November 13, 2012

Members Present:
Cindy Albert, Cathy Berry, Lori Bica, Janice Bogstad, Mary Canales, Julia Diggins, Selika Ducksworth-Lawton, Doug Dunham, Jeff Erger, Martha Fay, Steve Fink, Mitchell Freymiller, Gail Hanson Brenner, Susan Harrison, Beth Hellwig, Jerry Hoeptner, Ann Hoffman, Phil Ihinger, Robin Johengen, Ryan Jones, Paul Kaldjian, Lee-Ellen Kirkhorn, Patricia Kleine, Fred Kolb, Mary La Rue, Paula Lentz, Jill Markgraf, Pat Montanye, Joe Morin, Mike Morrison, Don Mowry, Bob Nowlan, Jill Oim, Geoffrey Peterson, John Pollitz, Jean Pratt, Rob Reid, Lisa Schiller, Sherrie Serros, Patti See, Linda Spaeth, Johannes Stroschänk, Paul Thomas, Theresa Wells, Kurt Wiegel, Katie Wilson, Rama Yelkur

Members Absent:
Julie Aminpour, Jason Anderson, Jon Bollinger, Gilles Bousquet, Chip Eckardt, Julie Eklund, Todd Glaser, Jeffrey Goodman, Jay Holmen, John Lee, Karl Markgraf, Jason Mathwig, Rick Mickelson, Kate Reynolds, Jeri Weiser, Sharon Westphal, Odawa White, Lynn Wilson, Jerry Worley, Becky Wurzer

Guests:
David Baker, Michael Carney, Margaret Cassidy, Karen Havholm, Christina Hupy, Deb Jansen, Carmen Manning, Marc Mc Ellistrem, Gail Scukanec, Carter Smith

The regular meeting of University Senate was called to order by Chair Harrison at 3:04 p.m. on Tuesday, November 13, 2012 in the Dakota Ballroom of Davies Center.

1) Minutes of October 23, 2012 University Senate meeting approved as amended with minor typographical correction(s)

2) Administrator Remarks – Provost Kleine
   - Board of Regents Meeting
     - Was held November 8th and we played a prominent role
     - 2 topics that were considered a deep dive
       - Discussed Economic Development and Veterans
         - Miranda Cross Schindler presented without notes and did a wonderful job
           - She was on the panel as both an Eau Claire graduate and on behalf of women veterans
         - Economic Development
           - Looking at how we measure the impact that we make on the community, state, and nation
           - Looking at alternate ways to access our impact
           - Please send an email to Provost Kleine if interested in being a volunteer for the group
     - Chancellor Bousquet in China
       - Hope you are following the Chancellor and a student from the Spectator on their blogs
       - The blogs will give you a better feel about how and what they are doing
       - Is a successful trip to date
     - Saturday headline in Eau Claire Leader Telegram about the Confluence project
       - None of this is a surprise
       - We also share the concerns about the funds
       - We are in the process of assessing risks
         - Have employed Venue Works to study how to make this successful
           - Will look at risk in terms of making the common space and the community space viable and sustainable
         - The report draft has come through
           - Now have to make sure the facts are accurate in the draft
           - Then will vet the whole venue
This is not a setback
Question brought up that in October the Board of Regents implied that if this is not in by December we wouldn’t have it in on time for funding
• This is not really necessary and it can still be inserted into a budget

3) Reports
Reports from Committees:
• Faculty reps report
  • Met on Friday, November 2nd
  • Focused on the HRS System and the problems that it is creating
  • Brought in a consultant to help redesign the service center
  • Big restructuring
  • Classified Staff being pulled into governance as of July 1, 2013
  • Legislation is unclear as to what it requires us to do
  • Nobody knows how this will play out
  • UWEC complimented as one of few that follow system rules as far as travel policy
  • Thanks to Becky Zillmer for following the rules
  • On many campuses there is no enforcement
  • Could get a 20-30 percent discount if all followed the rules
• Update on the budget
  • All that is being asked for is cost to continue
• Academic Staff Report
  • Talked about the flex degree program and contracts
• Faculty Personnel Committee
  • Looking at models for a template for DEP’s
• Academic Staff Personnel Committee
  • Hosting a brown bag question and answer on November 27th over the noon hour in the Chancellor’s Room of Davies Center
  • All academic staff are welcome
• Academic Policies Committee
  • Close to bringing Liberal Education Reform to Senate
  • Looking at university requirements the will bring to senate

For the Record: Academic Policies Committee

Establish Geospatial Certificate
Establish Ethics Certificate

Without objection, motion to enter FOR THE RECORD – Establish Geospatial Certificate, passed
Without objection, motion to enter FOR THE RECORD – Establish Ethics Certificate, passed

• Executive committee
  • Preformed the annual review of Senate Representation
  • It was determined that no changes in Senate size or representation were warranted at this time based on the numbers of those eligible to vote on governance issues
• Input gathered from Charrettes
  • Resulted in a series of motions before you today
  • To provide for uninterrupted discussion on the Liberal Education items, the committee decided to place New Business on today’s agenda prior to the discussion of Unfinished Business
• Technology Committee
Meeting monthly  
Looking to improve communication between LTS and faculty/staff  
If you have any ideas on bettering communication please send an email to the Chair of the Technology Committee: Angie Stombaugh

4) New Business  
a) First Reading: Motion from the Academic Policies Committee  
Rename the IS Audit and Control Minor

Debate  
• None

Without objection, we will vote on this today

Vote on Motion 49-AP-05: PASSED

5) Unfinished Business  
a) Second Reading: Motion from the Academic Policies Committee  
Chemistry Research Emphasis (Revised)

Debate  
• Questioning if the Provost’s Office is open to making agreements with other departments to have a research emphasis that will allow faculty/student collaborative research to compliment teaching load  
• It has to be a balance of meeting curricular requirements and that it will add additional seats  
• We have a curriculum that we have to deliver and have limited resources  
• Is a 3 year pilot program  
• The agreement piece is the pilot  
• Intent is that Chem 397 would be a research methods class and a precursor to taking Chem 497 and that both courses would be required in order to serve as a replacement for either Chem 420 or Chem 438

Vote on Motion 49-AP-02: PASSED

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

LE Goals & Outcomes: Charrettes

Proposed Motions/Amendments based on Charrettes

Without objection, we will proceed in the order of the proposed motions and amendments as distributed

• The University Executive Committee on 11/6/12 reviewed the feedback gathered from the Open Forum/Charrette. The following suggested motions/amendments are a result of that review

Areas of general agreement:  
• Currently lettering and numbering of the goals and outcomes is under discussion
Without objection, **defeat the amendment to the amendment** to “keep the Outcomes numbered (1-11) and list the Goals as A, B, C, and D”

Without objection, **this amendment to the amendment** is considered **DEFEATED**

The main amendment under discussion was to “present the Liberal Education Learning Goals and corresponding Outcomes in the same bulleted, non-numbered order that they appear in 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.”

- It is the recommendation of the Executive Committee to defeat this amendment

Without objection, **defeat the amendment to** “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.”

Without objection, **this amendment** is considered **DEFEATED**

Given the feedback, the Executive Committee **moves that the referencing of the goals and outcomes be amended to use a key word for each goal and to use the main letter of that goal and numbers to identify each of the outcomes within each goal as follows:**

- **Knowledge** Goal: Build knowledge and awareness…
  - K1.
  - K2.
  - K3.
  - K4.
- **Skills** Goal: Develop intellectual and practical skills, including…
  - S1.
  - S2.
  - S3.
- **Responsibility** Goal: Apply personal and social responsibility for …
  - R1.
  - R2.
  - R3.
- **Integration** Goal: Integrate learning across…
  - I1.

Debate
- None

**Vote on amendment: PASSED**

The addition of “languages” was already passed in concept

**Knowledge** Goal: Build knowledge and awareness of diverse peoples and cultures and of the natural and physical world through the study of mathematics, sciences, and technologies, histories, humanities, arts, and social sciences. *Recommendation from the floor to add “languages” – previously PASSED in CONCEPT.*

Given the feedback, it is the recommendation of the Executive Committee to alphabetize the listing
- This is coming from the recommendation from the Executive Committee
- Social sciences was left out inadvertently
Social sciences should be at the end
Social science is a science

Without objection, alphabetize the listing (in concept and with the addition of social sciences)

At the last meeting, we postponed further discussion on the “write, read, speak, and listen” outcome under the Skills Goal

Currently the ‘write, read, speak, and listen’ outcome under the Skills Goal is under discussion. Previously an amendment was presented: Write, read, speak, and listen effectively in various contexts using a variety of means including appropriate information sources and technologies. Then, an amendment to that amendment was presented: Write, read, speak, and listen effectively in various contexts using a variety of means including appropriate information sources

Based on the feedback, it is the recommendation of the Executive Committee to defeat this amendment to the amendment and then approve the main amendment

Without objection, this amendment to the amendment is considered DEFEATED

Without objection, the amendment: Write, read, speak, and listen effectively in various contexts using a variety of means including appropriate information sources and technologies is considered APPROVED

Many of the other goals and outcomes had general agreement

Move to accept in concept those goals and outcomes that had major agreement (shown as underlined below).

**Knowledge** Goal: Build knowledge and awareness of diverse peoples and cultures and of the natural and physical world through the study of arts, histories, humanities, languages, mathematics, sciences and technologies, and social sciences,

K1. Describe models for understanding the structure and functionality of natural entities, systems, and processes; use scientific, mathematical, or computational methods to challenge models; and draw inferences from data.
K2. Use knowledge, personal awareness, historical perspectives, analysis, interpretation, critical evaluation, and the standards of evidence appropriate to the humanities to address problems and explore questions.
K3. Use knowledge, personal awareness, theories, methods, and historical perspectives appropriate to the social sciences to explain and evaluate human behavior and social institutions.
K4. Use knowledge, personal awareness, historical perspectives, theories, or methods appropriate to the arts to describe their context, function and impact.

**Skills** Goal: Develop intellectual and practical skills, including, for example, inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, and teamwork and problem solving.

S1. Write, read, speak, and listen effectively in various contexts using a variety of means including appropriate information sources and technologies,
S2. Use mathematical, computational, statistical, or formal reasoning to solve problems, draw inferences, and determine the validity of stated claims.
S3. Create original work, perform original work, or interpret the work of others.

**Responsibility** Goal: Apply personal and social responsibility for active citizenship and develop skills needed to thrive in a pluralistic and globally interdependent world.

R1. Use critical and analytical skills to evaluate assumptions and challenge existing structures in ways that respect diversity and foster equity and inclusivity.
R2. Evaluate the impact of systems, institutions and issues in local and global contexts and across cultures.
R3. Use critical and creative thinking to address civic, social, and environmental challenges.
Integrate Goal: Integrate learning across courses, over time and between campus and community life.
II. Integrate and apply learned skills, knowledge and responsibilities to address new contexts and questions.

Without objection, **approve in concept: the three outcomes of the Skills Goal, the Responsibility Goal and related outcomes:** PASSED

Debate on the Knowledge Goal
- Alphabetizing came out of the charrettes
- Suggestion to use mathematics, physical and social sciences and technologies
- Suggestion to use natural and social sciences and technologies
- Suggestion that it be listed: …..mathematics, sciences and technologies, and social sciences

Without objection, **approve in concept: the Knowledge Goal: Build knowledge and awareness of diverse peoples and cultures and of the natural and physical world through the study of arts, histories, humanities, languages, mathematics, sciences and technologies, and social sciences.** PASSED

Because there were a few comments regarding the use of the word “literacy” and because members of the committees felt the concept of literacy would be contained within the other portions of the goal, the Executive Committee:

**MOVES to AMEND to delete the phrase “quantitative literacy, information literacy” from the Skills Goal** so it would read: Skills Goal: Develop intellectual and practical skills, including, for example, inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy and information literacy, and teamwork and problem solving.

Debate
- Changing things by pulling it out
  - Literacy is riddled through the goals on the AAC&U website
  - Suggestion to use quantitative and information literacy as it might be better wording
  - It doesn’t stand independent of the others
  - That argument can be made in a number of cases
  - The skills goal addresses the methodology by which to attain this knowledge
  - No reason to leave out literacy
  - The goal gets a bigger spotlight than the skill but the spotlight matters here so we need to leave it in

**Vote on the amendment to strike quantitative literacy, information literacy from the Skills goal:** DEFEATED

Without objection, it should be rephrased to read: …..quantitative and information literacies…

The Skills Goal would read: Develop intellectual and practical skills, including, for example, inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy and information literacy, and teamwork and problem solving

Debate
- Not gaining that much by wordsmithing

**Vote on amendment to change and include the word quantitative and information literacy:** DEFEATED

Because the amendment was defeated the Skills Goal will read:
**Skills Goal:** Develop intellectual and practical skills, including, for example, inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, and teamwork and problem solving.
Because there were numerous comments related to the knowledge outcomes and since much time and effort has been invested by the department/program chairs in discussing these outcomes, the Executive Committee:

**MOVES to REFER** the knowledge outcomes to the chairs group to reflect on the charrette feedback and to potentially propose modified outcomes (asked to respond by December 1, 2012).

Debate
- The department chairs gave it their best shot
- Hopeful that this work can be finished today
- If the charrettes were to be taken seriously then the chairs need to take another look at the language
- Is the integrity of the charrettes process
- The outcomes could have an effect on the goal itself

**Vote on motion: PASSED**

Because there were also numerous comments related to the integrative learning goal and outcomes and since much time and effort has been invested by the department/program chairs in discussing these, the Executive Committee:

**MOVES to REFER** the integrative learning goal and outcomes to the chairs group to reflect on the charrette feedback and to potentially propose, by December 1, 2012, modified outcomes that focus on three ways of integration: within fields/disciplines; between disciplines; and across campus and community

Debate
- Co-curricular and community experiences were not addressed so should include additional people (directors)
- If not how do we present our arguments
- The chairs only have one more meeting before the December 1st deadline
- It doesn’t look very flushed out
- There should be discussion on the integration goal on next senate agenda
- The Executive Committee has also had this discussion and those comments will be shared with the chairs

**Vote on motion: PASSED**

6) **Announcements**
- Send further comments to Chair Harrison
- Next meeting of the University Senate is November 27, 2012

Without objection, meeting adjourned at 4:27 p.m.

Submitted by,

Tanya Kenney
Secretary to the University Senate