University of Wisconsin – Eau Claire  
University Senate Executive Committee  
Minutes from April 15, 2014  
Volume 50, Number 13

Present: Cindy Albert, Jason Anderson, Julie Eklund, Mitch Freymiller, Marc Goulet, Beth Hellwig, Rose Jadack, Paul Kaldjian, Patricia Kleine, Mary La Rue, Cheryl Lapp, Mike Morrison, Abe Nahm, Geoffrey Peterson, Jean Pratt, Sherrie Serros, Ganga Vadhavkar, Katie Wilson, Marty Wood

Absent: Cathy Berry, Martin Hanifin, James Schmidt

Guests: David Baker, Mike Carney, Selika Ducksworth-Lawton, Ned Gannon, Susan Harrison, Tessa Perchinsky, Jill Prushiek, Gail Scukanec, Mike Wick

The regular meeting of the University Senate Executive Committee was called to order by Chair Freymiller at 3:06 p.m. on Tuesday, April 15, 2014 in the Centennial Room of Davies Center.

1) Minutes of April 1, 2014 were approved as distributed

2) Open Forum
   • Statement for the record from Chair Freymiller
     • It has been an honor and privilege to serve as Senate Chair this year. I have learned so much about shared governance, but there is still a great deal for me to learn. In all my endeavors, I have attempted to follow the Faculty and Academic Staff Rules and Procedures. I have tried to make decisions in a fair and impartial manner. In my efforts to deal with the issue of Liberal Education Reform, I relied on Article Three; Section F;1. C. 1)….University Senate or faculty concerns. My interpretation of that procedure led me to the decision to close the consultation with the Chancellor’s designees on April 8, 2014. That decision turned out to violate Wisconsin Open Meetings Law, which was never my intention. In retrospect, that meeting should have been open to any and all interested parties. I made a mistake. The hallmarks of good leadership require a leader to take responsibility for his mistake, learn from his mistake, and move forward never to make that mistake again. I hope that you will accept my admission of error and join with me in the spirit of shared governance to move Liberal Education Reform forward to the University Senate for action.
   • Centennial Celebration Planning Committee
     • Immediate Past Senate Chair Harrison is the coordinator
     • The subcommittee has looked at what should be in a centennial icon or symbol and has passed that information on to the designers
     • Also tried to match that with the brand that will be revealed tomorrow
     • Heard updates from Music & Theatre Arts about what they are planning; from the archivist about what he has been brainstorming; from Bob Gough on history
     • Brainstormed and focused on both campus and community events
     • Subcommittees have been developed and are working
   • Non-gendered Language
     • In April of last year, we had a group speak to the Executive Committee about non-gendered language and how we should use the term first year students, rather than freshmen
     • We incorporated that into our handbook as a motion from the Executive Committee
     • Encourage everybody to use those terms in their own department
     • Should look at a change in practice
     • Is currently on page 115 in the handbook

3) Review of the tentative agenda for the April 22, 2014 meeting of the University Senate
   • The motion currently titled Liberal Education Core Alternative Framework should be changed to: Liberal Education Core: Compromise Proposal
4) **Academic Year Calendar Motion**
   - Still maintains 70 days in the fall
   - In the guidelines #10
     - Matching spring breaks with the public school districts is important
     - Don’t want to lose sight of that
   - The intentionality of having equal semesters allows us to have more 7 week courses
   - Should consider the impact of that
   - Public school system has less incentive to accommodate us
   - Longer Thanksgiving would contribute positively to the health of the students and that is not listed in pros
   - Is a good thing for students

   **Vote to forward this to the University Senate:** PASSED

5) **Liberal Education Core Alternative Framework**
   - We already have LE Goals and Outcomes, but what is in dispute is the framework (i.e., the number of experiences that we require to satisfy those Goals and Outcomes)
   - Comment that under the first bullet in the Brief History it is written as a conditional sentence and it should read that the Chancellor was not able to approve it and take out the statement “without the support of his academic leadership team”

   **Without objection, the first bullet in the Brief History should read:** The Chancellor was not able to approve the Liberal Education Reform motion from May 7, 2013: PASSED

   - Comment to take the “a” out of FASRaP
     - Should read FASRP
   - The proposal refers to an alternative framework and framework does not mean the details, but it means the overall shape and the overall shape is pretty close
   - Anything that goes forward from Executive Committee will be a compromise proposal and that will better prepare people to think about what is being offered
   - Suggest that the language be changed to “Compromise Proposal” because it fits better

   **Vote for a change in the title to Liberal Education Core: Compromise Proposal:** PASSED

   - Concern over language “which could be satisfied within the major”
   - If we start operationalizing in the motion, then we go beyond the intent of the motion
   - Let the process that we have handle those problems as they occur
   - Changing majors would not impact this
   - Do we even need this language?
   - One issue is who they are open to
   - Opens the door to more with the comment(s) as shown below

**Amendments brought forward, seconded:**
- Departments and units offering major programs are strongly encouraged to submit appropriate courses and experiences to ULEC for approval as meeting Skills Outcome 3 of the LE core even if those courses and experiences are open only (or primarily) to the program’s student majors and minors.
- Departments and units offering major programs are strongly encouraged to submit appropriate courses and experiences to ULEC for approval as meeting Integration Outcome 1 of the LE core even if those courses and experiences are open only (or primarily) to the program’s student majors and minors.
Discussion
- Is a directive to departments
- Distinction of clarifying “core” would be helpful
- The point is for it to be on the record

Vote to include the amendments Departments and units offering major programs are strongly encouraged to submit appropriate courses and experiences to ULEC for approval as meeting Skills Outcome 3 of the LE core even if those courses and experiences are open only (or primarily) to the program’s student majors and minors and Departments and units offering major programs are strongly encouraged to submit appropriate courses and experiences to ULEC for approval as meeting Integration Outcome 1 of the LE core even if those courses and experiences are open only (or primarily) to the program’s student majors and minors in the notes section of the motion: PASSED

Without objection, language should read “which could be satisfied within a major” instead of “which could be fulfilled within the major”

Moved and seconded to strike final bullet IL may could be fulfilled by a living-learning community, course bundle, or an individual course. At least One approved IL experience could be fulfilled will be included within the major (capstone, research/creative project, internship, etc. in the notes section.

Discussion
- We are not able to control who would be teaching such courses
- Integrative Learning is a rather new concept for our campus and providing some examples will help guide and encourage more proposals
- Is specified at a level that no others are specified

Vote on amendment to strike the final bullet in the notes section: PASSED (8 to 4)

Without objection, change to social sciences in fourth paragraph of preamble

Discussion
- In the fifth paragraph of the preamble, it states “intend”
- How strong of a word do we want it to be
  - It gives us wiggle room

Without objection, in the fifth paragraph of the preamble “catalog” should have a lower case “c”
Moved and seconded that the following be amended as follows:

University Graduation Requirements

BACCALAUREATE DEGREES AND LIBERAL EDUCATION CORE

The University of Wisconsin-Eau Claire measures learning outcomes to ensure that its graduates have achieved a liberal education and prepared themselves to contribute to a complex society. Upon graduation, each undergraduate who has earned a baccalaureate degree will have met the four learning goals of our liberal education core and the 11 learning outcomes they comprise. The Liberal Education Core is designed to develop in students the skills, knowledge and values they will need to engage with and navigate in highly diverse communities and in a global society. Through the liberal education core, UWEC hopes to foster in every student the ability to think with intellectual rigor, creativity, and independence, to integrate and apply their knowledge, and to act as humane, thoughtful leaders in the community, the workplace, and the world of ideas. By beginning with the liberal education core and working toward its learning outcomes, students establish a strong, broad foundation on which they will build the remainder of their academic studies a rich baccalaureate program. Students can complete the liberal education core requirements both by taking courses and by engaging in out-of-the-classroom learning experiences.

- Discussion on amendment
  - Troubled by the meaning and transitive nature of the verb navigate

Vote on amendment as stated above: PASSED

Without objection, under Knowledge 1 (K1), the italicized section should read One experience in laboratory science must be selected from either Knowledge 1 or Knowledge 2.

Vote to accept Knowledge amendments and bolded/italicized changes: PASSED

Vote to accept Skills amendments and bolded/italicized changes: PASSED

Vote to accept Responsibility amendments and bolded/italicized changes: PASSED

Vote to accept Integration amendments and bolded/italicized changes: PASSED

- Suggestion to remove the shorthand notations K1, S2, and so on, and use their full names
  - Not an easy thing to resolve
  - Don't have that much space to code for the attribute
  - We need to speak of these things properly
  - Can look at this in the future

Vote to accept the decoupling of the University Service Learning requirement from R3: PASSED

- The Senate will look for a better explanation on how we can offer the two experience requirement
  - This will be hotly contested, so we need to be prepared to explain and discuss it

Vote to accept amendments and bolded/italicized changes in 4th footnote: PASSED
The Provost felt that through shared governance the Chancellor will be able to sign this

Without objection, on page 4 under the Integration Goal, the number two be written to remain consistent

Motion to accept this compromised proposal from University Faculty members of the Senate Executive Committee and the Chancellor’s designee for the University Senate to take action: PASSED

- This is a compromise proposal that does not happen very often, but the rules established in FASRP do apply
  - The parties involved are agreeing on a modification of the original recommendation, so Senate must act on that modification
  - According to FASRP, if the Senate does not agree to the modification that comes from the subcommittee then the original recommendation goes back to the Chancellor for final action
    - Senate must vote on that modification without amending it
    - Senate may not agree to the modification; if they want changes they vote no and can submit another motion
    - Senate can continue the discussion in the future and make a change down the road
    - Clear explanation of the up or down vote will be troublesome so one must be clear
    - Support the desire to welcome debate and senators can be heard during the debate
  - APC is ready to address the Liberal Education Outcomes next fall, so Senator Pratt would welcome any language changes

6) Announcements
- None

Meeting adjourned at 5:05 p.m.

Submitted by,

Tanya Kenney
Secretary of the University Senate