



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: March 23, 2008  
To: Faculty Senate and the University Community  
From: David P. Rainville, Faculty Senate Chair  
Subject: Agenda for Faculty Senate Meeting March 26, 2008

The 2007-2008 Faculty Senate will meet on March 26, 2008 at 3:30 P.M. in the St. Croix River Room (321UC) of the University Center. Faculty Senators who cannot attend should arrange for a substitute and notify David Rainville at [david.p.rainville@uwrf.edu](mailto:david.p.rainville@uwrf.edu)

### **Call to Order**

Seating of Substitutes  
Recognition of Invited Guests  
Approval of Minutes from March 5, 2008

### **Reports:**

Chair's Report  
Vice Chair's Report  
Other Reports

### **Old Business:**

1. Proposal from Faculty Welfare to redefine load. Please note that the proposed version follows the old version and any changes are in italics.

### **Current RF 8.1.1 Load**

Members of the faculty are expected to teach an average of twelve undergraduate credit hours per semester, taking into consideration the student credit hour goals for each department. Equivalence for shop, laboratory work, and physical education is based on the ratio of one class period to one and one-half periods of such labs. The faculty member's professional duties include such activities as teaching, research, committee assignments, and making his or her services available to students and to the University as a whole, including the holding and posting of regular office hours in accordance with College, School and department guidelines.

The Graduate Council recommends giving a four (4) credit load for each section of a three (3) credit 700 level course and for every section of a 500 and 600 level course with at least 50% graduate enrollment. This policy applies only to courses taught in the fall and spring semesters.

**To address Strategic Planning tasks 7.2.1 and 7.2.3, The Faculty Welfare and Personnel Policy Committee recommends that the current RF 8.1.1 be changed to 8.1.1 Load**

Members of the faculty are expected to teach an average of twelve undergraduate credit hours per semester. *However, with the approval of the department chair and Dean, faculty may receive reassigned time to account for advising, service to the university or community, or research and scholarly activity, or exceptionally high SCH production. Department chairs and Dean may also compensate for other factors that could significantly affect faculty workload such as writing intensive courses, courses that have exceptionally high enrollments, courses offered or taught for the first time or other important factors.* Equivalence for shop, laboratory work, and physical education is based on the ratio of one class period to one and one half periods of such labs. The faculty member's professional duties include such activities as teaching, research, committee assignments, *advising*, and making his or her services available to students and to the University as a whole, including the holding and posting of regular office hours in accordance with College, School and department guidelines.

*Faculty teaching 700 level courses or 500 and 600 level courses with at least 50% graduate enrollment will receive a four (4)-credit load for each section of three (3) credits.* This policy applies only to courses taught in the fall and spring semesters.

**Italics indicates changes**

**New Business Consent Agenda:**

1. Appointment of Hilary Pollack to replace Judy Rabak-Wegener (COEPS) on the Sustainability Task Force.

**New Business:**

1. A motion from the Executive Committee to adopt the 2008 edited version of Chapter One of the Faculty Staff Handbook. This version has been sent to each senator under different cover.

2. A motion from the Executive Committee to adopt the 2008 edited version of Chapter Two of the Faculty Staff Handbook. This version has been sent to each senator under different cover.

3. A motion from the Executive Committee to adopt the 2008 edited version of Chapter Four of the Faculty Staff Handbook. This version has been sent to each senator under different cover.

4. A motion from Faculty Compensation to address Strategic Goal Number 7; Invest in Human Resources. The motion with supporting materials is as follows:

### **Motion for UWRF Faculty Salary Adjustment and Salary Preservation**

Whereas, The Top Priority identified in the UWRF Strategic Plan 2007-2008 is “Goal 7: Invest in Human Resources” – specifically 7.1 “Strive to enhance compensation and benefits plans for all UWRF employees” and & 7.1.1 “Act to reduce salary compression;” and

Whereas, The salary levels for all faculty at UWRF have historically lagged behind those of our UW System Comprehensive Universities (hereafter referred to as our “peer institutions”);<sup>1</sup> and

Whereas, Hiring practices instituted by UWRF following “Reach For the Future” have permitted Assistant Professors and most Associate Professors to make positive gains in terms of salary position when compared to peer institutions; and

Whereas, Full Professor salaries have been identified, both during “Reach For the Future” and during our current Strategic Planning process, as being substantially below our peer institutions based on nationally recognized data sources (AAUP as well as UW-System),<sup>2</sup> and

Whereas, UWRF is designated by the Federal Government as being included in the Twin Cities metropolitan area and, therefore, subject to the Bureau of Labor Statistics data relevant to the cost of living in that metropolitan area; and

Whereas, The Recruitment and Retention Fund (RRF) (previously called the “STAR” system) and College Deans’ salary exceptions offer opportunities for faculty at all ranks to increase their base pay on a limited, individual, selective basis; and

Whereas, Since 1999, the UWRF policy on promotions has been to award \$3,000 to faculty promoted from Assistant Professor to Associate Professor and to award \$4,000 to the base pay of faculty promoted from Associate to Full Professor; and

Whereas, The current pay policies for the UW System and UWRF itself provide no formal mechanism for UWRF Full Professors to reach even the average of their system peers nor provide any significant financial incentive to excel and advance in their professional careers; therefore be it **moved**

1. That \$2,000 will be added before 16 May 2008 out of the current year’s budget to the base salary of all current faculty members who were promoted to (and not hired at) the rank of Full Professor while at UWRF on or before 1 January 2007.<sup>3</sup>
2. That the following year, \$2,000 will be added before 15 May 2009 to the base salary of all current faculty members who were promoted to (and not hired at) the rank of Full Professor on or before 1 January 2008.

3. That beginning 2008-2009, the award increments for promotion to Associate Professor and Full Professor will be increased yearly by a percentage that equals the approved pay plan percentage increase. The base year is 2008-2009.
4. That all monies assigned to unclassified salaries shall remain assigned to unclassified salaries when an unclassified employee leaves UWRF (e.g., retirement, resignation, death, or any other reason). "Salary savings" shall no longer be used as a revenue source for UW system budget cuts or transferred to non-salary budgets except in response to a budget crisis and after consultation with the Senate Executive Committee.
5. That beginning the 2009-2010 academic year, salary adjustments (other than the pay plan percentage increase) for faculty of all ranks will be made on the basis of a model to be determined that would include, but not be limited to, 1) Post Tenure Review; 2) the difference between the faculty member's salary and the salaries of faculty at peer institutions adjusted for academic discipline; and 3) years of service at UWRF. A minimum of \$100,000 shall be allocated to this adjustment fund annually. This is separate from the RRF system. Other adjustment programs currently in existence will continue to exist. This allocation shall continue at least until UWRF faculty salaries at all ranks reach the average of our peer institutions.

Notes:

- <sup>1</sup> For example, in 1998-1999, UWRF Assistant Professors ranked 9<sup>th</sup> in the System in terms of average salary; UWRF Associate Professors ranked 10<sup>th</sup> out of 11 institutions; and UWRF Full Professors ranked 11<sup>th</sup> out of the 11 UW System institutions in mean salary. UWRF Full Professors have ranked 11<sup>th</sup> out of 11 UW System institutions for the last six years (2002-2007) according to AAUP data.
- <sup>2</sup> According to AAUP 2006-2007 averages, UWRF Assistant Professors earn \$715 above their peer average; UWRF Associate Professors are \$62 below their peer average; UWRF Full Professors are \$4,735 below their peer average.
- <sup>3</sup> All the UW comprehensives will get the 3% raise authorized by the state of Wisconsin for the current biennium. That means that the current \$4,735 deficit for UWRF Full Professors will only get bigger (\$5,023.36).

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5. A motion from the Calendar Committee for the 2010 academic year calendar. The proposed calendar appears as follows.

### **Proposed Academic Calendar for 2010-11**

#### **Fall 2010**

Registration/advising/development

August 23-27, M-F

Academic Day	September 1, Wednesday
Classes begin	September 2, Thursday
Labor Day (no classes)	September 6, Monday
Thanksgiving break	November 25-26, Thursday-Friday
Last Day of classes	December 13, Monday
Study Day	December 14, Tuesday
Final Exams	December 15-17 W-F and 20-21 M-T
Commencement	December 18, Saturday
Final grades due	December 29, Wednesday

14 weeks of class (14 M, T, W, Th and F)  
 1 week of final exams  
 1 week of registration/advising/development  
 5 working days of grading

**J-Term** December 23-January 22 (Jan. 17 is Martin Luther King, Jr. Day)

**Spring 2011**

Registration/Advising/Development	January 18-21, Tuesday-Friday
Classes begin	January 24, Monday
Spring Break	March 12-18, Saturday-Friday
Classes begin	March 21, Monday
Last day of classes	May 6, Friday
Final Exams	May 9-13, Monday-Friday
Commencement	May 14, Saturday
Final grades due	May 20, Friday

14 weeks of classes (14 M, T, W, Th and F)  
 1 week of final exams  
 1 week of registration/advising/development  
 5 working days of grading

Faculty contract period: August 23, 2010 – May 22, 2011 (39 weeks)

**Summer 2011**

SS1	May 23-June 12 (include one Saturday - May 30 is Memorial Day)
SS2	June 13-July 3
SS3	July 4-July 24 ( <b>classes begin on Tuesday, July 5 – include one Saturday</b> )
SS4	July 25-August 14
SS5	August 15-August 20

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3. Motion from the Advising Committee to give it the charge to develop a Campus-Wide Modified Total Intake Model for Academic Advising at UWRF. The Motion itself appears in ***BOLD PRINT ITALICS*** on page 7.

### Motion for Adoption of a Campus-Wide Modified Total Intake Model for Academic Advising at UWRF

The Faculty Senate Advising Committee recommends UWRF adopt a campus-wide modified total intake model using professional academic advisors to enhance the level of first year, transfer, and undeclared student academic advising.

Currently at UWRF there are three programs that use an advising model similar to what we are proposing for the campus. They are found in CBE with professional advisor Ellen Schultz, in CEPS with professional advisor Michael Martin, and in ASC with professional advisor Justin Hauer.

#### *What is the modified total intake model?*

In this model trained, professional academic advisors would advise first year, transfer, and undeclared students\* regarding their personal, social, academic and career goals. Professional advisors would assist our most vulnerable students, the first year students and transfer students, and help prepare them to be successful learners, as well as help them discover appropriate academic/career paths. In the modified total intake model, students would transition to the faculty advisors of their declared major/program once pre-determined academic milestones are met. The academic milestones would be determined by the department/program/major and, might be, for example, successful completion of 30 UWRF credits, or successful completion of prescribed introductory coursework, or some sort of formal admission process. Each department/major/program would determine its own transition milestones.

\*Any department/program/major that chooses to advise its own first year or transfer students is FREE TO DO SO. Faculty would NOT be prohibited from advising first year or transfer students. The modified total intake model does NOT eliminate opportunities for first year and transfer students to interact with departmental faculty. For example, Academic Day functions would still occur, as would any other departmental function designed to meet incoming majors.

#### *Why should the faculty support a campus-wide modified total intake advising model?*

The current system of student academic advising is not meeting the needs of our most vulnerable students<sup>1</sup> and with the growth agenda bringing more students to campus, our situation will not likely improve. Enrollments are up, our class sizes are up, and our advisee numbers are up. Balancing teaching, service, advising, and scholarly activity is becoming more challenging. Currently, somewhere between 60 – 85% of our incoming first year students change their majors within the first year. If dedicated, professional advisors handle the first year students (when do I register?, how do I get a PIN?, how do I drop a class?, what GE class should I take?, what about financial aid?, etc), faculty academic advisors can focus on established, sophomore to senior level students and will

have more time to engage in developmentally appropriate conversations about scholarships, internships, research opportunities, extra-curricular opportunities, post-graduate plans, and more. This model will allow faculty to build better, stronger relationships with their advisees within their area of expertise.

In addition, many of our first year students appear to need more support and guidance than in the past, requiring help in several areas that may fall outside the expertise area of faculty advisors. Professional advisors are trained to advise the whole student, including developmentally appropriate social and personal issues.

*Why should the students support a campus-wide modified total intake advising model?*

Again, many of our first year students appear to be needier than in the past<sup>1</sup>, requiring help in several areas that typically fall outside the expertise area of faculty. These developmental needs would likely be better served by professional advisors who have expertise to address social and personal as well as academic concerns.

Accessibility is an important issue. The modified total intake model for first year and transfer students will be designed to improve accessibility for students. Students often find it difficult to make appointments to see advisors on a timely basis, faculty can't/don't always respond to emails or phone calls in a timely manner, first year students are often intimidated by having to speak to a professor. In all, communication can be difficult. A professional advisor would be much more available to students and likely less intimidating.

<sup>1</sup> NSSE data, Noel-Levitz Student Satisfaction Inventory data, CIRP data, ACHANCHA data

***The Faculty Senate Advising Committee recommends Faculty Senate adopt a campus-wide modified total intake model for academic advising at UWRF. If so done, the Advising Committee will then develop an implementation plan for further Faculty Senate action.***

*Characteristics inherent in a campus-wide modified total intake advising model*

1. first year, transfer, and undeclared students would be advised by professional advisors
2. when students have met the designated milestone criteria they transition to a faculty advisor; milestone criteria are determined by college, department, or program (e.g., the successful completion of a particular number of credits, the successful completion of a particular course, etc)

3. professional academic advisors would work closely with the faculty of each department or program to ensure consistency in advising practices and to streamline transitions
4. professional academic advising personnel would: oversee at-risk students, oversee peer advising (our current outreach advising) program, oversee advisor development programs, work to separate the practice of advising from the act of registration, and implement other student services to improve student satisfaction
5. professional academic advisors, in addition to department chairs and other necessary staff, would facilitate summer registration services

<sup>1</sup> NSSE data, Noel-Levitz Student Satisfaction Inventory data, CIRP data, ACHANCHA data, below

*How do we know our current advising model is not meeting the needs of our first year and transfer students?*

NSSE data found our students are:

- less satisfied with academic advising
- spend far less time preparing for class
- are far less likely to communicate with instructors via email

*NSSE recommendation of area for institutional improvement was to teach students what is required to succeed. Professional advisors are trained to do this kind of teaching.*

Noel-Levitz Student Satisfaction Inventory Results targeted several areas for advising improvement:

- strengthen service for undecided students and transfer students
- separate advising from registration
- create opportunities for faculty advisor development
- strengthen peer advising
- professional advisors to address these needs can strengthen advising at*

*UWRF*

CIRP data indicating reasons why first year students fail/have trouble succeeding at UWRF:

- 79.1% study < 5 hr per week, 48% study < 2 hr per week
- 19.6 % work > 20 hr per week
- 38.9% females said they frequently felt overwhelmed, 18.8% males
- professional advisors are trained to address these kinds of student behaviors/concerns*

American College Health Association National College Health Assessment data for UWRF indicates:

UWRF has more students with depression and anxiety than before  
more students treated for depression (with therapy or meds) than before  
number of UWRF counseling sessions up 31% from 2003/4 to 2004/5  
number of UWRF counseling sessions up 100% from 2003/4 to 2006/7  
*again, professional advisors are trained to engage students with these concerns*

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*What advising models are used at UW System universities?*

UW-River Falls students, elementary	mixed model professional academic advisors for freshmen and sophomore level CBE education students, and undeclared students faculty advisors for all other students
UW-Whitewater:	Academic Advising and Exploration Center (AAEC) a modified total intake model professional academic advisors for first year, transfer and undeclared students started 2003
UW-Oshkosh: students	Undergraduate Advising Resource Center (UARC) a modified total intake model professional academic advisors for first year and transfer, and undeclared students started 2005
UW-La Crosse: students	Academic Advising Center (AAC) a modified total intake model professional academic advisors for all first year, transfer, and undeclared students started 2003
UW-Stout:	Advisement Center (AC) a total intake model (no departments/majors/programs can opt out) professional academic advisors for all first year, transfer, and undeclared students started 2003
UW-Stevens Point: sophomore year) and	Student Academic Advising Center (SAAC) a total intake model professional academic advisors for all undeclared (majors not declared until students changing majors started 2007
UW-Green Bay: students	Academic Advising Office (AAO) a total intake model professional academic advisors for all first year, transfer, and undeclared students
UW-Eau Claire: use faculty advisors	Academic Advising Office professional academic advisors for undeclared students only, declared students use faculty advisors

UW-Parkside:           Advising Center  
                              professional academic advisors for undeclared students only, declared students  
use faculty advisors

UW-Platteville:        Advising and Career Exploration Services (ACES)  
                              professional academic advisors for undeclared students only, declared students  
use faculty advisors

UW-Superior:           Center for Academic and Career Advising  
                              professional academic advisors for undeclared students only, declared students  
use faculty advisors

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## **Miscellaneous New Business**

## **Adjournment**



Minutes of the UWRF Faculty Senate for March 5, 2008 Vol. 32 No. 13.

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

- \* Chancellor's Designee
- \*\* Absent
- () Substitute

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

**Seating of Substitutes:** Dennis Cooper for Kris Hiney, Jon Levondoski for Melissa Wilson, and Faye Perkins for Connie Foster

**Guests:** Sandy Soares, Kelly Cain, M. MOnke, M. Williams-Greene

**Approval of Minutes from February 20, 2008**

Terry Ferriss motioned to approve minutes and was seconded by Sarah Egerstrom  
 Corrections:  
 Peter Johansson's name was misspelled.

Approval of Minutes with corrections  
 19 yes  
 0 opposed  
 0 abstentions: Minutes approved

Chair's Report: **Chairs Report**  
**Faculty Senate**  
**March 5, 2008**

I want to keep my report short as I anticipate the meeting today could potentially get quite long given the Report by Kelly Cain on the Sustainability Task Force and the nature of some of the proposals before Faculty Senate.

My reports over the last few meetings have been short either due to time or my absence from Senate so I will at least try to fill in all of the missing pieces none the less.

To start with, I have attended two Faculty Representatives meetings with UW-System Administration since I last made a comprehensive report to you.

The first of these meetings on February 1, 2008 dealt with several issues some of which were reintroduced at the second meeting on February 29, 2008. The issues were as follows:

1. Informational items involving status, numbers, and hiring/employment statistics and policies involving instructional academic staff.
2. The Agenda of the February 7-8 Board of Regents Meeting. Little was discussed about the agenda except a short discussion about a new procedure for academic program planning, the role of the UW Colleges, tuition (different model across the system) and financial aid.
3. The Shared Governance Policy and Guidelines Document which we have tabled a vote on the endorsement of.
4. Inclusive Excellence. A discussion was held by Assistant Vice President Vicki Washington to talk about building on Plan 2008 with the idea of Inclusive Excellence. Instead of trying to detail this plan, I have a copy of a draft document that was distributed to introduce this "plan."
5. Advantage Wisconsin. Rebecca Martin, Senior Vice President of Academic Affairs gave an update on a presentation that was to be presented at the February BOR meeting. Essentially this is a strategic framework in an overall Growth Agenda for Wisconsin and the UW-System. It was suggested that faculty have a key role to play in much of the framework but more specifically in the area of common set of shared learning outcomes such as LEAP.
6. A report on Governmental Relations was given by Dave Giroux and Grant Huber on how they were working to improve the flow of information concerning the legislature and issues involving UW-System to campuses.

7. Al Crist, associate Vice President updated us on the possibility of an additional pay plan for faculty. I will comment on the bad new here later.

At the most recent meeting (February 29, 2008) of Faculty Representatives and UW-System Administration many of these topics were revisited. But before the actual meeting a lively discussion unfolded concerning DINs. Specifically some campuses felt as though they were not informed as to the availability of them in the next cycle. The representative from UW-Milwaukee seemed particularly annoyed that there is a System-wide DIN dealing with undergraduate research at the Four-year comprehensives. She felt very strongly that System should not be funding research at these institutions when it was not adequately addressing the issue with Milwaukee in comparison to Madison.

Some of the campuses have invited a group from UW-System to visit their campus to discuss issues involving salaries, issues involving compensation, and other items felt important enough to discuss with System. Specifically this group has been headed up by Ron Singer. I have invited the group to UWRF and will be working out a time for a meeting with Faculty Senate before the end of this academic year.

At the meeting we discussed:

1. Inclusive Excellence. Enough said!
2. The Board of Regents Agenda for March 6, 2008. Specifically the topics were similar to last month, with the notable exception of a discussion to be held about the Role of the UW Colleges and granting of Baccalaureate degrees. This appears at first glance to be an infringement on our missions and was hotly discussed. It is too early to see exactly how this will unfold, but given the fact that there is no money to fund anything new, it is essentially an "idea." As I understand this, the plan is to award a very general baccalaureate degree for a general collection of learning through classroom and life learning. It appears to be nothing more than an attempt to increase the number of bachelor's level degrees using this mechanism. The Colleges did not seem enthusiastic about the idea and their representative indicated that it would amount to a few worthless degrees being granted each year. Stay tuned!
3. The Wisconsin State budget projected deficit was discussed. The shortfall is expected to be 650 million dollars. There is some internal discussion on how this will be met. It is expected that there will be a 30 million dollar lapse from System. This will mean that 2 million set aside for a 1.5% additional per annum pay package will be used to bail out the state budget. My best guess is that the plan will or did materialize today and will be passed immediately by the Assembly and Senate. Imagine that, balancing the state budget with tuition dollars.
4. We had a very preliminary discussion about collaborative degree programs in the System. It went no where other than saying that we should work collaboratively on a set of shared learning outcomes (liberal education). But a plan may be worked out later to offer plans that campuses could work collaboratively on.
5. We discussed VSA and the fact that it had not been on some official's radar screen. System promises to address the issue more adequately in the fall.

6. We discussed the concept of a dual transcript that would report on the support activities of student's indifference to their academic performance. Little support was there for this with the notable exception of Madison.

7. Tuition Models. We discussed 8 different tuition models some of which are being used within the System. This discussion is being prompted by the variety of differential tuition plans in the System and the need for a unified model.

8. Academic Program Policy. This would be a 3 to 5 year academic plan which was included in each institution's charter when the UW-System was formed. Institutions did originally formulate them, but have since then ignored them. We will be asked to draft one and this will be utilized in the proposed fast tract approval process of academic program by the BOR. With this plan, programs would be placed on a consent agenda.

9. Report on materials/information about instructional academic staff. The information was not yet compiled and would be transmitted to faculty representatives electronically. I anticipate a long wait.

I have two final items to report on. I did attend the February 7-8 BOR meeting. What I have reported from the faculty representatives meeting is indicative of what transpired. I also was a dinner hosted by President Reilly and the BOR on February 7th. The main course was salmon.

Legislation involving regional representation on the Group Insurance Board has been heard in both the Senate and Assembly. I believe that the Committee on Insurance in the Assembly has voted on it. I do not know the decision. No vote has been taken in the Senate. A group including myself from UWRF testified with the Senate. Mary Halada testified at the Assembly and Don Betz sent each member of the committee a letter urging support of the legislation.

Vice Chair's Report: none

Other Reports: Kelly Cain – Sustainability Task Force.

He gave a powerpoint presentation.

#### **Old Business:**

**1. Section 3.3 (By laws) of the Faculty Staff Handbook.**

Terry Ferriss made a motion to reintroduce and was seconded by Sarah Parks. Changes were approved unanimously.

#### **New Business:**

**1. A motion from AP&P to approve an Early Child Comprehensive Major.**

M. Manke and M. Williams-Greene here to address questions.

Dawn Hukai motioned to approve and was seconded by Terry Ferriss.

8in favor Passed unanimously.

**2. A resolution of support for the Wisconsin State Senate Bill 353 (from the Executive Committee)**

Dennis Cooper made a motion to approve and was seconded by Peter Johansson.

Discussion: Concern for benefits with teaching load and pay. What are the benefits if there is no power to strike. We cannot strike as salaries are currently the lowest (?) Much discussion of shared governance role, concern with classified staff and pay increases, legislation is enabling(?), unions, public schools, pay increases, demoralizing, legal representation etc.

14 in support

1 no

2 abstentions; Motion passes

3. A motion from Faculty Welfare to approve a motion allowing electronic distribution of teaching evaluation data.

Dennis Cooper moved to approve and was seconded by Terry Ferriss.

Discussion. This will be read only distribution (PDF). Cost savings should go to colleges. Have to be printed anyhow to go in merit file. Already required to have a hard copy. Money to print comes from Provost. Why would Survey Research save money?

Wes Chapin moved to amend the motion and was seconded by Pat Berg to “There will be a transfer of funds from....”

Including wording to not be able to

Censure Brad Mogen? Terry Ferriss encouraged senate to vote on amendment.

To sum up: Motion was defeated after numerous attempts to change wording of motion. Most likely to the inability to see the savings in this plan.

Final vote:

2 yes

14 – no

1 abstention

4. A motion from Academic Standards to approve a policy “Defining Full-Time Status for Students participating in Internships.

Dennis Cooper motioned to approve and seconded by John Heppen.

Discussion centered on the need to send credits to clearing house to determine full-time status, the difference in credits during the summer etc.

Terry Ferriss moved to amend the motion by striking Professional Experience from page 30 and was seconded by Dawn Hukai

14 in favor, 0 no, 0 abstentions; amendment passed.

Amended motion:

13 in favor, 0 no, 1 abstention. Motion to support passed.

Dennis Cooper moved to adjourn the meeting and was seconded by David Furniss  
Meeting adjourned at 5:25pm.