The regular meeting of University Senate was called to order by Chair Harrison at 3:05 p.m. on Tuesday, October 23, 2012 in the Dakota Ballroom, Room 340) of Davies Center.

1) Minutes of October 9, 2012 University Senate meeting approved with typographical correction

2) Administrator Remarks – Chancellor Bousquet
   • Thanks to Senate Chair Harrison for her help in Chancellor’s questions and answer session
   • Had a room full of people with wonderful questions
   • Priory
     • Appointed former Dean Rhodes to lead the taskforce and to look into providing programming to the Priory
     • Has reported to the Provost and Chancellor with exciting possibilities
     • Including an American Indian Program in collaboration with CVTC and possible residential options
   • Kurt Bauer, President & CEO of Wisconsin Manufacturers and Commerce
     • Aware of linking business associations with universities
     • He met with faculty and staff about the way we are linking with industry and left with a sense that Eau Claire was a place with momentum
     • Was a useful visit and we are slowly building those relationships
   • Economic Development
     • Thanks all the Chairs and Program Directors for coming to a definition/understanding of economic development
     • Reflects public engagement and corresponds more to what we are doing
   • Learning Outcomes
     • Congratulations for the amount of work that has been done
     • Concern that we do not delay or undermine all the work that has been done

3) Reports
   a) Faculty Reps Report
      • Will meet next Friday
Reports from Committees:
- Academic Policies Committee
  - Still working on Liberal Education Reform
- Executive Committee
  - Procedures For College Reorganization Motion
    - Had consultation with Chancellor
    - Would be redundant as the information stated was already delineated by the chart
    - No rationale for going any further

Without objection, the consultation on the original motion is considered complete and no further action will be taken

- Budget Committee
  - Stephanie Jamelski and Dave Gessner described the pay plan adjustment
  - Will send report to post on website

4) Special Orders
   a) University Senate Elections – Elections for University Senate Committees
      Academic Staff Personnel Committee
      At-large position
      1 vacancy for Instructional Academic Staff
      1 year term

      Nominee(s):
      Jacqueline Wilson, Music & Theatre Arts
      Matthew Meyer, Philosophy & Religious Studies
      Linda Carlson, Foreign Languages

      Additional Nominees from the floor: None

      Elected to the Executive Committee: Matthew Meyer

5) New Business
   a) First Reading: Motion from the Academic Policies Committee
      Chemistry: ACS

      Debate
      - None

      Without objection, we will vote on this today

      Vote on Motion 49-AP-01: PASSED without dissention

   b) First Reading: Motion from the Academic Policies Committee
      Chemistry Research Emphasis
      - No budgetary or workload differences for the Chemistry faculty
        - Chemistry program is a pilot so if certain conditions are met then it can continue
        - No policy about pay versus credits
Vote on Motion 49-AP-02: POSTPONED

c) First Reading: Motion from the Academic Policies Committee
   Watershed Institute: ENV Prefix

Debate
  • None

Without objection, we will vote on this today

Vote on Motion 49-AP-03: PASSED without dissention

d) First Reading: Motion from the Academic Policies Committee
   Watershed Institute: ENV Prefix in GE

Debate
  • None

Without objection, we will vote on this today

Vote on Motion 49-AP-04: PASSED without dissention

e) First Reading: Motion from the University Liberal Education Committee
   Proposed Student Learning Outcomes for the Liberal Education Core at UWEC

   APC’s Recommendations for the Proposed Liberal Education Learning Goals and Outcomes

Introduction by C. Manning, chair of English; T. Hilton, chair of Information Systems

  • Process
    • Were presented with a draft of goals and outcomes
    • Then divided into interdisciplinary teams
    • Afterwards we went through goal by goal, word by word and came to a consensus
    • Looked at the liberal education experience for our students

  • Product that resulted from efforts
    • Didn’t want to change dramatically
    • Maintained content neutral changes
    • Next accreditation is 2019 but there are 4 cycles that need to be summarized

Debate
  • APC’s recommendations were verbalized
  • These revisions will be looked at as separate amendments

Recommendation from APC to differentiate between Goal 4 and Outcome 11
  • Discussion
• This is a good place to start

Amendment moved and seconded to differentiate between Goal 4 and Outcome 11 as follows:

**GOAL 4:** Integrate learning across courses, over time and between campus and community life.

**Outcome 11:** Integrate and apply learned skills, knowledge and responsibilities to address new contexts and questions.

Debate
• None

Without objection, will vote on this today

**Vote on Amendment:** PASSED

Recommendation from APC to change the order of Learning Goals and Outcomes: Moving Goal 2 (the knowledge block) above the Goal 1 (the skills block)
• Discussion
  • APC’s recommendation will be taken in two pieces and the above is the first piece to be debated

Without objection, the amendment to move Goal 2 (knowledge block) above Goal 1 (skills block), PASSED

Recommendation from APC: Present the Liberal Education Learning Goals and corresponding Outcomes in the same bulleted, non-numbered order that they appear as the AAC&U Essential Learning Outcomes: Knowledge of Human Cultures and the Physical and Natural World; Intellectual and Practical Skills; Person and Social Responsibility; Integrative Learning. Define a way (e.g. retaining bolded words) to facilitate discussion about non-numbered goals
• Discussion
  • Like things being numbered as it is practical

Amendment to the amendment is to keep the Outcomes numbered (1-11) and list the Goals as A, B, C, and D, seconded

• Discussion
  • Should restart the numbering under each goal
  • Didn’t want a hierarchy
  • Is practical to use lettering/numbering
  • AAC&U doesn’t use a numbering/lettering system
  • Departments could use a lettering/numbering system to differentiate
  • May be beneficial if this was in the charrette
  • Recommendation to postpone further discussion until after the charrette
  • Important to include students

Moved to postpone the amendment and the amendment to the amendment to gather more information at the charrette, PASSED

Recommendation from APC: Add “personal awareness” to Goal 2 and Outcomes 5 through 7
• Discussion
The idea for adding personal awareness was so people would understand and be aware of how one’s personal privileges affect them within this system.

Without objection, we will vote on this item today.

Vote on amendment: PASSED

- Continued Discussion on the Proposed Student Learning Outcomes for the Liberal Education Core at UWEC as amended
  - It was felt that in the first Outcome under the Skills goal it should include: information sources

Moved and seconded to that in the first Outcome under the Skills goal it should state: Write, read, speak, and listen effectively in various contexts using a variety of means including appropriate information sources and technologies

- Discussion on amendment
  - Information sources could be different than technologies
  - AAC&U rubric doesn’t mention technologies
  - Should drop technologies

Amendment to the amendment to say appropriate information sources and omit the words and technologies, moved and seconded

- Discussion on the amendment on the amendment
  - The loss of this word would be problematic as it looks towards the 21st century
  - Should be emphasizing content
  - Tools and skills may have changed but the whole concept must take into consideration the information that goes in

Moved to postpone the amendment and the amendment to the amendment to gather more information at the charrette, seconded and PASSED by majority

- Continued Discussion
  - These outcomes should be revisited
    - ULEC should revisit based on how things are working
  - It was suggested that the Knowledge Goal: Outcome 4 be split
    - All students need to have an understanding of natural sciences
    - The Chairs wanted to incorporate quantitative literacy into this particular Outcome
    - It was felt that they should reconsider splitting that Outcome up to one that relates to the natural sciences and another that relates to qualitative literacy
    - They are very different knowledge based outcomes
      - Concern about adding more outcomes
      - There is no discussion of natural sciences
      - The issue is really about how maths and science operate and that they operate differently
      - Cannot merge two different regimes
      - Outcome 4 could be discussed at the upcoming charrette

- Continued Discussion
  - Goal 4 (Integrate) and Outcome 11 being split caused some of the broad integrative learning to be lost
    - This needs to be formally recognized
Goal 2 (Knowledge)

The word languages should be addressed in this document

Amendment to have the Goal (knowledge) read as follows: **Build knowledge and awareness of diverse peoples and cultures and of the natural and physical world. This can be gained through the study of mathematics, sciences and technologies, histories, humanities, arts, social sciences, and languages**, seconded

- Debate on Amendment
  - No need to separate
  - The outcomes would not need to be changed if this language were changed
  - Support the inclusion of languages and cultures as they are essential to liberal education but a concern is the effect that this would have on the outcomes
    - Outcomes 5 and 6 could apply to the issue of languages and other assessment
    - Suggestion to keep as one sentence as goals are not typically split
    - It would be acceptable to keep the sentence as was written and add “and languages” at the end
    - The word “can” is critical
  - It could state: Build knowledge and awareness of diverse peoples and cultures and of the natural and physical world which can be gained by the study of mathematics, sciences and technologies, histories, humanities, arts, social sciences, and languages
  - It could also state: Build knowledge and awareness of diverse peoples and cultures and of the natural and physical world which can be gained through the study of mathematics, sciences and technologies, histories, humanities, arts, social sciences, and languages

Amendment to the amendment to have it read as follows: **Build knowledge and awareness of diverse peoples and cultures and of the natural and physical world which can be gained through the study of mathematics, sciences and technologies, histories, humanities, arts, social sciences, and languages**

- Questioning why histories is being separated in the goal statement
  - This makes sense because it has a specific meaning and it stands apart
- Why are we further separating the humanities
- Assessment comes at the outcome level
- Suggestion to vote on the least controversial topic, which is to first vote on the “and languages” addition
  - Then later figure it out where and how it should be in

**Without objection, a vote to add and languages to the knowledge Goal: PASSED in concept**

- Put different formats down on the charrettes

**Vote on Motion 49-GE-01: POSTPONED**

6) **Announcements**
- Open Forum/Charrette scheduled for October 30, 2012
- Next meeting of the University Senate is November 13, 2012

**Without objection, meeting adjourned at 4:53 p.m.**

Submitted by,

Tanya Kenney
Secretary to the University Senate