Members Present:  
Cindy Albert, Julie Aminpour, Janice Bogstad, Patrick Day, Chip Eckardt, Martha Fay, Steve Fink, 
Mitchell Freymiller, Vanda Galen, Susan Harrison, Beth Hellwig, Ann Hoffman, Jay Holmen, Phil Ihinger, 
Debra Jansen, Robin Johengen, Paul Kaldjian, Patricia Kleine, Fred Kolb, Mary La Rue, Cheryl Lapp, John 
Lee, Paula Lentz, Brian Levin-Stankevich, Lauren Likkel, Scott Lowe, John Mann, Jill Markgraf, Karl 
Markgraf, Pat Montanye, Joe Morin, Bob Nowlan, Jill Olm, Jean Pratt, Rob Reid, Katie Ritland-Clouse, 
Mitra Sadeghpour, Lisa Schiller, Patti See, Sherrie Serros, Linda Spaeth, Theresa Wells, Kate Wilson, Lynn 
Wilson, Jerry Worley

Members Absent:  
Jason Anderson, Robin Baker, Lori Bica, Doug Dunham, Jeff Erger, Jeffrey Goodman, Gail Hanson 
Brenner, Kate Hinnant, Andrew Jepsen, Jennifer Lee, Jason Mathwig, Rick Mickelson, Mike Morrison, 
Tarique Niazi, Geoffrey Peterson, John Pollitz, Kate Reynolds, Sheila Smith, Marie Stadler, Jeri Weiser, 
Sharon Westphal, Odawa White, Kurt Wiegel, Becky Wurzer, Rama Yelkur

Guests:  
Jennifer Fager, Mark Morgan, Teresa O’Halloran, Gail Scukanec

The regular meeting of University Senate was called to order by Chair Harrison at 3:07 p.m. on Tuesday, 
February 14, 2012 in the Tamarack Room of Davies Center.

1) Minutes of November 22, 2011 University Senate meeting approved as distributed

2) Minutes of the January 24, 2012 Opening Spring Business Meeting approved as distributed

3) Remarks – Administration
   • Happy Valentine’s Day
   • Through the Alumni Foundation coffee, cider and cookies were handed out to the students who were 
     coming down the hill this morning
   • Smoking Policy
     • Will have a map
     • Policy assumes there is no smoking unless in a specified area on the map
     • The policy should be out in the next week or so
       • St. Bede’s property - Smoking policy will have to be extended there as well
   • Regents meeting Friday
     • Chancellor was pleased to witness to Jeff Vahlbusch and David Jones representing the honors 
       program and being recognized for the regents annual award for diversity for the team category
     • Proud of that accomplishment
     • Chuck Pruitt, former chair of the regents, did the introduction and talked about how this was an 
       example of taking real data from the Equity Scorecard and looking at policy and making a change
       • He called it real change that we can see
     • Very pleased with our efforts at this university and the efforts of those on the honors 
       committee and those who worked so hard on the Equity Scorecard
       • Those on the Equity Scorecard have come up with some of the data that has been used
       • Admissions has also used information from that to try to help low income students 
         complete the application process so that we can admit them
• In the past so many students would just sort of fall out of the process for lack of completing the application process itself

• Continue to get publicity on Voter ID substitute cards
  • We worked along with System but also consulted with the Government Accounting Board, the Accountability Board, UW System attorneys and with the students
  • Is a $2 fee
  • The other alternative was to direct them to go to the DMV
  • Some students have already taken advantage of this card

• Chinese Delegation was here last week
  • We have had 20 years or more of a relationship with Jinan University
  • These are Vice Deans or emergent leaders for the future of this institution
  • If you don’t realize some of things that we are really good at here at UWEC then sit with some people from China or even from some other states as they come and look at us
  • China has an interest in Liberal Arts education as they have identified this as the distinguishing factor of American higher education and the reason why American graduates tend to have better critical thinking skills and are more creative than students in many other countries so they are beginning to emulate Liberal Education
  • Some real opportunities as we continue to struggle to some extent with our own objectives and goals for us to also take a leadership role with some partners at an international level
  • We should be proud
  • It is our mission statement
  • The delegates also visited Berkley and Columbia and a couple of other places but they know when it comes to undergraduate education that this is a place to pay attention to and they virtually told us that

• Will be a construction update on the construction page
  • Restricted access will be coming at the end of the spring semester for much of the summer
  • Will have to plan on that and will try to keep you informed
  • Will affect all of us in one way or another

• Working groups on personnel structures
  • Question if the minutes will be posted anywhere
    • One group will be meeting Thursday so this can be put on their agenda
    • There is one PDF on System’s webpage but it is not actually available
    • Teresa O’Halloran will try to find out
    • We have representation on 5 of the 6 groups
    • Chancellor asked all of those chosen to be on System Working Groups to meet so he can give System Administration information as some points may need further discussion by the chancellors
    • Will see what can be done about the transparencies of the minutes
  • The following is the website for the New Personnel Systems. The UPS Task Force Minutes and the UPS Steering group minutes can be found at: http://web.uwsa.edu/personnelsystems/
  At this time, the site does not include minutes of System Working groups.

4) Reports
   a) For the Record: Academic Policies Committee

   Close ISEP Beijing

   Create Costa Rica Study Abroad Course Number

   • No objections to have these entered for the record

   Motion 48-AP-FTR-01: will be entered for the record

   b) Referendum Results
University Faculty; 175 voted of which 158 voted (yes) and 17 voted (no): Section E Article Four: College Faculties, Part II of the Constitution on page 10 of the FASRaP, be amended by striking the last sentence, which reads “The College shall report its action on curriculum matters to the Senate Academic Policies Committee.” **PASSED by referendum**

University Faculty; 175 voted of which 159 voted (yes) and 16 voted (no) and University Academic Staff; 112 voted of which 110 voted (yes) and 2 voted (no): That the following changes be made to Part II: Constitution of the University Faculty and University Academic Staff, Article Three: University Senate and to Part III: Bylaws of the University Faculty and University Academic Staff, Article Three: University Senate in the Faculty and Academic Staff Rules and Procedures as follows. **PASSED by referendum**

c) **Faculty Representative’s** and **Academic Staff Representative’s** Reports

d) **University Senate Chair Harrison’s Report**

5) **New Business**

a) **First Reading: Motion from the Academic Policies Committee**

**Liberal Education Learning Goals and Outcomes Table (Integrative Learning) Motion**

**Motion 48-AP-03**

- The language should reflect: and that the UW Eau Claire Liberal Education Learning Goals and Outcomes posted on the University Assessment website be updated

  Debate
- None

**Vote on Motion 48-AP-03**: POSTPONED for second reading as per procedures

6) **Announcements**

- Upcoming chats with the Provost
  - Wednesday, February 15 from 3:30-4:30 in Phillips 426
  - Thursday, February 23 from 2:00-3:00 in HSS 151
- Wellness Committee
  - Take Back Your Lunch Exercise Program
    - Incorporates exercise into your work day as it is specifically designed to get you away from your desk
  - The deadline has passed but feel free to register teams until Monday or Tuesday
- Dean of Students, Brian Carlisle has worked with a colleague at UCLA and is bringing her to speak on February 22, 2012 from 10:00-12:00. Topic is on brain development, in particular, with adolescents
  - All are welcome to attend

7) **Topic of the Day**

**APC Roundtable Discussion of Liberal Education Reform**

**Global Century (pdf)**

Questions:
1) What do our students need to know and do as a result of liberal education?
2) What are fears and concerns that people have regarding liberal education reform?
3) What should be the priorities in liberal education reform?

Summary notes of discussion held (as submitted by group recorders)

- Question 1: What do our students need to know and do as a result of liberal education?
  - Discussion focused on students in professional programs, who have to meet external requirements too
  - Professional programs depend on students having a basis in liberal education coming in
  - It’s more valuable to talk about skills and attributes (reading critically, communicating, etc.) that about knowledge
  - Knowledge of cultural artifacts. Students should have a definition of culture and recognize that it’s one of many definitions
  - Knowledge of how values are formed and how theirs are being formed
  - There’s a conflict between job training and education. Employers may want job training, though more and more want liberally educated students.
  - Students don’t necessarily know what they need to know, and sometimes resent it
  - We should focus on what an educated citizen – not a nurse or social worker or teacher – should know
  - Experience or be exposed to literature, history, economics, music, psychology, etc. (breadth).
  - How to access resources and critically think and problem solve; to be able to pull from various resources and transfer knowledge to new situations.
  - Communication—all forms (verbal, written, etc.).
  - Skills related to developing interpersonal relationships, facilitative skills, collaboration skills
  - Math and analytical skills
  - Lab science
  - Ability to analyze and look at both quantitative and qualitative data; to understand scientific evidence
  - Cultural diversity and other forms of diversity; the ability to see other perspectives
  - To think globally
  - Interdisciplinary and integrated courses
  - Employers want communication skills—written and oral—as well as leadership skills
  - Broad critical thinking skills across disciplines
  - Analytical problem solving skills
  - We should prepare our students to be life-long learners
  - We shouldn’t think of “ethical reasoning” as a “competency”
  - Our students need to be able to participate (make and do.) There needs to be emphasis on teaching our students how to be producers rather than simply consumers of information/culture/knowledge.
  - Our students need to be able to transfer and apply knowledge sets and skills to others (what does this information mean to other people/populations.)
  - Our students need to be citizens of a global community.
  - Our students need to be able to learn and unlearn information and ways of thinking. This should stem from curiosity and innovative thinking.

- Question 2: What are fears and concerns that people have regarding liberal education reform?
  - Loss of content
  - Outcomes-based model will attempt to quantify things that are not quantifiable
  - Silos will remain and we will end up with another distribution list rather than truly integrated model
  - Turf wars
  - Components of programs mandated by external entities (like the government) will not be adequately accommodated, creating bottlenecks for students
  - We are succumbing to faddishness, addressing a contemporary vision but not a lasting definition of what’s important
  - Concern that faculty will develop their integrated big questions around what they are interested in rather than what matters to their students
- No decision will be made because we aren’t willing to take risks without having every detail figured out.
- Culture and knowledge will be defined by our students and not by us.
- What is too much and what is too little in terms of credits and requirements.
- With having many requirements, how much debt does this create for students? Will too many requirements interfere with graduating in a timely and economically feasible fashion? Offices on campus are seeing increasing amounts of student anxiety related to finances and knowing they will be graduating with large debts.
- Will the new curriculum be what employers need and want.
- We won’t accomplish our LE reform in 2012; and thus our goals and outcomes will need to change again by the time we approve a new framework.
- Fear that some departments might have to rebalance—losing or gaining some resources.
- How does a new framework and requirements work for transfer students, especially those already bringing in 60 credits.
- How is the transition going to work?
- Is it really going to happen?
- Are we making connections for students which they could more profitably be making for themselves (regarding bundles)
- Some specialized/discipline-specific knowledge doesn’t lend itself well to integrative learning
- A “watered down” curriculum
- That students will be resentful of the integrative models because it erodes their decision-making or opportunity for exploration
- That we are replacing one overly prescriptive model with another
- Distribution as it stands gives short shrift to disciplines in arts and humanities
- Do we have adequate resources to support the new requirements?
- Can we maintain or guarantee quality for experiential learning requirements like immersion experiences?
- Will assessment be driving curriculum to too great a degree?
- That there is a climate on campus such that concerns about LE reform are dismissed as curmudgeonly opposition to change rather than genuine concern about the quality of liberal education we provide
- Workload concerns about assessing the new LE requirements
- There are concerns that administration will rush this process and not let these conversations run their full course.
- It is a concern that a 4-year graduation rate and ease of assessment will become or be perceived as a stronger motivator of liberal education reform than teaching and learning.
- It is a concern that the administration will not provide the support (money, time, education, etc.) to faculty and staff to make these changes.
- There is concern about the loss of breadth and discipline variation.
- There is concern about the loss of the wellness requirement and the fact that this would eliminate GE offerings from the College of Nursing.
- There is a concern that there could be a loss of recognized value in all disciplines.

*Question 3: What should be the priorities in liberal education reform?*

- 4 year graduation: 2 schools of thought. It should not be a priority and drive decisions, because it is largely a result of decisions students make, not from things we’re doing. Other school of thought is that some of it is driven by things we do, and we should address those factors.
- Communication, collaboration, critical thinking, creative thinking, ethics, blurring of disciplines (the creation of “porous boundaries” between disciplines)... All of these priorities suggested to us that we were having trouble identifying priorities, but that none of these mentioned content per se. We
collapsed them into one priority that is provide students with skills to find and use content that is constantly evolving and that is not owned by one discipline.

- Recognizing that LE reform is a process and not a final product. It will evolve.
- Give our students what they need so they can contribute to the world and society at large (and find employment), e.g., confidence, leadership skills, ability to think, etc.
- Get LE reform done in a timely manner.
- Get our students done in 120 credits.
- Teach what it means to be responsible in all facets of life, including life skills.
- Need to be sure that we can accommodate transfer students
- Simplification without sacrificing quality
- Make LE relevant (or keep it so) for our students
- Maintain breadth
- Importance of disciplines shouldn’t be overlooked in emphasizing integration and interdisciplinary approaches
- Reduce the burdens on students, faculty, and staff in the implementation and maintenance of this structure (course revisions, advising, etc.)
- Assistance in helping faculty and staff develop innovative, collaborative, and integrative ideas and experiences.
- It should be a priority that the framework is such that there is participation in liberal education from all of the colleges.
- LE should be simpler.
- LE should be more intentional

One discussion table addressed all three questions together and continued the same discussion from one session to the next. Here are points raised:

- The importance of insuring that students can graduate in four years and that no reform makes that more difficult.
- The importance of not focusing on four-year graduation rates, or goals, as a basis for deciding what is optimal as far as reform is concerned. The importance of understanding and supporting legitimate reasons why students might want and need to take more than four years to graduate.
- The idea of requiring breadth courses be taken early in a student’s undergraduate career
- The idea of spreading breadth across a student’s undergraduate career.
- The importance of teaching students what a liberal arts degree means so that they can explain to prospective employers what they have learned and what this offers employers. Making liberal education practical.
- The importance of thinking about liberal arts education outside of and beyond preparation for and orientation toward any kind of job and career, including thinking of liberal arts education as preparation for informed and engaged citizenship.
- The idea that liberal (arts) education is not about using this education for an instrumental, practical end, but rather is and should be about understanding and appreciating knowledge for its own sake, for its intrinsic value.
- Liberal education should teach students to recognize that problems have multiple solutions, and that they can and should be approached from multiple perspectives, including those represented by different disciplines. Liberal education involves teaching students that different disciplines involve different kinds of thinking that are not readily translatable or convertible into the terms of each other but that are nonetheless all valuable.
- Liberal education should be about your life and not just your career, and what it enables you in relation to your life is far more important than what it does for your career.
- Liberal education reform should prepare students to be flexible enough to adjust in a world where they will likely need to pursue multiple and changing careers.
- Liberal education reform should enable UWEC to preserve and promote its status as the premiere undergraduate liberal arts institution in the Upper Midwest, and at least among the regional
comprehensives within the UW System. Liberal education reform should be about promoting that as UWEC’s distinct mark of excellence.

- Liberal education reform at UWEC should not be conceived or implemented by thinking first or last in terms of how it enables UWEC to compete with other institutions.
- Critical thinking is the most important skill that a liberal education should foster, especially in a world where it becomes ever more crucial to be able to distinguish different qualities of information.
- Critical thinking is a useful and important skill but not the most important.
- Liberal education reform should insure that students take courses widely across the disciplines while not requiring them to take everything. But they must take courses in the arts and humanities, courses in the social sciences, and courses in the natural and physical sciences.
- Students don’t necessarily know how to make the best choices by themselves and we need to assist and teach them how to do this.
- Liberal education reform should emphasize fundamental skills over in-depth pursuits of particular kinds and directions of knowledge. Writing and communicating effectively is the most important such skill.
- Liberal education is about pursuit of knowledge that exceeds and supersedes cultivation of mere skills, especially ones of fundamental kinds.
- Whatever reform is implemented, this must require students to read more, more often, and more deeply as well as foster a love for reading. Today’s generation of young people are reading less and less and this is costing them, and us all, as a result.
- Liberal education reform needs to work with where students are at today, and what they are like today, in terms of their motivations and interests.
- Liberal education reform should emphasize training in how to collaborate effectively as members of teams and groups. Too often our current students are insufficiently adept at this.
- Our students currently work well as members of teams and groups. Promoting strong individuals is a worthwhile goal of a reformed liberal education here at UWEC.
- Liberal education reform should emphasize the adaptability and flexibility of knowledges and skills learned.
- Liberal education reform should emphasize that knowledges and skills mean fundamentally different kinds of things in different disciplinary contexts and are not necessarily readily adaptable or flexible, while adaptability and flexibility are not always desirable goals because this can lead to superficial and reductive misunderstandings of complex ideas.
- Liberal education reform should involve simplifying and streamlining what we currently require.
- Too much simplification and streamlining risks emphasis on and demand of rigor.
- Liberal education reform should provide students freedom, but restricted freedom—freedom within broad categories. Perhaps beginning with eliminating or modifying the current general education subcategories would be a good idea.
- Too much freedom for students to choose for themselves when they don’t know what they are choosing among or how to make these choices will lead to them choosing what they, and the rest of us, will ultimately regret. Students may well end up choosing away from fields of knowledge that are vital for a liberally educated person.
- Introduction to the liberal arts courses or units might well be useful early on in students’ undergraduate careers.
- It is important that we preserve the spirit and the rigor of the traditional liberal arts and not move in the direction of turning UWEC into the equivalent of a trade school.
- Some of our students would be much better off at a trade school and we should encourage them to rethink their choice to come here.
- Faculty and staff rightly should be concerned about the increased workload demanded in bringing assessment practices ever more directly and extensively into everyday matters of curriculum and pedagogy.
- Likewise faculty and staff rightly should be concerned about reductively teaching solely or only toward limited and time-bound kinds of goals and outcomes.
• Faculty and staff rightly should be concerned about tendencies toward, and pressures toward, reductive and limiting kinds of uniformity and cookie-cutter standardization across classes, departments, programs, and approaches to teaching across different fields.

• Faculty and staff should rightly be concerned that a reformed approach to liberal education that we might adopt will result in a mismatch between what students choose, even demand, to take versus what courses and other kinds of educational experiences existing faculty can supply. This will create bottlenecks for students, leading to their greater frustration, possibly even accelerating transfer rates out of UWEC, and it will cause demoralization for faculty while faculty resources will be wasted inefficiently. Inadequate attention has been paid in discussing liberal education reform to how reform will match what (existing) faculty can provide.

• Faculty and staff should rightly be concerned that reform will make for a lower quality liberal education experience for students and instructors, especially if this is only based on currently faddish ideas.

• Liberal education reform should embrace new directions and new initiatives in thinking about how this kind of education should be conceived and pursued. We should be willing to take risks.

• We need to think very carefully about what(ever) we do, given the increased competitiveness of the market for higher education, especially from for-profit institutions, while not wanting to end up attempting to compete with the latter by modeling what we offer on what they do and ending up trying to do what they will always do better.

Without objection, meeting adjourned at 4:40 p.m.

Submitted by,

Tanya Kenney
Secretary to the University Senate