The regular meeting of University Senate was called to order by Chair Freymiller at 3:04 p.m. on Tuesday, October 28, 2014 in the Dakota Ballroom of Davies Center.

1) Approval of the October 14, 2014 University Senate minutes
   - Approved as distributed

2) Administrator Remarks – Chancellor Schmidt
   - Budget and Enrollment
     - We have a $3.1 million structural budget deficit
     - We thought we could wait out the “storm”, but late last spring another two-year tuition freeze was announced and we determined that we could not ride it out
     - We anticipate ending the current fiscal year with about a $4.5 million budget deficit
       - Big reason for the deficit is a loss of 222 students, which has an impact of $1.4 million
       - Single largest source of revenue is student tuition and fees because they make up about 75% of our general fund budget
     - Enrollment Management Taskforce is in the process of having discussions/conversations
       - Looking to finalize feedback before we adopt it at UWEC
     - Budget conversations will continue; Chancellor looks forward to your best thinking
     - Students used to pay about 22% of the cost of attendance and the state picked up the rest; today those numbers have been reversed
     - There are always budget cycles, but we need to balance the structural deficit to make this institution stronger, which means we need to be thoughtful, strategic, and creative about how we do that
     - Have heard lots of creative thinking on ways to save money and ways to get additional revenue, so we will continue to have conversations
     - Budget message will come from the Chancellor no later than tomorrow
     - We will have full transparency
     - We have the choice for how we want to address the budget deficit and how we want to leave this institution in the future
     - We are smarter together than we are by ourselves
3) Reports
   a) For the Record: Motion from the Academic Policies Committee
      
      China Study Abroad
      
      Additional Document: China Proposal
      
      • Is there a pre-departure language requirement or language instruction requirement?
      • Language instruction will be delivered at all levels for students with no Chinese or Chinese at any level
      • Will also have diagnostic placement tests
      • Who will be the onsite director?
      • Person who is affiliated with USAC who works for SWUN
      • Someone who is familiar with study abroad issues and international students and who has
         been involved with this project
      
      Debate
      • None

      Without objection, motion to enter FOR THE RECORD – China Study Abroad, PASSED.

   b) For the Record: Motion from the Academic Policies Committee
      
      Thailand Study Abroad
      
      Additional Document: Thailand Proposal
      
      Debate
      • None

      Without objection, motion to enter FOR THE RECORD – Thailand Study Abroad, PASSED.

   c) Report from University Senate Chair Freymiller
      
      • Since our last meeting, Chancellor Schmidt signed off on the motion to change the Academic
        Year Calendar
      • However, due to UW System restrictions against modifying the current academic year
        calendar and the two subsequent academic year calendars, implementation of this motion
        will have to wait until the 2017-18 academic year
      • On Thursday, October 16 more than 100 people gathered at the Alumni Welcome and
        Conference Center at the University of Wisconsin - Oshkosh for a public forum on the Future
        of Wisconsin’s Public Regional Comprehensive Universities: The Crossroads of the
        Affordable Quality Education Crisis, sponsored by the Wisconsin Center for the Advancement
        of Postsecondary Education (WISCAPE)
      • The first speaker was UW System President Ray Cross. He spoke about UW System’s
        Evolving Strategic Framework. He stressed the importance of making education more
        affordable and accessible so public universities can serve the public to “improve the
        human condition”. He listed some problems facing Wisconsin.
        • A statewide talent gap where employers cannot find the high-impact talent that they
          need to fill jobs. This talent gap will get worse unless UW System intervenes.
        • The current employment gap. The number of high school graduates in Wisconsin is
          declining while the number of high school graduates leaving Wisconsin is rising.
          Wisconsin ranks #8 in the nation among states importing students to attend college,
          but leaving the state following graduation.
Affordability. In an economy that is less than robust, UW System must focus its resources to serve the needs of the state to improve the economy.

UW System must improve the talent path by attracting students ready for post-secondary education. Remediation is a growing concern, especially in Math. 21% of students entering UW system need remedial math; System plans to lower that to 14% within five years. College readiness could improve with early preview of placement tests during 10th grade, partnerships with K-12 math teachers could be established, and the number of college courses (CAP) available in High Schools could be increased.

We must collaborate more with state and federal government and reallocate system resources in order to be more accountable to the needs of the state of Wisconsin.

Alissa Hicklin Fryar, Associate Professor of Political Science at the University of Oklahoma, spoke about Public Regional Comprehensive Universities as the backbone of public higher education. They tend to be community-based schools where enrollment for many people in the region is a foregone conclusion.

She suggested that one problem facing these institutions is “mission drift”, where public regional comprehensive universities want to become research institutions. That opinion was disputed by some in the audience.

Common graduate programs at these institutions include Education, Business, and Health Care, but the fastest growing programs are in Public Administration, Computer Science, and Parks, Recreation, and Fitness.

Another issue facing public regional comprehensive universities is institutional wealth. Innovation is expensive, especially in a climate of tuition freezes. On-line programs are appealing, but most of them tend to attract mainly in-state interest.

Richard Wells, Chancellor Emeritus of UW-Oshkosh, spoke of the Rise of the Affordable Quality Education Crisis, claiming that there is a serious crisis, but not a catastrophic crisis – yet. The media is shaping the public perception that there is an affordability crisis in higher education by misrepresenting debt incurred by graduates as approaching $90,000, when it is actually closer to $29,500 (2012 graduates). The crisis arises from the reduction in financial support from the state and federal government. His solution to the crisis is to quit pointing fingers of blame and take bold action instead. We need to quit demanding more money from legislature and take actions independent from state and federal government.

Gordon Davies, Past Director of the State Councils for Virginia and Kentucky, offered some critical reflections on why we have an affordability crisis and what we should do to resolve the crisis. First of all, public regional comprehensive universities should focus on completion rather than on retention. They want to enroll more first-year students, but not worry so much about retaining them; that approach must be reversed. We need to create partnerships with secondary schools, particularly in math, to avoid remediation once students get to college. Too many students drop out of college while they are taking remedial course work. Rather than specify completion of a number of credits of remedial work, the goal should be proof of competency in content and/or skills. We also need to change the way that we look at funding public higher education.

The afternoon was devoted to small group discussions as a means to offer “bold ideas”. The first break-out session addressed the question “WHY do we have an affordability crisis?” Not everyone at my table was convinced that UW System has an affordability crisis, but our table was in the minority. The consensus was that any affordability crisis is due to the dramatic reduction in state support of public higher education.

The second break-out session addressed the question “WHAT should we do to resolve the student affordability crisis?” Among the suggestions:
- The affordability crisis is actually a risk crisis. Is the cost of higher education worth the debt risk?
- First generation, low income students are being squeezed the most; rethink tuition structures.
- Create public/private sponsorships and endowed scholarships.
- Reduce internal competition among UW System schools for students, programs, degrees.
- More collaboration with secondary schools; with UW Colleges.
- Forgive student loans for students who agree to “serve the public”.
- Make credit transferability easier.
• Address the inefficient use of faculty, staff, and student time.
• Engage shared governance in an effort to lead "bold transformative" action.

d) Academic Staff Personnel Committee Report
   • The deadline for the academic staff promotion application is November 15th

e) Executive Committee Report
   • On October 21, Executive committee engaged in a long conversation regarding the WISCAPE conference

4) New Business
   a) First Reading: Motion from the Academic Policies Committee
      Guatemala FLIIE and FC

      Additional Documents: Guatemala Proposal and Guatemala Schedule

      In the points discussed by the committee, specifically point #5 which states that Dr. Avin and Dr. De Costa in Economics could provide valuable advice and collaboration, because both can address racial, religious, and human rights issues, the statement was made because the issue of race in Guatemala is different than it is here so differences need to be understood

      Debate
      • None

Without objection, we will vote on this today

Vote on Motion 51-AP-02: PASSED without dissent.

b) First Reading: Motion from the Academic Policies Committee

      Foreign Language Admissions Requirement

      • How many students might be affected by this proposal?
        • About 40 students, which should not affect the Department of Languages
      • Is this requirement just for admitting them into UWEC?
      • The exception to the foreign language requirement would be for students for whom English is a second language
      • An issue with the word “may” versus the word “will” in the language in the motion:
        **Exceptions to the foreign language requirement for admission may be made for students whose first language is not English.
        • This is addressed in item #4 of points discussed by committee
        • What if the student speaks a language that isn't taught at our university?
        • The Department of Languages would do what is in the best interest of the student to provide an avenue for students who have met all the other admission requirements
        • If they do not pass the test, then we would not be able to waive the requirement
        • They would also need to demonstrate proficiency
        • Concern is that not every language is spoken in our Department of Languages
          • The department would try to find experts in that language
          • The intention of the word “may” is to seek outside expertise as necessary
          • It does not mean that the languages listed in point #4 are all inclusive
          • If this is for high school students who are trying to get into UWEC and they are struggling with high school English, then it seems that we are trying to lower admission requirements
          • Concerned that the four skills for languages are not addressed
            • The four skills were not broken down in APC
            • If a student comes as a second language speaker, the requirement is often waived
              • If they speak a language subgroup, then this requirement will be waived
              • Concerned that this might be a red flag for students who cannot successfully complete the language requirement at high school
Adding a footnote to the proposal might not be enough to let people know that this exists for students who are already in our application pipeline

Was under the impression that our admission policy is more holistic
We require two years of a foreign language at the time of admission

Motion to return the motion back to committee for further clarification, seconded

- Debate on the motion being returned to committee
  - Want to be clear on what should be discussed
  - Would like the four skills to be addressed
  - Would like to address the proportion of applicants who are affected
  - Would like to address how this might affect enrollment in the department of languages
  - There is a fair degree of confusion with this motion
  - Foreign Languages is the best place to start
  - This is for people whose native language is not English, but who also speak English
  - These students exhibit language knowledge
  - The Department of Languages Chair supports the original motion

Vote on Motion to refer back to committee: FAILED

MOTION to move the previous question, seconded, PASSED

Objection was made to Chair’s suggestion to vote on this Motion today.

Motion was made to suspend the rules to vote on this Motion today, seconded

Vote on the motion to suspend the rules: PASSED

- Continued debate on the original motion
  - Concern that we are drifting into a situation where we see students as dollar signs, so we should not ease the admission requirements
    - Strong students would be taking languages classes, but concern about weak students
  - The proposal makes UWEC more inclusive
    - Valiant attempt to admit students who meet all other requirements
  - Language of the current proposal is too fuzzy
  - Many students come to us knowing multiple languages
  - Love this idea, but would like it to be even greater than this
  - Adding “simultaneous language” would be better than “second language”
    - That language is under the points discussed by committee and we do not amend a report

Motion to amend the language to state: “Exceptions to the foreign language requirement for admission may be made for any student who displays proficiency in two languages. Students whose first language is not English.

Debate on amendment
- This is taking the proposal too far
Motion to amend the amendment to read: **Exceptions to the foreign language requirement for admission may be made for any students who demonstrate ability in two separate languages.**

student who displays proficiency in two languages.

Debate on the amendment to the amendment

- This is too vague because it would be difficult to demonstrate proficiency

An objection to the process was made; Chair ruled that process being followed was appropriate.

- The only intention of this proposal was to provide Admissions with the ability to make some decisions regarding students who did not have two years of foreign language.

Motion to move the question on the amendment: PASSED

Vote on the amendment to read: **Exceptions to the foreign language requirement for admission may be made for any students who demonstrate ability in two separate languages.**: FAILED

Moved and seconded to postpone further action on this proposal until November 11th

Vote on stopping debate and taking an immediate vote to postpone further action on this proposal until November 11th: PASSED

Vote to postpone further action on this proposal until November 11th: FAILED

Chair’s decision to postpone a vote on this proposal until the end of the meeting: OVERTURNED

- Continued debate on the original proposal
  - There is a problem with the wording because students are fulfilling this in other ways
  - It would be better if we didn’t make exceptions

Motion to move the previous question, seconded: PASSED

VOTE on original Motion 51-AP-03: PASSED

c) First Reading: Motion from the Academic Policies Committee

Operations Management

Debate

- None

Without objection, we will vote on this today

Vote on Motion 51-AP-04: PASSED without dissention

d) First Reading: Motion from the Academic Policies Committee

Notice of Intent

Without objection, the implementation date for this motion will be amended to “upon publication of the 8th edition of the Faculty and Academic Staff Rules and Procedures in January, 2015”.
Debate
  • None

Without objection, **we will vote on this today**

**Vote on Motion 51-AP-05**: PASSED without dissent.

  e) First Reading: Motion from the Academic Policies Committee
     Certificate Program
     Additional Documents: Appendix A and Appendix B
     Debate
     • None

Without objection, **we will vote on this today**

**Vote on Motion 51-AP-06**: PASSED without dissent.

  f) First Reading: Motion from the Physical Plant Planning Committee
     Comprehensive Bicycle and Pedestrian Plan
     • The Chair of the Physical Plant Planning Committee asked that this motion be moved to the November 11th University Senate meeting due to time constraints

5) Announcements
  • The next meeting of the University Senate is scheduled for November 11th

Without objection, meeting adjourned at 4:59 p.m.

Submitted by,
Tanya Kenney
Secretary to the University Senate