



Faculty Senate • [http://www.uwrf.edu/faculty\\_senate/welcome.html](http://www.uwrf.edu/faculty_senate/welcome.html)  
Senators: Chair – David Rainville , Vice Chair – David Furniss, Secretary – Kris Hiney, Executive Committee – Glenn Potts, Ogden Rogers

Date: February 3, 2008  
To: Faculty Senate and the University Community  
From: David P. Rainville, Faculty Senate Chair  
Subject: Agenda for Faculty Senate Meeting February 6, 2008

The 2007-2008 Faculty Senate will meet on February 6, 2008 at 3:30 P.M. in the St. Croix Room (Room 321UC) of the University Center. Faculty Senators who cannot attend should arrange for a substitute and notify Kris Hiney at [kristina.hiney@uwrf.edu](mailto:kristina.hiney@uwrf.edu).  
[http://www.uwrf.edu/faculty\\_senate](http://www.uwrf.edu/faculty_senate)

Please note that the program changes from AP&P under the New Business Consent Agenda are not included in the electronic copy.

### **Call to Order**

Seating of Substitutes  
Approval of Minutes from December 12, 2007

### **Reports:**

Chair's Report  
Vice Chair's Report  
Other Reports

### **Old Business:**

### **New Business:**

- 1.** Proposal Academic Policies and Programs to adopt a Masters of Arts in TESOL (Teaching English to Speakers of Other Languages). This Program was approved by the Graduate Council and unanimously approved by AP&P. See attached.
  
- 2.** Revisions in Task Charters in the Operating Paradigm, Assess all University Programs and Units in relation to institutional priorities as defined by Initiative OP1. It is proposed that revisions in OP2.1 - Academic Program Assessment Criteria, and OP2.2 - Non-Academic Unit Assessment Criteria be adopted. Please see the revised task charters attached.

- | **3.** Shared Governance Principles and Guidelines Faculty and Academic Staff. It is proposed that The Faculty Senate either endorse or not endorse the document prepared by UW System Administration and an *ad hoc* committee of faculty representatives and academic staff representatives of the UW System Institutions. See attached.
- 4.** Revision in Social and Behavioral Sciences (SB) and Humanities and Fine Arts (HF) Criteria and Outcomes for Goal II, Proposal from the General and University Requirements Committee to revise the Behavioral Sciences and Humanities and Fine Arts Criteria and Outcomes as indicated on the attached sheets. Please note that the first attachment represents the proposed revision, the second has the track changes indicated, the third sheet is the current version.
- 5.** A Proposal from Academic Standards to strike out a section (**in bold print below**) of Chapter 8, Section 8.74, p. 22 from the Faculty/Academic Staff Handbook as it is no longer consistent with current UWRF Practice. Academic Standards indicated that the Four-year Graduation Agreement was passed in reaction to legislative pressure at the time. Preliminary discussions in September indicated that departments are not formalizing graduation requirements, but they continue to provide four-year plans for all academic programs.

The motion is intended to be effective immediately.

From Faculty/Academic Staff Handbook Chapter 8, Section 8.7.4, p. 22:

Long-range planning:

Some departments require that a plan of studies be worked out in the sophomore year for the junior and senior years. It is useful for students to plan ahead so far as possible, particularly in the spring for the ensuing year. All departments have worked out a four-year model for use in planning a student's course work toward the degree.

**Students may also elect to sign a Four-year Graduation Agreement. The Four-year Graduation Agreement binds the student and the University to a clear progression to the student's graduation in 48 months. Certain stipulations must be met by both the student and the academic department entering into The Agreement for it to remain binding during this period. Students interested in this plan should check with department chairs at the time of admission or initial registration. [FS 97/98 #24]**

#### Miscellaneous New Business

#### Adjournment



**Minutes of the UWRF Faculty Senate for December 12, 2007 Vol. 32 No. 9.**

<b>Representation</b>	<b>Term Expires 2010</b>	<b>Term Expires 2008</b>	<b>Term Expires 2009</b>
<b>CAFES</b>	Kris Hiney	Laine Vignona	
<b>CAS</b>	Wes Chapin** (Mike Kahlow)	Patricia Berg	Peter Johansson
	Karl Peterson	John Heppen	
<b>COEPS</b>		Ogden Rogers	Michael Miller
<b>CBE</b>			Glenn Potts
<b>4th Division</b>	Kristie Feist	Gregg Heinselman** (Larry Testa)	Sarah Egerstrom
	Kristen Hendrickson		
<b>At Large</b>		Brenda Boetel (Jr)	Melissa Wilson (Jr)
	Sarah Parks (Jr)	Dawn Hukai (Sr)	David Rainville (Sr)
	David Furniss (Sr)		Terry Ferriss (Sr)
	Connie Foster*		

\* Chancellor's Designee

\*\* Absent

( ) Substitute

**Call to Order:** David Rainville called the meeting to order at 3:34 pm

**Seating of Substitutes:** Larry Testa for Gregg Heinselman and Mike Kahlow for Wes Chapin

**Guests:** none

**Approval of Minutes from November 7, 2007**

Motion to approve by David Furniss and seconded by Karl Peterson

Corrections: Terry Ferriss is spelled with 2 s's; Terry also wished to clarify that she moved to table discussion of the ADA position as she needed further information as to the accuracy of the statements being made.

18 approved

0 opposed

0 abstentions; minutes approved

## **Approval of Minutes from November 28, 2007**

Motion to approve the minutes by Sarah Parks and seconded by Sarah Egerstrom

Minutes were approved unanimously

### **Chair's Report:**

On November 30, 2007 I attended a meeting of the UWS Faculty Representatives in Madison. Many of the issues that were discussed were not entirely of a governance nature.

The major items of discussion involved an explanation of the existing segregated fee policy and some possible changes to be brought to the BOR, a Doctor of Nursing Practice proposal also to be brought to the BOR, the Pay Plan, The Voluntary System of Accountability, the process by which Health Care Plans are chosen, and a Shared Governance Principles and Guidelines Document.

The Shared Governance Principle and Guidelines Document is a result of some work by UWS administrators and a group of some of the faculty representatives. This work was begun last year and I was not involved. The document will be brought to Faculty Senate for action at our first meeting of the Spring Semester. The UW-System would like for us to approve it in principle as a working document as it related to shared governance in the formulation of UWS policies that are of a governance nature. The pertinent portion of the document reads:

In normal situations, shared governance business will be carried out through UW System Faculty Representatives Advisory Council and Academic Staff Representatives Council meetings. For issues of a more minor nature, the chair/facilitators of the UW System Faculty Representatives Advisory Council and Academic Staff Representatives Council have discretion to work directly with the Board of Regents President and/or the UW System President or their designees. For issues requiring urgent response, the UW System and or Board of Regents President can gain access to the governance system through chairs/facilitators of the UW System Faculty Representatives Advisory Council and Academic Staff Representatives Council. I can report that UW-Stouts Faculty Senate has voted against endorsing the document.

The discussion concerning VSA, or Voluntary System of Accountability primarily involved how to inform UW System faculty and staff about the program. I was named to a committee which will work on designing a workshop which will be offered to faculty and staff in order to familiarize them with VSA. Faculty should stay tuned for more details as they develop.

Al Crist, with UW System Human Resources discussed the Pay Plan. Most of you are familiar with the 2/2/1 plan which was approved by OCER. UW System would like to use tuition dollars from the 2007-2008 tuition increases to augment that plan with 1.5% per annum, essentially arriving at a 4-4 pay plan. It is my understanding that this needs

to be approved by OCER. The Governor supports the plan only as it applies to teaching faculty and teaching academic staff. We will know more about this in January.

The discussion about healthcare plans was obviously a result of the situation that has arisen here at UWRF. The entire process of selection of plans was discussed in detail. Many of you know, the chancellors at individual UW System institutions nor the UW System itself, is not involved in any step of the process. If anyone wants to know about the process, I can share some documents that outline how it is done.

Finally, I want to report that legislation requiring representation by each of the State's Congressional District on the Group insurance Board is making its way to the Wisconsin States Senate and Assembly. At UWRF, we will be putting together a group of individuals to testify at hearings in both the Assembly and Senate as they consider this legislation. This group will be comprised of individuals and family members of Wisconsin State employees who have been adversely impacted by the recent changes to our healthcare plans.

(handout) Shared Governance Principles and Guidelines – Faculty and Academic Staff - November 15, 2007.

Vice Chair's Report: **none**

Other Reports: **none**

**New Business Consent Agenda:**

1. Motion from AP & P to approve a program change in the Agribusiness Management Major and Minor. 0 objections - approved
2. Motion from AP & P to approve a program change to Health and human Performance Major, Option B. 0 objections – approved

**Old Business:**

1. Second reading of a proposal from the General Education Committee:  
Moved by Glenn Potts to introduce this motion for discussion  
Seconded by Karl Peterson

Motion: **To transfer responsibility for approval and assessment of American Cultural Diversity and Global Perspectives courses from the Academic Policy and Programs Committee to the General Education Committee, and to change the name of the General Education Committee to General Education and University Requirements Committee.**

**Current Handbook Descriptions:**

**Section A - Academic Program and Policy Committee**

Membership: Nine faculty (at least three of whom are members of the graduate faculty and who are affirmed by the Graduate Council), the Provost & Vice Chancellor or the Provost & vice Chancellor designee, and four students.

1. Term of office: three years for faculty, one-third to be appointed each year; one year for students.

2. Duties:
  - a. To establish the goals and objectives of the undergraduate curriculum of the University.
  - b. To establish the goals and objectives of the graduate curriculum of the University in consultation with the Graduate Council.
  - c. To examine and evaluate the overall curriculum of the University for possible improvements, to recommend revisions, and to initiate suggestions for study and action.
  - d. To examine and recommend to the Faculty Senate proposals for new graduate degree and certificate programs, undergraduate minors and majors, general education, American cultural diversity and global perspective courses, and any other new academic programs. Graduate programs will be forwarded to the Academic Program and Policy Committee by the Graduate Council. [FS 03/04 #21]
  - e. To examine and promote the development of new, experimental, and innovative curricular programs and offerings at both the graduate and undergraduate level.
  - f. To examine and recommend to the Faculty Senate proposals for substantial changes in graduate degrees and certificate programs and undergraduate majors and submajors.
  - g. If the committee rejects a proposal for a new program from a Department or the Graduate Council, that body may request a vote on the proposal by the Faculty Senate. If rejected, the Faculty Senate will supply the department or Graduate Council with a summary of its reasons.
  - h. To approve the plan for assessment of General Education submitted by the Assessment Committee. The Assessment Committee will assess General Education every ten years in conjunction with and prior to the campus visit by the re-accreditation team of the Higher Learning Commission of the North Central Association of Colleges and Schools.
3. Procedure: The committee shall, in consultation with the Provost and Vice Chancellor, coordinate university-wide programs as specified under "Duties" above and require reports from faculty responsible for conducting such programs as requested.
4. Recommendations dealing with American Cultural Diversity and Global Perspectives new graduate and undergraduate programs and majors/minors are approved by Academic Policy & Program, Faculty Senate, the Provost & Vice Chancellor, and the Chancellor, in that order. [FS 06/07 #27]

#### **Section K – General Education Committee [FS 03/04 #17]**

1. Committee Structure: Responsibility for supervising the General Education Program at the University of Wisconsin – River Falls will be undertaken by a faculty committee comprised of the following voting membership: proportional representation of the faculty by college (determination to be based on FTE) not to exceed 10 faculty members appointed by Faculty Senate for three year terms, plus two student members appointed by the Student Senate. Each academic college must have at least one representative. Non-voting representatives will include the Assessment Coordinator and representatives from the Registrar's Office and the Office of the Provost and Vice Chancellor for Academic Affairs. [FS 07/08 #?]
2. Committee Functions: [FS 07/08 #?]

- a. Promote and support the General Education program on the UWRF campus.
- b. Define and review the policies for the General Education course submission procedure.
- c. Approve/disapprove courses for the General Education program and communicate these decisions to the campus community.
- d. Carry out a review of General Education courses on a 5-year cycle.
- e. Evaluate all assessment results and provide feedback to all relevant parties.
- f. Recommend changes in the General Education structure to the Faculty Senate [FS 06/07 #27].
- g. Promote opportunities for faculty development related to General Education.
- h. Develop processes and procedures for removal of General Education courses from the curriculum.
- i. Determine whether or not the course offerings for each General Education goal are sufficient to meet student needs.

Proposed Handbook descriptions:

[**Additions, Deletions** indicated]

Section A - Academic Program and Policy Committee

Membership: Nine faculty (at least three of whom are members of the graduate faculty and who are affirmed by the Graduate Council), the Provost & Vice Chancellor or the Provost & vice Chancellor designee, and four students.

- 1. Term of office: three years for faculty, one-third to be appointed each year; one year for students.
- 2. Duties:
  - a. To establish the goals and objectives of the undergraduate curriculum of the University.
  - b. To establish the goals and objectives of the graduate curriculum of the University in consultation with the Graduate Council.
  - c. To examine and evaluate the overall curriculum of the University for possible improvements, to recommend revisions, and to initiate suggestions for study and action.
  - d. To examine and recommend to the Faculty Senate proposals for new graduate degree and certificate programs, undergraduate minors and majors, **general education, American cultural diversity and global perspective courses**, and any other new academic programs. Graduate programs will be forwarded to the Academic Program and Policy Committee by the Graduate Council. [FS 03/04 #21]
  - e. To examine and promote the development of new, experimental, and innovative curricular programs and offerings at both the graduate and undergraduate level.
  - f. To examine and recommend to the Faculty Senate proposals for substantial changes in

graduate degrees and certificate programs and undergraduate majors and submajors.

- g. If the committee rejects a proposal for a new program from a Department or the Graduate Council, that body may request a vote on the proposal by the Faculty Senate. If rejected, the Faculty Senate will supply the department or Graduate Council with a summary of its reasons.
- h. To approve the plan for assessment of General Education submitted by the Assessment Committee. The Assessment Committee will assess General Education every ten years in conjunction with and prior to the campus visit by the re-accreditation team of the Higher Learning Commission of the North Central Association of Colleges and Schools.
3. Procedure: The committee shall, in consultation with the Provost and Vice Chancellor, coordinate university-wide programs as specified under "Duties" above and require reports from faculty responsible for conducting such programs as requested.
4. Recommendations dealing with **American Cultural Diversity and Global Perspectives** new graduate and undergraduate programs and majors/minors are approved by Academic Policy & Program, Faculty Senate, the Provost & Vice Chancellor, and the Chancellor, in that order. [FS 06/07 #27]

#### Section K – General Education [FS 03/04 #17] **and University Requirements Committee**

1. Committee Structure: Responsibility for supervising the General Education Program at the University of Wisconsin – River Falls will be undertaken by a faculty committee comprised of the following voting membership: proportional representation of the faculty by college (determination to be based on FTE) not to exceed 10 faculty members appointed by Faculty Senate for three year terms, plus two student members appointed by the Student Senate. Each academic college must have at least one representative. Non-voting representatives will include the Assessment Coordinator and representatives from the Registrar's Office and the Office of the Provost and Vice Chancellor for Academic Affairs. [FS 07/08 #?]
2. Committee Functions: [FS 07/08 #?]
  - a. Promote and support the General Education program on the UWRF campus.
  - b. Define and review the policies for the General Education course submission procedure.
  - c. Approve/disapprove courses for the General Education program and communicate these decisions to the campus community.
  - d. **Approve/disapprove courses for the American Cultural Diversity and Global Perspectives requirements and communicate these decisions to the campus community.**
  - e. Carry out a review of General Education, **American Cultural Diversity, and Global Perspectives** courses on a 5-year cycle.
  - f. Evaluate all assessment results and provide feedback to all relevant parties.
  - g. Recommend changes in the General Education structure to the Faculty Senate [FS 06/07 #27].
  - h. Promote opportunities for faculty development related to General Education.
  - i. Develop processes and procedures for removal of General Education courses from the curriculum.

- j. Determine whether or not the course offerings for each General Education goal are sufficient to meet student needs.

The above was voted upon, with a subsequent vote of 18 in favor, 0 opposed and 0 abstentions.

## New Business

1. Proposal from Faculty Welfare to approve the change in description of faculty load as defined in Chapter 8 (8.1.1) of the Faculty Staff Handbook.

This item has been moved to a later date due as Brad Mogen was recently injured.

2. Proposal from the Academic Standards Committee to revise the Suspension & Probation Policy as defined in 8.2.19.

### **8.2.19 Suspension & Probation Policy (Old)**

#### **Good Academic Standing**

Students are in good academic standing if they maintain a cumulative resident grade point average of 2.000 or greater.

#### **Academic Probation**

Students will be placed on academic probation if:

- They earn a cumulative grade point average less than 2.000
- They have completed less than 30 credits and have a semester GPA of less than 1.000. To maintain enrollment, these students must meet with and establish an academic contract with their academic advisor or academic dean.
- They are readmitted after having left UW-RF while they were on probation or suspended for academic reasons.

#### **Academic Suspension**

*The suspension period will be two semesters, exclusive of the summer session, or the J-term session immediately following suspension. Students will be suspended if:*

- Their semester and cumulative grade point average is less than 2.000 at the end of two successive semesters
- They have completed 30 or more credits *and have a semester GPA of less than 1.000*. Students do not need to be on probation for this regulation to take effect.

#### ***Appeal to the Deans/Re-Admission***

A student who seeks *readmission* to the University after academic suspension may *appeal the ruling to the dean of their college and must initiate a formal application for readmission through the Registrar's Office*. Depending on the circumstances, it is the Dean's prerogative to *reverse the suspension ruling*.

### **8.2.19 Suspension & Probation Policy (New Final Version)**

#### **Good Academic Standing**

Students are in good academic standing if they maintain a cumulative resident grade point average of 2.000 or greater.

### **Academic Probation**

Students will be placed on academic probation if any of the following items apply:

- They *have completed 30 or more credits at UWRF and have earned a cumulative grade point average less than 2.000*
- They have completed less than 30 credits at UWRF and have a Fall, Spring, or Summer semester GPA of less than 1.667. To maintain enrollment, these students must meet with and establish an academic contract with their academic advisor or academic dean. *An F grade counts as completed credits for the purpose of this policy.*
- They are readmitted after having left UWRF while they were on probation or suspended for academic reasons.

### **Academic Suspension**

Students will be suspended if *any of the following items apply:*

- Their semester and cumulative grade point average is less than 2.000 at the end of two successive semesters at *UWRF*
- They have completed 30 or more credits at *UWRF* and have a *Fall, Spring, or Summer* semester GPA of less than 1.000. Students do not need to be on probation for this regulation to take effect. *An F grade counts as completed credits for the purpose of this policy.*

### **Reentry After Suspension**

A student who seeks *reentry* to the University after academic suspension may apply for readmission through the Registrar's Office. *The Dean of the college to which the student seeks reentry will make the reentry decision.* Depending on the circumstances, it is the Dean's prerogative to *readmit the student or not and determine the length and criteria of the suspension.*

Moved by David Furniss to discuss and seconded by Brenda Boetel.

Discussion.

The new version catches students who may be having trouble in classes almost immediately so that the help they may need can be given to them right away. The final decision lies with the Dean in each individual college for reentry.

18 approved  
0 opposed  
0 abstentions

Motion approved.

3. Proposal from the Faculty Compensation Committee to distribute the 2% salary increase across the board.

The Administration is "to distribute the 2% salary increase from the 2007-08 pay plan across the board for all faculty members."

Moved by John Heppin

2<sup>nd</sup> Terry Ferriss

This procedure is already in place and merely needs approval. This replaces any merit rating performed last year.

18 in favor

0 opposed

0 abstentions, motion approved

4. Proposal from the Executive Committee: Motion from the Executive Committee that all faculty members of the University of Wisconsin System committees must be appointed by the Faculty Senate.

Moved by Glenn Potts to discuss and seconded by Dawn Hukai.

### **Discussion**

Compensation Advisory Committee – Chancellor appoints the Faculty positions then it goes to Faculty Senate to approve them.

Terry Ferriss wished to clarify the difference between the words appointed and approved and moved to change “appointed” to “approved”

Glenn Potts informed the senate that there have been recommendations made in the past but it is not an appointment. Approval still lies with the Chancellor, therefore there needs to be no alteration as to the wording in the motion. Terry’s motion never received a second, and therefore never went forward.

Move to amend the Motion by Karl Peterson to Insert **UWRF**... to read: *that all UWRF faculty members of the University of Wisconsin System committees must be appointed by the Faculty Senate* as the faculty of UWRF really don’t need to approve every member of the University of Wisconsin system committees.

The amendment was seconded by Mike Kahlow

18 in favor of the amendment

0 opposed

0 abstentions

Amended motion was voted upon and passed.

18 approve

0 opposed

0 abstentions

**Move to adjourn Faculty Senate by Laine Vignona - 2nd by David Furniss**

**Adjournment at 4:05pm**

## **OP 2 – Assess all university programs and units in relation to institutional priorities as defined by Initiative OP 1**

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**Task Name:** OP 2.1 - Academic Program Assessment Criteria

**Task Sponsor:** Connie Foster, Provost and Vice Chancellor for Academic Affairs

**Task Group Leaders:** Connie Foster, Provost and Vice Chancellor for Academic Affairs

**Task Description:** Generate appropriate criteria and process for assessing academic programs consistent with institutional priorities.

**Task Objectives:**

1. Generate criteria, tools and processes to assure that academic programs are accomplishing the outcomes set for them by the institution with the most efficient use of resources possible
2. Define and group academic programs that will be assessed using the criteria, tools and processes
3. Create an academic program assessment method that incorporates common measures across all programs.
4. Incorporate institutional priorities, best practices, benchmarks and comparative data into criteria, tools, and processes established
5. Create a process that is coordinated with the annual planning and budget cycle

**Task Outcomes (Deliverables):**

1. List of programs to be assessed
2. Assessment tools and templates
3. Definition of process to be used
4. Time line for implementation of process

**Scope:**

In Scope

1. Developing criteria, tools and processes
2. Proposing a time line
3. Delineating programs to be assessed
4. Fostering the use of efficiency-focused disciplines like business process reengineering

Out of Scope

1. Non-academic programs
2. Implementation of assessment process
3. Methods by which to generate cross-program initiatives focused on delivering services

**Appropriate Governance Mechanism/Process**

1. Review and recommend by Deans' Council
2. Review and recommend by Academic Programs and Policy Committee
3. Review and recommend by the UWRF Faculty Senate
4. Chancellor for ratification

**Assumptions**

1. The desired outcome of assessment of academic programs is efficient use of resources institution-wide adhering to UW System policies.
2. The process that is designed to assess programs should not be inherently competitive.
3. The process that is designed to assess programs should be ongoing, not a one-time event.
4. Assessment of academic programs should be used in and inform the budget and planning process.
5. Assessment of academic programs should yield results that help departments to make improvements in their operations.
6. The criteria will include measures of both program inputs and outputs.
7. Existing data should be used whenever possible; gathering and creation of new data should be minimized.

**Stakeholders:**

1. Faculty, staff and students
2. Community

**Timeline and Milestones:**

February 2008	Definition of "program" finalized
March 2008	Criteria, process, tools and templates developed
April 2008	AP&P review of criteria and process
May 2008	Faculty Senate and Chancellor review of criteria and process
July 2008	Pilot criteria and process
August 2008	Training
October 2008	Program assessments completed by departments

**Task Team – Membership and Roles:**

Connie Foster, Provost  
Terry Brown, Dean CAS  
Dale Gallenberg, Dean CAFES  
Barb Nemecek, Dean CBE  
Faye Perkins, Dean CEPS  
Doug Johnson, Provost and Vice Chancellor for  
Academic Affairs/Graduate Studies  
Katrina Larsen, Outreach  
Faculty Senate recommendation

**Metrics/Evaluation/Assessment:**

1. Task completed on schedule.
2. Approval of tool and process by Deans' Council, Academic Programs and Policy committee and Faculty Senate
3. All departments trained on tool and process.

**Risks and Mitigation:**

Risk: Variety and diversity of programs to be assessed makes a common instrument inappropriate.

Mitigation: Gather feedback from departments on draft assessment tools; adjust approach as indicated.

Risk: Length of planning and approval process delays implementation beyond the next round of planning and budget.

Mitigation: Use alternative approach in 2008-09 for reallocation of resources.

Risk: Campus community does not approach the current process with an open mind and lets the last round of program prioritization influence negatively their view.

Mitigation: Transparency in process, communication, conflict resolution, and wide participation in planning. The allocation of resources would be staged to occur over time.

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**OP 2 – Assess all university programs and units in relation to institutional priorities as defined by Initiative OP 1.**

**Task Name:** OP 2.2 - Non-Academic Unit Assessment Criteria

**Task Sponsor:** Mary Halada, Vice Chancellor for Administration & Finance  
Connie Foster, Provost and Vice Chancellor for Academic Affairs

**Task Group Leaders:** Lisa Wheeler, Executive Director, ITS

**Task Description:** Generate appropriate criteria and process for assessing non-academic units consistent with institutional priorities.

**Task Objectives:**

1. Generate criteria, tools and processes to assure that non-academic units are accomplishing the outcomes set for them by the institution with the most efficient use of resources possible.
2. Define and group non-academic units/programs that will be assessed using the criteria, tools and processes
3. Create a non-academic program assessment method that incorporates common measures across all units.
4. In addition to common measures, incorporate into the process the option of unit-specific measures
5. Incorporate institutional priorities, best practices, benchmarks and comparative data into criteria, tools, and processes established
6. Create a process that is coordinated with the annual planning and budget cycle

**Task Outcomes (Deliverables):**

1. List of programs to be assessed
2. Assessment tools and templates
3. Definition of process to be used
4. Time line for implementation of process

**Scope:**In Scope

1. Developing criteria, tools and processes
2. Proposing a time line
3. Delineating units to be assessed
4. Fostering the use of efficiency-focused disciplines like business process reengineering

Out of Scope

1. Academic programs
2. Implementation of assessment process
3. Methods by which to generate cross-unit initiatives focused on delivering services at a lower cost

**Appropriate Governance Mechanism/Process**

5. Review and recommend by Student Committees and Student Senate where appropriate.
6. Review and recommend by Dean's Council
7. Review and recommend by the UWRF Faculty Senate
8. Chancellor for ratification

**Assumptions**

1. The desired outcome of assessment of non-academic units is efficient use of resources institution-wide adhering to UW System policy.
2. The process that is designed to assess programs should not be inherently competitive.
3. The process that is designed to assess programs should be ongoing, not a one-time event.
4. Assessment of non-academic units should be used in and inform the budget and planning process.
5. Assessment of non-academic units should yield results that help unit to make improvements in their operations.
6. The criteria will include measures of both unit inputs and outputs.
7. Existing data should be used whenever possible; gathering and creation of new data should be minimized.

**Stakeholders:**

1. Faculty, staff and students served by non-academic units
2. Employees of non-academic units
3. Community

**Timeline and Milestones:**

February 2008	Definition of "program" finalized
March 2008	Criteria, process, tools and templates developed
April 2008	AP&P review of criteria and process
May 2008	Faculty Senate and Chancellor review of criteria and process
July 2008	Pilot criteria and process
August 2008	Training

October 2008

Program assessments completed by departments

**Task Team – Membership and Roles:**

Sarah Egerstrom, First Year Experience  
Michael Stifter, Director, Facilities Management  
Valerie Malzacher, Director, Library  
Lisa Wheeler, Executive Director, ITS, team leader

**Metrics/Evaluation/Assessment:**

1. Task completed on schedule.
2. Approval of tool and process by Chancellor's Council and Faculty Senate
3. All units trained on tool and process.

**Risks and Mitigation:**

Risk: Variety and diversity of units to be assessed makes a common instrument inappropriate.  
Mitigation: Gather feedback from units on draft assessment tools; adjust approach as indicated.

Risk: Length of planning and approval process delays implementation beyond the next round of planning and budget.

Mitigation: Use alternative approach in 2008-09 for reallocation of resources.

Risk: Campus community does not approach the current process with an open mind and lets the last round of program prioritization influence negatively their view.

## **Current version**

<p><b>GOAL TWO</b></p> <p><b>Demonstrate knowledge of past and present human endeavor.</b></p> <p>Describe the diverse ways of thinking that underlie the search for knowledge in the arts, humanities, and social sciences.</p> <p>Students will be able to:</p> <ol style="list-style-type: none"><li>1) demonstrate an understanding of human behavior in context</li><li>2) develop generalizations about societal changes over time and explain theoretical structures to account for those changes</li><li>3) describe the nature and development of ideas, beliefs, literature, language and the arts in historical and contemporary culture.</li></ol> <p><i>To fulfill this goal, students are required to earn 6 credits under each designation for a total of 12 credits. All courses must be taken from different disciplinary prefixes (e.g. ART, MUS, SCTA).</i></p>	<p><b><u>Social and Behavioral Sciences (SB)</u></b></p> <p><b>Criteria:</b></p> <p>Courses designated <b>SB</b>:</p> <ul style="list-style-type: none"><li>➤ are based on empirical research and human experience.</li><li>➤ explore behavioral, civic, economic, or social relationships.</li><li>➤ examine factors that explain human/social behavior.</li></ul> <p><b>Outcomes:</b></p> <p>Students will be able to:</p> <ol style="list-style-type: none"><li>a. identify basic methods of the social and behavioral sciences.</li><li>b. recognize and explain theoretical perspectives in the social and behavioral sciences.</li><li>c. identify and correctly use terms and concepts that explain human/social behavior.</li></ol> <p><b><u>Humanities and Fine Arts (HF)</u></b></p> <p><b>Criteria:</b></p> <ol style="list-style-type: none"><li>a. Courses designated HF emphasize philosophical, moral, and aesthetic principles that are part of the human experience.</li><li>b. Courses designated HF concentrate on the relationships between a culture and its creative expression.</li></ol> <p><b>Outcomes:</b></p> <ol style="list-style-type: none"><li>a. Students will recognize, analyze, and interpret human experience in terms of personal, intellectual, and social contexts.</li><li>b. Students will recognize, analyze, and interpret human expression in terms of personal, intellectual, and social contexts.</li></ol> <p><i>Approved March 2, 2004 Revised April 28, 2005 Revised May 2, 2007</i></p>
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## **Proposed revision to HF outcomes**

<p><b>GOAL TWO</b></p> <p><b>Demonstrate knowledge of past and present human endeavor.</b> Describe the diverse ways of thinking that underlie the search for knowledge in the arts, humanities, and social sciences.</p> <p>Students will be able to:</p> <ol style="list-style-type: none"><li>1) demonstrate an understanding of human behavior in context</li><li>2) develop generalizations about societal changes over time and explain theoretical structures to account for those changes</li><li>3) describe the nature and development of ideas, beliefs, literature, language and the arts in historical and contemporary culture.</li></ol> <p><i>To fulfill this goal, students are required to earn 6 credits under each designation for a total of 12 credits. All courses must be taken from different disciplinary prefixes (e.g. ART, MUS, SCTA).</i></p>	<p><b>Social and Behavioral Sciences (SB)</b></p> <p><b>Criteria:</b> Courses designated SB:<ul style="list-style-type: none"><li>➤ are based on empirical research and human experience.</li><li>➤ explore behavioral, civic, economic, or social relationships.</li><li>➤ examine factors that explain human/social behavior.</li></ul></p> <p><b>Outcomes:</b> Students will be able to:<ol style="list-style-type: none"><li>a. identify basic methods of the social and behavioral sciences.</li><li>b. recognize and explain theoretical perspectives in the social and behavioral sciences.</li><li>c. identify and correctly use terms and concepts that explain human/social behavior.</li></ol></p> <p><b>Humanities and Fine Arts (HF)</b></p> <p><b>Criteria:</b><ul style="list-style-type: none"><li>➤ Courses designated HF emphasize philosophical, moral, and aesthetic principles that are part of the human experience.</li><li>➤ Courses designated HF concentrate on the relationships between a culture and its creative expression.</li></ul></p> <p><b>Outcomes:</b> Students will be able to:<ol style="list-style-type: none"><li>a. recognize, analyze, and interpret human experience in terms of personal, intellectual, aesthetic, philosophical, or social contexts.</li><li>b. recognize, analyze, and interpret human expression in terms of personal, intellectual, aesthetic, philosophical, or social contexts.</li></ol></p> <p><i>Approved March 2, 2004 Revised April 28, 2005 Revised May 2, 2007</i></p>
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## Track changes

<p><b>GOAL TWO</b></p> <p><b>Demonstrate knowledge of past and present human endeavor.</b> Describe the diverse ways of thinking that underlie the search for knowledge in the arts, humanities, and social sciences.</p> <p>Students will be able to:</p> <ol style="list-style-type: none"><li>1) demonstrate an understanding of human behavior in context</li><li>2) develop generalizations about societal changes over time and explain theoretical structures to account for those changes</li><li>3) describe the nature and development of ideas, beliefs, literature, language and the arts in historical and contemporary culture.</li></ol> <p><i>To fulfill this goal, students are required to earn 6 credits under each designation for a total of 12 credits. All courses must be taken from different disciplinary prefixes (e.g. ART, MUS, SCTA).</i></p>	<p><b>Social and Behavioral Sciences (SB)</b></p> <p><b>Criteria:</b> Courses designated <b>SB</b>:</p> <ul style="list-style-type: none"><li>➤ are based on empirical research and human experience.</li><li>➤ explore behavioral, civic, economic, or social relationships.</li><li>➤ examine factors that explain human/social behavior.</li></ul> <p><b>Outcomes:</b> Students will be able to:</p> <ol style="list-style-type: none"><li>a. identify basic methods of the social and behavioral sciences.</li><li>b. recognize and explain theoretical perspectives in the social and behavioral sciences.</li><li>c. identify and correctly use terms and concepts that explain human/social behavior.</li></ol> <p><b>Humanities and Fine Arts (HF)</b></p> <p><b>Criteria:</b></p> <ul style="list-style-type: none"><li>➤ Courses designated HF emphasize philosophical, moral, and aesthetic principles that are part of the human experience.</li><li>➤ Courses designated HF concentrate on the relationships between a culture and its creative expression.</li></ul> <p><b>Outcomes:</b> Students will be able to:</p> <ol style="list-style-type: none"><li>a. Students will recognize, analyze, and interpret human experience in terms of personal, intellectual, <i>aesthetic, philosophical, and or</i> social contexts.</li><li>b. Students will recognize, analyze, and interpret human expression in terms of personal, intellectual, <i>aesthetic, philosophical, and or</i> social contexts.</li></ol> <p><i>Approved March 2, 2004 Revised April 28, 2005 Revised May 2, 2007</i></p>
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