Members Present:
Jason Anderson, Ryan Banaszak, Cathy Berry, Lori Bica, Linda Carlson, Julia Diggins, Selika Ducksworth-Lawton, Doug Dunham, Chip Eckardt, Julie Eklund, Jeff Erger, Julie Fox, Mitchell Freymiller, Ned Gannon, Derek Gingerich, Todd Glaser, Marc Goulet, Joe Haferman, Gail Hanson Brenner, Holly Hassemer, Staci Heidtke, Jerry Hoepner, Jay Holmen, Paul Kaldjian, Laurel Kieffer, Patricia Kleine, Cheryl Lapp, Mary La Rue, Lauren Likkel, Jill Markgraf, Mike Morrison, Don Mowry, Abe Nahm, Mary Nienow, Ann Papalia, Geoffrey Peterson, Jean Pratt, Manda Riehl, Kristin Schaupp, Lisa Schiller, Patti See, Sherrie Serros, Lois Slattery, David Soll, Keith Stearns, Ganga Vadhavkar, Matthew Waters, Kate Wilson, Lynn Wilson Marty Wood, Jerry Worley

Members Absent:
Cindy Albert, Julie Aminpour, Janice Bogstad, Jon Bollinger, Jeffrey Goodman, Sanchita Hati, Beth Hellwig, Bob Hooper, Rose Jadack, Fred Kolb, John Lee, Karl Markgraf, Jason Mathwig, Pat Montanye, Courtenay O’Neil, Kate Reynolds, James Schmidt, Jeri Weiser, Odawa White

Guests:
Barb Arnold, Margaret Cassidy, Jennifer Fager, Debra Jansen, David Miller, Deb Newman, Jill Prushiek, Alan Rieck, Carter Smith

The regular meeting of University Senate was called to order by Chair Freymiller at 3:03 p.m. on Tuesday, October 8, 2013 in the Dakota Ballroom (Room 340) of Davies Center.

1) Approval of the September 24, 2013 University Senate minutes
   • Approved as distributed

2) Administrator Remarks – Provost Kleine
   • Homecoming weekend
     • We want our students to be safe
     • It looks like it will be a nice weekend
   • Arts & Science Dean Search
     • 55 candidates applied for that position
     • The Committee is moving very fast and will do video conferencing interviews and may do a second round after they have narrowed down the number of people that they would like to bring to campus
   • Mind Over Media (MOM) was on campus last week
     • MJ Brukardt will talk more about this shortly
     • They have been working behind the scenes and have come up with some information for us
       • They will conduct a market test to see how well their ideas play in the greater community
   • Comments from MJ Brukardt
     • Handout provided
     • Have been talking to Mind Over Media about the UWEC brand
     • Have been discussing how we talk about this institution with prospective students, donors, and legislators
     • Asked how we communicate the ways that set us apart, what we are good at, what do we aspire to do, what we aspire to be, as well as what is a Blugold
     • They used that information from the focus groups and created surveys
       • We got over 3000 responses from students, faculty, staff, prospective students, and alumni
     • That information was used by MOM to come up with recommendations for our message and how we can more effectively communicate that message
They found that we are pretty well perceived by those key audiences and they have a positive perception of us, but we tend to be in the middle of our competitive pack.

There isn’t a distinctive program or attribute that pops out that sets us apart.

They found on campus that there is a deep foundational pervasive commitment to liberal education that does distinguish us as a campus.

MOM came up with recommendations listed on the sheet provided that they will be proposing and testing:
- A survey will go out next week and you will be asked to respond to these recommendations.
- They will provide some creative ideas for what these recommendations might look like on a website or in an ad.
- They will provide a brand positioning statement and brand promises.
- They may propose a tag line for how we talk about ourselves.
- They have focused on two recommendations:
  - The power of ‘and’
  - Something extra
- Encourage you to take the survey and provide feedback so it can be refined further.

A comment was made that the statement: The power of ‘and’ has already been trademarked.

This is already being looked into.

3) Reports
   a) Report from University Senate Chair Freymiller:
      - None
   b) Executive Committee:
      - We learned that the current contract with Sodexo will expire in the near future.
      - It was suggested that the Executive Committee invite Charles Farrell and Christian Wise to discuss the process involved in contracting for food services.
      - Will report back what we have learn after meeting with them.
      - The Academic Year Calendar and timetable will be part of a Topic of the Day.

4) New Business
   a) First Reading: Motion from the Academic Policies Committee:
      Foreign Language Name Change
      - Debate
      - None
      Without objection, we will vote on this today.
      Vote on Motion 50-AP-01: PASSED

   b) First Reading: Motion from the Academic Policies Committee:
      Kinesiology Name Change
      - Faculty in the department are in support of this even though it was initiated by students as they too were going in this direction.
      - Debate
      - None
      Without objection, we will vote on this today.
      Vote on Motion 50-AP-02: PASSED
c) First Reading: Motion from the Academic Policies Committee

**Kinesiology: Change in Emphases**

- The wording in the motion should be changed to reflect the following:
  1. Eliminate the Kinesiology Major: Human Performance Emphasis and all associated options:
     a. Sport Performance option (Code 991-066)
     b. Fitness Management option (Code 991-067)
     c. Health Promotion option (Code 991-068)
     d. Pre-Professionalism option (Code 991-069)
  2. **Establish an Exercise and Rehabilitation Sciences Major: Rehabilitation Science Emphasis** (Code 991-XXX)
  3. Rename the Kinesiology Major: Movement Studies Emphasis (Code 991-261) to Exercise and Rehabilitation Sciences Major: Exercise Science (Code 991-XXX)

Debate
- There would not be any changes for the students currently majoring in Kinesiology

Without objection, we will vote on this today

**Vote on Motion 50-AP-03: PASSED**

d) First Reading: Motion from the Academic Policies Committee

**ROTC: Meeting the Physical Activity Requirement**

Debate
- This will satisfy the physical activity requirement

Without objection, we will vote on this today

**Vote on Motion 50-AP-04: PASSED**

e) First Reading: Motion from the Academic Policies Committee

**Music & Theatre Arts: Piano**

Debate
- None

Without objection, we will vote on this today

**Vote on Motion 50-AP-05: PASSED**

5) Announcements

- A week from this Thursday the Department of Geography will host the West Lakes Association of American Geographers Conference (October 17th – October 19th)
- We are working in conjunction with the Chippewa Valley Book Fair and Festival and Chippewa Valley Reads
- Michael Perry is a speaker for Thursday, October 17th and Gene Yang is scheduled to speak on Saturday, October 19th
- This is a great way to promote the university, subject, and discipline
- The public is welcome
- Information is listed on the webpage of the department
- Expect to have 100-150 participants
- The next University Senate meeting is scheduled for October 22nd
6) Topic of the Day - Calendar Proposal

- Handouts:
  - Rationale for the Proposed Calendar Changes
  - Proposed Calendar for the 2016-2017 Academic Year
  - Alternative Daily Schedule Proposal

- Comments from Chair Freymiller
  - Last spring Housing and Residence Life talked to the Executive Committee about their concerns regarding the opening of the academic year
    - Currently, first year students arrive three or four days prior to the start of classes for Phase II Orientation on the Friday before Labor Day
    - It costs approximately $2500 per day to feed the student staff over the Labor Day weekend
    - RAs are responsible for soliciting and encouraging students to go to every event on campus and, therefore, attend those events as well
    - Thus, RAs begin their academic year exhausted
      - The staff bears a huge responsibility for supervising these students who have a great deal of free time to explore Water Street and learn about house parties
      - It costs Housing between $2000 and $2500 per day in programming costs to create activities to offer students healthy experiences
    - Other units, such as University Centers, also provide additional programming over Labor Day weekend and Orientation provides activities for Phase II Orientation
    - Housing and Residence Life would prefer to have students move in beginning on the Sunday of Labor Day weekend, offer Phase II Orientation on Tuesday following Labor Day, and begin classes on Wednesday following Labor Day
    - Another issue was the Wednesday before Thanksgiving as many students are already gone from campus so making Wednesday part of the official UWEC Thanksgiving recess would provide students, faculty, and staff with a travel day prior to the holiday
    - These requests provided impetus for the proposed changes to the Fall semester for the 2016-2017 academic year calendar
    - Changes to Winterim, Spring semester, Interim and Summer session result from the changes to the Fall semester and a strong desire to standardize semester lengths
    - Changes to the academic year calendar will require changes to the Final Exam schedule in some years to avoid conflicts with Christmas
    - Changes to the academic year calendar might necessitate changes to the daily calendar with regard to length of classes and the timetable for daily classes
    - The calendar proposal could be divided into two issues and be discussed in two separate Senate meetings; we could have an Open Forum on October 29th for the UWEC community
    - Want to split into small groups and discuss what you like about the proposal, what you don’t like, suggestions for changes/improvements

- It would be nice to have a workshop titled on the agenda as well as have the questions listed on the agenda
- The items should not be separated as they are inter-related
- It would be nice to delay this discussion so we can bring this back to our departments prior to the Senate talking about it as it would be nice to have input from them
  - This is for information gathering and individual input
  - More input can be solicited from the departments later
  - This is not a motion at this time; it is just for feedback
- We want to hear alternatives as we can already see the potential of scheduling snags and classroom crunches
- Don’t feel equipped to answer the questions as presented today
- The 5th Tuesday would be an open campus event
- When the Education Building opens there will be 20 or 21 additional classrooms
- Still waiting to hear on whether equalizing the semester can be accomplished using the current length class times
- This discussion should be done with the entire Senate body instead of being broken down into small groups
• With regards to the current academic year calendar we have to:
  • Comply with UW System Policy and State Statutes
    • Currently they stipulate that faculty have a 39 week contractual period
    • There must be at least 170 days of faculty/student interaction (34 weeks) within an academic year. Faculty and student interactions are defined as organized services and include classroom, registration, advising, and exam periods
    • Classes cannot begin before September 2
  • Also found that semesters are supposed to be equal in length
    • UWEC is in compliance in terms of the calendar (15 calendar weeks), but those weeks are not equal in terms of number of days
  • How we deal with class times can be discussed
  • The idea of standardized 14 week semester would
    • Make Labor Day weekend less exhausting for Housing
    • Might give us an opportunity to discuss the day before Thanksgiving
    • Allow us to be flexible with Winterim and perhaps a four week Interim session in January
      • Would allow lots of creativity in terms of co-curricular experiences
    • Allow us to have a standard spring semester of 7 weeks and spring break at 7 weeks
    • May also allow us to have a 7 week summer session
  • Students are here for 5 days with nothing to do and this is a matter of student safety
  • Instead of focusing on the five day issue, maybe we should start thinking about different things to offer the students to take some of the burden off of Housing
    • Stout boot camps their students in those five days before classes to prep them for their freshman year and it has raised their retention rate
      • We could have orientation activities, academic activities, boot camp for Math and English
      • This appears to be a narrowly focused solution to a problem
  • Knowing research evidence in terms of holistic student development and what it does for student development
    • Phase II is almost an academic experience and it helps them adjust to the college environment much more effectively
    • In order to accommodate Phase II’s schedule, the housing move-in date was moved back and that is when the five day period was developed
    • Faculty do not want to work on Labor Day
    • Stout does not start their move in until Labor Day weekend
      • They specifically changed that due to a student death related to alcohol poisoning
  • There is already difficulty maintaining schedules with the rest of the university
    • Questioning if the benefits outweigh the effort needed
    • Are there other solutions
  • Also wonder what the pedagogical implications are of having longer classes
    • We are taking a short term problem and making it a semester long issue
  • Student attention spans peak at 20 minutes so extending class times is problematic based on student research
  • Point of clarification on the UW System policy regarding semesters that are to be equal in length
    • Technically we have equal week lengths, but we do not have the same number of instructional days or instruction time
    • Policy simply states equal length semester
  • The standard 14 week semester would require a change in timetable
  • Our university has really encouraged and supported the use of active learning so our university is changing its focus towards more active student engagement
    • It is more about what is happening in that class and about what is happening within that block of time
    • An active learning class takes more time because instead of being passive recipients of knowledge and skill students are acquiring foundational knowledge and skills outside the classroom prior to entering the classroom and they are applying the new knowledge to unique situations within the classroom and that takes time
    • The faculty that revise their curriculum and make it more focused on active learning would welcome extra time in the class for students to completely immersed in this application
      • Most active learning activities can be done in 75 minute class
  • We do not offer enough night classes at this university
• An issue with longer classes involves faculty workload as every class would have to be redesigned
  • Don’t see the evidence to support reworking the class schedules
• If there is not a minute requirement, then why not look at a calendar change without a class schedule change
  • This could be possible
  • The only research that may suggest differently is that for financial aid purposes the federal government looks at 1 credit hour being equivalent to 750 minutes in class for a semester plus 1500 minutes outside of class that students are expected to devote to the class
    • That does not seem enforceable
    • Have not been able to find any specific minute requirements so these issues can be “divorced”
  • System has no policy outside of the financial aid policy
  • The real issue is how the federal government defines a credit hour
• Upon looking at the fall semester in the proposed new system we would be looking at losing one Monday, Wednesday, Friday class period so it seems that adding ten minutes adds significantly more time than the time that we are losing due to the shortened number of weeks
  • We do not have to change the daily schedule
    • We do have the option of blended or hybrid classes and that gives us more flexibility
  • The same length of weeks would be nice for standardization
• Currently our instructional academic staff teach 15 credits to be considered full time (50 minute class periods) so if you add 10 minutes to each of those class periods that is 150 minutes, which would be equivalent to teaching 18 (50 minute) class periods
• Change in summer schedule to 7 weeks
  • Concerned if this needs to be 8 weeks for the purposes of having 8 credits be considered full-time for summer and whether it would affect the two-ninths salary payment for summer schedule
    • Could that be resolved by having an 8th week final exam time
• Questioning which issue is more important for us to focus on
• Small changes in scheduling affect the entire university
  • Students already have a hard time graduating because of class times and this will back it up even more
  • This would affect every piece of the puzzle as everything is interconnected
    • But if we move everything then it may work
• More time between classes would be nice for the students especially if the Confluence Project goes through
• Although this stemmed from Housing, there were many issues, including academic issues, that came forward for this to be brought forward
• The problem is that the concerns are not centered on student learning
• When a proposal affects every single academic program and class on campus, then the primary concern should be about student learning and the other issues are secondary
  • The imbalance of semesters also affects student learning
• We do not have to change the length of time for instruction
• A survey of our sister campuses would be helpful
  • They were looked at and there is a lot of variety
• Another idea would be to have a pool of money to pay faculty to teach over Labor Day
  • We need to think about alternatives other than changing our entire schedule
  • More faculty may be interested in this if it is compensated as overload
• Personal connection with students could begin with faculty members before the first day of classes and could have a great deal of power in terms of student retention and willingness of students to speak to their professors
• We should compile a list of all the problems that we are trying to solve with this discussion in order to establish a priority order
  • Executive Committee can put this on their agenda for next week
• We also need clearly laid out reasons from Housing & Residence Life
• Faculty members don’t work on Labor Day is because they do not get paid
  • The reason it is hard is because we do not get paid
  • Also, families with children cannot find childcare on holidays, so they are less likely to get involved
• Having faculty on the weekends is great, but faculty would be working the day as well and we really need more programming at night
  • We need more activities to help the students stay out of the house parties and off of Water Street
• Positive Outcomes from Phase II Orientation can be presented by Senator Diggins
  • CASE Office has research on student success as it does have something to do with the kick-off and the habits that they form at the beginning of the year
  • Phase II is important enough that the schedule was not changed
  • Study skills for those weak on math, for example, are allowed to be reviewed, but we cannot offer content for credit before September 2
  • Maybe mentors should be out with the students at night
  • Not an either/or scenario, but really asking what can we do differently
  • Maybe a faculty presence on Water Street would dampen the night activities
  • We need to outline and prioritize
    • This can be on the Executive Committee agenda
  • At this point there is no value in an open forum
  • We need proposals for ways in which we might be able to solve this besides just changing the calendar

Without objection, meeting adjourned at 4:42 p.m.

Submitted by,

Tanya Kenney
Secretary to the University Senate