Date: February 28, 2007
To: Faculty Senate and University Community
From: Wes Chapin, Faculty Senate Chair
Subject: Tentative Agenda for Faculty Senate Meeting February 28, 2007

The 2006-2007 Faculty Senate will meet on February 28, 2007 at 3:40pm in Room 334 of the University Center. Faculty Senators who cannot attend should arrange for a substitute and notify John Heppen at john.heppen@uwrf.edu
http://www.uwrf.edu/faculty_senate/

Agenda February 28, 2007

Call to Order:
Seating of Substitutes
Recognition of Invited Guests
Approval of Minutes from February 26, 2007

Reports:
Unfinished Business:
New Business:

Proposal 1: First reading of a motion from the ILTC to approve the revised technology committees structures (see attached p.5).

Proposal 2: Resolution from the Faculty Senate's Executive Committee supporting the Information and Instructional Technology Committee's request to provide reassignment time for the proposed faculty chair of the Information and Instructional Technology Council.

Language from the ILTC below:

Recommendation for Reassignment Time

To ensure the success of this proposed IT committee restructuring, the Instructional Learning and Technology Committee strongly recommends that the Chair of the **Information & Instructional Technology Council (IITC)** be assigned one-quarter reassignment time to assume the associated work load. As coordinator of four newly formed committees, the IITC Chair will have an extensive time commitment. In addition, the IITC Chair will be responsible for regular communication with the Faculty Senate, the Student Senate, CIO, and the Administrative Units.

Proposal 3: First reading of a motion from the Committee on Committees to clarify the appointment processes (see attachment p.15)

Proposal 4: A motion from The Faculty Welfare and Personnel Policies Committee (FWPP) to adopt a resolution which recommends that the Faculty Senate support the right for collective bargaining by passing the following resolution {note, this was originally passed by Senate on May 16th, 2001}:

> **The Faculty Senate of the University of Wisconsin-River Falls requests that the legislature of the state of Wisconsin pass legislation granting faculty and academic staff of the University of Wisconsin System the right to engage in collective bargaining.**

Proposal 5: A motion from The Faculty Welfare and Personnel Policies Committee (FWPP) to recommend that Senate approve the following language for inclusion in the Faculty Handbook regarding the recently passed Criminal Background Check Plan.

The Faculty Welfare and Personnel Policies Committee (FWPP) recommends that Senate approve the following language for inclusion in the Faculty Handbook regarding the recently passed Criminal Background Check Plan:

Within Chapter IV: Faculty Personnel Rules and Procedures of UW-River Falls, following section 2.1.5 (page 10, 18th edition—included below)…

2.1.5 The Recruitment Committee shall screen applications and recommend applicants for interviews, consistent with procedures in Section 2.1.2. The Recruitment Committee chair, in consultation with the Dean, shall establish the number of candidates to be interviewed and the interview dates.

Insert a new 2.1.6 to read:

> **When a determination is made to invite candidates to campus, the chair of the search and screen committee may request Human Resource to begin the process of conducting criminal background checks as indicated in UWRF Background Check Implementation Plan. Information generated with the criminal background check will be used as indicated in the Background Check Implementation Plan.**

Proposal 6. A motion from Academic Policy and Program Committee to support the usage of additional resources to enhance education on the UWRF campus. Usage of

funds developed via differential tuition fees, if approved by the appropriate governance bodies, should be proposed by student governance or other structures wherein students retain the primary voice. AP&P recommends that a proposed list of funding areas is shared with the Faculty Senate Executive Committee who may then seek input from Faculty Senate committees, where appropriate (see attached p. 16).

Proposal 7: A first reading of a motion from the Executive Committee on FASDB

Motion from the Executive Committee to change the "Responsibilities" of the Faculty and Academic Staff Development Board as follows:

Old Language:

Drafts changes in Faculty/Academic Staff Development Program policy and gains approval for changes through UW-RF Faculty Senate;

New Language:

Submits requests for changes in the Faculty/Academic Staff Development Program's policies and procedures to the Faculty Senate Executive Committee for referral to the appropriate Faculty Senate Committee;

Proposal 8: A motion from APP to support the development of a relationship between the Army ROTC and UWRF. (see attached p. 18)

Proposal 9: A motion from Handbook review committee to amend chapter 1 accreditation listing (see attached)

Proposal 10: A motion from Handbook Review Committee to add a new introduction to the handbook (see attached p. 25)

Proposal 11: A motion from Faculty Senate Executive Committee to approve the FWPP recommendation regarding Workplace Violence.
The Faculty Welfare and Personnel Policies Committee (FWPP) unanimously recommends the Faculty Senate adopt the current Workplace Threat and Violence Policy as the interim UWRF policy for workplace violence until either an alternate policy is adopted through a collaborative effort that includes the ad hoc committee on workplace violence and through shared governance or May 2, 2007, whichever is earlier.

Proposal 12: A motion from the Faculty Senate Executive Committee to establish an ad hoc Committee on Workplace Violence (with the members listed below), to charge this Committee with the task of writing a permanent Workplace Violence Policy, and to request that this body report its recommendations and findings to the Faculty Senate no later than April 16.

Members: Three faculty (Glenn Potts-chair, Rich Wallace, and Suzy Rogers), two classified staff members appointed by the Union, the Director of Human Resources, and an academic staff member appointed by the Academic Staff Council.

Proposal 13: Motion from the Academic Standards Committee (12 February 2007), to replace the existing language in the *Faculty/Academic Staff Handboo*k Section 8.2.17 of Chapter 8 with the following (Old language follows):

8.2.17 Interim grades: Incomplete, Satisfactory Progress

Incomplete: A grade of incomplete (I) may be given for a verifiable, non-academic reason at the instructor's discretion upon student request. If the student does not complete the coursework and a A-F grade is not given within two semesters (excluding J-term and summer terms) the course grade becomes an F. See last paragraph for exceptions to this rule. When a student completes the work the incomplete (I) grade is replaced with the new grade (A-F). The I remains on the transcript with the note that the work was completed. The student is responsible for being aware of the financial aid implications of their grades.

Satisfactory Progress: A grade of satisfactory progress (SP) may be given by the instructor when the work of the course extends logically or for pedagogical reasons beyond the end of the term. The instructor will give the SP after assessing that the work to date demonstrates progress. If the work is not completed at the conclusion of two semesters (excluding J-term and summer terms) and the instructor does not submit a grade, the course grade becomes an F. When the coursework is completed, the SP grade is removed from the student's records. The student is responsible for being aware of the financial aid implications of their grades.

Graduation: The student must resolve all outstanding I and SP grades before the diploma is granted.

Instructor Preference: The Registrar's Office will notify instructors of all I and SP grades outstanding in the 12th week of the semester indicating which instances will become F at the conclusion of the semester. The instructor may return by the grade deadline the list indicating students for whom he or she is extending the I or SP grades for one more semester and after that time the I or SP becomes an F.

OLD Language:

8.2.17 Incompletes
The instructor may report incompletes for those students who were prevented from completing the required work through no fault of their own. It is the student's responsibility to see that coursework is completed; the student is also obligated to provide reasons for the failure to complete the work to the instructor before grade reports are turned in. The instructor is obligated to report to the Registrar's office and the student the outstanding course requirements for each incomplete grade when grades are recorded at the end of the semester. An incomplete must be removed during the next two terms

(excluding J-Term and Summer sessions) or a grade designated by the instructor at the time that the incomplete is issued will automatically be awarded. The Registrar will furnish the instructors and the Deans with a list of the students who have incompletes outstanding before the end of the time allowed for their removal. A request for an extension of time must be made to the Registrar, in writing, by the instructor. [FS 02/03 #4]

New Business Miscellaneous:
Adjournment:

Motion from the Faculty Senate Executive Committee to

1. Accept the proposed IT Shared Governance Structure recommended by the Instructional and Learning Technologies Committee,
2. Place the language below into the Faculty Senate's By-Laws, renumbering and re-lettering as appropriate (excluding the items specified as "informational," and
3. To include the following language in the Structure's Language: "Changes to this structure require the joint agreement of the Faculty and Student senates."

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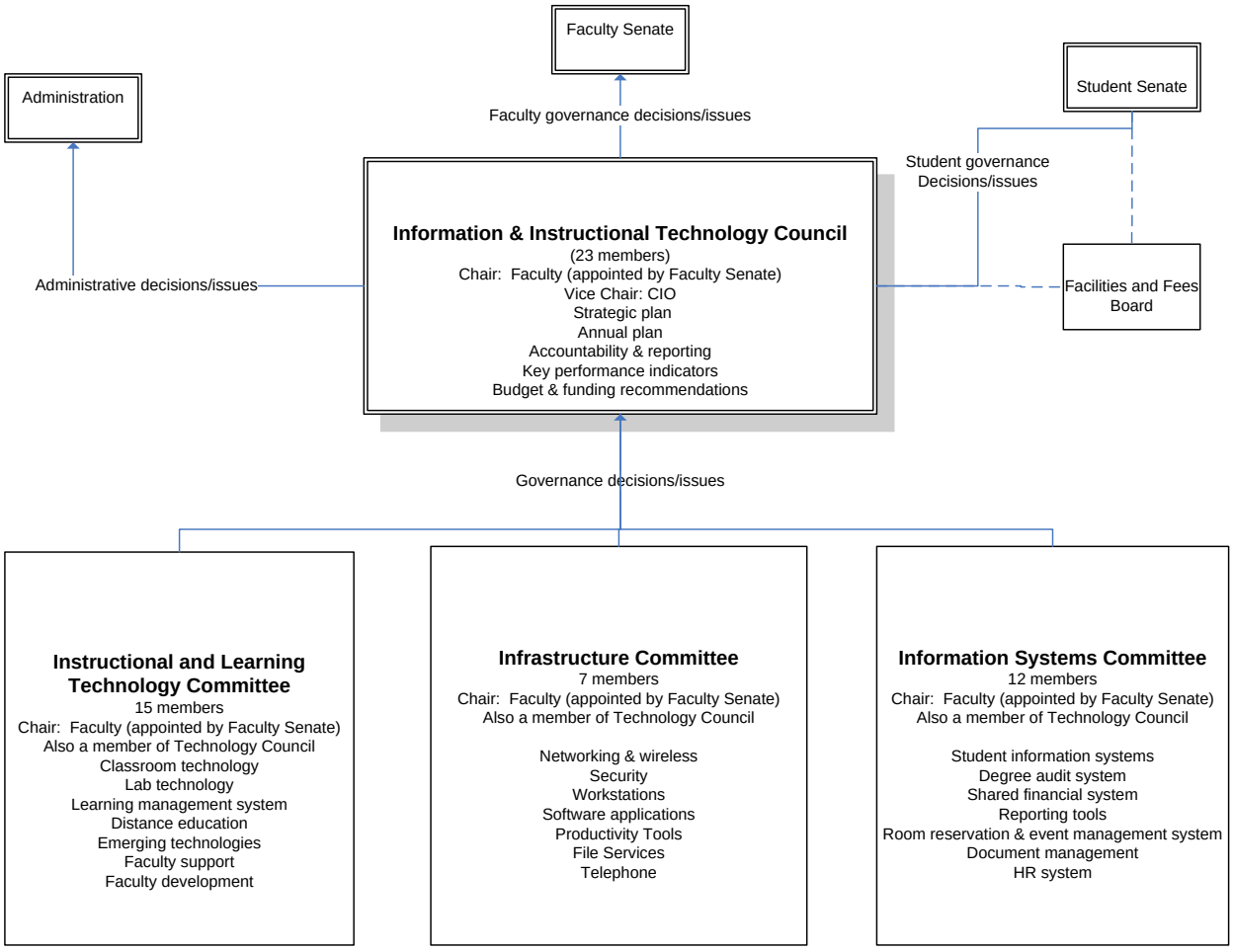
University of Wisconsin-River Falls
Proposed IT Shared Governance Structure

The Information & Instructional Technology Council is the primary advisory and decision-making group for information technology at UW-River Falls. The council has three subcommittees: Instructional and Learning Technology, Infrastructure and Information Systems. The issues that each deals with are detailed below and in the following pages.



The Information and Instructional Technology Council and its three subcommittees are all "hybrid" groups. The division of topics around which they are organized are commonly-used in universities and other organizations. Each group will deal with a range of issues, allowing for a collaborative and inclusive approach to guiding information technology. When an issue comes before any of these groups that is under the purview of a shared governance body, designated members of the Information & Instructional Technology Council will vote and make a recommendation to the appropriate governance group.

Most of the issues that the Instructional and Learning Technology Committee will deliberate will be issues that fall within the purview of faculty governance. However, faculty and student governance issues may arise in the Infrastructure and Information Systems groups as well. Shared governance issues will be acted upon by the appropriate designated members of the Information & Instructional Technology Council.

Name: **Information & Instructional Technology Council**

Purpose: The Information & Instructional Technology Council serves as an overall point of coordination, planning and policy development for information technology at the university.

Duties:

1. To align the information technology strategic plan with the university strategic plan.
2. To create an annual plan for information technology and make funding recommendations.
3. To prioritize campus technology projects and monitor their progress,
4. To develop policies related to information technology in areas such as but not limited to security, access, and use.
5. To develop a long range equipment and software replacement plan.
6. To define key performance indicators for information technology, track them, assess outcomes, and utilize results to refine annual and strategic planning.
7. To evaluate the effectiveness of the information technology shared governance structure and make recommendations for improvements.
8. Charge and create short term ad hoc task teams to address specific issues.
9. Issues to be address include but are not limited to strategic IT plan, annual IT plan, accountability, reporting, and funding recommendations.

Membership (23 total):

1. Faculty COEPS (1) (Faculty Senate Appointment)
2. Faculty CAS (1) (Faculty Senate Appointment)
3. Faculty CAFES (1) (Faculty Senate Appointment)
4. Faculty CBE (1) (Faculty Senate Appointment)
5. Faculty at-large (1) (Faculty Senate Appointment)
6. Chair of the Instructional and Learning Technology Committee
7. Chair of the Infrastructure Committee
8. Chair of the Information Systems Committee
9. Students (6) (Student Senate Appointment)
10. Staff Enrollment Services (Administrative Appointment)
11. Staff Library (Administrative Appointment)
12. Information technology staff CIO
13. Information technology staff Student Affairs IT
14. Information technology staff Manager Network Services
15. Information technology staff Manager Information Systems
16. Information technology staff Manager Computer Support
17. Administration Provost or designee
18. Administration Vice Chancellor for Admin & Finance or designee

Chair:
Faculty member appointed by Faculty Senate (should have at least one year experience on the committee).

Vice-chair:
Chief Information Officer

Term:
Faculty term is three years with 1-2 new appointments each year. Student terms are one year with the option for reappointment. Administrative members have no defined term length.

Decisions and voting:

1. Faculty members of Information & Instructional Technology Council appointed by the Faculty Senate form the voting block for faculty governance issues.
2. Student members of Information & Instructional Technology Council appointed by the Student Senate form the voting block for student governance issues.
3. Faculty members of Information & Instructional Technology Council appointed by the Faculty Senate plus the student members of Information & Instructional Technology Council appointed by the Student Senate form the voting block for joint faculty and student governance issues.
4. Other decisions are made by consensus, majority vote if consensus cannot be reached.

Conduit for action:
Faculty governance decisions are forwarded to Faculty Senate, student governance decisions are forwarded to Student Senate, and administrative issues are forwarded to the appropriate administrator.
As necessary, the chair will consult with governance groups regarding shared governance authority.

Name: **Instructional and Learning Technology Committee**

Purpose: The Instructional and Learning Technology Committee facilitates the effective use of information technology in teaching, learning and research.

Duties:

1. To facilitate the effective use of information technology in teaching, learning and research.
2. To develop and recommend policies related to use of technology in teaching and learning.
3. To evaluate the effectiveness of institutional support for teaching and learning technologies.
4. To promote the use of instructional and learning technologies through communication, advocacy, faculty and staff development and ongoing support for all users.
5. To investigate emerging technologies and promote their use as appropriate.
6. To assure effective teaching and the achievement of intended learning outcomes for alternative delivery course delivery systems that utilize technology.
7. Issues to be addressed include but are not limited to classroom technology, lab technology, learning management system, distance education, emerging technologies, user support and faculty and staff development.

Membership (15 total):

1. Faculty at-large (2) (Faculty Senate Appointment)
2. Faculty COEPS (Faculty Senate Appointment)
3. Faculty CAS (Faculty Senate Appointment)
4. Faculty CAFES (Faculty Senate Appointment)
5. Faculty CBE (Faculty Senate Appointment)
6. Student (3) (appointed by Information & Instructional Technology Council)
7. Staff Library
8. Staff Manager Computer Support
9. Staff information technology Lab Manager
10. Staff Learning Technology Development Council Representative
11. Staff Student Affairs IT
12. Administrator Provost or designee

Chair:
Faculty member appointed by Faculty Senate (will also serve as a member of the Information and Instructional Technology Council).

Term:
Faculty term is three years with 1-2 new appointments each year. Student terms are one year with the option for reappointment. Administrative members have no defined term length.

Decisions and voting:

1. Shared Governance decisions are submitted to the Information & Instructional Technology Council for action by appropriate voting block of that group and subsequent forwarding to appropriate governance group.
2. Other decisions are made by consensus, majority vote if consensus cannot be reached.

Conduit for action:
Shared governance decisions are submitted to the Information & Instructional Technology Council for action by appropriate voting block of that group and subsequent forwarding to appropriate governance group.
Review, consultation, discussion and collaborative problem-solving on non-governance issues occur within the work group and do not require movement through the governance process.

Name: **Infrastructure Committee**

Purpose: The Infrastructure Committee assures that the campus network and basic technology supports the work of the university.

Duties:

1. To assure the effectiveness of the infrastructure that supports the campus's use of information technology.
2. To develop policies and plans related to security, disaster recovery and access.
3. To assure that the basic productivity and telecommunication tools used by faculty, staff and students meet their needs.
4. To advise the institution on the acquisition and use of infrastructure-related software applications (e-mail, calendar, network monitoring, patching, etc.).
5. To monitor the effectiveness of the university's desktop replacement program.
6. Technical issues to be addressed include but are not limited to networking, wireless, workstations, software applications, productivity tools, file services, and telephone.

Membership (7 total):

1. Faculty at-large (2) (Faculty Senate Appointment)
2. Student (appointed by Information & Instructional Technology Council)
3. Staff Student Affairs IT
4. Staff Manager Network Services
5. Staff Manager Computer Support Services
6. Administration Vice Chancellor for Admin & Finance or designee

Chair:
Faculty member appointed by Faculty Senate (will also serve as a member of the Information and Instructional Technology Council).

Term:
Faculty term is three years with staggered appointment years.. Student terms are one year with the option for reappointment. Administrative members have no defined term length.

Decisions and voting:

1. Shared governance decisions are submitted to the Information & Instructional Technology Council for action by appropriate voting block of that group and subsequent forwarding to appropriate governance group.
2. Other decisions are made by consensus, majority vote if consensus cannot be reached.

Conduit for action:
Shared governance decisions are submitted to the Information & Instructional Technology Council for action by appropriate voting block of that group and subsequent forwarding to appropriate governance group.
Review, consultation, discussion and collaborative problem-solving on non-governance issues occur within the work group and do not require movement through the governance process.

Name: **Information Systems Committee**

Purpose: The Information Systems Committee provides coordination and oversight for information, productivity and transactions systems used and shared by the university community.

Duties:

1. To monitor the effectiveness of the information and transaction systems used by university faculty, staff and students including accessibility, usability, and functionality.
2. To monitor needs of campus offices in regard to information and transaction systems and recommended changes and additions.
3. To develop policies related to information and transaction systems.
4. To investigate new systems and recommend their consideration for implementation.
5. Issues to be address include but are not limited to student information system, web, degree audit system, shared financial system, reporting tools, room reservation, event management system, point of sale, door security, document management system and human resources system.
6. To disseminate information to internal and external audiences.

Membership (12 total):

1. Faculty at-large (2) (Faculty Senate Appointment)
2. Student (2) (appointed by Information & Instructional Technology Council)
3. Staff Manager Information Systems
4. Staff Student Affairs IT
5. Staff Library
6. Staff e-SIS Coordinator
7. Staff Enrollment Services
8. Staff Enrollment Services
9. Staff Webmaster
10. Administration Vice Chancellor for Admin & Finance or designee

Chair:
Faculty member appointed by Faculty Senate (will also serve as a member of the Information and Instructional Technology Council).

Term:
Faculty term is three years with staggered appointment years. Student terms are one year with the option for reappointment. Administrative members have no defined term length.

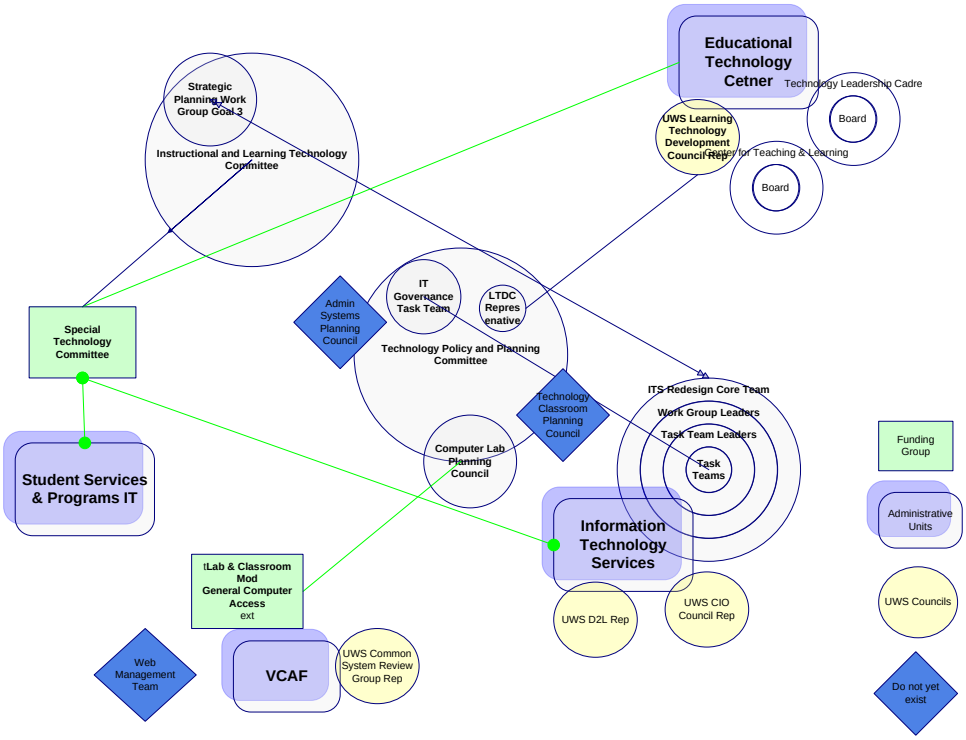
Decisions and voting:

1. Shared governance decisions are submitted to the Information & Instructional Technology Council for action by appropriate voting block of that group and subsequent forwarding to appropriate governance group.
2. Other decisions are made by consensus, majority vote if consensus cannot be reached.

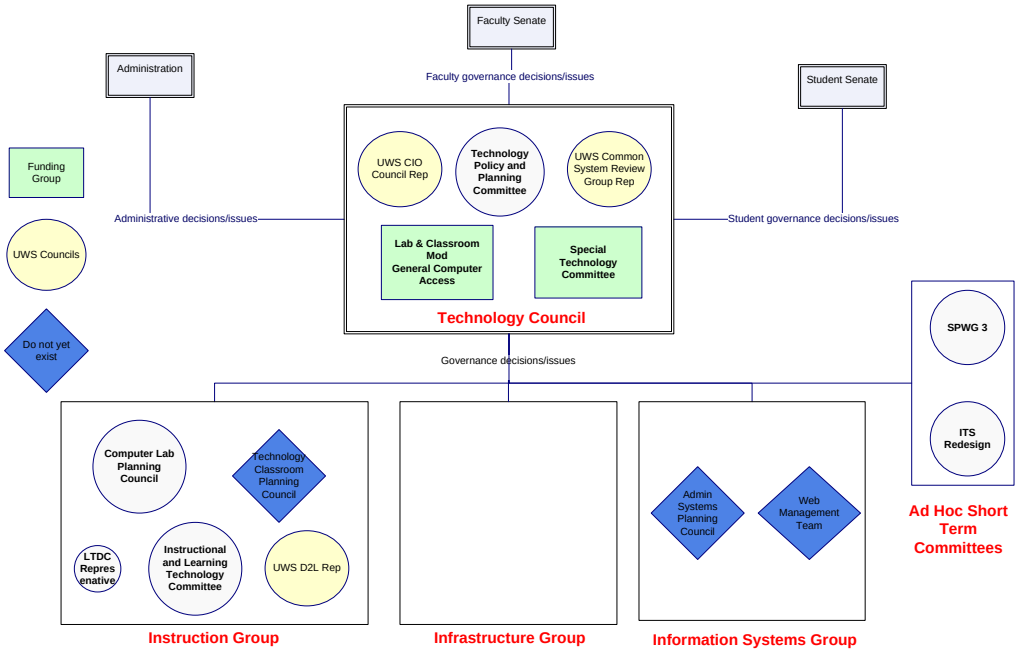
Conduit for action:
Shared governance decisions are submitted to the Information & Instructional Technology Council for action by appropriate voting block of that group and subsequent forwarding to appropriate governance group.
Review, consultation, discussion and collaborative problem-solving on non-governance issues occur within the work group and do not require movement through the governance process.

The diagram immediately below is for informational purposes only and is not intended to be added to the *Handbook*.

Current IT-Related Committees & Groups



Current IT-Related Committees Mapped onto Proposed Structure


Faculty Senate
Administration
Faculty governance decisions/issues
Student Senate
Funding Group
UWS CIO Council Rep
Technology Policy and Planning Committee
UWS Common System Review Group Rep
Administrative decisions/issues
Student governance decisions/issues
UWS Councils
Lab & Classroom Mod General Computer Access
Special Technology Committee
Technology Council
Do not yet exist
Governance decisions/issues
SPWG 3
ITS Redesign
Ad Hoc Short Term Committees
Computer Lab Planning Council
Technology Classroom Planning Council
LTDC Repres enative
Instructional and Learning Technology Committee
UWS D2L Rep
Instruction Group
Infrastructure Group
Admin Systems Planning Council
Web Management Team
Information Systems Group

Current IT-Related Committees Mapped onto Proposed Structure

Current Committees	Charges are reassigned to
ILTC (Instructional and Learning Technology)	Instructional and Learning Technology Committee
CLPC (Computer Lab Planning Council)	Instructional and Learning Technology Committee
STC (Special Technology Committee)	Information and Technology Council
TPPC (Technology Policy and Planning Council)	Information and Technology Council

Motion from the Faculty Senate Committee on Committees to define appointment authorities for Senate committees:

Analysis and rationale

This motion is made in response to a request regarding the identification of the appropriate appointment processes for members of Faculty Senate committees. It defines the appointing authority for "faculty," academic staff, classified staff, and students.

The adoption of this motion would clarify to external audience the mechanisms used to appoint committee members, but would not change any of the current practices used for appointments to committees. It is "appointment neutral."

MOTION: To amend the By-Laws, Article II, Section E by adding a new, second paragraph (Current Language with proposed language in bold).

Section E – Appointment to Committees
Wherever practicable, committee membership shall include representation from each of the voting divisions of the faculty. Membership on the Senate shall not be a prerequisite for membership on a faculty committee. In cases where the business of a committee involves matters that are of interest and importance to students, there shall also be student membership on the faculty committee.

The Senate's Executive Committee will receive from the faculty its preferences as to committee appointments and will present to the Senate a list of nominees for existing vacancies. The Senate may propose alternative names or simply approve the Committee's slate. Final appointments to and removal from standing committees are, unless otherwise specified, made by the Faculty Senate with final approval by the Chancellor.

Unless otherwise specified within a committee's description, the following appointment processes shall be used:

- **Faculty, including Fourth Division faculty, are appointed by the Faculty Senate**

- **Academic Staff members not identified as "faculty" are appointed by the Academic Staff Council**
- **Classified Staff members are appointed by the Union**
- **Student members are appointed by the Student Senate**

The Chair of each committee will be designated annually by the Faculty Senate and shall preferably be a retained member of the committee and appointed by the same process as committee members.

Term of membership is provided for in the definition of each committee (see Article III, By-laws); however, membership terms will be staggered so that each committee will be comprised of retained and new appointees. (Initial length of term will be determined by committee lot.)

It is the intention that appointments to committees be rotated as much as possible.

A committee member who is unable to attend committee meetings may appoint a proxy for a period of time not to exceed one semester, subject to the committee's acceptance of that proxy.

UW-River Falls Differential Tuition Proposal

Transitions; To and Through UW-River Falls to Lifelong Learning

One of the goals of the newly developed strategic plan is to "create a culture of learning". To that end, the university proposes to charge a differential tuition rate starting Fall 2007 that will begin to address the culture of learning for undergraduate students. This proposal focuses on the transitions that students make to, through, and from the university to life long learning. Focusing services on these transitions will provide a campus culture for students that will help them stay in school and progress toward their degree in an efficient manner.

Proposed Rate: 2% of full-time undergraduate tuition.
2006-07 $4,568 * 2% = $91.36
2007-08 (est.) $4,705 * 2% = $94.10

Proposed Areas of Funding

- Library Resources –
    - With funding, the library will add 15 additional hours a week and will also expand hours during J-Term. Proposed hours would be:
      Sunday Noon to 1:00 am
      Mon – Thurs. 7:45 to 1:00 am

Friday 7:45am to 7:00 pm
Saturday 9:00 am to 7:00 pm

- Purchase additional online journals and reference sources, which will provide 24/7 access to key resources that all students can use anytime, anywhere. Additional sources include; converting print journals to electronic, additional JSTOR modules, New York Times archive, additional online databases, additional online reference sources, and additional document delivery.

- Hagestad Remodeling – funding will provide remodeling in the former Hagestad Student Center to create a true one-stop shop for student services. Once completed, student support operations such as enrollment services, testing services, advising, counseling, and career services can be moved into the building. Students will no longer need to walk around campus trying to find these necessary services; they will all be in one building. This will provide the physical space for a number of the Transition-related services.

- Testing Services – Funding will provide a centralized, dedicated space for testing. Services will include test proctoring, diagnostic testing for students who might have learning disabilities, and tutoring services. Funding will also provide for the addition of an individual qualified in giving and interpreting measures designed to identify academic difficulties (e.g., learning disabilities) and psychological problems (e.g, depression). This will also provide an area for students to take the GRE, GMAT, and other pre-professional exams.

- Career Services – an Internship Coordinator will be funded to centralize and increase internship opportunities for students. This will provide additional career placement opportunities, relevant work experience for students to build their resumes, assistance with resume, cover letter, portfolio, interview preparation, and business etiquette preparation, and 24/7 access to internship opportunities through Hire-a-Falcon.

- Advising Services – Funding will provide more focused advising for first year students and training for all university faculty and staff with advising responsibilities. Professional as well as faculty advisors will be hired to support a developmental model of advising to help students transition to college and into their chosen major. This will provide more advising contact, anytime walk-in advising that is not restricted to registration time, and consistent information and advice.

- First Year Seminar – A for-credit course that develops the critical reading, thinking and writing skills that are essential for student success. It is assumed that the seminar instructor would provide advising and mentoring with regard to the course as well as a student's transition to campus. It is recommended that this course be taught by faculty, be highly interactive, and provide frequent and early evaluation.

- Undergraduate Research, Scholarly and Creative Activities (RSCA) – Funding will provide additional RSCA opportunities for students and additional resources for

student travel to conferences. This experience is a wonderful opportunity for students to work closely with faculty and gain critical RSCA and presentation skills, not only for those students who seek graduate degrees but also for students who seek a career after their Bachelor's degree. RSCA applies to students in any field doing extra projects or work beyond their standard classes.

A differential tuition that charges 2% of the base rate will not provide enough funding to do all of the above components. If approved, we will need to work on the implementation of the highest priority components within the funding available. The components listed above could also be phased – in over time.

ARMY ROTC PARTNERSHIP AGREEMENT

Between
United States Army
and
The Board of Regents of the University of Wisconsin System d/b/a/
The University of Wisconsin-Stevens Point (UW-Stevens Point)
and
The Board of Regents of the University of Wisconsin System d/b/a/
The University of Wisconsin-River Falls (UW-River Falls)

Introduction: The Military Science Department, through the Army's Reserve Officers' Training Corps (ROTC), offers students an opportunity to receive a commission as a 2nd Lieutenant in the Regular Army, Army Reserve or Army National Guard. The Military Science and Leadership curriculum is not an academic major but, rather, a program taken in conjunction with the academic plan supporting a undergraduate or graduate degree. The curriculum is designed to provide the necessary skills, attributes and experience to successfully lead in a civilian and/or military career. Courses and training are conducted on the campus, in the local area or at military training facilities. Army ROTC also offers a variety of scholarships and financial incentives for students who choose to commit to military service as an officer. The Military Science and Leadership curriculum is divided into basic and advanced course requirements. (see Exhibit A)

1. Purpose: The purpose of this agreement is to provide a basis for resourcing, developing and implementing a US Army Cadet Command (USACC) Reserve Officer Training Corps (ROTC) partnership program at the University of Wisconsin-River Falls (UW-River Falls).

2. Objective: The specific objectives of this memorandum are to identify responsibilities, establish relationships, and outline procedures between the University of Wisconsin-Stevens Point (UW-Stevens Point) and the University of Wisconsin-River Falls (UW-River Falls) for the accomplishment of those elements of their respective tasks, which involve matters of mutual interest.

3. General:

a. Under the provisions of Public Law 88-647, and Section 2102, Title 10, United States Code, a senior ROTC program was established at UW-Stevens Point on June 23, 1967. This related agreement is designed to provide Military Science and Leadership instruction at UW-River Falls,

resourced by the UW-Stevens Point Department of Military Science and Leadership, under the supervision of the Professor of Military Science, UW-Stevens Point.

b. This agreement between UW-Stevens Point and UW-River Falls is entered into pursuant to the above authorities and Army Regulation 145-1, which authorizes such agreements. This agreement supplements rather than supersedes the UW-Stevens Point ROTC agreement.

4. Agreement:

a. Whereas, UW-Stevens Point is the Department of the Army's ROTC host institution and conducts a voluntary course of ROTC instruction for interested students; and

b. Whereas, UW-River Falls has agreed to offer a voluntary course of ROTC instruction for qualified students in its curriculum; and

c. Whereas, the Department of the Army requires a mutually satisfactory agreement with regard to certain administrative procedures, be it known that officials of both institutions agree to the following points listed below.

5. Test Period:

a. The program at UW-River Falls will be established as a four-year test program beginning when agreed to by all parties. This agreement will be reviewed and modified, on an annual basis, as mutually agreed upon by all parties.

b. At the end of the test period the agreement will either be retained as a permanent document or reviewed for any necessary adjustments or modifications to meet the needs of the parties.

6. Targets for Success:

a. UW-River Falls will make best efforts to commission a minimum of 6 lieutenants annually, beginning in academic year 2010-11.

b. UW-River Falls will make best efforts to contract a minimum of 8 cadets annually the MSIII class to ensure it meets its commission mission.

7. Contingent upon the acceptance of this agreement by all parties, USACC agrees to the following:

a. To provide academic instruction of the Army Reserve Officer Training Corps for students enrolled at UW-River Falls on the same basis as for students enrolled in Military Science and Leadership courses at UW-Stevens Point. Such instruction will be available to all eligible students and will be non-discriminatory with respect to admission or subsequent treatment of students on the basis of gender, race, color, religion, national origin or marital status in accordance with Federal Law.

b. To issue, subject to availability of funding, at the expense of the U.S. government, uniforms and equipment required for UW-River Falls students enrolled in Military Science and Leadership courses per Army regulation. Title to these items remains with the U.S. government.

c. To provide grade reports in the format required by the UW-River Falls Registrar for each student enrolled in courses taught by military instructors.

d. To provide eligible students of UW-River Falls equal opportunity to compete for any and all ROTC scholarships available to students of UW-Stevens Point.

e. To provide assistant instructors as required by the Professor of Military Science, UW-Stevens Point, to implement the training program at UW-River Falls.

8. Contingent upon the acceptance of the above provisions, UW-River Falls agrees to the following:

a. To approve and offer Military Science and Leadership courses as UW-River Falls resident courses and grant UW-River Falls credit for such courses equal to that granted for the same courses by UW-Stevens Point.

b. To authorize its students to enroll in and attend Military Science and Leadership classes at UW-River Falls. Classes will be on campus, with periodic, joint training events between the ROTC students at UW-River Falls and UW-Stevens Point, as determined by the Professor of Military Science, UW-Stevens Point.

c. To include all Military Science and Leadership courses in the UW-River Falls course catalog.

d. To approve and recognize the Professor of Military Science (PMS), UW-Stevens Point, as Professor of Military Science at UW-River Falls and the Assistant Professor of Military Science (APMS) at UW-River Falls, as faculty members, and the Military Science Instructor (MSI) as a member of UW-River Falls Staff.

e. To provide training, orientation and access to the Professor of Military Science or the designated APMS at UW-River Falls, grade reports, degree progress reports and transcripts of enrolled UW-Stout ROTC students, as required, consistent with Privacy Act and FERPA requirements, to enable monitoring of students' academic progress per Army Regulation 145-1.

f. In accordance with applicable UW-River Falls policies, accept grades and credits awarded by the Professor of Military Science or his/her designated APMS at UW-River Falls for the respective Military Science and Leadership course(s) as stated by paragraph 8.d above, which are entered on the student's official UW-River Falls permanent record (transcripts).

g. To make available at UW-River Falls, to the United States Army, the necessary classroom(s), administrative offices, storage room, athletic field, gym and pool support, computers with email/internet capability, storage space, government vehicle parking space, staff parking space and other required facilities sufficient for operation of the program at UW-River Falls. UW-River Falls shall provide at a minimum:

(1) Office space for a staff of two, minimum of one 8' x 12' storage room, two computers with internet and e-mail LAN connections, one telephone line in each office with long distance services, one fax machine, and one copier.

(2) Parking spaces for each faculty/staff member and one government vehicle. The cost and location of each parking space will be determined by policy governing all UW-River Falls departments.

(3) Adequate clerical, janitorial, and communications services (including e-mail and internet capabilities); printing and publications; building maintenance, utilities and ground upkeep at no expense to the United States Army.

h. To require its students to return all government uniforms, books and equipment upon disenrollment or upon completion of the Military Science and Leadership courses. To provide for protection of all public property used in support of the ROTC program and to take all reasonable measures within the power of UW-River Falls to recover U.S. government property that is improperly in the hands of students/former students, to include withholding of transcripts.

i. To provide ROTC personnel the opportunity to communicate directly with individual students and faculty members in connection with Army ROTC and ROTC recruitment. Furthermore, facilitate a supportive relationship between ROTC and UW-River Falls administrators (e.g. Director of Admissions, Veterans Coordinator) in support of ROTC recruiting and enrollment requirements.

j. To ensure equal representation for ROTC personnel during student-oriented activities by the administration and faculty (e.g. orientations, career days, etc.).

k. To provide a minimum operational budget of $2,500 per year to support the program.

9. The following matters are mutually understood and agreed:

a. The final authority to implement University and Cadet Command approved ROTC instruction for students at UW-River Falls is vested in the Commander, Western Region, USACC.

b. That each UW-River Falls student enrolled in the ROTC program shall meet eligibility requirements for UW-River Falls and for admission into the Army Reserve Officer Training Corps program as stipulated in current Department of the Army regulations.

c. That Department of the Army procedures for administration of records, reporting and training will be the same for UW-River Falls students as for UW-Stevens Point students.

d. That funds received for reimbursement and subsistence to students who are enrolled at UW-River Falls will be distributed from the Department of the Army through the UW-Stevens Point Department of Military Science and Leadership in the following manner:

(1) Scholarship tuition is disbursed to UW-River Falls in the student’s name.

(2) Tuition Assistance (US Army Reserve) is disbursed to UW-River Falls in the student’s name.

(3) Tuition Reimbursement (WI Army National Guard) is disbursed to the student after successful completion of the semester.

(4) ROTC Stipend, authorized book allowances and Montgomery GI Bill incentives are disbursed to the student

e. UW-River Falls cadets shall be considered as equal members UW-Stevens Point's Corps of Cadets, and as such may participate in any UW-Stevens Point sponsored military function. Further, such students are eligible for participation in host battalion extracurricular activities. Contracted cadets will be exempt from Reserve Component mobilizations, while it is also recommended that non-contracted cadets be exempt from the same.

f. UW-River Falls students will receive equal opportunity with respect to competing for ROTC scholarships. The Professor of Military Science, UW-Stevens Point, will determine the appropriate number of scholarship allocations needed to support the program on an annual basis.

g. Each institution will be non-discriminatory with respect to admission or subsequent treatment of students on the basis of gender, race, color, religion, national origin or marital status in accordance with Federal Law.

h. This agreement may be terminated by the Commander, Western Region, USACC or either University Chancellor, with due consideration for the rights of students involved and for the proper dispensation of U.S. government property involved, by giving written notice of such intent to the other, one academic year prior to actual termination and provide all aforementioned support for one additional year after notification, to allow enrolled cadets the opportunity to complete the classes. In the event of war, other national emergency or legislation eliminating continued program funding, the U.S. Army may exercise accelerated agreement termination.

i. This agreement may be modified by mutual written agreement of all authorized representatives of UW-River Falls and UW-Stevens Point.

j. Medical liability of contracted Cadets involved in required ROTC training activities are covered under the Federal Worker's Compensation regulations.

k. This agreement becomes effective when approved and signed by the appropriate authorities as listed below.

_____	_____
Linda Bunnell Date	Don Betz
Date	
Chancellor	Chancellor
University of Wisconsin-Stevens Point	University of Wisconsin-River Falls
On Behalf of the Board of Regents of	On Behalf of the Board of Regents of
the University of Wisconsin-System	the University of Wisconsin-System

Scott D. Bolstad Date Date	Steven R. Corbett
Lieutenant Colonel, U.S. Army	Colonel, U.S. Army
Professor of Military Science	Commander, Western Region
University of Wisconsin-Stevens Point	U.S. Army Cadet Command

Exhibit A
Military Science and Leadership Curriculum

The Military Science program consists of two phases. The first phase is introductory and consists of 100 and 200 level courses that are practical as well as being preparatory for the advanced phase. The first phase consists of Military Science 101, 102, 201, and 202. All first-year and sophomore students are encouraged to take lower level Military Science classes and acquaint themselves with military vocational opportunities without incurring a service obligation.

The second phase is designed to qualify upper level students for officer roles in the Active Army, Army Reserve, or the Army National Guard. The advanced phase consists of Military Science 301, 302, 401, and 402. Enrollment in the advanced phase is limited to those students who qualify physically and academically, and who have completed the introductory phase, Leader's Training Course (LTC - a twenty-eight day leadership camp attended between the sophomore and junior year), or Basic Training and Advance Individual Training. Advanced phase and ROTC scholarship students are paid $300/350/450/500 (freshman through senior) each month of the school year and participate in leadership laboratories and activities to include a field training exercise each semester and the thirty-two day Leadership Development Assessment Course (LDAC) attended between the junior and senior year.

In order to be commissioned as an Army officer at graduation, one must successfully complete both phases of the program and fulfill the professional education requirements that follow.

Professional Education. Students are required to take one course in History that includes a military history component. (Note: Each student schedules courses to satisfy the above requirement with the assistance and approval of the department chair.)

For specific information about ROTC scholarships, programs, camps, extracurricular activities, and placement credit, contact the department.

Army ROTC scholarship financial assistance. Army ROTC scholarships are offered for four, three, and two years and are awarded on merit to the most outstanding students who apply.

Four-year scholarships are awarded to students who will be entering college as first-year students. Three- and two-year scholarships are awarded to students already enrolled in college and to Army-enlisted personnel on active duty. Students who attend the Basic Camp of the two-year program may compete for two-year scholarships while at camp. Army Reservists and National Guard Members may compete for a two-year Guaranteed Reserve Forces Scholarship.

Each scholarship pays for college tuition and educational fees which are required of all students and provides a fixed amount for textbooks, supplies, and equipment. Each scholarship also includes a graduated allowance every year the scholarship is in effect. The total value of a scholarship will depend on the cost of the tuition and other educational expenses at the college or university attended.

The Army gives special consideration for an Army ROTC scholarship to students pursuing degrees in nursing, engineering, the physical sciences, and other technical skills currently in demand. Students who receive a scholarship will be required to attain an undergraduate degree in the field in which the scholarship was awarded.

Non-scholarship cadets in the Advanced Course also receive an allowance for each of the two years as well as pay for attending the five-week LDAC. Students attending the Leader's Training Course also receive pay for this camp.

101. Foundations of Officership **Staff**

Two credits.

Introduces students to issues and competencies that are central to a commissioned officer's responsibilities. Establish framework for understanding officership, leadership, and Army values followed and "life skills" such as physical fitness and time management.

The lab provides basic instruction on squad movement techniques and the six squad tactical missions of patrolling, attack, defense, ambush, reconnaissance, and squad battle drills. Additionally, students learn basic map reading, first aid, physical fitness and military formations to include basic marching techniques. The lab includes a weekend field trip.

102. Basic Leadership

Two credits.

Establishes foundation of basic leadership fundamentals such as problem solving, communications, briefings and effective writing, goal setting, techniques for improving listening and speaking skills and an introduction to counseling.

The lab continues to provide basic instruction on squad movement techniques and the six squad tactical missions of patrolling, attack, defense, ambush, reconnaissance, and squad battle drills. Students are introduced to the operations order format. Additionally, students continue to develop basic map reading, physical fitness and basic marching techniques.

201. Individual Leadership Studies

Three credits.

Students identify successful leadership characteristics through observation of others and self through experiential learning exercises. Students record observed traits (good and bad) in a dimensional leadership journal and discuss observations in small group settings.

The lab applies basic leadership theory and decision making during practical exercises in a field environment. Students continue to develop basic map reading, physical fitness and basic marching techniques. *Prerequisite: Military Science 101*.

202. Leadership and Teamwork

Three credits.

Study examines how to build successful teams, various methods for influencing action, effective communication in setting and achieving goals, the importance of timing the decision, creativity in the problem-solving process, and obtaining team buy-in through immediate feedback.

The lab continues to apply basic leadership theory and decision making during practical exercises in a field environment. Students continue basic map reading, physical fitness and basic marching techniques. *Prerequisite: Military Science 102*.

301. Adaptive Team Leadership

Four credits.

Students conduct self-assessment of leadership style, develop personal fitness regimen, and learn to plan and conduct individual/small unit tactical training while testing reasoning and problem-solving techniques. Students receive direct feedback on leadership abilities.

The lab reinforces small-unit tactical training while employing the troop leading procedure to accomplish planning and decision-making. Students continue to learn basic map reading, physical fitness and marching techniques. *Prerequisite: Department consent*.

302. Leadership Under Fire

Four credits.

Examines the role communications, values, and ethics play in effective leadership. Topics include ethical decision-making, consideration of others, spirituality in the military, and survey Army leadership doctrine. Emphasis is placed on improving oral and written communication abilities.

The lab continues reinforcing small-unit tactical training while employing the troop leading procedure to accomplish planning and decision-making. Students also continue basic map reading, physical fitness and basic marching techniques. *Prerequisite: Department consent.*

401. Developing Adaptive Leaders
Four credits.
Develops student proficiency in planning and executing complex operations, functioning as a member of a staff, and mentoring subordinates. Students explore training management, methods of effective staff collaboration, and developmental counseling techniques.

The lab sharpens the students' leadership skills as they perform as cadet officers. Students develop and possess the fundamental skills, attributes, and abilities to operate as competent leaders in a cadet battalion. They must confidently communicate to subordinate cadets their preparedness to shoulder the responsibilities entrusted to them. *Prerequisite: Department consent.*

402. Leadership in a Complex World **Bolstad**
Four credits.
Study includes case study analysis of military law and practical exercises on establishing an ethical command climate. Students must complete a semester long Senior Leadership Project that requires them to plan, organize, collaborate, analyze, and demonstrate their leadership skills.

The lab continues to sharpen the students' leadership skills. Students normally change leadership positions to hone their skills, attributes, and abilities as leaders. Again, they must confidently communicate to subordinate cadets their preparedness to shoulder the responsibilities entrusted to them. *Prerequisite: Department consent.*

Motion from the Handbook Review Committee to replace the language in Chapter 1, section 1.6 of the *Handbook* that currently reads

The University of Wisconsin-River Falls is accredited by:
North Central Association of Colleges and Secondary Schools
American Association of Colleges for Teacher Education
American Association of State Colleges and Universities
American Council on Education
National Commission on Accrediting
American Chemical Society
American Speech-Language-Hearing Association
Institute of Food Technologists
National Association of Schools of Music
National Association of School Psychologists
Council on Social Work Education
International Reading Association
National Association for the Education of Young Children
The Council for Exceptional Children
National Council of Teachers of Mathematics
American Alliance for Health, Physical Education, Recreation and Dance/National Association for Sport and Physical Education
National Council for Social Studies

with the following language:

Accredited by The Higher Learning Commission and a member of the North Central Association

Program Accreditations

- Accrediting Council on Education in Journalism and Mass Communications
- American Alliance for Health, Physical Education, Recreation and Dance / National Association for Sport and Physical Education
- The American Association of Agricultural Engineers
- The American Chemical Society
- The American Speech-Language-Hearing Association
- The National Council for Accreditation of Teacher Education
- National Council of Teachers of Mathematics
- National Council for the Social Studies
- The Institute of Food Technologists
- The National Association of Schools of Music
- Council on Social Work Education

Member of:

- ACPA, American College Personnel Association
- Association of Higher Education and Disability
- The American Association of Colleges for Teacher Education
- The American Association of State Colleges and Universities
- The American Association of State Colleges of Agriculture and Natural Resources
- The American Council on Education
- The Association to Advance Collegiate Schools of Business-International
- National Association of Diversity Officers in Higher Education (charter member)
- The National Commission on Accrediting
- NASPA, Student Affairs Administrators in Higher Education
- The North American Colleges and Teachers of Agriculture

Motion from the Handbook Review Committee to approve the attached Introduction to the *Handbook*, and to designate the *Handbook* as the 18th Edition.

Faculty/Academic Staff Handbook (18th Edition)

Purpose

The *Faculty/Academic Staff Handbook (Handbook)* is a resource for all faculty and staff, defining the history, mission, educational design, organizational structure, compensation procedures, academic standards, and policies of the institution.

Handbook Editions

The official version of the *Handbook* is the on-line copy. A new edition of the *Handbook* will be saved each year on August 1. Old editions will be archived and made available through the Faculty Senate's website.

Amendments

Unless otherwise defined at the time of their passage, amendments to the *Handbook* take effect August 1 of each year. Each section of the Handbook can be amended by using the appropriate process defined below:

Chapter/Section	Initiating Body	Placed onto the Faculty Senate Agenda	Faculty Senate Readings	Faculty Senate Voting Rule	Chancellor's Signature	Other Approvals
Preface or Introduction	Faculty Senate Executive Committee	Faculty Senate Executive Committee	Two Readings at least seven days apart	Majority of Members	Required	None
Chapter 1 1.1 History 1.2 University of Wisconsin System	Chancellor	Faculty Senate Executive Committee	One Reading	Majority of Members	Required	Typically none, but also see footnote 3 below
Chapter 1 1.3 Mission Statements 1.4 Educational Design 1.5 Academic Organization 1.6 Accreditation 1.7 American Association of University Women 1.8 West Central Wisconsin Consortium 1.9 UW-RF Foundation 1.10 Financing 1.11 Equality of Opportunity	Faculty Senate Executive Committee	Faculty Senate Executive Committee	Two Readings at least seven days apart	Majority of Members	Required	Typically none, but also see footnote 3 below
Chapter 1	Faculty	Faculty	Two	Majority	Required	Typically

New sections	Senate Executive Committee	Senate Executive Committee	Readings at least seven days apart	of Members		none, but also see footnote 3 below
Chapter 3 3.1 Introduction	Faculty Senate Executive Committee	Faculty Senate Executive Committee	Two Readings at least seven days apart	Majority of Members	Required	None
Chapter 3 3.2 Constitution of the UW-RF Faculty	Faculty Senate Executive Committee, or the Chancellor, or Faculty Committees, or A majority vote of senators, or a petition signed by 12 or more faculty	Faculty Senate Executive Committee, or the Chancellor, or Faculty Committees, or A majority vote of senators, or a petition signed by 12 or more faculty	One Reading	Simple majority vote (alternative method is to obtain signatures of 10 percent of the members of the faculty)	Required after referendum	Referendum approved by a simple majority vote of faculty
Chapter 3 3.3 Faculty By-Laws	Faculty Senate Executive Committee, or the Chancellor, or Faculty Committees, or A majority vote of senators, or a petition signed by 12 or more faculty	Faculty Senate Executive Committee, or the Chancellor, or Faculty Committees, or A majority vote of senators, or a petition signed by 12 or more faculty	Two Readings at least seven days apart	Two-thirds vote of Members	Required	None
Chapter 3 New sections	Faculty Senate Executive Committee	Faculty Senate Executive Committee	Two Readings at least seven days apart	Majority of Members	Required	None

Chapters 2, 4-9, and proposed new chapters *	Faculty Senate Executive Committee	Faculty Senate Executive Committee	One Reading	Majority of Members	Required	Typically none, but also see 1 - 3 below
* Temporary arrangement: The proposed amendment process for these chapters shall be in effect until modified by the Faculty Senate and the Chancellor.						

1. Rules and procedures developed pursuant to chapters UWS 3 to 8 by the faculty of each institution shall be forwarded by the chancellor to the president and by the president to the board for its approval prior to their taking effect. Such policies and procedures, unless disapproved or altered by the regents, shall be in force and effect as rules of the regents.

2. Wherever each institution is charged in chapters UWS 8 to 13 with adopting policies and/or procedures, the chancellor shall develop these policies and procedures in consultation with the committee and, as appropriate, members of the faculty and student body. Policies and procedures developed by each institution for administering the elements of the academic staff personnel policies addressed by these rules shall be in full force and effect when finally approved by the chancellor and forwarded to the board. The board may undertake a review of any or all portions of such policies and procedures but shall complete such review within 90 days of the receipt of the policies and procedures. Should the board within 90 days return to the institution any portion or portions of its policies and procedures as disapproved, that portion or portions shall be suspended until reconsideration and resubmission has occurred.

3. Administrative reorganizations (e.g. establishment of new colleges) and University mission statements require Board of Regent approval.

UW-River Falls Differential Tuition Proposal

Transitions; To and Through UW-River Falls to Lifelong Learning

One of the goals of the newly developed strategic plan is to "create a culture of learning". To that end, the university proposes to charge a differential tuition rate starting Fall 2007 that will enhance the culture of learning for undergraduate students. This proposal focuses on the transitions that students make to, through, and from the university to life long learning. Focusing services on these transitions will provide a campus culture for students that will help them stay in school and progress toward their degree in an efficient manner.

Proposed Areas of Funding

- Library Resources –
  - With funding, the library will add 15 additional hours a week and will also expand hours during J-Term. Proposed hours would be:
    Sunday Noon to 1:00 am
    Mon – Thurs. 7:45 to 1:00 am
    Friday 7:45am to 7:00 pm
    Saturday 9:00 am to 7:00 pm
  - Purchase additional online journals and reference sources, which will provide 24/7 access to key resources that all students can use anytime, anywhere. Additional sources include; converting print journals to electronic, additional JSTOR modules, New York Times archive, additional online databases, additional online reference sources, and additional document delivery.

- Hagestad Remodeling – funding will provide remodeling in the former Hagestad Student Center to create a true one-stop shop for student services. Once completed, student support operations such as enrollment services, testing services, advising, counseling, and career services can be moved into the building. Students will no longer need to walk around campus trying to find these necessary services; they will all be in one building. This will provide the physical space for a number of the Transition-related services.

- Testing Services – Funding will provide a centralized, dedicated space for testing. Services will include test proctoring, diagnostic testing for students who might have learning disabilities, tutoring services, and services for ESL students. Funding will also provide for the addition of an individual qualified in giving and interpreting measures designed to identify academic difficulties (e.g., learning disabilities) and psychological problems (e.g, depression). This will also provide an area for students to take the GRE, GMAT, and other pre-professional exams.

- Undergraduate Research, Scholarly and Creative Activities (RSCA) — Funding will provide additional RSCA opportunities for students and additional resources for student travel to conferences. This experience is a wonderful opportunity for students to work closely with faculty and gain critical RSCA and presentation skills, not only for those students who seek graduate degrees but also for students who seek a career after their Bachelor's degree. RSCA applies to students in any field doing extra projects or work beyond their standard classes.