Members Present:

Members Absent:

Guests:
Margaret Cassidy, Karen Havholm, Ann Rupnow

The regular meeting of University Senate was called to order by Chair Freymiller at 3:05 p.m. on Tuesday, February 23, 2016 in the Dakota Ballroom of Davies Center.

1) Approval of the February 9, 2016 University Senate minutes
   - Approved as distributed

2) Administrator Remarks – Chancellor Schmidt
   - Thanks to the instructional faculty as it has been a stressful semester already
   - Swimming/diving, track, men’s basketball, women’s basketball, hockey teams have done well
   - Chancellor Schmidt went to symphony orchestra and it was a phenomenal performance; great therapy to remind us of why we do what we do
   - Have been talking to faculty about why they are here; most say it was their calling
   - Information was recently sent out about the One Stop Shop (i.e., Blugold Central)
   - EDI Implementation team is hosting a session on March 4th in the Ojibwe
   - Provost Kleine hosted a very productive conversation about the Academic Master Plan that more than 100 faculty participated
   - Student regent was on campus yesterday and talked about the impact of budget cuts and tenure
   - Initial indications from Admissions is positive
   - Chancellor Schmidt is committed to what has made this university strong and will get the message out
   - Chancellor Schmidt reminds new faculty that we need to have work/life balance

3) Reports
   a) Report from University Senate Chair Freymiller
      - Since our last meeting, Chancellor Schmidt has approved the following actions:
        - Eliminate UWEC affiliation with the International Student Exchange Program and remove ISEP-direct INTA numbers from the catalogue
        - Eliminate the study abroad program with the Rotterdam School of Business
        - Establish an interdisciplinary certificate in Hmong Studies in the Department of Languages
• On Friday, February 19, Chair Freymiller attended an open forum hosted by Provost Kleine in Haas Fine Arts that asked for ideas/strategies/tactics for the Academic Master Plan in response to these questions:
  • What changes can we make to increase student retention and four-year graduation rate?
  • What should we consider when making academic program changes?
  • An e-mail was sent to the campus yesterday with a link to these questions so faculty and staff who were unable to attend the forum can offer their suggestions
    • Please encourage members of your department/unit to respond to these questions
    • By the end of this week, all comments will be posted on the Academic Affairs website under Provost’s Spotlight

b) Executive Committee Report
  • On February 16, Executive Committee met to discuss the logistics for the “Topic of the Day” discussion on civic engagement that will be held later today
  • After more than an hour of discussion, it was clear that there was no consensus about what civic engagement means
  • Thus, the committee is looking for feedback from senators about what civic engagement means to you

4) New Business

a) First Reading: Motion from the Academic Policies Committee

  Rename Major: Geography, Liberal Arts International Geography

  Additional Handouts: International Geography Name Change Request Memo and CASCC Proposal(s) for Consideration

Debate
  • None

Without objection, motion was voted on today

Vote on Motion 52-AP-08: PASSED

b) First Reading: Motion from the Academic Policies Committee

  Establish Research Emphasis within the Mathematics Major

  Additional Handouts: Math Research Emphasis Proposal and CASCC Proposal(s) for Consideration

Debate
  • This is not a new major, but a research emphasis on an existing major
    • 48 credits in math and another 12 credits are required outside for this emphasis

Without objection, motion was voted on today

Vote on Motion 52-AP-09: PASSED
c) First Reading: Motion from the Academic Policies Committee

Eliminate Minor: Integrated Strategic Communication, Liberal Arts, Advertising

Additional Handout: Integrated Strategic Communication Program Change and CASCC Proposal(s) for Consideration

Debate
- There are 20 students in each minor (Advertising and Public Relations)

Without objection, motion was voted on today

Vote on Motion 52-AP-10: PASSED

d) First Reading: Motion from the Academic Policies Committee

Eliminate Minor: Integrated Strategic Communication, Liberal Arts, Public Relations

Additional Handout: Integrated Strategic Communication Program Change and CASCC Proposal(s) for Consideration

Debate
- None

Without objection, motion was voted on today

Vote on Motion 52-AP-11: PASSED

e) First Reading: Motion from the Academic Policies Committee

Establish Minor: Integrated Strategic Communication, Liberal Arts

Additional Handout: CASCC Proposal(s) for Consideration

Debate
- None

Without objection, motion was voted on today

Vote on Motion 52-AP-12: PASSED

5) Announcements
- Next meeting of University Senate is March 8, 2016 in the Ojibwe Ballroom of the Davies Center

6) Topic of the Day

Civic Engagement

Definition: For definition’s sake, civic engagement is the broader motif, encompassing service-learning but not limited to it. One useful definition of civic engagement is the following: individual and collective actions designed to identify and address issues of public concern.

Civic Engagement - American Psychological Association

www.apa.org/.../civic-engagement.aspx
1. What does civic engagement mean to you as a member of the UWEC campus?

As you ponder this question, think about the following:

What do you do in your teaching, scholarship, service that you consider to be “civic engagement”?
What does your department/unit do that might constitute “civic engagement”?
What sorts of “civic engagement” could you imagine yourself doing?

Discussion

- Would this address an issue of racism or inequity?
- Is it local, regional or global?
- It could be all of those so activity in any of the three should count
- It just needs to be mutually beneficial
- APA definition includes the applied practical side, the action, but it should include work that teaches students how to do good community work, teaches students theory and best practice
- Work has to be mutually beneficial
- It doesn’t have to be outside of the classroom, but it could be
- Classroom work that gives students framework to understand societal systems
- Scholarship like community-based research that contributes to community decisions or community interests, etc.
- Cast as wide a net as possible
- Partnerships, creative work, scholarships
- Increasing and valuing civic engagement can increase the relevance of the institution in the state
- Maybe civic engagement is a counter to the current rhetoric that the institution is elitist or out of touch, etc. and getting to see us in the community
- Other states have “service areas” for state campuses
- We don’t have that sort of system here in Wisconsin
- Different departments value and frame civic engagement in different ways
- It can be protesting or campaigning as long as it is passionate and from the heart
- Should not be mandated
- Is service learning and civic engagement
- We have other colleagues who incorporate civic engagement in teaching
  - DNR, Pine Lake Association
  - Would be nice to include the Farmer’s Market, local food banks, non-profits, animal shelters, LE Phillips Senior Center, Putnam Park
- Engagement in various agencies
- Efforts to research should be embedded
- Civic engagement becomes part of some jobs when you incorporate research
- Questioning if we are changing into an extension office
- Creating courses/teaching in response to requests from teachers
- Have had presentations to the public (economy, Geography, local research about gas prices) and offer resources (tax resource and service for students and faculty, immersion camps, ask a scientist, Health Surveys)
- Public good/benefiting disciplines and students as they become educated citizens
- Engagement, education, research needed for society to flourish
- Civic engagement is contributing to society
- Real world learning for students
  - Intended to have a beneficial effect on the community
    - City, government, non-profit organizations
- Assumption that this is important to do
  - Would like to equip students with the tools to questions/critically think about civic engagement and decide for themselves it it’s good to do
- Civic engagement can be broad
  - Some tasks are mundane and some are more skilled
- Should students be involved
  - It’s more work than just doing it oneself
• Can faculty/staff do civic engagement without student involvement
  • For learning, yes, but can be just employees applying expertise in the community

• Continuity is important
  • Having a faculty/staff point person is ideal
  • Students should be allowed to be independent and make mistakes
  • Sometimes this reflects poorly on the university

• Questioning if there are incentives for this work and if so what would the metrics be?

• The Confluence and the Menomonie Street Project are good examples of City/University partnerships

• Clearing House
  • How do we communicate between the city when a student project is needed or the city needs students for a project
  • We need a mechanism to help young faculty and staff know that civic engagement is valued and encouraged
  • A clearing house could help employees generate ideas
  • We can compile what has already been done
  • Is a way for the community to request student/university involvement

• Some departments define “service” to include civic engagement but it varies across campus

• Continuity

• Issues of reliability

• Reciprocity

• Student learning opportunities
  • Doesn’t necessarily have to involve students
  • Giving students and opportunity to struggle or fail

• Connection between community and UWEC can be broken

• Is it always in the best interests of the students, the university and community

• Are there incentives or rewards for this type of work

• What is the metric we use to evaluate
  • Are we comparing apples to oranges

• Need for institutional consensus or direction

• Is there a mechanism to encourage faculty to engage in civic engagements so they feel safe to do so
  • Part of a tenure/promotion process

• Limitation of student projects (length of the semester)

• Does not have to have a service component

• How do we engage the public

• Will this be a requirement

• Are there guideposts

• Potential for public impact

• Related to discipline

• Two way exchange

• Teaching and scholarship

• It engages students

• Assignments in courses

• Tie capstone projects into service learning projects

• Teaches students to be civically engaged

• It draws connections between real issues that people experience and student learning

• Faculty/students can be resources for existing teachers

• Getting students involved in solutions
  • Sense of responsibility

• Not just volunteering but understanding issues

• Not going to the community with solutions before we get an impression of what the issues are

• Helps build long-term relationships with faculty

• Gets us out of the ivory tower

• Working for a change with the community

• Open to understanding issues of poverty, racism

• Being an active part of the community
• Are aware of issues and seek out information
• Building relationships
• Does it have to be a solution to a problem or can it be a relationship
• Partnerships or goal oriented
• Not talking at but working with
• Designed to address public concern
• Seen civic engagement in research and in service
• Questioning how it differs from service components
• Is about getting involved in a more constructive way in groups
• Environmental issues play a part in sciences
• We have to value all of it and shouldn’t push certain areas as we all have our areas of passion
• Civic engagement can be very broad
• Use resources on campus for helping
• Is it awareness versus action
• Does it really need to address a concern but just contribute to society as a whole
• Implications for internally versus externally and what are we hoping to accomplish and not be unrealistic about what we are trying to achieve
• Is overlap between service learning and civic engagement
• If mandated does the idea of civic engagement change
• Great to get students to care about something but concerned that we are asking faculty to do too much
  • Hard to have everything be your number one priority
• What does it mean for faculty time if it becomes a requirement
• How we choose to engage has an impact on the perception of this university
• Would hate to see any additional requirements but could be valued in lieu of current responsibilities
• It may not added on top but incorporated into our values in our curriculum
• Is end game to incorporate for 100 percent of our students
  • Interested in where this is going
    • One of the 4 guideposts that will shape to where we are heading is that all students will be part of a high impact practice but one part might be civic engagement
    • Want to expand the opportunities beyond study abroad,, internships, faculty/student research
    • There is a diff between high impact practices and civic engagement
      • Is a value and it goes back to our philosophy
    • Hopefully we can bring students alongside but to require is touchy territory
      • Could be something we encourage but shouldn’t say this is what we are all doing
        • Is the first of many steps

Without objection, meeting adjourned at 4:36 p.m.

Submitted by,

Tanya Kenney
Secretary to the University Senate