

University of Wisconsin – Eau Claire
University Senate Academic Policies Committee
Vol. 55, Meeting No. 23
Tuesday, May 7, 2019
Chancellors Room, 311 Davies

Present: *Members:* Janice Bogstad, Selika Duckworth-Lawton, Joel Friederich, Bob Hooper, Marquell Johnson, Hans Kishel, Bill Miller, David A. Miller, Darrell Newton, Vicki Samelson
Guests: Margaret Cassidy, Albert Colom, Billy Felz, Marc Goulet, Mary Hoffman, Cheryl Lochner-Wright, Grace Luloff, Carmen Manning, Jean Pratt, Angie Swenson-Holzinger, Evan Weiher

Presiding: Chair Marquell Johnson called the meeting to order at 2:00 p.m.

Meeting Minutes

1. Approval of minutes from April 30, 2019

- Motion to approve the minutes of April 30, 2019, as distributed. Motion was seconded and approved unanimously (7-0-0).

2. CIE Proposal for USAC programs

- Cheryl Lochner-Wright was in attendance to provide information and answer questions. Adding two new locations in Spain. Currently offer program with University of Valladolid (around \$12,000), comparable to other programs. Aren't expecting competition between the three locations, typically 40-55 students enroll at Valladolid, not ideal for students to be around that many other English speakers, new locations are in different regions of the country and will have courses in English for non-Spanish majors/minors.
- Motion to approve the CIE Proposal for USAC program. Motion was seconded and approved unanimously (8-0-0).

3. Proposal for Policy Change to University Graduation with Distinction Requirements

- Marc Goulet was in attendance to provide information and answer questions. Brittany Nielsen brought it to the University's attention that UW Colleges offer Cum Laude distinction to their graduating associate degree students and asked if UWEC would be willing to offer it. After this summer, our Registrar will be taking over full transcripting and degree duties as UWEC-BC's will no longer be operational. Not aware of other places that award this distinction at associate degree level, however, given the quality of our degree, feel comfortable doing so.
- Motion to approve the Proposal for Policy Change to University Graduation with Distinction Requirements. Motion was seconded and approved unanimously (8-0-0).

4. Proposal for Policy Change to UWEC Advising Requirement Prior to Registration

- Marquell provided the feedback received from program directors and chairs with comments for and against the requested change. The policy has not been revamped; the original proposal is what is being voted on. Found that those areas with a higher adviser load were more accepting of the requested change vs. those areas with a more manageable/lower load were against.
- Waiver issue – states chairs are in a better position to initiate the waiver, however, it is typically upper-level instructors. If students become ill or depressed and leave, they talk to faculty and not ARCC. The issues at the faculty level need to be addressed.
- 300:1 is the recommend advising ratio from professional org, and what is currently being done by ARCC. However, UWEC has close to 10,000 students, resources or expectations will need to change. Expect load to increase to 350/400:1. CADE was at 425:1.
- Policy is problematic in terms of student contact and changes haven't been made to it since the last time it was brought to APC, faculty response is overwhelmingly negative

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- In advising world, how big of a jump is it to go from 300 advisees to 350/400?
 - Advisers would have 6-8 weeks of back-to-back student appointments, two-thirds of students who don't need to see an adviser already come in
- How will it impact faculty's ability to initiate substitutions, independent study, Service-Learning, waivers? Will faculty need ARCC's permission, can I still initiate from my office?
 - No change. Need to provide the info to ARCC though so they are aware
- What is the benefit of taking the PAC away from faculty?
 - Consistent experience for students, will know where they need to go
- Not understanding the need for consistency if faculty are still being effective, why can't both have PAC?
 - For accountability. If a student is given misinformation, it's documented on ARCC's system.
 - More efficient and effective to have both ARCC and faculty with access to PAC, multiple points of contact, serve as back-up for each other, trying to get students out as quickly as possible
- What happens, given the increase of students in ARCC, if there is misinformation given with course sequencing, navigating a major, recommending internships and opportunities in areas that might not be suited?
 - ARCC operates in Catalog and CampS, if there are guidelines provided and mistakes are made, ARCC owns it. If parents call Chancellor with complaints that their student isn't graduating, have emails and proof of what was recommended.
- Support the notion of ARCC documenting student contact, reliability and consistency higher with ARCC than faculty. The change in policy does give faculty opportunity to reach out and do advising in terms of elective courses, internships, etc.
- What are implications of who releases PAC to students, that is the person who is responsible for all aspects of the student's four-year degree plan. Yes, we want to meet with the students more often, but what do you want to do, do you want to be working through degree plan details?
- All chairs in CoEHS support this change to policy, part of the reason is the nature of the college; have a high number of majors but low number of faculty; it's a workload challenge. Would like to keep the focus on what we are meeting with students for—spending a lot of time with juniors and seniors looking for internships and for graduate school prep; this would be a significant workload increase
- Any provisions to do remote advising for those students who can't get to campus?
 - Yes, transfers have opportunity to call or Skype; if other situations arise, those accommodations are made
- UWEC-BC only has first- and second-year students and are covered by what's already in place/nothing will change. Given the comments and feedback from faculty, do wish there was some flexibility to allow each department to determine what kind of requirement they'd like.
- Would support a policy that has flexibility, if department had ability to decide how they want to proceed, allowing them to keep PACs as a fail-safe is important
- Currently ARCC is in third cohort; seniors are pre-ARCC
- Juniors and seniors right now don't need a PAC. If faculty are involved with PACs, this is a net add to faculty workload, concerned about that, CoEHS can't handle it
- If departments operate differently, there will be student confusion. Students will continue to press upon and make demands, the residual workload is concerning to CoEHS, if we don't want ARCC to do it all, then don't require PACs at junior or senior level, need to protect faculty workload
- Biggest gain is consistency. If students talk amongst themselves and find out that CoB doesn't need a PAC, will cause confusion. Every student should go to the same place, regardless of major

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- What are the topics and situations where upperclassmen seek ARCC?
 - Now three cohorts under ARCC, sophomores who came in with 40-60 credits are part of the two-thirds who don't need to meet with an adviser but do, for questions about study abroad, to insure they are still on point to graduate, summer course questions, etc.
 - Does ARCC have a sense that those folks are having conversations with faculty advisers?
 - × ARCC has made over 1,000 referrals in one semester for students to connect with their faculty adviser. The one-third that aren't coming in are slipping through the cracks, forgetting to register or just jumping into courses that don't make sense, they need the extra guidance but can't get them to come in, they're at risk for dropping out
- Any way to follow up on referrals to faculty?
 - We don't know if the students follow through, add faculty to work flow so they're in loop and can follow-up and encourage student to see them
- Seen this model in Maryland and it works well, Billy has provided a lot of stats and data, it's working very well here, is it control and power issue or what's best for students—students have spoken
- ACCT and FIN were one of the last to switch over, could email advisees but they wouldn't come in, losing faculty interaction with students is a problem, which is historically touted at this University
- ARCC doesn't have the ability to tell faculty what their new role will look like but is partnering with deans and others
- Faculty Advising Workgroup has been developing materials for faculty roles, how to get students into faculty offices, what are the value-added things that being a faculty will add onto experience, need to talk to incoming students to determine what they want from faculty advisers, faculty advisers need to send emails within first 6 weeks of classes, Academic Affairs needs to take some responsibility as to what faculty advising will look like
- Need to get faculty better connected with students during their first year, can connect students to URCA internships that ARCC can't, not hearing anything that points to this as a value-added proposition, just causing different problems
- Develop something to address how faculty can reach out, CSD students don't even know what they're majoring in even through declaring, two separate conversations
- If APC passes the change, it goes onto Senate next week where additional feedback can be provided by a larger body of colleagues.
- Motion to approve the Proposal for Policy Change to UWEC Advising Requirement Prior to Registration. Motion was seconded and passed (6-1-1)

Chair Marquell Johnson adjourned the meeting at 2:55 p.m.

Respectfully submitted,

Sarah Forcier
Secretary for the Meeting