards so neither institution undercuts the other in the high school concurrent enrollment marketplace. Senator Margaret Hankenson wondered why the Business Certificate was proposed to be offered in the prison program. The provost replied that in the short turn-around time he had to submit the letter of interest to the DOC, it seemed like a program in which inmates would be interested. Provost Lampe went on to state that the offerings could be amended to include additional programs of study.

c)  Associate Vice Chancellor for Academic Affairs Joe Foy noted he had submitted a report (Attachment 3). He said that those gathered for the meeting of the UWC Senate were leaders of UW Colleges and as such they should take a message of thanks to those who
served and will no longer be with UW Colleges because of the work they helped complete.

d) Associate Vice Chancellor of Student Affairs and Enrollment Management Rich Barnhouse (Attachment 4) wanted to highlight the work of the student affairs task groups. He related that there were many who were writing themselves out of jobs as they worked and it was incredibly stressful, but the UW Colleges could not write the future without them. Associate Vice Chancellor Barnhouse thanked them for everything.

e) Senate Steering Committee Chair & UWC Faculty Representative Holly Hassel pointed out her written report (Attachment 5) in the Senate materials. Hassel noted that former SSC Chair Bill Gillard was attending the Faculty Rep meeting in her behalf today, as she could not act as the SSC Chair and the Faculty Rep simultaneously. Chair Hassel noted changes to tenure as the primary work going on in governance, reminding the group that tenure policy had been removed from state statute, but policy for layoff remained in statute. Al White (Professor, Philosophy, UW-Manitowoc) is the UW Colleges rep on the UW System tenure task force. Different institutions are approaching the issue differently, but Hassel has suggested more of a wait and see approach: see what System comes up with before going through the process of developing policy. Faculty Professional Standards Committee has been asked, though, to do a preliminary examination of what other institutions are doing. SSC Chair Hassel has been posting notes from all meetings attended, both Board of Regent and Virtual Campus Investigation Committee, which is working well. UW System has an Accountability Dashboard that allows users to access various data, but does not include UW Colleges’ students’ information in various areas such as retention. Provost Lampe said that he and Institutional Researchers Gregg Nettesheim and Bill Bultman had worked hard to have UWC information included, but this information on retention and graduation rates has nonetheless consistently been excluded from UW System data.

f) Academic Staff Lead Senator Jeff Verona (Attachment 6) shared that there may well be fewer members of academic staff soon, and thus fewer when trying to find academic staff members for Senate committee and other service. He expressed the fear that the voice of academic staff will be diluted, and urged that the potential problem be guarded against.

g) UW Colleges Academic Staff Representative Luke Dock was attending the representatives meeting, but had sent a written report (Attachment 7).

h) University Staff Lead Senator Juli McGuire (Attachment 8) offered congratulations to the University Staff Council and Layoff and Grievance Committee who had received the Chancellor’s Award for Excellence the previous day.

i) Student Governance Council President Graham Pearce said that his written report (Attachment 9) updated the Senate on the activities of SGC since his last report in the spring. The group had met September 12 and elected their First Year Officer, Lamonte Moore. The Financial Director position is open and will be announced. Two Senate committee positions for students were finalized at the Senate Steering meeting earlier in
the day; Senate Assistant Linda Baum will be getting new members listed and in touch with their committees over the next short time.

j) Senate Academic Policy Committee Chair Caleb Bush noted his report (Attachment 10) in the materials. He announced that the committee had discussed moving forward with a course option policy and formally introducing the Flex drop deadline change that Steering provisionally approved over the summer. SAPC also held conversation around revising departments and how to combine or dissolve them. The SSC has charged them with looking at Constitutional language around referendums; that will be undertaken soon. SAPC anticipates a lot of work in the coming months.

k) Senate Budget Committee Chair Margaret Hankenson called attention to her written report (Attachment 11). Noting that the report spoke to work around professional development funding, she explained that the SBC had decided to table further study on that topic until regionalization was completed. The new committee had received a thorough overview of the budget process earlier in the day. They plan to discuss how to determine their role in the current situation.

l) Faculty Professional Standards Committee Chair Mike Jurmu (Attachment 12) related that the FPSC had discussed the charge from Steering around the tenure review issue. The committee will review various documents from other UW institutions and materials related to tenure to gather potential items pertinent specifically to the UW Colleges in preparation for any official document or statement that would be needed in the future as directed by the Senate Steering Committee.

m) Senate Assessment Committee Chair Kristin Plessel was not in attendance, but her written report (Attachment 13) in the Senate materials was brought to the attention of the Senate.

n) UWC Associate Degree & Curricular Reimagining Project Faculty Coordinator Caroline Geary informed the Senate that after sending her written report (Attachment 14) the official System-level policy, ACIS 1.3- Associate Degree Standards, had been received and sent out via email. The chart included in the written report is found in the policy, as well as a discussion of additional considerations, including a list of high impact practices that should be considered for inclusion in degree programs. A tool is being developed to collect feedback from faculty and staff to help us identify how we, as an institution, will align our mission and culture to the new policy’s definition of credit distribution and pedagogical considerations. The project team wants to have recommendations completed by April. Faculty Coordinator Geary and other members of the team will visit campuses to discuss the project with committees or collegiums. Chair Hassel asked if our current degree designations were going to change. UWC Associate Degree and Curricular Reimagining Project Faculty Coordinator Geary replied that the AAS is very important and as part of the feedback process they are asking people to think about how they see themselves fitting into this and how they think about the categories; the language needs to be determined.
7) Old Institutional Business

a) Adoption: Proposed Revision of IP #107 ("Courses Using Mediated Instruction") [SAPC] update to include additional forms of technology and current practice (Attachment 15). Senator Jurmu was not with the Senate when this item was introduced; he asked why the policy was so broadly written. Senator Joanne Giordano responded that the policy was kept intentionally broad so departments have authority to approve the mode of instruction, and can continue to offer courses in the modes in which they are currently taught. Senator Jurmu asked how it was known what was being done now, to which Senator Giordano replied that departments assess modes of instruction. Senate Academic Policy Committee Chair Caleb Bush noted that all modes and current best practices are addressed. Giordano said that if instruction is to be done in an existing form of instruction, then all continues normally; however, if a new form of instruction is utilized, the provost must be consulted. Senator Kozma noted that some departments may not be following section A of the policy (overseeing the use of technology and mediated instructional materials, assessing student learning and the effectiveness of such courses, and so on). He said it is usually when a problem is discovered that a lack in policy follow-through is discovered. Giordano responded that departments or Online can be informed that they must fix an issue because of this policy. Senator Kreider related that UW-Fox Valley senators were instructed to vote no because in the first paragraph of the policy it referred to the UW Colleges Online program, rather than UW Colleges Online and Distance Education. With six against and an abstaining vote, the adoption passed [Kozma/Alitto].

b) Adoption: Proposed Revision of IP #405 ("Senate Procedures") [SAPC] allow program chairs to serve in “department chair” positions (Attachment 16). Chair of Chairs Greg Ahrenhoerster noted that the chairs had asked for this to reach clarity around who could serve in “chairs’ rep” positions on Senate committees. Senator Kozma asked if the person would have to be from a stand-alone program, to which the reply was negative. The adoption passed unanimously [Kozma/Alitto].

c) Other. There was no Other Old Institutional Business.

8) New Institutional Business

a) Introduction: Proposed Revision of UW Colleges Senate Bylaws 7.5 (“Senate Correspondence Committee”) [SSC] eliminating the committee (Attachment 17). Former SSC Chair Mark Peterson informed the Senate that the Steering Committee had looked at the Senate committees last year and determined that the Senate Correspondence Committee had only been called into action once in ten years, and did not function well when called upon. Further, the committee’s annual duties were generally undertaken by the Senate Assistant or Chair.

b) Introduction: Proposed Revision of IP #101 (“Associate of Arts and Science Degree”) [SAC] language update (Attachment 18). Chairs’ Rep Ahrenhoerster, also the Chair member of the Senate Assessment Committee (SAC), related that the committee
proposed this change in order to make the language more accurate. Information is not necessarily gathered any longer. “Located” is more reflective of current action.

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

9) Other Institutional Business

a) Other. There was no Other Institutional Business to be discussed.

10) Adjournment. The September 18, 2015 meeting of the UW Colleges Senate held at UW-Barron County was adjourned at 3:21 p.m. when UWC Senate Steering Committee Chair Holly Hassel declared all business concluded.
2015-2016 Faculty Senators Present: Annette Kuhlmann, UW-Baraboo/Sauk County; Troy Kozma, UW-Barron County; Mike Jurmu, UW-Fond du Lac; Kathy Immel and Evan Kreider, UW-Fox Valley; Jessica Van Slooten, UW-Manitowoc; Holly Hassel and Penny Workman, UW-Marathon County; Mark Klemp, UW-Marinette; Caleb Bush, UW-Marshfield/Wood County; Matt Raunio, UW-Sheboygan; Mark Peterson, UW-Washington County; Julianna Alitto, Ron Gulotta, and Margaret Hankenson, UW-Waukesha

2015-2016 Faculty Senators Absent: Marnie Dresser UW-Richland; Bob Hein, UW-Rock County

2015-2016 Faculty Alternates Present: Brandon Fetterly, UW-Richland (Dresser); Rachelle Barr, UW-Rock County (Hein)

Others Present: Greg Ahrenhoerster, Chairs’ Representative; Linda Baum, Assistant to the UW Colleges Senate

1. Call to Order 2015-2016 Faculty Council of Senators. The UW Colleges Faculty Council of Senators (FCS) was called to order at 3:33 p.m. by UW Colleges Faculty Representative to UW System Administration Holly Hassel.

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

3. The agenda for the September 18, 2015 meeting at UW-Barron County was approved by unanimous vote [Kozma/Peterson].

4. The minutes of the April 24, 2015 meeting of the FCS held at UW-Fox Valley (posted in Public Folders and http://uwc.edu/employees/senate/meetings) were approved with one abstention [Kozma/Alitto].

5. Reports

a) Chair Holly Hassel stated that her report was the same as she had given to the full Senate.

b) Faculty Professional Standards Committee Chair Mike Jurmu related that the FPSC will be looking into tenure review as noted in the meeting of the full Senate. UW-Milwaukee has written a white paper and UW-Madison has crafted proposed policy language. Faculty Rep Hassel informed the Council. Senator Kozma asked if the Board of Regents
had made a statement around tenure. Hassel replied that that had been the hope, but had not happened at the June Board meeting when it was expected. The due date of the tenure task force report has been moved forward, and UW System President Ray Cross has affirmed his commitment to tenure. It was determined that the best way for the Faculty Professional Standards Committee to use its time would be to create a list of related information available; UWC is unique and policy is as well, so Colleges would be well served if information is gathered now that could be referenced to craft a statement or policy if it becomes necessary to do so.

6. Old Business

a) Other. There was no other Old Business for the Council to discuss.

7. New Business

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

8. Other Business

a) Discussion: FPP #503 (“Faculty Merit Policy and Procedures”) [FPSC] update and overhaul of merit (Attachment 19). Senator Jurmu said people frequently question the need for merit when there is no money. He said that “merit” should not be equated with money, it is a question of how well someone is doing their job; it is part of the evaluation process, and a question of whether one is filling their commitments. The questions to be asked around these policy changes concern removing the 40% cap and whether the new rankings are better than the previous. Some senators argued that adding satisfactory is bad for morale, while others said that being lumped into the existing meritorious category hurts. It was pointed out that removing the 40% limit might move some into a higher category, too. Senator Caleb Bush asked if this would dilute the amount of money given if there was money involved with merit. Senator Ron Gulotta, former FPSC Chair, replied that it would, but that over 70% of respondents to the survey the committee sent out last year said they would rather remove the limit and have smaller merit raises. Senator Kozma shared that there was concern at UW-Barron County about the role of deans in merit. Senators were encouraged to make sure their campus faculty understood the proposal, and to contact a member of FPSC or Chair Hassel with questions.

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

9. Adjournment. The September 18, 2015 meeting of the Faculty Council of Senators was adjourned at 4:00 p.m. by UW Colleges Faculty Representative Holly Hassel.
In Attendance:
Jeff Verona
Steve Kaiser
Matt Bessen (ALT – Michael Winkler)
Michael Gorman
Melissa Smiley
Tony Landowski
Joanne Giordano
Sonya Murrey (ALT – Lucas Dock)

Meeting Called to Order: 3:30 pm

Jeff Verona requested to change the agenda to change item iv from:
Update from US Council regarding ASPP 804.0.30
to: Introduction of ASPP 804.0.30
Kaiser moved
Giordano seconded
Change approved by voice vote

Approval of Agenda
Kaiser Moved
Smiley Seconded
Agenda approved by voice vote
I. Revision of ASCS Bylaws

Discussed feedback from AS on bylaw revision, ways to simplify the language in the bylaws, and to make it easier to find policies that impact the bylaws.

II. Base Pay of Distinguished Lecturer Position

Discussed whether there should be a different base pay for distinguished lecturers above and below 70% appointments or if all appointment levels should receive the same base salary.

III. ASPP #704

Lucas Dock was taking the lead on this review and as he was unable to attend this meeting, the discussion was tabled.

IV. Introduction of ASPP 804-0-30 (*Attachment 20*)

Change to policy introduced

V. Other Business

Lead senator cannot attend some of the SSC meetings on Mondays and needs coverage from other members of ASCS. Several members are able to attend the meetings and will work out a rotation to ensure all are covered.

Discussed concerns that have been communicated to the council on how reductions in AS and IAS positions are being handled. Treating people humanely is not always happening.

Discussion can be summarized by the comment:

“We spend time and money hiring people and then make them feel unwelcome.”

A statement will be drafted supporting humane treatment of staff.

Discussed some of the potential implication of regionalization on academic staff.

The need to get ahead of the changes where possible to suggest changes rather than waiting for them to be suggested to us

Reductions in AS positions when they are historically the most active AS in governance
Potential shifts in the numbers of AS/IAS/Faculty on campuses going forward and the potential need to rely more heavily on IAS for service at all levels of the institution

Adjourn: 4:13
UW COLLEGES
University Staff Council Senators
Friday, September 18, 2015
UW-Barron County

MINUTES

Present: Christi Larson (WSH), Juli McGuire (FOX), Kay Sbarbaro (SHB), Roseann Stenstrup (MNT), Jaci Sacco (BRN)

Absent: Bradley Wilson (BRB)

1. Call to order: Chair Juli McGuire

2. Roll call for USC Executive Committee & Senators-C. Larson


4. SWOT analysis: Discussed some ideas for the strengths, weaknesses, opportunities and threats.

5. Questions for Beier: McGuire is putting together a list of questions to send to Jason Beier. McGuire will send the responses back from Beier to the Executive Committee.

6. Adjournment-Motion: Stenstrup/Sbarbaro. Carried
Meeting adjourned at 4:00pm

Respectfully Submitted,

Christi Larson-University Staff Council (USC)-Secretary

University of Wisconsin-Washington County Representative
Schedule

UW COLLEGES
Meetings of Senate, Committees, and
Academic Staff, University Staff, and Faculty Councils of Senators
Friday, September 18, 2015
UW–Barron County
9:30 a.m. to 5:00 p.m.

Coffee and Collegiality  
9:00 a.m. – 9:30 a.m.
Riverside Café

Committee Meetings  
9:30 a.m. – 10:30 a.m.
Joint meeting of Senate Steering and Budget Committees  
Riverside Café
Senate Academic Policy Committee  
Room 401
Faculty Professional Standards Committee  
Room 403

Break  
10:30 a.m. - 10:35 a.m.

Committee Meetings  
10:35 a.m. - 11:45 a.m.
Senate Academic Policy Committee  
Room 401
Senate Budget Committee  
Room 402
Faculty Professional Standards Committee  
Room 403
Senate Steering Committee  
Riverside Café

Lunch (provided by UWC Senate)  
11:50 a.m. - 12:35 p.m.
Riverside Café

Discussion  
12:40 p.m. - 1:30 p.m.
~Reorganization Recap  
Riverside Café
~Shared Governance in a Regional Model

Chancellor Sandeen, Provost Lampe, Associate Vice Chancellors Rich Barnhouse and Joe Foy, and SSC Chair Hassel

UW Colleges Senate  
1:40 p.m.
Riverside Café

Council Meetings  
Following Senate

Academic Staff Council of Senators  
Room 401
University Staff Council of Senators  
Room 403
Faculty Council of Senators  
Riverside Café
11) Call to Order of 2015-2016 Senate

12) Welcome by UW-Barron County Dean Yohnk

13) Roll Call of 2015-2016 Senate and Introductions of New Senators and Alternates

14) Approval of Agenda

15) Approval of Minutes: April 24, 2015, UW-Fox Valley (posted in Public Folders and [http://www.uwc.edu/employees/senate/meetings](http://www.uwc.edu/employees/senate/meetings))

16) Reports

    a) Chancellor Cathy Sandeen
    b) Provost and Vice Chancellor for Academic and Student Affairs Greg Lampe
    c) Associate Vice Chancellor for Academic Affairs Joe Foy (p. 10)
    d) Associate Vice Chancellor of Student Affairs and Enrollment Management Rich Barnhouse (p. 14)
    e) Senate Steering Committee Chair & UWC Faculty Representative Holly Hassel (p. 16)
    f) Academic Staff Lead Senator Jeff Verona (p. 20)
    g) UW Colleges Academic Staff Representative Luke Dock (p. 21)
    h) University Staff Lead Senator Juli McGuire (p. 22)
    i) Student Governance Council President Graham Pearce (p. 23)
    j) Senate Academic Policy Committee Chair Caleb Bush (p. 25)
    k) Senate Budget Committee Chair Margaret Hankenson (p. 27)
    l) Faculty Professional Standards Committee Chair Mike Jurmu (p. 28)
    m) Senate Assessment Committee Chair Kristin Plessel (p. 29)
    n) UWC Associate Degree & Curricular Reimagining Project Faculty Coordinator Caroline Geary (p. 30)

17) Old Institutional Business

    a) Adoption: Proposed Revision of IP #107 (“Courses Using Mediated Instruction”) [SAPC] update to include additional forms of technology and current practice (p. 33)

    b) Adoption: Proposed Revision of IP #405 (“Senate Procedures”) [SAPC] allow program chairs to serve in “department chair” positions (p. 36)
c) Other

8) New Institutional Business

a) Introduction: Proposed Revision of UW Colleges Senate Bylaws 7.5 (“Senate Correspondence Committee”) [SSC] eliminating the committee (p. 37)

b) Introduction: Proposed Revision of IP #101 (“Associate of Arts and Science Degree”) [SAC] language update (p. 39)

c) Other

9) Other Institutional Business

a) Other

10) Adjournment
Draft Agenda
UW COLLEGES
Faculty Council of Senators
Friday, September 18, 2015
UW-Barron County

1. Call to Order 2015-2016 Faculty Council of Senators

2. Roll Call of faculty senators and alternates

3. Approval of Agenda

4. Approval of Minutes: April 24, 2015, UW-Fox Valley (posted in Public Folders and http://uwc.edu/employees/senate/meetings)

5. Reports
   a) Chair Holly Hassel
   b) Faculty Professional Standards Committee Chair Mike Jurmu

6. Old Business
   a) Other

7. New Business
   a) Other

8. Other Business
   a) Discussion: FPP #503 (“Faculty Merit Policy and Procedures”) [FPSC] update and overhaul of merit
   b) Other

9. Adjournment
Roll Call

Select Recorder

Approval of Minutes from ASCS meetings of April 24, 2015, and July 1, 2015 (available at http://www.uwc.edu/employees/senate/meetings).

Approve Agenda

I. Discussion of revisions to ASCS Bylaws
II. Discussion of base pay rate of Distinguished Lecturer position
III. Discussion of ASPP #704 (Academic Staff Promotion, Progress, and Retitling Policy – NIAS)
IV. Update from US Council regarding ASPP #804.30
V. Other business
VI. Adjourn
Draft Agenda

UW COLLEGES

Classified Staff Council Senators
Friday, September 18, 2015
UW-Barron County

1. Call to order
2. Approval of agenda
3. Public comments on agenda items
4. SWOT analysis of University Staff positions, permanent and temporary
5. Prioritize issues from item 4 above from a Council perspective
6. Adjourn
UW Flexible Option Update: Returning adult students continue to be attracted to the UW Flexible Option. The UW Colleges has been accepting students for 21 months now and all of the competency sets that are open have students enrolled in them. Additionally, the UW Colleges conferred its first Associate of Arts and Science degree in a flexible degree format this past summer.

I am pleased to report on three major developments regarding the UW Colleges UW Flexible Option program (my thanks to UW Colleges Flexible Option Coordinator Kim Kostka for assisting me with this update):

Curriculum Development and Redesign: This summer our first curriculum redesign cohort worked on improving their competency sets for future subscriptions. The redesign gave teams an opportunity to update content and approach to the curriculum, and also incorporated some best practices that the UW Colleges has collected from all 26 of our competency sets and student feedback. Those competency sets not in redesign this summer will have opportunities ahead of them. The business model for the UW Flexible Option builds in a three-year redesign cycle. The UW Colleges is planning to move about a third of the curriculum into redesign each year.

Financial Aid: I am excited to inform you that the UW Flexible Option is now offering federal financial aid to UW Colleges students. This comes after over two years of intense negotiation with the U.S. Department of Education, and a great deal of effort in the UW Colleges Financial Aid office by Director Bill Trippett and his team. Our work is one of the pioneers in working with self-paced competency-based education models and financial aid. UW Colleges’ students began receiving financial aid the week of September 14.

Higher Learning Commission (HLC): Over the past year the UW Colleges had a number of interactions with the HLC around accreditation. Our site visit in April from the HLC was a great success. The UW Colleges received our final action letter from the HLC in mid-August notifying our institution that we are fully accredited for our UW Flexible Option program. UW-Milwaukee also had a site visit this past spring in conjunction with their full accreditation visit and received full accreditation for their UW Flexible Option programs as well. It was a great compliment to all of us when the lead HLC peer reviewer concluded at our visit, “Higher education owes you all a debt of gratitude for what you’re doing with competency-based education here in Wisconsin.”

UW Colleges-Wisconsin Department of Corrections Letter of Interest: I recently wrote a letter to the Wisconsin Department of Corrections (DOC) expressing the UW Colleges’ interest in partnering with the DOC in an application for the pilot program provided by the United States Department of Education that would allow inmates incarcerated in state or federal prisons to receive federal Pell grants. Currently, inmates are precluded from receiving Pell grants because they are in prison. As part of the letter, I identified that the UW Colleges is interested in offering the following programs to DOC inmates if it is chosen for the pilot program:
• The UW Colleges Associate of Arts and Science degree
• The UW Colleges Certificate in Business

As part of the proposal that will go to the U.S. Department of Education, the UW Colleges would be responsible for providing the programs and classes in a manner that is agreed upon by the UW Colleges and the DOC. Additionally, our institution agrees to work with the DOC in completing an annual report. The DOC would be responsible for ensuring that inmates participating in the pilot program are within five years of release as required for the pilot program and complete the Free Application for Federal Student Aid (FAFSA). The DOC would also be responsible for tracking the recidivism rate of inmates involved in the pilot program.

This is an exciting opportunity for the UW Colleges. As you might know, the UW-Baraboo/Sauk County offered the Associate of Arts and Science degree program at the Oxford federal prison for many years. That program ended in 2009.

I will keep you informed of any developments around this partnership with the Wisconsin Department of Corrections.

Update on the Bachelor of Applied Arts and Sciences (BAAS) Degree Completion Program: Students holding a UW Colleges Associate of Arts and Science degree or an Applied Associate degree from the Wisconsin Technical College System continue to enroll in the UW Colleges BAAS degree completion program. This fall semester, 130 students are enrolled in the BAAS degree program across our six BAAS degree granting institutions. During the 2014-2015 academic year, 97 students were enrolled in the program. Hence, we continue to see steady growth and I am confident that this growth will continue.

Recently, I have received several questions regarding the future of the BAAS degree completion program. One question I have been asked is regarding the future funding of the program. Funding of the program has been assured for the next three years. Former Chancellor David Wilson had earmarked one-time funding for the program for a five year period beginning when the BAAS degree completion program was implemented in fall 2013. We are currently entering the third year of implementation. Funding is secure through spring of 2018. Chancellor Sandeen has approved the funding going forward. The goal for the Office of Academic and Student Affairs is to have the program funded fully by program revenue by spring 2017. Another question I have been asked recently is about future leadership of the BAAS degree completion program in light of the elimination of the BAAS degree program coordinator position. I want to assure you that planning is underway for a transition from our current leadership structure to one that will be put in place to support the program going forward. BAAS degree Program Coordinator Patti Wise is working closely with a team from the Office of Academic and Student Affairs to determine a way forward. I am leading that team which is comprised of Patti Wise, Associate Vice Chancellor for Academic Affairs Joe Foy, Associate Vice Chancellor for Student Affairs and Enrollment Management Rich Barnhouse, Registrar Larry Graves, and Director of Marketing and Communications Vicki Keegan.
BAAS degree Program Manager Patti Wise and I will continue to keep you informed as to how the BAAS degree completion program is progressing.

**Update on Course Options:** On Monday, August 24, administrators from UW-Oshkosh and UW Colleges met on the UW-Oshkosh campus to “restart” our consortial agreement which was signed in early spring 2014 prior to the full implementation of the Course Options statute. The following information captures the highlights of our meeting.

UW Colleges and UW-Oshkosh view this academic year (2015-2016) as a transition and planning year for the UW-Oshkosh—UW Colleges concurrent enrollment consortium. During the coming year, we agreed to the following four items:

- We agreed to work to establish common pricing for providing credits/courses to Wisconsin high school students in the high schools.
- We agreed that we need to be transparent with documenting our costs as they relate to providing credits/courses to high school students. The Department of Public Instruction and legislators are interested in knowing what expenses are incurred (and partially covered) by tuition charged to the school districts/parents.
- We agreed to begin working on putting together a common catalog of courses/credits offered by our institutions to Wisconsin high school students. The catalog will serve two purposes: one, is to make readily apparent what courses are being offered by which institutions in the high schools; and two, to provide an opportunity for an institution not delivering courses in a high school where another institution is offering curriculum to do so in order to add to the array of college curriculum being offered to high school students in the high school.
- We agreed to restart our plans to have common professional development opportunities for high school teachers teaching (or wishing to teach) concurrent enrollment course offerings.

Additionally, we agreed on the following principles and goals:

- We want to work together to increase access to college courses/credits in Wisconsin high schools. We will do this by setting a common tuition rate, providing a wide array of curricular offerings across Wisconsin, and providing professional development to high school teachers.
- We want to work together to establish sound and reasonable credentialing requirements for high school teachers to teach college courses to high school students in the high schools.
- We want to establish sound eligibility requirements for high school students to be admitted into concurrent enrollment course offerings.
- We want to work together to offer scholarships for concurrent enrollment students with the goal of creating an incentive for high school students to enroll in UW institutions. A scholarship program for students successfully completing concurrent enrollment courses in the high schools could provide an incentive for these students to attend UW-Oshkosh, UW Colleges, and other UW institutions.
- We want to establish a single UW consortium for concurrent enrollment (currently there are two consortia within UW System).
- We want to establish a concurrent enrollment program that is supported by program revenue and is sustainable.
- We would like to invite other UW institutions to join the consortium once we have “restarted” our consortial agreement.
- We would like to work with UW System to determine the administrative home for the consortium.
• We plan to pursue NACEP (National Alliance of Concurrent Enrollment Partnerships) accreditation as a UW System.

Our next step will be to develop a proposal for UW System and other UW institutions to consider which ones currently offer concurrent enrollment with the goal of forming a UW System-wide consortium. We would like to present a draft proposal to UW provosts at the October Provosts Meeting.

Associate Vice Chancellor for Academic Affairs Joe Foy and I will keep you informed of any future developments regarding Course Options.

**Update on International Education:** On Tuesday, July 21, I convened a two-hour meeting with International Education Director Tim Urbonya, Associate Vice Chancellor for Student Affairs and Enrollment Management Rich Barnhouse, and Associate Vice Chancellor for Academic Affairs Joe Foy to discuss the future of international education in the UW Colleges.

The meeting began by reviewing the current international education positions that reside on the campuses. This was important to do because consolidation activities within Student Affairs offices on the campuses could have an impact on welcoming and serving international students on the campuses.

We agreed that we need to reassess the staffing levels in campus-based Student Affairs offices for international education staff post consolidation and regionalization implementation. We concluded that campus student affairs offices will not have dedicated staff positions working with international education students. Day-to-day support of these students is at risk and will be a challenge in a regional structure.

We then focused on the future of the international education program. As the UW Colleges’ international student populations grow, program revenue will increase. The Office of International Education could adopt a “grow as you go” model similar to the UW Colleges Online model. This could lead to funding international coordinator positions on each campus. A target for international student enrollments would be set and once the target was reached (for example 50 international students on a campus) an international coordinator position would be added. The $125 international student education fee and tuition generated from overseas programs, and a portion of non-resident international student tuition could be invested in campus-based coordinator positions. In addition to possibly having an international coordinator position on each campus, several other options were considered:

- Placing an international coordinator in a region (the regional international coordinator would be responsible for overseeing more than one campus).
- Having designated international staff on a campus with a regional coordinator in place. The regional coordinator would be responsible for setting international student enrollment goals by region. The international staff would be responsible for the day-to-day support of international students.

Next, we discussed setting maximum international student enrollments on the campuses. We agreed that 50 international students on a campus would be a suitable number. This number is based on our experiences to date at UW-Richland and UW-Marinette because these campuses are nearing 50 international student enrollments and appear to be approaching capacity. Another way to establish maximum student enrollments on a campus is to consider an overall institutional target of international student enrollments. We talked about setting an institutional goal of four percent of overall enrollments in the UW Colleges should be international students.
Additionally, we identified ESL programs on the campuses as a determinant for placement of international students on a campus. We discussed the possibility of having an ESL program on one campus in each of the four regions of the UW Colleges. Currently, three out of the four regions could accommodate international students. The southeast region campuses currently do not host any international students.

Next, we discussed the impact of consolidating admissions operations on processing and admitting international students. We talked about connecting Becky Schmidt, the international student coordinator, to the new consolidated admissions operations as soon as possible. Through consolidating admissions operations, there should be more consistency with how international students are entered into PRISM which will lead to easier tracking of the international students and more accurate data collection.

We agreed that a workflow diagram should be created for the Office of International Education. Doing so will help clarify the pathway international students follow from being prospects through enrolling in classes in the UW Colleges. We agreed that a second workflow diagram should be created that would chart the workflow from the time an international student is enrolled through completion of classes.

International Education Director Tim Urbonya and I will continue to keep you informed of our planning activities around increasing international students in the UW Colleges.

Respectfully submitted,

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

9.17.2015
Attachment 3

UW Colleges Associate Vice Chancellor for Academic Affairs
Report to the UW Colleges Senate
September 18, 2015

As is the case for scores of our colleagues and friends throughout the institution, much of my focus over the past several months has been dedicated to budget implementation planning. I have been serving as a member of the Budget Implementation Steering Group (BISC), co-chair, along with Werner Gade, of the Student Academic Engagement and Success Center Model decision item (see Chancellor’s May 15, 2015 budget communication), chair of the Library Budget Implementation Planning Task Force (including the development of the Executive Director of the UW Colleges Libraries), chair of the Course Options Planning Task Group, and as a member of the Center for Academic Success and Engagement (CASE) Logistics Task Group. The work we have been engaged in has been difficult and taxing. The level of professionalism and grace to which everyone has stepped forward and put in so much to these efforts has been nothing short of magnificent. My respect and admiration for all of those I have been working with has only increased throughout this process. If it is true that character is revealed in crisis, our colleagues have proven that they are individuals of the highest character and possess wisdom and compassion and grit like I never thought I would see. My sincere gratitude and appreciation goes out to all involved, but I would like to thank the following individuals with whom I worked directly:

Library Budget Implementation Planning Task Force:

- Ane Carriveau (Library Director, UW-Fox)
- Jennifer Chamberlain (Library Director, UW-Washington)
- Bill Gillard (Associate Professor of English, UW-Fox)
- Cecelia Hutte (Academic Librarian, UW-Barron)
- Justeen Mallo-Vollrath (Library Services Assistant Advanced, UW-Marathon)
- Cheryl Nessman (Director, Library Support Services)
- Stephen Schmid (Associate Professor of Philosophy and Associate Campus Dean, UW-Rock)
- Ethan Severson (Student Representative, UW-Barron)
- Scott Silet (Library Director, UW-Waukesha)
- Margaret (Peggy) Turnbull (Library Director, UW-Manitowoc)

CASE Logistics:

- Cate Booth (Academic Librarian, UW-Baraboo)
- Werner Gade (CIO, UW Colleges and UW Extension)
- Kathy Hopper (Developmental Mathematics, Associate Lecturer of Mathematics, UW-Fox)
- Julie Janiak (TRIO Director, UW-Rock)
- Christine Maltese (CITS Manager, UW Colleges and UW Extension)
• Stephen Schmid (Associate Professor of Philosophy and Associate Campus Dean, UW-Rock)
• Andy Schultz (IT Director, UW-Fond du Lac)
• Scott Silet (Library Director, UW-Waukesha)
• Erica Wiest (Senior Lecturer, English, UW-Sheboygan)
• Tracy White (CEO/Dean, UW-Baraboo)

Course Options Planning:

• Rich Barnhouse (Associate Vice Chancellor for Student Affairs and Enrollment Management, UW Colleges)
• Tricia Wessel-Blaski (UW-Washington)

Budget Implementation Steering Committee:

• Rich Barnhouse (Associate Vice Chancellor for Student Affairs and Enrollment Management, UW Colleges)
• Linda Baum (Assistant to the UWC Senate and Administrative Services, UW-Marathon)
• Charles Clark (CEO/Dean, UW-Manitowoc)
• Colleen Godfriaux (Associate Vice Chancellor for Administration and Finance, UW Colleges)
• Mike Gorman (Senior Lecturer of Chemistry, UW-Rock)
• Christa James-Byrnes (Professor of CSEPA, UW-Barron)
• Graham Pearce (Student Representative, UW-Marshfield)
• Mark Peterson (Professor of Philosophy, UW-Washington)
• Charlene Schmidt (PA Advanced Confidential, UW-Marathon)
• Courtney Trice (Assistant Dean for Student Affairs, UW-Waukesha)

Thanks also to Jim Eagon, Jason Beier, and Teague Mawer for their assistance and support of the BISC.

Even as I thank all of those who have been involved in the planning work throughout the summer, I would be remiss if I did not extend my sincere thanks to everyone across the institution for their patience and support and understanding. T.S. Eliot once wrote, “Between the idea/And the reality/Between the motion/And the act/Falls the Shadow.” Many have been enduring an existence within shadow with a grace and dedication to students and the mission of the institution that leaves me feeling humbled and filled with profound admiration. Thank you for who you are and what you do.

Apart from the budget work, Academic Affairs remains busy with a number of important initiatives and activities. I wish to highlight each of those here:

AAS Reimagining: On Friday, August 28, 2015, Caroline Geary, Faculty Coordinator for the AAS degree reimagining project, sent a communication to the institution explaining the AAS
Reimagining process. Within her email, Professor Geary provided the following resources that I wanted to draw attention to here:

For details and resources related to the degree reimagining process, please see: https://studentsuwc.sharepoint.com/sites/AASDR/_layouts/15/start.aspx#

Feedback on the project can be sent to: SMO-AASDegreeandCurricularReimaginingProjects@ces.uwex.edu

Thanks to all of those involved with this important work.

**Course Options:** On Sunday, July 19, 2015, Governor Scott Walker signed into law changes that impact Course Options, which allow for parents and students to assume tuition responsibilities (districts no longer required by law to cover all tuition costs for students enrolled in credit-bearing college course through Course Options, though districts may also assume some or all of the tuition expenses on behalf of students). As a result of these changes, the UW Colleges will renew its collaborative conversations with other UW System institutions interested in developing a consortium agreement related to course options. Provost and Vice Chancellor Lampe and/or I will continue to update you all on that progress as we are able. In the meantime, as a temporary measure, we have been attempting to provide institutional support and guidance to campuses and school districts. Some highlights include:

- **Honoring Current Agreements:** The UW Colleges is committed to honoring any contracts/memoranda of understanding (MOUs) negotiated over the spring and summer months prior to the signing of the Wisconsin biennial budget.

- **Negotiating Flexibility:** Though the UW Colleges encourages our campuses to charge $95 per credit for courses offered through any of the Course Options choices for credit delivery, we are providing local flexibility to our Campus Executive Officers and Deans to work with district partners on negotiating rates for any new agreements for the academic year of 2015-2016. During this upcoming year, with UW System President Ray Cross’s one-year suspension of GAPP 36, there is no longer a 50 percent of tuition restriction on setting tuition for Course Options courses—be they courses taught through concurrent enrollment, courses taught through dual enrollment, or high school students coming to our campuses to take our college courses under Course Options. Please note that the traditional Youth Options program still exists within state statutes. Should a student apply to our institution under Youth Options then the school district is required by law to pay full tuition and fees to the UW Colleges for the course.

- **Tuition Assistance for Students Receiving Free and Reduced Lunch:** The UW Colleges is encouraging campuses to provide consideration for offering reduced tuition of 50% of the negotiated per credit rate to students on the free and reduced lunch program.

**Undergraduate Research:** As a member of the executive committee of the Wisconsin System Council on Undergraduate Research (WISCUR), I attended a recent conference sponsored by WISCUR at UW-LaCrosse on embedding undergraduate research. Also in attendance was a
team from UW-Fox (George Waller (POL), Judith Waller (ART), Renee Gralewicz (ANT/SOC), and Caroline Geary (CHE)). The conference was tremendously valuable for thinking about ways we might incorporate undergrad research and creative activities into future curricular reform efforts.

Please mark your calendars for May 23-25, 2016 for a WISCUR conference being hosted at the UW-Fox campus. This conference, focused on developing collaborations between 2/4 year institutions on undergraduate research, scholarship and creative activities (URSCA), will provide a lot of potential networking and professional development opportunity. Themes to be addressed are: models of URSCA work at 2-year institutions; skills 4-year universities are looking for in terms of URSCA skills for transfer students; examples of collaborative partnerships; funding mechanisms for URSCA work.

**ESL Working Group:** Last year I shared with the Senate that the Provost and Vice Chancellor had charged a working group from around the Colleges to look into, and make recommendations related to, ESL in the UW Colleges. Originally that group planned to finish their work in July. They have been given an extension and are working on a final report and set of recommendations that will go to the Provost and Vice Chancellor sometime this fall.

Respectfully Submitted,

Joseph J. Foy
Associate Vice Chancellor for Academic Affairs
September 4, 2015
Budget Implementation Steering Committee (BISC)

Beginning on May 27th and extending through August 26th, the majority of my time and effort was significantly directed toward my membership on BISC and the large task of leading Round 1. Decision #1 student affairs implementation planning. BISC as a group met each week for several hours. The meetings focused on designing the implementation planning process, reviewing task group phase reports, and managing the overall planning process. In addition to weekly meetings, committee members were assigned specific task group reports to perform a “deep-dive” into all of the specific details of the phased reports.

Decision #1: Student Affairs Budget Implementation Task Groups

The Student Affairs financial responsibility for the reduction in the UW Colleges General Purpose Revenue (GPR) was $870,000. The operational areas designated for participation included: One-Stop-Shop (Student Affairs offices), Financial Aid, Admissions, Accessibility Services, Veterans Services, Recruitment, and Student Conduct and Compliance. To address this large task, 8 operational task groups and two student affairs oversight committees were assembled. This included approximately 60 team members from campuses and the central office. I am pleased to share that the Student Affairs team reached the $870,000 reduction requirement.

Each task group did exceptional work during a difficult time. In many cases, members of task groups were developing plans that included the elimination of their own positions. I cannot imagine a more difficult professional challenge. I commend our colleagues who volunteered to aide our institution knowing that their own positions would be in jeopardy. It is conceivable that their work will serve the UW College for decades.

It was my privilege to co-chair the Student Affairs Budget Implementation team with Courtney Trice, Assistant Campus Dean for Student Affairs & Enrollment Management at UW-Waukesha. Finally, I would like to recognize Jessica Cole, UW Colleges Associate Registrar for organizing, coordinating, facilitating, and directing all of the financial and personnel data for the entire Student Affairs implementation plan. This included financial and FTE modelling for each Student Affairs task group.
UW System Clery Audit

On March 20, 2015, I informed the Senate that the UW System was in the process of hiring an organization to conduct Clery Act audits of all campuses, including all 13 of our campuses. The Clery Act is the federal law that requires colleges and universities across the United States to disclose information about crime on and around their campuses, and to issue timely warnings to students and employees regarding any ongoing threats to campus safety. The law is tied to an institution’s participation in federal student financial aid programs. The Clery Act is enforced by the United States Department of Education.

The audits were conducted on all of our campuses this summer between June 23rd and August 20th. Christine Curley, Assistant Vice Chancellor for Equity, Diversity, and Inclusion and I were present on campuses during each audit. Overall, the audits were a positive experience for campuses and the institution. We should receive our individual campus reports this fall.

The proactive course of action was taken to determine the current practice, readiness, and compliance with the Clery Act. A report resulting from each audit will provide guidance for each campus regarding needed improvements. This exercise was in response to an increase in the number and size of fines levied against institutions in 2013.

UW Flexible Option Program Financial Aid

The University of Wisconsin Colleges’ AAS degree delivered through the UW Flexible Option Program will begin awarding federal student financial aid in September, 2015. The offering of aid to Flexible Option students is the final decision of the US Department of Education. Following the US Department of Education’s thorough eight-month review process, the UW Colleges and UW-Extension administrators worked with the Higher Learning Commission to ensure that the Flexible Option Program met accreditation standards. Although the Flexible Option Program is managed by UW-Extension’s CEOEL office, administrators within the UW Colleges Student Financial Aid Office have devoted significant time and effort over the last 2.5 years working with UW-Extension to arrive at this national milestone. The depth of the collaboration will continue until UW Extension assumes full administrative control of the program. Currently, one-third of UW Colleges Student Financial Aid staff members in Madison are actively involved in financial aid administration for Flexible Option students.

Respectfully submitted,

Rich Barnhouse
Associate Vice Chancellor,
Student Affairs and Enrollment Management
9.8.15
Over the summer, I have worked on developing a blog that provides updates, overviews, minutes and other materials to our colleagues. It is available here:

https://sites.google.com/site/uwcssc/home

One of the primary goals is to have a 'resource' where folks who want to know more about what's going on in governance, including policy discussions/changes, new initiatives, collaboration with administration, etc., can have a place to find that information in a convenient location. I've included links to notes from the various meetings I've attended including the following:

a. Board of Regents in June and July
b. Governance priority-setting with Chancellor Sandeen, Greg Lampe, Mark Peterson, and Juli McGuire
c. Teleconferences on shared governance with Ray Cross and various representative groups
d. The Virtual Campus Investigation Committee

The primary work taking place on governance is the UW System Tenure Task Force which has been charged with the following:

In light of the above, I ask that the recently-appointed University of Wisconsin System Tenure Policy Task Force undertake the following:

● 1. Review the current Board policy (replicates former statutory language) and recommend revisions, if needed;
● 2. Review Regent Policy Document (RPD) 20-9, “Guidelines for Tenured Faculty Review and Development” (see, Attachment D) and existing UW System institutional “posttenure” review processes, and make recommendations to revise them, as necessary and appropriate, to:
  ○ a. Craft an overarching tenured faculty review process for adaptation by individual institutions within the UW System;
  ○ b. Create a common process for rewarding high-performing tenured faculty (though not a common reward); and
  ○ c. Create a common process for effectively addressing tenured faculty performance which does not meet expectations for teaching, research and public service.
● 3. Review the new statutory language regarding faculty layoff due to budget and/or program decisions and recommend Regent policy language relating to:
  ○ a. The criteria to be used by a UW institution to determine budget or program
decisions that require program changes resulting in faculty layoffs; and
○ b. The procedures to be used by a UW institution to develop a recommendation to the Board of Regents regarding program changes resulting in faculty layoffs.

● 4. Provide recommendations regarding any additional Regent policy changes or additions that may be necessary in light of recent legislative changes relating to tenure.

The committee will be completing its work in time for the April Board of Regents meeting.

I have also participated in several meetings of the Virtual Campus Investigation Committee, chaired by Jamie Douglas (Engineering, Fox/online) and Mike Bartlett (Dean, UW Colleges Online). Our group has organized and started to work through an array of issues related to student resources, involvement in shared governance, impacts of any changes on curriculum, faculty, and staff, and administrative/institutional issues. We continue to meet on a biweekly basis and will be submitting a report to the Chancellor at the end of November.

Holly Hassel
Professor of English and Gender, Sexuality, and Women’s Studies
UW-Marathon County

Chair’s Report Addendum/Updates: Update from Board of Regents Meeting on 9/10-9/11

● Board of Regents Meeting:
  ○ Request for Mission Change from Extension: Chancellor Sandeen and Provost Brower went ahead of the Board to request a mission change for UW Extension that would allow them degree-granting authority for a single, competency-based program in Business. Previous Flex option offerings have been in partnership with other UW campuses who have been the official degree-granting institution. This new model would still remain in partnership with other campuses, but allow Extension to be the degree-granting institution. The Board needs to hear this request at two successive meetings before deciding on the change. Questions were posed about why Extension isn’t more aggressively pursuing partnerships with other campuses. Sandeen and Brower indicated that they had had meetings with the result of varying levels of interest but no definitive commitment from the Deans of the Business schools in the UW System.

    ■ Why it matters? The sustainability of UW Extension was a topic of discussion, and praise was offered for UW Flex as an important contribution from the institution. Limited degree-granting authority for the competency-based Business program would not overlap with current services offered by the UW Colleges but would be a shift from previous system structure and authority.

  ○ New UW System Accountability Dashboard: [https://www.wisconsin.edu/accountability/]: A new, interactive ‘dashboard,’ or interactive website that allows users to access a wide range of data about the
UW System including a variety of measures of its success in educating and graduating students, managing its fiscal resources, and assessing its effectiveness, went live after the 9/10/15 Regents' meeting. However, reviewing the dashboard post-live debut indicates that on the topic of retention, for example, the UW Colleges it not even listed under the information for "progress and completion." Presumably this is because those numbers are very low, as data I've discussed with the Office of Institutional Research suggests. President Cross and Vice President Ward indicated that if there are oversights or gaps in the information presented, we should contact him; I will do so posthaste.

Why it matters? In the past, Regents and legislators have received paper copies of reports, and there have been a range of PDF-formatted accountability reports available through the UW System Office of Policy Analysis and Research (OPAR) on their website. However, UWS administration is replacing the prior models with this new resource in order to fulfill accountability requirements. Personally, I think it misrepresents retention and progress if the UW Colleges students are not included. I can't help but wonder whether this was a deliberate effort to exclude students who have lower retention rates.

- **Tuition-Setting Policy Task Force charges**: A task force for reviewing the practice, policy, and timeline for setting tuition rates has been charged. It is charged with reviewing processes to ensure that "processes for setting tuition in the future result in rational, data-based decisions about tuition rates."
  - Why it matters? As state investment in public higher education declines and our institutions become more dependent on tuition as a revenue source for the functioning of the campuses, looking carefully at how tuition is set is an important step toward ensuring that the methods for setting tuition are fair, transparent, ethical, and based on evidence.

- **AB 305: Fetal Tissue Procurement Bill**: A bill making its way through the legislature would limit the ability of medical researchers to use fetal tissue. The Board largely had a discussion (rather than presentation) on this topic, but Chancellor of UW Madison, Becky Blank, did provide an overview of why this legislation would be harmful to the medical research at the institution and how current ethical obligations are fulfilled. The Board stopped short of making an official statement to move forward to legislature because, according to Regent Millner, the current strategy of working with individual legislators and legislative groups appeared to be an effective approach to maintaining current research practices.
  - Why it matters? Limiting this type of research would result in the loss of research labs, faculty, and grant funding and would severely hamper researchers' ability to pursue a major avenue of research in the medical sciences. Some concerns were expressed by faculty that the Board's lack of action--in the form of an official policy or statement standing against AB 305--suggested a lack of commitment to academic freedom. Ultimately the BoR determined that they would continue to monitor the progress on the legislation and, if it moves forward, they would hold an emergency meeting to craft a statement articulating the Board's position.
• **Report from Sandeen to BoR on Restructuring:** Chancellor Sandeen gave a presentation to the Board of Regents providing an overview on the regionalization plan. She provided fiscal details on the cuts that were allocated and responded to questions about how the institution is managing the cut. Sandeen gave an overview of the process including the Budget Planning Task Force’s work and the work of the Budget Implementation Steering Committee. She indicated that we would be cutting 83 positions. Regents posed some questions including whether these changes and consolidations would have been made without the budget cuts. The Chancellor believed that some of them would have been implemented even without the cuts, for example, the one stop shop advising center. Other questions focused on whether the administration had been collaborating with local county leaders who have a vested interested (financial and otherwise) in the role of the campus in the communities. Sandeen indicated that she had been in conversation with local leaders.

• **Update on UW Flex Option from Sandeen and Brower/Schejbal:** Sandeen and Brower provided an overview of progress on the flex option including enrollments, revenue, and retention.

Updated 9/13/15
I am pleased to announce that the Chancellor has signed off on the final version of ASPP #708 (Titling Guidelines for Instructional Academic Staff). I would like to thank those members of the AS Council, the AS Personnel Committee, and the administration, past and present, who worked so laboriously to get this policy in place. I encourage IAS, department chairs, and associate deans to familiarize themselves with the final policy.

For the upcoming academic year, the Council will be reviewing its bylaws and examining ASPP #704 (Academic Staff Promotion, Progress, and Retitling Policy – NIAS) to ensure that policy and practice are in alignment. We will be consulting with the University Staff Council regarding revisions to ASPP #804.30 (Non-Renewal of Fixed-Term Renewable Appointments) which may be required in light of the current reorganization of the UW-Colleges.

Given the impact of the ongoing reorganization on academic staff positions, the Council may also need to consult with the Senate regarding the size and structure of committees. With fewer employees available to staff the committees, academic staff may end up with a weaker voice in the shared governance process. Steps should be taken to guard against this potential problem.

Respectfully Submitted,
Jeff Verona
September 18, 2015
Without the Academic Staff Representatives meeting prior to the first UW Colleges Senate meeting of the academic year there is nothing to report at this time.

Academic Staff Representatives Meetings 2015-2016

September 18
November 6
December 4
January 29
March 11
April 29

Respectfully Submitted by
Lucas Dock
Senators and Council Representatives
The following are names of the UW Colleges University Staff Council members:
Brust, Rose (MTH); Carter, John (RLN); Larson, Christi (WSH); McGuire, Juli (FOX); Messerschmidt, Dawn (MSF); Peissig, April; Sacco, Jaci; Sbarbaro, Kay (SHB); Schwinn, Tracy (FDL); Stapleton, Jean (WAK);
Stenstrup, Roseann (MNT); Wilson, Bradley (BRB)
The following are the names of the UW Colleges University Staff Council of Senators; Larson, Christi;
McGuire, Juli, Sbarbaro, Kay; Stenstrup, Roseann; Wilson, Bradley

Meetings and Calendar: Below is the schedule of meetings the Council has continued since the last Senate meeting. The schedule for 2015-2016 includes the new opportunity to meet as a governance unit with our state-wide counterparts in Madison (see far right column).

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<th>USC Executive Cte</th>
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<td>Apr 30</td>
<td>May 13</td>
<td>Sep 18</td>
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Kudos: The UW Colleges University Staff Council and the Layoff/Grievance Committees are recipients of the 2015 Chancellor’s Award for Excellence!

Approved local policies for the UW Colleges University Staff: Under the leadership of USC Past-Chair Rose Brust, the following policies have been approved by Chancellor Cathy Sandeen:
- Emeritus Statue for University Staff
- Layoff for Reasons of Budget or Program
- Employee Grievance Policy
- Employee Complaint Policy

Respectfully submitted,
Juli McGuire, Chair
UW Colleges University Staff Council
SGC has been engaged over the summer in representing students in the budget planning process and in preparing for the academic year. The new SGC Executive Board is excited to make this an effective term and to engage a strong cross-section of student leaders in institutional governance work. My report will recap the activities since the last Senate meeting as well as current priorities.

Elections were held at the May 7, 2015 SGC meeting. Per our constitution, this included elections for the positions of President, Vice President, Financial Director, and Executive Director. The following students were elected:

President: Graham Pearce, Marshfield/Wood County
VP: Martin Sandberg, Barron County
Financial Director: Jordan Puchalla, Sheboygan
Executive Director: Marly Harmeling, Sheboygan

Over the summer, I served as the student representative on the UW Colleges Budget Implementation Steering Committee, as well as on the Overarching Student Affairs and Localized Services/One-Stop task groups. I'm glad to have been able to represent student interests in this critical (and difficult) process, and my thanks go to the many members of the BISC task groups who put in countless hours over the summer. I'd especially like to thank the other students who served on BISC task groups: Keith Corders (Marinette), Stephen Heling (Sheboygan), Darryl Carlson (Sheboygan), and Ethan Severson (Barron County). I will be continuing as student member on BISC for the Round 2 decisions, scheduled to be completed during the Fall 2015 semester.

For the purpose of cost savings, SGC has decided to move away from using distance-ed rooms on campuses in favor of using individual videoconferencing technology such as Lync/Skype for Business. Costs for connecting through ICS have risen recently, placing a strain on our budget. We expect there will be some issues initially, and a bit of a learning curve to this for students planning to join meetings. Our first meeting of the semester was attempted on September 10 using this system, but did not meet quorum due to technical issues for some participants. Because of this, the planned election for the position of First Year Officer could not be held. As of this writing, we plan to hold an SGC meeting at a breakout session during the Student Reps meeting in Madison on September 12.

Work on student appointment to Senate committees is in progress. Nominations are being collected through September 13, and appointments for all Senate Committee student positions should be completed by September 16.

We also welcome a new advisor for SGC this fall. At the May 7 meeting, Patrick Neuenfeldt
(UW-Sheboygan) was approved as SGC Advisor. Patrick has been a valuable resource to the SGC Executive Board thus far, and we look forward to working with him over the coming year.

In late June, I was appointed to serve as student representation on the Virtual Campus Investigation Committee. This group is tasked with evaluating the issues currently facing the Online program, and whether a change in status to Virtual Campus (or some other option) would best serve its needs. This committee has met 3 times so far and has already touched on an expansive set of topics. I look forward to continuing the important work of this committee for the next several months.

SGC thanks the Senate for valuing student voices in our institutional shared governance. I would like to personally thank Rich Barnhouse, Joe Foy, Mark Peterson, and Linda Baum for their support and assistance over the past few months, and Patrick Neuenfeldt for taking on the role of advisor.

Respectfully,
Graham Pearce
The Senate Academic Policy Committee (SAPC) met the morning of August 27, 2015 during UW Colleges’ Convocation. We discussed and/or acted on the following items:

1) Caleb Bush was re-elected chair.

2) Several committee members agreed to serve as proxies for the Chair on other Senate committees (resource person positions). Steve Kaiser will sit as SAPC resource person on the Senate BAAS Curriculum Committee, Joanne Giordano will sit as SAPC resource person on the Senate Curriculum Committee, and Annette Kuhlmann will sit as SAPC resource person on the Senate Correspondence Committee. The Chair acknowledges these committee members’ willingness to serve and thanks them for this service.

3) SAPC briefly reviewed outstanding charges and other work before the committee, including:
   a. The committee will be prioritizing a new round of revisions to Senate Policy #408, this time working on language to address dissolving, combining, splitting, and/or relocating departments or programs. Given the many challenges facing the Colleges going forward, the committee has prioritized this charge, and Joanne Giordano has agreed to take the lead on any final changes to be introduced.
   b. Senate Steering had previously charged SAPC with a review of IP#110 concerning UW Colleges instruction in local high schools (specifically “Implementation of GAPP #36). The committee had tabled consideration of this policy review last year given the uncertainty at the state level around providing and paying for college instruction in high schools. Now that this uncertainty has cleared, Joanne Giordano has agreed to begin review and possible revision of IP#110.

SAPC has an additional charge that came to the committee at the start of the summer. Senate Steering asked the committee to review and consider revising IP#202, specifically to address drop deadline changes for the UWC Flexible Option. Steering adopted a provisional change to IP#202 to meet the Flex program’s needs, and SAPC will now consider drafting new language for this policy on a permanent basis. Specifically, the Flex program’s drop deadlines may be altered to bring them in line with our partner institutions’ policies (UW Milwaukee, UW Parkside) and closer practice for UWC 16-week and 8-week sessions.

At the September, 2015 Senate meeting, two SAPC policy revisions will be considered for adoption. Briefly, these policy revisions include:

1) SAPC drafted new language for inclusion in IP#405, “Senate Procedures.” This revised language makes it possible for an academic program chair to serve in Senate governance in
the same capacity as a department chair. A revised IP#405 fulfills a charge from Senate Steering from the prior academic year.

2) Some time ago, Senate Steering also charged SAPC with a review of IP#107 concerning mediated instruction in the Colleges. This redrafted policy reflects current best practices regarding the use of technology in instruction, including online education.

2015-2016 promises to be another busy year, and SAPC looks forward to working together on the Colleges’ many policy needs.

Respectfully submitted,
Caleb M. Bush
Chair, Senate Academic Policy Committee
September 18, 2015
Professional Development Policy Review:

At the end of the Spring 2015 term, the Budget Committee reviewed the PD policies of several campuses and departments. The committee made two observations:

1. PD policies were more consistent than initially thought
2. Campus timelines are similar and may lead to simplification of the application process.

Based on these observations, the following suggestions regarding simplification of the PD process were made:

1. Possible uniform PD application timelines across departments and campuses.
2. Departments ‘going first’ in terms of the process, given the stability of their resources. All campuses could then allocate their PD with knowledge of departmental PD amount.
3. PD funds and allocation should be more centralized, perhaps into a single data base, in order to make long term planning across the institution more possible and effective.

The Budget Committee will continue to explore these suggestions this year. At our first meeting this academic year, we discussed the role the Budget Committee should play going forward. We also elected a chairperson (yours truly).

Respectfully submitted,

Margaret Hankenson
Chairperson, Senate Budget Committee
September 10, 2015
Last spring the Faculty Professional Standards Committee (FPSC) proposed significant revisions to FPP#503 regarding the merit process. These included adding a ranking of “Satisfactory” below “meritorious,” eliminating the number of faculty that can be placed in each ranking and having departments develop achievement standards for each ranking level. The revisions are now being discussed at the campus level in preparation of the scheduled November adoption vote. The committee is also awaiting any input from campuses regarding the proposed changes.

The FPSC was also charged with addressing due dates in FPP#501.01 and #501.02 to clarify that when due dates fall on non-working days that the due date automatically defaults to the “next business day.” We were also asked to look at developing some type of visual that clearly outlines the specific due dates for each retention year materials. This was asked because due dates and types of materials vary for each year and a visual will make it easier to manage who has what to submit when. The committee will discuss how best to revise the policies and introduce propose changes at a future Senate meeting.

Work continues on revisions to IP#301 & #320 in regards to IAS Activity Reports. This includes language indicating merit letters for IAS should also go to Human Resources and the Dean’s Executive Assistant, language indicating instructors who only teach in the spring semester receive an Activity Report (which sometimes are overlooked), and clarify the consequence for failure of an IAS to submit a report.

Finally the FPSC will clarify language in FPP#501 that notification of retention decisions for first-year tenure track faculty shall be in written form.

Respectfully submitted,

Michael C. Jurmu

Chairperson, Faculty Professional Standards Committee
Since the last SAC report to the Senate in April 2015 the Senate Assessment Committee has met several times via WisLine, discussed via email and held a face-to-face meeting with the Department Assessment Coordinators (DACs) on August 14 at UW Fox Valley. Summaries of these meetings can be found below.

As of October 1, Kristin Plessel and Jayant Anand will serve as co-chairs of SAC for the 2014-2015 academic year and assessment cycle. Thank you to Institutional Assessment Coordinator Valerie Murrenus Pilmaier and to all committee members for their work throughout the past assessment cycle.

The 2014-2015 assessment cycle is nearly complete with the receipt of the final department assessment reports from the DACs on September 15. The committee members will provide final comments to the DACs by October 15.

The 2015-2016 assessment cycle will get underway with receipt of the plans for Fall assessment from the DACs on October 15. The Departments will choose to assess Analytical Skills, Aesthetic Skills or Intercultural Skills. There will be an initial discussion of campus assessment plans with the Campus Assessment Coordinators (CACs) at the end of October.

The 2014-2015 Campus Assessment cycle was completed as the CACs submitted the final campus reports to SAC in May. SAC reviewed all of the reports, held a WisLine meeting in June to discuss the reports, and returned comments to the CACs in July. Many worthwhile assessment projects were carried out on the campuses providing useful feedback for future campus improvements or generating ideas for areas that need further evaluation.

As an economy measure SAC decided to hold a June WisLine meeting with DACs rather than the face to face meeting usually held at that time. The committee and coordinators received data and information from Gregg Nettesheim from the current assessment cycle and discussed the results.

During the August 14 face-to-face meeting with the DACs, the morning session included short descriptions by DACs of their past year’s projects. Budget implementations and their impact on assessment was briefly discussed. The bulk of our discussion focused on the Degree Reimaging process, as lead by LEAP Fellow Caroline Geary who was invited to the meeting. The possibility of exploring the AAC&U VALUE Rubrics and discussion about the Communication rubrics was begun. The following SAC meeting focused on planning for the upcoming year and keeping departments focused on valuable assessment projects.

Submitted by
Kristin Plessel
SAC Chair
September 2, 2015
Attachment 14

UW Colleges Associate Degree & Curricular Reimagining Project Faculty Coordinator

Report to the UW Colleges Senate

September 18, 2015

Project SharePoint site: https://studentsuwc.sharepoint.com/sites/AASDR/_layouts/15/start.aspx#
E-mail feedback and questions to: SMO-AASDegreeandCurricularReimaginingProjects@ces.uwex.edu
Faculty coordinator: Caroline Geary (Associate Professor of Chemistry, UW-Fox Valley)

Project Overview

The institution is at the beginning of this project which is planned to take place over the next two academic years. The focus of this year will be to align the UWC Associate degree standards with the newly approved UW System Associate degree standards. The UWS standards address three Associate Degrees: an Associate of Arts, an Associate of Sciences, and an Associate of Arts and Science(s). A summary is provided in the table and notes below which are taken directly from the UWS Associate Degree Standards Working Group final report.

Recommended distribution of credits to achieve general education breadth in these three Associate degrees:

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<thead>
<tr>
<th>UW System Shared Learning Goal</th>
<th>Degree</th>
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<tbody>
<tr>
<td></td>
<td>Associate of Arts</td>
</tr>
<tr>
<td>Knowledge of Human Cultures and the Natural World</td>
<td>18-20</td>
</tr>
<tr>
<td>Critical and Creative Thinking</td>
<td>3</td>
</tr>
<tr>
<td>Effective Communication</td>
<td>6</td>
</tr>
<tr>
<td>Intercultural Knowledge and Competence</td>
<td>6</td>
</tr>
<tr>
<td>Individual, Social, and Environmental Responsibility</td>
<td>6</td>
</tr>
<tr>
<td>Total General Education Credits</td>
<td>39-41</td>
</tr>
<tr>
<td>Electives leading to desired baccalaureate degree – chosen with help of advisor</td>
<td>19-21</td>
</tr>
<tr>
<td>Total Credits to Degree</td>
<td>60</td>
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</tbody>
</table>
Notes:

Knowledge of Human Cultures typically includes coursework in social sciences, humanities, fine arts, and world languages.

Knowledge of the Natural World typically includes coursework in biology, chemistry, geology, physics, and mathematics.

Critical and Creative Thinking Skills are typically included as learning goals in different disciplines throughout the university curriculum.

Effective Communication typically includes coursework in multiple communication modes, including Speaking/Listening, Writing, English, Communication, and Media Studies.

Intercultural Knowledge and Competence typically includes coursework that satisfies the UW System Diversity requirement, including coursework in the social sciences, humanities, fine arts, foreign languages and ethnic studies.

Individual, Social and Environmental Responsibility are typically addressed in courses that employ high-impact practices such as internships, study abroad, and service learning.

You can access the full report on the project’s SharePoint site or directly on the web at: https://studentsuwc.sharepoint.com/sites/AASDR/Shared%20Documents/UW%20System%20policies%20and%20guidelines/UWS%20Associate_Degree_Standards_Working_Group_Report_final%20(1).pdf

Updates from the project’s leadership team

- A detailed timeline for the project is being finalized and should be up on the SharePoint site in the next week or so.
- A tool is being developed that will go to departments/programs to collect initial impressions of the revised UWS standards (given above). Caroline will work with individual departments/programs as this unfolds.
- If you would welcome a visit to your Collegium to discuss the project, please e-mail Caroline. The project leadership team is well spread out amongst the newly formed regions. Team members are open to traveling in their region to provide updates.

Associate of Arts and Science Degree and Curricular Reimagining Project Leadership Team Members

- Caroline Geary, Faculty Coordinator for the project and Associate Professor of Chemistry (FOX)
- Ann Herda-Rapp, Professor and Chair, Sociology and Anthropology (MTH)
- Craig Hurst, Professor and Chair, Music (WAK)
- Tom Klubertanz, Professor and Chair, Biological Sciences (RCK)
• Jayant Anand, Associate Dean (ANT/SOC, BRN) and UWC Inclusive Excellence Network member
• Jennifer Heinert, Director of UWC Virtual Teaching & Learning Center (ENG, WASH/ONL)
• Rich Barnhouse, Associate Vice Chancellor for Student Affairs & Enrollment Management
• Joe Foy, Associate Vice Chancellor for Academic Affairs

Staff
• Bill Bultman, Interim Director of the UWC Office of Institutional Research (CSEPA, FOX)
• Larry Graves, UWC Registrar
• Kim Kostka, UW Colleges Flexible Option Coordinator (CHE, RCK)

Respectfully submitted,
Caroline Geary
9/11/15
Attachment 15

UW Colleges Senate
Adoption: September 18, 2015
Proposed Revision of Institutional Policy #107
(“Courses Using Mediated Instruction”)

Background and Rationale
The existing mediated instruction policy is out-of-date because of changes in the role that technology plays in delivering instruction in the UW Colleges and in higher education in general. This policy covers online courses, hybrid/blended courses, distance education courses, and any other modes of instruction that use technology to replace all or parts of a course that normally take place in a face-to-face classroom. The original purposes of the policy was to a) ensure that students receive appropriate instruction in courses offered in alternative modes and b) keep traditional classroom instruction as the primary teaching mode for the UW Colleges. Proposed changes to IPO 107 update the mediated instruction policy to reflect current institutional practices and clarify the role of departments in overseeing and assessing instruction. Revisions to this policy also eliminate an outdated reporting process that requires Department Chairs to submit a written report on courses taught through mediated instruction to the Vice-Chancellor; because online, distance education, and hybrid courses have become a routine instructional mode in the UW Colleges, the reporting line should be the same as traditional courses, with the exception of classes taught in a new modality.

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

UW Colleges Senate Policy
Institutional Curricular Policy #107
Courses Using Mediated Instruction

Ratified by the Senate, September 13, 1986, p.6, App.7
Revision Initiated by the Senate, May 7, 1994, p.9, App.15
Revision Adopted by the Senate, Oct. 1, 1994; see May 7, 1994, App. 15
Reorganized and Renumbered March 15, 2002

UW Colleges Regulations of Courses Using Substantial Amounts of Mediated Instructional Materials and/or Relying Upon Media Technology As the Primary Instructional Delivery Method

The use of technology, mediated instructional materials, online course delivery, and alternative modes of instruction are an important part of maintaining and expanding UW Colleges academic programs. Mediated instructional materials and technology can provide excellent and exciting means for the enrichment and expansion of the UW Colleges academic program and therefore their responsible use ought to be encouraged. That is especially so in working with highly motivated non-traditional and advanced students. However, human educational interaction and professional personal instruction shall remain the primary means of fulfilling the UW Colleges mission and must play a significant role in all aspects of the for most academic programs on campuses, not including the UW Colleges Online Program. To insure
ensure academic quality of courses and programs that rely heavily on technology for instruction, the following regulations shall be observed.

A. Professors proposing to teach credit courses in which substantial amounts of media material and/or technology are to be employed to supplement and enhance personal instruction must inform their academic departments of their plans and must consult with those departments at the initial stages and throughout the planning process.

A. Academic departments and standalone academic programs are responsible for overseeing the use of technology and mediated instruction for each course in their curriculum. They determine approved formats for delivering instruction for a particular course, appropriate use of new and existing technologies for teaching and assessing student learning, the role of mediated instructional materials and technology in traditional face-to-face courses, methods for assessing the effectiveness of courses and departmental programs that rely heavily on technology, and the minimum length of a course in relation to its delivery mode.

B. Such course must be reviewed and approved by. The first time that a campus offers a course in a new delivery format, the appropriate academic departments must review and approve the primary mode of instruction before they are advertised or the campus advertises the course and before students are permitted to enroll in it. Academic departments and programs have the responsibility to assess the effectiveness of courses offered in alternative delivery formats and the authority to restrict or revoke the use of mediated instruction in previously approved courses. Department chairs and program coordinators must inform campus associate deans of any changes to approved modes of instruction for a course. They must also inform the Dean of the UW Colleges Online Program when an online version of a course no longer has departmental approval because of curricular changes or problems with the effectiveness of the course.

C. A careful evaluation of such courses must be conducted by the appropriate academic departments and a written report submitted by department chairs to the Vice Chancellor following the initial presentation of each such course.

C. Faculty and instructional academic staff must receive departmental approval to teach online, blended (hybrid), distance education, and other types of courses in alternative formats that use technology to deliver instruction. Academic departments and programs are responsible for establishing and reviewing the instructor credentials and training required for teaching courses that rely heavily on technology. Campuses and the UW Colleges Online Program may require additional training for faculty and instructional academic staff who receive departmental approval to teach a course in an alternative delivery format.

D. In consultation with department chairs and relevant shared governance committees, the Provost (or Provost’s designee) establishes the process for conducting institutional assessments of a new mode of instruction that relies heavily on technology. Institutional assessments of new delivery formats are separate from departmental assessments of courses and evaluation of instructors’ teaching.
E. All faculty and instructional academic staff who teach in a mediated mode retain the same rights, privileges, and responsibilities as instructors who teach non-mediated classroom courses. Instructors may have additional obligations if they sign contracts and receive compensation for designing and revising courses, developing scalable instructional materials, participating in paid training, or doing other compensated work that is not part of their contractual teaching loads.
Attachment 16

UW Colleges Senate
Adoption: September 18, 2015
Proposed Revision of Institutional Policy #405
(“Senate Procedures”)

Background and Rationale
As currently written, UW Colleges’ Constitution and policies indicate only department chairs can serve on committees and in other Senate roles calling for a department chair’s representative. This means academic program chairs from established programs such as Women’s Studies cannot technically serve in such a capacity. The addition of language, a new section M., clarifies that department or academic program chairs are eligible to serve as representative.

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

UW Colleges Senate Policy
General Institutional Policies #405
Senate Procedures

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

The chair of the Senate Steering Committee will serve as the UW Colleges representative at meetings of the Board of Regents and the Faculty Representatives with other faculty members of the Steering Committee serving as alternates. The chair of the Steering Committee shall have 1/2 release time.

M. Department or Academic Program Chair Representation in Senate Governance

When department chair representation is required in Senate governance, as indicated in the UW Colleges’ Constitution and/or Senate Bylaws, a department chair or faculty member serving as academic program chair shall be eligible.

N. Schedule for Annual Reports from Standing Committees
Senate Minutes, April 19, 1974, p.3 app. 4
Revision adopted by the Senate, May 3, 2002, p. __

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

[End]
Rationale:
Senate Steering reviewed the committee structure during Spring 2015 and found that the Senate Correspondence Committee (SCoC) had only met once in the last ten years. The committee was called into action this past year to speak on behalf of the Senate, and thus the UW Colleges, on urgent issues surrounding the latest budget. The mechanisms in place were not a useful way to meet that responsibility. Steering members felt that Steering is already assigned that role. Moreover, the Correspondence Committee is explicitly assigned the task of reviewing the Senate Leaders Handbook, but either the SSC Chair or Senate Assistant Linda Baum has been handling that task. It was felt that the Steering Committee could deal with the items SCoC has been charged with and, therefore, Steering proposes to eliminate the Correspondence Committee.

Proposed changes are crossed off in black. (Deletions only.)

7.0 Appointed Senate Bylaws Committees

5) Senate Correspondence Committee
Revised 1/14/09

Membership. The Senate Correspondence Committee is composed of the chair or their designees from the following committees: Senate Steering, Senate Academic...
Policy, Senate Budget, Faculty Professional Standards, Faculty Appeals and Grievances, Academic Staff Appeals and Grievances, and Academic Staff Personnel. The committee shall have a majority of faculty senators.

Duties. The Correspondence Committee’s responsibilities shall include reviewing and maintaining the Senate Leaders Handbook on an annual basis and writing regular Senate correspondence as directed by the Chair of Senate Steering with the approval of the Senate Steering Committee.

6) 5) Senate Inclusive Excellence Committee

[...]
UW Colleges Senate
Introduction: September 18, 2015
Proposed Revision of IP #101
(“Associate of Arts and Science Degree”)

Rationale:
When revising the rubrics that are used for assessing this proficiency, the committee and Department Assessment Coordinators felt that the previous language was no longer accurate.

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

UW Colleges Senate Policy
Institutional Curricular Policy #101
Associate of Arts and Science Degree

The Associate of Arts and Science Degree

II. Degree Proficiencies
Revised by the Senate 2011-04-29
Revised 2012-04-27
Revised by the Senate (SAC) 2013-01-09

To fulfill its mission, the UW Colleges has identified the following areas of proficiency to be of primary importance in the education of our students. Assessment methods to determine student acquisition of proficiencies at the course level have been developed. Students may be required to participate in course assessment.

A. Analytical Skills
Students must be able to:
1. Interpret and synthesize information and ideas
2. Analyze and evaluate arguments
3. Construct an argument in support of a conclusion
4. Select and apply scientific and other appropriate methodologies
5. Integrate knowledge and experience to arrive at creative solutions
6. Gather Locate and assess information from printed sources, electronic sources, and observation
7. Construct and support hypotheses

[…]

[End]
Rationale:
The revision of FPP#503, the Faculty Merit Policy, aims to align merit considerations with our institutional priorities (placing teaching as primary focus of merit rankings), address gender biases in the evaluation process (by equalizing consideration of service work to professional development work, and by lowering importance of SSI data as secondary to data presented in one’s AR), and reflect the high levels of achievement performed by a great number of our faculty (by creating a new merit rank below Meritorious and by eliminating the percentage restrictions from the past). The revision also serves to make the process more transparent and to increase the ease, consistency, and fairness of both preparing and evaluating ARs; it does so by requiring the development of a set of standards that will be individualized to best serve the unique nature of differing departments and campuses, yet universal enough to not create burdensome differences between department and campus standards. This revision adds a new rank for merit ranking and eliminates the current percentage restrictions for awards to each merit rank.

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

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

Adopted by the Senate, May 9, 1992, p.4, app. 7
Revision adopted by the Senate, November 13, 1993, p.6, app. 5
Revision adopted by the Senate, March 9, 1996, p.4; att. 5
Revision adopted by the Senate, January 14, 2000, p. 9
Revision adopted by the Senate, January 10, 2001, p. 26
Revision adopted by the Senate, March 2, 2001, p. 37
Reorganized and Renumbered, March 15, 2002
Revised by the Senate, October 15, 2004
Revised by the Senate, April 29, 2005
Revised by the Senate January 13, 2010
Revised by the Faculty Council (FPSC) 2014-03-14

The performance of every continuing faculty member will be reviewed annually by a committee of peers. This review will be based on evidence of teaching effectiveness, professional development, and professional service to the university and/or wider community. As a result of this review, each faculty member will be assigned to a merit category for the purpose of determining salary adjustments and provided with a brief written performance evaluation.

I. General Procedures

A. Merit evaluations will be performed by academic departments and campuses in alternate years, with each committee reviewing Activity Reports, student evaluations, and
any other evidence of achievement submitted by the faculty member, over a two-year period. The campus dean must be included in the discussion of campus merit evaluations, but will be excused prior to final deliberations. The department chair will serve ex officio on the department merit committee. Merit evaluations shall be conducted between January 5th and March 30. All due dates within this policy shall move to the next available business day, if the due date falls on a non-business day.

B. Merit Determination 1. Each year, the relevant committee will commence with determining whether each faculty member is satisfactorily meeting the basic expectations for the position. Individuals who receive an unsatisfactory rating shall not receive either across-the-board or merit salary increases.

C.2. All faculty performing satisfactorily will then be separated into three four categories: Satisfactory; the majority will be in a group considered Meritorious; a smaller number will be judged to be Highly Meritorious; and a few may be judged to have earned Exceptionally Meritorious for the two year period. The latter two groups together will include no more than 40% nor less than 25% of the faculty in the campus or department.

D.3. Individual Performance Evaluation - Each faculty member will be provided with a written individual performance evaluation, by April 15, indicating areas of achievement as well as areas of possible concern, and including suggestions for improvement or further development if relevant. This individual performance evaluation letter will convey the assigned merit ranking and express committee rationale for the ranking.

1.a. In departmental years, the written evaluation will be provided by the department chair, in consultation with the department merit evaluation committee.

2.b. In campus years, the written evaluation may be provided by the dean or the merit committee, as the campus merit committee determines.

3.c. The written evaluation shall include a statement that a follow-up meeting, conducted either via telephone or in person, may occur at the request of either the faculty member or the chair of the committee which provided the written evaluation. When a follow-up meeting occurs, the committee chair shall prepare a written summary of the meeting, to be signed also by the faculty member, and provide signed copies of the summary to the faculty member and to the personnel files of the department, the campus, and the vice chancellor’s office. If the faculty member declines to sign the chair’s summary, the faculty member will provide her/his own written summary of the meeting to the committee chair and to the personnel files of the department, the campus, and the vice chancellor’s office.

E.5. Merit Ranking Criteria - The appropriate campus or departmental merit committee will determine merit rankings based on committee members’ assessment of faculty members’ achievement of standards provided by the evaluating unit (campus or department); these standards will state criteria for Satisfactory, Meritorious, Highly Meritorious, or Exceptionally Meritorious performance in teaching, professional
The UW Colleges Senate will produce and share a template set of standards for performance at each ranking from Satisfactory through Exceptionally Meritorious. Each ranking unit (campus or department) shall publish specific standards, modified from the senate templates, separating Satisfactory, Meritorious, Highly Meritorious, and Exceptionally Meritorious faculty performance. These standards shall give majority weight to teaching performance and weight professional development work and service work equally. Professional development work is broadly defined to include active participation in professional societies, progress toward or attainment of a terminal degree, scholarly or professional publication or research, course development, discipline related performance, or other types of professional creativity or enrichment. Service work is broadly defined as non-teaching University service at the campus, department, UW Colleges, or UW System levels and as public service to the community in areas related to the faculty member's academic expertise or professional competence. Participation in Colleges-wide and department assessment activities will be expected. Note: Data from assessment activities may not be used when considering merit or promotion.

2. The committee of each unit assigned to perform merit rankings shall review the standards for its unit, and may update their standards, if desired. Revised standards would need to be published by April 30 of the year in which a unit conducted merit reviews. These revised standards shall remain in effect until completion of the next round of merit rankings performed at this unit's level.

3. All department chairs and campus deans shall provide copies of their unit's criteria standards for merit evaluation, whether revised, or not, to all department or campus members, by May 10. New hires shall receive copies of both sets of standards as part of new faculty orientation. Campus or departmental policies must adhere to the general guidelines in this policy, although they may include additional specific criteria.

(Segments of sections I.B.5.a, and I.B.5.b from the prior version of FPP#503, struck out below, were moved to other existing and new sections of this proposed revision of FPP503.)

a. Teaching effectiveness shall be given primary consideration. Student evaluations shall be considered as part of the evaluation process, in addition to peer reviews where available and other information provided by the faculty members. Participation in Colleges-wide and department assessment activities will be expected. Note: Data from assessment activities may not be used when considering merit or promotion.

b. Other areas to be considered include:
   1. Professional growth, such as active participation in professional societies, progress toward or attainment of a terminal degree, scholarly or professional
publication or research, course development, discipline related performance, or other types of professional creativity;

2. Non-teaching University service at the campus, department, UW Colleges, or UW System levels;

3. Public service to the community in areas related to the faculty member's academic expertise or professional competence.

F.4. Evidence - b. Committees shall primarily consider an Activity Report covering the preceding two years. Within the Activity Report, faculty members shall document their achievements of the published standards, of the unit performing merit rankings for that year, for teaching, for professional development and for service. Faculty shall submit their reports to the relevant committee each year by January 4.

1. Any faculty member not submitting an Activity Report shall not be eligible for merit consideration. (This statement was originally part of I.B.4.a of FPP#503)

2.a. Committees shall also consider, at a level of secondary importance, the results of any student evaluations, required and voluntary, during the two-year period. Student evaluation results shall be the only data a ranking committee may consider which has not been submitted by the faculty member. Student evaluations for merit purposes will be scheduled in all UW Colleges classes at least every third semester.

3.e. The committees may, in the course of their evaluations, seek or use other information provided by the faculty member, including the results of class visitations when available.

G.6. Special Circumstances

(Revisions adopted by the Senate 1/14/00 and 1/10/01)

1.a. In the case of split appointments, the home campus or home department will be responsible for the evaluation, after consultation with the other departments or campuses involved.

2.b. Faculty members on professional leave will be evaluated by the relevant merit committees based on available information. Given that we are a teaching institution and value teaching as majority of a faculty workload for merit consideration, faculty on professional leave shall have their teaching component of the merit ranking based on teaching materials provided in the previous two years of activity. Faculty on full leave for personal reasons will not be part of the merit process. (Determination of the nature of leave or other details of implementation shall rest with the Vice Chancellor, on the recommendation of the department chair and in consultation with the dean.)

H.e. First year faculty appointees will be given a salary increase commensurate with a meritorious merit rating provided that their retention decisions are positive. This policy applies to initial probationary appointees who have served fractional years.
II. Allocation of Faculty Pay Plan Money
   A. The Chancellor shall set aside an amount necessary to bring faculty to rank minimum from the merit increment dollar pool.

   B. The merit increment pool shall be allocated to meritorious faculty in the following manner:
      - 70% as a Percentage of Current Salary
      - 30% as Fixed Awards

   C. The 70% to percentage merit shall be applied as a percentage of current salary to all continuing faculty, judged at least meritorious Satisfactory.

   D. The 30% fixed awards to meritorious faculty shall be awarded as a fixed dollar amount to all continuing faculty, judged at least meritorious. Ten percent of the merit increment pool shall be allocated to Highly and Exceptionally Meritorious faculty. The fixed award for exceptionally meritorious faculty shall be 50% larger than the fixed award for highly meritorious faculty. The amount allocated and the fixed awards shall be determined in accordance with current Senate Budget Committee procedures.

III. Dissemination and Implementation
   Revised by the Faculty Council (FPSC) 2014-03-14

   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 for Academic and Student Affairs 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 Director of Human Resources by the department or campus dean in the appropriate year.

   D. The Senate shall produce and approve a set of template standards for merit reviews by Feb. 1, 2016. Merit Ranking Units shall produce their specific unit standards for merit rankings, based on the senate templates, by Sept. 1, 2016, and the merit rankings of 2016-2017 shall be the first to use this new policy and the newly established standards. Given that 2016-17 merit rankings are to be performed by department units, departmental merit committees will then have the first opportunity to adjust its standards following completion of ranking of its faculty for the 2016-17 cycle.

[End]
**Additional Rationale:**
The revision of FPP#503, the Merit Policy, strives to accomplish several goals. First, it is the intent that this revision promotes exceptional work in teaching as the majority of merit considerations. The UWC Mission clearly states that we are primarily a teaching institution. Therefore, rewarding exceptional efforts towards teaching should be the primary purpose of a merit ranking exercise. In addition to stressing the high value of work in the area of teaching, this policy revision seeks to equalize consideration of two other areas of work: professional development and service. It is particularly important that service work be valued and rewarded as equal to the work of professional development. As an institution of higher education, we continue to value the work faculty members perform to enrich their academic fields, especially as this work also enriches their teaching. This policy revision continues to reward work in the area of professional development. In light of the increasing need for a dwindling faculty to complete a growing segment of institutional work, labeled as service to the campus, department, the UW Colleges, and/or the UW System, while maintaining service work to the local community, such work needs to be valued and rewarded. Also, a strong body of research indicates that, across American faculty, female faculty carry a heavier load of service work; therefore equalizing the value of work for professional development with the work of service is a matter of gender equity in the merit reward system. This revision, while specifying that teaching receive primary and majority consideration in merit ranking of faculty, and specifying that professional development be equally considered alongside of service work, does not dictate the exact levels of consideration any ranking unit must use for each area. This is left to the merit ranking units (departments and campuses) to specify.

A second goal of this policy revision is to improve the ability of the merit rankings to accurately reflect the high levels of work performed by many members of our faculty. The old policy required limitations on the number of faculty members of a ranked group who could receive merit rankings of Highly Meritorious and Exceptionally Meritorious. It also resulted in 60% of those ranked receiving the same ranking of Meritorious, regardless of levels of differentiation in work product produced. These limits have frustrated a majority of faculty who served as merit reviewers. To correct these limits, this revision begins by creating an additional merit ranking, below the level of Meritorious and above the level of Unsatisfactory. This new ranking, Satisfactory, is to be awarded to all faculty judged to be performing in the range from minimally satisfactory to just below a set standard of Meritorious work performance. Satisfactory ranking indicates a faculty member is performing his/her job adequately, yet not at a standardized level above minimal work expectations. Such a ranked faculty member, should merit pay increases be available, would remain eligible for the 70% of raise pool distributed as Across-the-Board raises, but would not receive any of the fixed merit pay increases divided from the 30% of raise pool set aside for merit raises. Further, this policy revision has eliminated the percentage limits on those who can be ranked as Highly Meritorious or Exceptionally Meritorious. Evidence has clearly shown that faculty members prefer the freedom to recognize above average performance by way of rating more faculty members Highly Meritorious or above, even if this should result in smaller merit raises for all so ranked.

The third goal in this policy revision has been to improve the discernment processes, making it easier for faculty to seek desired merit ranks and, for those performing the rankings, to reach
ranking decisions with greater ease, consistency, and fairness. This set of goals is actually a mere extension of the goals of the original policy, with an improved set of policies to aid in better meeting this set of goals. One area of revisions is a clearer requirement that the most important piece of evidence to be considered in determining merit rankings is to be the annual Activity Report (AR). The AR should be the document considered for evidence of teaching performance, professional development performance, and service performance. This revision allows for consideration of data from Student Survey of Instruction summaries, but this consideration should be secondary to consideration of information provided in the AR. The principle reason for this adjustment in the policy is the growing body of research indicating that SSI data, both quantitative averages and individual qualitative comments from students, is impacted by gender of the instructor and gender of the individual students completing the survey. The evidence points to women instructors, on average, receiving significantly lower SSI ratings. The additional fact that this gender difference can hurt a few male instructors and aid a few female instructors, further questions the fair use of SSI data in making merit ranking distinctions. Additional sources of data regarding the work performance level of a faculty member, to include class visitation letters, should they be available, are allowed, as a ranking unit deems it reasonable to accept such evidence. Only evidence submitted by the faculty member herself/himself should be used in ranking deliberations. It was felt it would be most fair that only materials submitted by a faculty member be considered. Since some faculty members may not be as well known by those comprising the merit ranking committee of a department or campus unit, use of evidence supplied by an evaluator, or other source, might give unfair advantage to more well-known faculty members.

As part of the goal of improving the discernment process, it was decided that the old language requiring that merit ranking criteria be shared with faculty prior to submissions of AR be further specified. This revision requires ranking units (departments and campuses) to create and update clear standards for teaching, for service, and for professional development at each level of merit rank. These standards are to be guided by a senate template set of standards, individualized to best serve the unique nature of differing departments and campuses, yet universal enough to not create burdensome differences between department and campus standards. These standards are designed to serve both the individual faculty members preparing materials for the merit review process and for the members of merit ranking committees. Individual faculty members should find the standards instructive of evidence to include in the AR and other documents, and of performance expectations for those seeking highest merit ranking considerations. Members of ranking committees should find the standards helpful in reaching decisive, consistent, and unbiased ranking decisions for each faculty member evaluated. The new requirement that these standards be updated and published to faculty members bi-annually and nearly two years prior to the deadline for submitting materials for the next round of merit rankings by this departmental or campus unit is intended to further aid faculty with knowledge of the standards of performance expected for each rank of merit.

Following the approval of this policy revision, it is the intent of the Senate Faculty Professional Standards Committee to next address updating the Activity Report forms and processes for completion and submission. We intend to more clearly specify what materials to include in each section of the report, and we intend to use current technologies to streamline the production of the AR, the submission of the AR and the review of the AR.
Communication with USC Lead Juli McGuire re: ASPP #804

Hi Julie,

Jeff Verona here, writing in my capacity as the AS Lead Senator regarding an issue which overlaps the AS and US Councils. Please note the following email from Diana Lund:

*Per ASPP # 804.30, Academic Staff Service is defined as “continuous years of paid UW Colleges academic staff employment without regard to percent of appointment.” As you are most likely aware, under the University Personnel System (UPS), FLSA exempt employees are being offered the opportunity to be voluntarily reassigned from university staff to academic staff. This option just became available on July 1st. When FLSA-exempt positions become vacant in the future they will be filled as academic staff so there are a finite number of potential reassignments.*

I’m interested in your opinion on how ‘academic staff service’ should be counted for the employees who choose to reassign to academic staff. Although, technically, that clock could begin on the effective date of the voluntary reassignment, I can also see where an argument could be made to include all the time worked in the appointment since it’s the components of the position that make it academic staff and those same components were present prior to UPS. I’m thinking that if a decision were made to include all time worked in the appointment as academic staff service, this would not require an actual policy change, but could perhaps be accomplished by a Memorandum of Understanding since it potentially affects a limited number of employees (As a point of reference, just 36 UWC employees are eligible for voluntary reassignment and so far only 2 have indicated an interest in making the change. The UW System-wide expectation is that the majority of eligible employees will choose to remain university staff.)

The AS Council has discussed the issue, and we believe the easiest solution would be to revise ASPP #804 to read as follows:

*Current ASPP #804.0.30: “Academic Staff Service is defined as continuous years of paid UW Colleges academic staff employment without regard to percent of appointment.”*

*Proposed Revision: “Academic Staff Service is defined as continuous years of paid UW Colleges academic staff (and FLSA-exempt) employment without regard to percent of appointment.”*

If the US Council agrees, we can implement the policy change soonest. Ideally we could introduce it at the September 18 meeting and approve it at the November 13 meeting. Because this is an 800-lvl policy, only the AS Council needs to act on it – it does not need to go to the full Senate.

Let me know your thoughts.
Communication from Diane Lund re Distinguished Lecturer base salary
Fyi - 85% of the UWS Professor minima is $46,920.

UWC rates (for both <70% and 70% + appointments) for the other Lecturer titles either match or exceed the UWS minimums. There isn’t a rate indicated for the Distinguished Lecturer title on the UWC IAS Pay Grid (see attached), most likely because UWC has no one titled as such. If a rate is established for that level a decision will need to be made on whether to establish a single rate, irregardless of percentage, or to use the $46,920 minimum for <70% appointments and set a higher rate for 70% + appointments. I’m copying Jason Beier on this email so he can weigh in on that issue.

Diane

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