Date: May 2, 2010
To: Faculty Senate and University Community
From: David P. Rainville, Faculty Senate Chair
Subject: Agenda for Faculty Senate Meeting May 5, 2010

The 2009-2010 Faculty Senate will meet on Wednesday, May 5, 2010 at 3:30 P.M. in Room 334 (Willow River Room) of the University Center. Faculty Senators who cannot attend should arrange for a substitute and notify Kristina Hiney at Kristina.hiney@uwrf.edu.

Agenda: May 5, 2010

Call to Order:
   1. Seating of Substitutes
   2. Approval of Minutes of April 21, 2010

Reports:
   Chairs Report
   Other Reports:

Unfinished Business:

   None

New Business Consent Agenda:

   1. Approval of Program Changes from AP&P (James Zimmerman - Chair):

   a. MSE-Fine Arts (ART), minor change in curriculum;
   b. Master of Science in Education (Communicative Disorders), substantial change in curriculum;
   c. Master of Science - Communicative Disorders, substantial change in curriculum

   NOTE: The following Certificate Programs were approved by AP&P. They do not require Faculty Senate Approval:

   a. Sustainable Management Certificate (no Faculty Senate action required)
   b. Secondary Graduate Initial Certification (no Faculty Senate action required)

New Business:

1. A **Report** from the Vice Chair on the reorganization of IT Services which occurred last summer. This may or may not require further Faculty Senate Action.

2. A **discussion** about the petition received from some faculty in the College of Education and Professional Studies concerning the actions of the Tech council.

3. A **motion** from the Faculty Compensation Committee (Stephen Olsen, Chair) and Faculty Welfare and Personnel Policies Committee (Brad Mogen, Chair) to approve a Self-Funding, Uniform Campus Compensation Policy for Summer Session, Winter Session (J-Term), Fully on-line, Hybrid, Internship and Independent Study, Research and Reading Courses.

The policy is as follows:

A Self-Funding, Uniform Campus Compensation Policy for Summer Session, Winter Session (J-Term), Fully on-line, Hybrid, Internship and Independent Study, Research and Reading Courses.

1.0   MISSION STATEMENT:

Summer session and J-term courses and programs will be offered to expand academic access for UW-RF students and to allow faculty and staff to support and enhance student-learning opportunities. Courses and programs offered will be guided by the Goals and Initiatives set forth in the University Operational Plan as well as the Strategic Plan which include, but are not limited to, Goal 1: Create a Culture of Learning and Goal 7: Invest in Human Resources. Academic units will refer to the spirit of the Strategic Plan when choosing course offerings that meet the needs of various learner constituencies, such as currently matriculated students, working professionals, life-long learners, regional businesses, organizations and agencies and under-represented and minority populations. All program and course offerings will be based on a model that is fiscally sustainable. The procedures set forth in this paper are intended to allow UWRF to offer, over the course of an academic year, the broadest possible mix of classes to meet our diverse learner population needs, provide students greater opportunity to graduate within four years, and compensate faculty and staff in a manner commensurate with their rank and the revenue they generate.

2.0   OVERVIEW/BACKGROUND:

Prior to 2003 (and the development and implementation of the UW-RF Strategic Plan), summer session courses were taught on a compensation model that was proportional to a faculty member's 9-month academic year salary up to a maximum

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of 2/9 (0.2222) of that salary. A full summer session load was considered to be 8 credits and course enrollments of 18 students were required for instructors to receive full compensation. Courses with fewer than 18 students were taught at a reduced rate as individually negotiated with the respective Deans. This policy changed in 2003, without Faculty Governance input or consultation, to a per-credit rate model with built in salary plateaus. The result of this change was faculty and staff teaching courses for significantly less compensation as well as the introduction of a tremendous disincentive to offer classes whose enrollments were above the designated plateau levels, or below reasonable compensation enrollments. This, along with other reasons, has resulted in a stagnant summer session program. With the introduction of the Wisconsin Growth and Educational Attainment Initiatives, it is imperative that UW-RF leverage our talent and physical resources more affectively to reach our goals and expand student opportunities. Enhancing our summer school and J-term offerings will play a significant role in reaching our objectives and better serve our student body by offering additional scheduling flexibility.

The express purpose of this policy is to align our summer session/J-term compensation policy with the overall Goals and Initiatives set forth in the Strategic Plan while specifically addressing Goal 7.1.3: "Develop and Implement a new summer and J-term session salary schedule/model". It is a model that, among other things:

- gains legitimacy as a result of percolating up through the shared governance process;
- is consistently applied across all colleges and listed programs;
- fairly compensates faculty and staff for their time and expertise;
- eliminates arbitrary pay plateaus;
- modestly rewards faculty and staff for their differential time in service;
- provides incentive for faculty, staff and administration to create a viable and vibrant summer session program that generates revenue;
- redistributes the enrollment pressures to help relieve and address the workload creep (SP Goal 7.2.3) seen throughout the academic year created by the Wisconsin Growth Initiative (and the upcoming Educational Attainment Initiative), which currently requires units to overpopulate lectures and laboratories during the regular academic year;
- encourages colleges to collaborate and develop a reliable and predictable summer session/J-term schedule for advising and planning purposes;
- create confidence in an expanded array of summer course offerings that will allow students and advisors to build these courses into their long-term plan , permitting them to graduate early should they so choose;
- makes more efficient use of campus physical and technological resources;
- should expand summer session course offerings to increase student scheduling flexibility thereby making summer session a more desirable student option, and;

3.0 COMPENSATION POLICY GUIDING PRINCIPLES AND REQUIREMENTS:

    3.1   Summer Session, Winter Session (J-term), Fully On-line, Hybrid, Internship, Independent Study, Research, and Reading Compensation Policy guiding principles and requirements.

        3.1.1   All courses and programs will be offered through a sustainable self-funding, revenue-generating fiscal model.

        3.1.2   Class size during Summer and Winter sessions should be set to a similar level as those offered during the regular academic year

        3.1.3   Compensation, fringe and overhead will be based on the WI resident undergraduate/graduate tuition revenue generated based on the official class enrollment at the end of the first day of class of week two for summer session/J-term courses.

        3.1.4   18% flat overhead on gross program revenues defined as the total Wisconsin resident undergraduate/graduate tuition revenue only. Gross program revenue does not include any state GPR dollars, special course fees, on-line fees etc.

        3.1.5   35% fringe to be paid out of gross program revenue on salary dollars only.

        3.1.6   There are three compensation tiers to modestly acknowledge and reward differences in rank.

        3.1.7   The policy will apply consistently to: on-campus undergraduate and graduate classes, as well as hybrid, fully on-line, internships, independent study and independent research/reading courses across all colleges.

        3.1.8   Compensation will increase along with tuition increases.

        3.1.9   There is no $12,000 overload salary cap during summer session as academic year (9 month) faculty are not on contract per UWSA ACPS 4, UPG-4 and Section 16.417(2) of the Wisconsin Statutes.

        3.1.10   The $12,000 overload salary cap applies to faculty/staff teaching J-term.

        3.1.11   Faculty are restricted to earning no more than a total of 2/9 of their annual contractual salary unless they receive written permission from the Dean of the college as the Chancellor designee per UWSA F29.

3.1.12 Deans and department chairs will offer summer session/J-term courses that complement, not displace or negatively impact, academic year offerings.

3.1.13 The minimum class size will be determined at the discretion of the Dean after consultation with the instructor and/or department chair.

3.1.14 The Dean's Summer Session/J-term Support Fund will be used to help augment small classes, start up offerings, special marketing, etc. Each Dean will determine the appropriate use of the fund to support their Summer Session/J-term offerings.

3.1.15 A portion of the Summer Session/J-term Support Fund will be used to offset the cost of departmental offerings and to create a modest incentive to offer additional courses by providing $200 of increased S&E per course credit each time a course is offered ($600 for a 3 credit course).

3.1.16 Payment will be determined at the beginning of week 2 of the course. This time period is chosen for two reasons: a) most J-term and many SS courses are three weeks in length, and b) students in courses that last 3-4 weeks long can receive a 100% tuition refund up to the end of week one per UWSA F44.

3.1.17 The campus will submit a formal System request to officially eliminate the 6-9 credit summer tuition plateau for undergraduates. {Do graduate students have the same plateau issue??}

3.1.18 Policy will be reviewed every two years to assure it is meeting the stated objectives. Any proposed changes to the model must come through the Faculty Compensation Committee who would then forward them to Faculty Senate.

3.1.19 Study Abroad and Outreach/Continuing Education offerings are addressed in a separate policy.

4.0 UNIT RESPONSIBILITIES:

4.1 Deans of the Academic Colleges

4.1.1 College Deans will set appropriate class numbers and size limits to meet the objectives of this policy and to assure that courses normally offered during the academic year are not negatively affected. Deans will be responsible for covering expenditures beyond the amount collected via tuition/fee revenue.

4.2 Registrar's Office

4.2.1　The Registrar's office will be responsible for coordinating and scheduling all summer session and winter course offerings.

4.2.2　The Registrar's office will post a two-year working summer and J-term course schedule in consultation with the colleges.

4.3　Outreach and Graduate Studies

4.3.1　The Office of Outreach and Graduate Studies will be responsible for managing only those courses offered through Outreach.

5.0　COMPENSATION POLICY:

5.1　Compensation for teaching summer session, winter session (J-Term), fully on-line, hybrid, internship and independent study, research and reading courses is based on a simple formula tied to gross tuition revenue and will be consistently applied to faculty and staff across all colleges.　Compensation will be calculated based on formula that shares a percentage of gross tuition revenue, as defined under 3.1.4. As this is a self-funding model, campus overhead (18% of gross tuition revenue) along with fringe benefits (35% of gross tuition revenue) must also be covered.

There are three compensation tiers to acknowledge differences in rank. These tiers represent percentages of gross tuition revenue retained by the instructor and are 48% (assistant professors and academic staff/adjuncts), 50%(associate professors {should we include Senior Lecturers here???}), and 52% (full professors).

5.2　The tiers and an example for establishing compensation under this policy assuming a class of 20 students are attached in spreadsheet form.

Financial Foundation Project: Brad Mogen, Brad Caskey and Katrina Larsen

3. A **motion** from the Executive Committee to approve the following policy concerning Fulbright Fellowships (This motion/policy was prepared by Marshall Toman, UWRF Fulbright Coordinator):

UWRF Policy Regarding Fulbright Grants to Teach or Research Abroad

Background

To encourage UWRF faculty to apply for and accept Fulbright grants, we ought to know what can and will be done. Faculty give up money and often additional household income if a partner accompanies them or visits for extended periods; these faculty come

back ready to enrich the campus climate and extend the curriculum. These faculty deserve to know what will happen on this campus if they are selected for this prestigious grant ahead of their actually receiving one.

In the past, a faculty member who was offered a Fulbright tripped a switch that set off a scrambling to cobble together some ad hoc agreement that would enable a faculty member to accept the grant. An example occurred in 1997 when the CAS dean enabled a faculty member to continue his UWS health coverage and even pension credit. When the same question was asked in 2008, no one knew what could be done (some System guidelines were suspected of having changed and people were not sure of a work-around); that grant was ultimately declined in part because of this lack of a policy. Now, again, in 2010 a faculty member is faced with deciding whether to accept a Fulbright Senior Lecturing Position in combination with a sabbatical grant, and an ad hoc decision was needed and arrived at through a specific request.

We need a policy.

Procedure

To that end Brent Greene and/or I have visited with the knowledgeable staff on campus: Kristen Hendrickson (Budget Director) on March 11, Deb Koehler (Human Resources) on March 12, and Connie Smith (Risk Management) on March 18. All believed that the following proposal was workable from their perspectives.

Proposed Policy

Faculty who wish to accept a Fulbright grant will be continued in their present salary and benefits by UWRF through the mechanism of turning over to UWRF the cost of replacing their teaching services for the duration of the Fulbright.

Details

(1) It is assumed that the faculty member on such a "Fulbright Reassignment" (a "leave of absence" mischaracterizes the reassignment and may create difficulties in maintaining the faculty member on health and pension plans) continues to work for UWRF in developing contacts abroad.

(2) It is further assumed that the faculty member will return to UWRF at the conclusion of the reassignment to enrich the campus with the experience. To that end, and following a similar stipulation in UWRF's sabbatical guidelines, a faculty member must remain in the employment of UWRF for two semesters for every semester in which full salary was maintained or pay back to UWRF the difference between the teaching costs covered and the remainder of the salary paid by UWRF.

(3) This policy is intended as an incentive for faculty to apply for and accept a grant for up to one year. The policy does not apply necessarily if a Fulbright grantee were offered a consecutive continuation of the abroad experience, either through the Fulbright Commission or through the foreign home university. Such cases would be subject to negotiation between UWRF administration and the faculty member. However, the Fulbright Commission allows two life-time grants, and a second grant separated by a minimum of three years from the first, would be subject to this policy.

(4) The current (2010) teaching replacement cost is figured at approximately $1,560 per credit to cover instruction (figured at $1,300 per credit) and benefits (multiply

by 20%) for a replacement instructor. Thus, the teaching costs expected to be covered by the Fulbright grantee would be capped at and normally be $18,720 (12 x $1,560) per semester. However, in a given department, the faculty member's teaching assignment in a given year might not need to be fully covered (not 100%, not the full 12 credits per semester). In such a case, the teaching replacement cost would be less.

(5) Full salary paid by UWRF will ensure continued health coverage. Fulbright grantees receive health coverage adequate to treat a broken leg in country. But if anything major is detected while the grantee is abroad, continuing health coverage is important.

(6) Full salary paid by UWRF will ensure continued life insurance, income continuation, and other coverage.

(7) Full salary paid by UWRF will ensure continued pension credit. Since in fact faculty will be working to enrich Wisconsin and the UWS, this continuation is appropriate.

Institutional Benefits

1. An additionally internationalized campus.

2. Re-energized, re-tooled, and pedagogically reoriented faculty to better serve our students.

3. Compliance with UWRF goal, in its strategic plan, "to expand global literacy and engagement."

4. Additional conformity to UWS goal "to consider incentives to encourage …faculty and academic staff to participate in programs abroad."

5. Administrative transparency.

6. Recognized leadership in a local, System, and national priority.

Fulbright Grants and Sabbaticals

There are circumstances where faculty apply for sabbaticals with the hope of receiving a Fulbright grant that will help them carry out the sabbatical. In such cases, the following provision (#4) in the sabbatical guidelines will apply: "A faculty member may seek additional grants specifically for travel or unusual living expenses incidental to the Sabbatical Program without restriction by the full compensation maximum." (http://www.uwrf.edu/facdev/Sabbatical.php) Those who receive both the sabbatical and the Fulbright grant thus maintain their sabbatical status, which guarantees the faculty member's continuation of benefits, and such grantees may retain the entire amount of the Fulbright grant even if the combination of sabbatical grant and Fulbright grant exceeds 100% of salary. Furthermore, the stipulation that the faculty member return for one year to UWRF following a sabbatical will apply in such cases, not a longer term.

Fulbright Grants and Tenure

Similar to sabbatical grants, which currently acknowledge continued service to the UWRF in the evaluation of the application, Fulbright grants are perhaps best pursued by professors above the rank of assistant professor. Nonetheless, the intent of the policy is to create incentives for internationalizing UWRF. To that end, departments are

encouraged to work with any junior faculty who may become Fulbright grantees in regard to the tenure process. Such accommodation may include, for example, by mutual agreement, the stopping of the tenure clock, subject to UWS guidelines, and should include at minimum a frank and documented conversation regarding the effects of the grantee's accepting such a grant on the department's view of the tenure-track candidate's tenure-ability.

Miscellaneous New Business:

1. Petition from some faculty of COEPS
2. Communication between Governance Groups

Adjournment

Rationale for COMD Program Change:

At its February 23, 2010 departmental meeting, the COMD faculty voted to offer three of its Special Topics courses as regular required courses as they are being consistently offered and contain learner outcomes required by our accrediting agency (Council for Academic Accreditation in Audiology and Speech-Language Pathology). The Special Topics courses were:

COMD 589: Special Topics: Auditory Processing Disorder
COMD 689: Special Topics: Communicative Replacements for Challenging Behavior
COMD 789: Special Topics: Counseling and Multicultural Issues in Communicative Disorders

The following courses have been approved by the Graduate Council and are being considered for approval by the University Curriculum Committee on April 9, 2010.

COMD 737: Auditory Processing and Auditory Processing Disorder
COMD 767: Communicative Replacements for Challenging Behavior
COMD 787: Counseling and Multicultural Issues in Communicative Disorders

We are proposing that these three courses, as well as COMD 720: Voice and Resonance Disorders be moved from the "Required Elective" category to the "Required Specialization Courses" category on the MS and MSE graduate plans.

This change is reflective of the trend in pre-service training in our profession. As part of the CAA Standard 3.0, graduate students are required to demonstrate knowledge (and skill) in hearing, including how it relates to speech, social aspects of communication, multicultural considerations, and voice and resonance disorders. This curricular revision will ensure that our graduate students are provided this opportunity.

This proposal does not change the number of credits to degree. Rather, it shifts courses from one category to another.

Master of Science (MS) in Communicative Disorders

Current MS Curriculum   **Proposed MS Curriculum**

Required Specialization Courses (27 credits)   *Required Specialization Courses (36 credits)**

COMD 715 Research Methods in COMD   COMD 715 Research Methods in COMD
COMD 716 Anatomy/Physiology of the CNS   COMD 716 Anatomy/Physiology of the CNS
COMD 717 Neuropathologies   COMD 717 Neuropathologies
                                                   COMD 720 Voice and Resonance Dis.*
COMD 730 Audiology II   COMD 730 Audiology II
                                                   COMD 737 Aud. Proc. And Aud. Proc. Dis.*
COMD 750 Dysphagia   COMD 750 Dysphagia
COMD 762 Dev. Lang. Disorders   COMD 762 Dev. Lang. Disorders
COMD 764 Augmentative/Alt. Comm. Sys.   COMD 764 Augmentative/Alt. Comm. Sys.
                                                   COMD 767 Communicative Repl. For Chall. Beh.*
COMD 765 Aphasia   COMD 765 Aphasia
COMD 770 Case Discussions   COMD 770 Case Discussions
COMD 772 Practicum: Audiology   COMD 772 Practicum: Audiology
                                                   COMD 787 Couns. And Multicult. Issues in COMD

Required Elective Courses (9 credits)   *Required Elective Courses (0 credits)**

COMD 720 Voice and Resonance Disorders*
COMD 589 Special Topics*
COMD 689 Special Topics*
COMD 789 Special Topics*

Elective Courses (0 – 8 credits)

COMD 798 Independent Research   COMD 798 Independent Research
COMD 799 Thesis   COMD 799 Thesis

Required Clinical Experience (18 credits)

COMD 579 Clinical Exp./Internship   COMD 579 Clinical Exp./Internship
COMD 773 Practicum in Schools   COMD 773 Practicum in Schools
COMD 774 Practicum in Rehab. Facil.   COMD 774 Practicum in Rehab. Facil.

*Denotes proposed change

Master of Science in Education (MSE) in Communicative Disorders

Current MSE Curriculum	Proposed MSE Curriculum
Required Specialization Courses (27 credits)	*Required Specialization Courses (36 credits)**
COMD 715 Research Methods in COMD	COMD 715 Research Methods in COMD
COMD 716 Anatomy/Physiology of the CNS	COMD 716 Anatomy/Physiology of the CNS
COMD 717 Neuropathologies	COMD 717 Neuropathologies
	COMD 720 Voice and Resonance Dis.*
COMD 730 Audiology II	COMD 730 Audiology II
	COMD 737 Aud. Proc. And Aud. Proc. Dis.*
COMD 750 Dysphagia	COMD 750 Dysphagia
COMD 762 Dev. Lang. Disorders	COMD 762 Dev. Lang. Disorders
COMD 764 Augmentative/Alt. Comm. Sys.	COMD 764 Augmentative/Alt. Comm. Sys.
	COMD 767 Communicative Repl. For Chall. Beh.*
COMD 765 Aphasia	COMD 765 Aphasia
COMD 770 Case Discussions	COMD 770 Case Discussions
COMD 772 Practicum: Audiology	COMD 772 Practicum: Audiology
	COMD 787 Couns. And Multicult. Issues in COMD
Required Elective Courses (9 credits)	*Required Elective Courses (0 credits)**
COMD 720 Voice and Resonance Disorders	
COMD 589 Special Topics	
COMD 689 Special Topics	
COMD 789 Special Topics	
Elective Courses (0 – 8 credits)	
COMD 798 Independent Research	COMD 798 Independent Research
COMD 799 Thesis	COMD 799 Thesis
Required Clinical Experience (18 credits)	
COMD 579 Clinical Exp./Internship	COMD 579 Clinical Exp./Internship
COMD 773 Practicum in Schools	COMD 773 Practicum in Schools
COMD 774 Practicum in Rehab. Facil.	COMD 774 Practicum in Rehab. Facil.
Professional Education Core (3 – 4 credits)	
Choose one of the following:	
TED 740 His./Phil/Multicult. Foundations	TED 740 His./Phil/Multicult. Foundations
TED 750 Advanced Educ. Psychology	TED 750 Advanced Educ. Psychology
TED 755 Social Issues in Education	TED 755 Social Issues in Education

*Denotes proposed change

TRANSMITTAL for <u>GRADUATE PROGRAMS: Changes or Proposals</u>

I.   <u>INFORMATION</u>:

     A. Check all that apply: Existing Program ☒   **New Program** ☐

     Name Change ☐   **Credits Change** ☐   **Substantial Change in Curriculum** ☒

     B.   **Program Title: Master of Science - Communicative Disorders**
     C.   **Department(s)** (Originating): **Communicative Disorders**

     D.   **College(s)** (Originating): **COEPS**

     E.   **Programs / Departments Consulted** (Requires letters of support from all Departments or Programs substantially affected):

     1)   **NA**   2)

     3)   4)

     F.   **Date of Implementation:**   **Fall** Semester   Year
     G.   **Have all courses in this program been approved? Yes** ☒   **No** ☐   **If "No", which ones?**
     H.   **Attach Request Narrative**   See attached

II.   <u>UNIT APPROVALS</u>: Requires signatures of all Department Chairs and Deans whose programs will be substantially affected by the changes or proposal. Signature lines for the affected Departments and Colleges (noted in "E" above), are on the back of this form. These signatures should be obtained prior to review by all other shared governance levels.

	Signature	Date
Department Curriculum Committee Chair (optional)	_M & Han_	_3. 31. 10_
Department/Program Chair	_M & Han_	_3. 31. 10_
College Curriculum Cmtt. Chair	_NA_	
Dean of College	_signature_	_3/31/10_
Graduate Council Chair	_Johnson_	_4/6/10_
University Curriculum Cmtt. Chair	_Barbara S Nielsen_	_4/9/10_
Academic Policy & Program Cmtt. Chair		
Faculty Senate Chair		
Provost / Vice Chancellor		
Chancellor		
	Signature	Date

*NOTE: The master copy of this transmittal & accompanying documents must be filed in the Provost's office upon final approval. The Provost's office will notify all appropriate administrative offices [Registrar, Office of Graduate Studies, Dean(s), Department Chair(s)] of approvals & necessary actions to implement changes.

TRANSMITTAL for GRADUATE PROGRAMS: Changes or Proposals   ⌐APR 0 1 2010

I.   INFORMATION:

A. Check all that apply:Existing Program ☒   **New Program** ☐

Name Change ☐   **Credits Change** ☐   **Substantial Change in Curriculum** ☒

B. **Program Title:** Master of Science in Education (Communicative Disorders)

C. **Department(s)** (Originating):Communicative Disorders

D. **College(s)** (Originating): **COEPS**

E. **Programs / Departments Consulted** (Requires letters of support from all Departments or Programs substantially affected):

1) NA   2)

3)   4)

F. **Date of Implementation:**   **Fall** Semester   Year

G. **Have all courses in this program been approved?** Yes ☒ No ☐ If "No", which ones?

H. **Attach Request Narrative** See attached

II.   UNIT APPROVALS: Requires signatures of all Department Chairs and Deans whose programs will be substantially affected by the changes or proposal. Signature lines for the affected Departments and Colleges (noted in "E" above), are on the back of this form. These signatures should be obtained prior to review by all other shared governance levels.

	Signature	Date
Department Curriculum Committee Chair (optional)	_M V R Han_	_3.31-10_
Department/Program Chair	_M V R Han_	_3.31-10_
College Curriculum Cmtt. Chair	_NA_	
Dean of College	_(signature)_	_3/31/10_
Graduate Council Chair	_(signature)_	_4/6/10_
University Curriculum Cmtt. Chair	_Barbara S Nilsen_	_4/9/10_
Academic Policy & Program Cmtt. Chair		
Faculty Senate Chair		
Provost / Vice Chancellor		
Chancellor		
	Signature	Date

*NOTE: The master copy of this transmittal & accompanying documents must be filed in the Provost's office upon final approval. The Provost's office will notify all appropriate administrative offices [Registrar, Office of Graduate Studies, Dean(s), Department Chair(s)] of approvals & necessary actions to implement changes.

Narrative

This is a request to approve incorporating ART/CSTA/MUSIC 793: Plan B into the MSE-Fine Arts program to fulfill a requirement.

The MSE-FA program asks students to register for an Independent Study course when they are working on their Final Masters Project, also known as Plan B, so that they have faculty supervision as they design a project, write a proposal and carry out the approved Plan B paper and project.

In the past, students registered for an independent study 798 as they approached this part of their MSE-FA course work. The issue is that is has became very difficult to distinguish and track which students are enrolled in an Ind. Study 798 course to work on their Plan B and who was not.

The number change is to help clarify that a student enrolled is working on their Plan B paper. The 793 course number will only be used to designate a student working on a Plan B.

ART/CSTA/MUSIC 793 has already been approved by Graduate Council.

This particular request is to approve the inclusion of ART/CSTA/MUSIC 793 in the program requirements.

TRANSMITTAL for GRADUATE PROGRAMS: Changes or Proposals

I. **INFORMATION:**

A. Check all that apply: Existing Program ☒   New Program ☐

minor

Name Change ☐   Credits Change ☐   ~~Substantial~~ Change in Curriculum ☒

See Attached narrative

B. Program Title: MSE-Fine Arts

C. Department(s) (Originating): ART

D. College(s) (Originating): CAS

E. Programs / Departments Consulted (Requires letters of support from all Departments or Programs substantially affected):
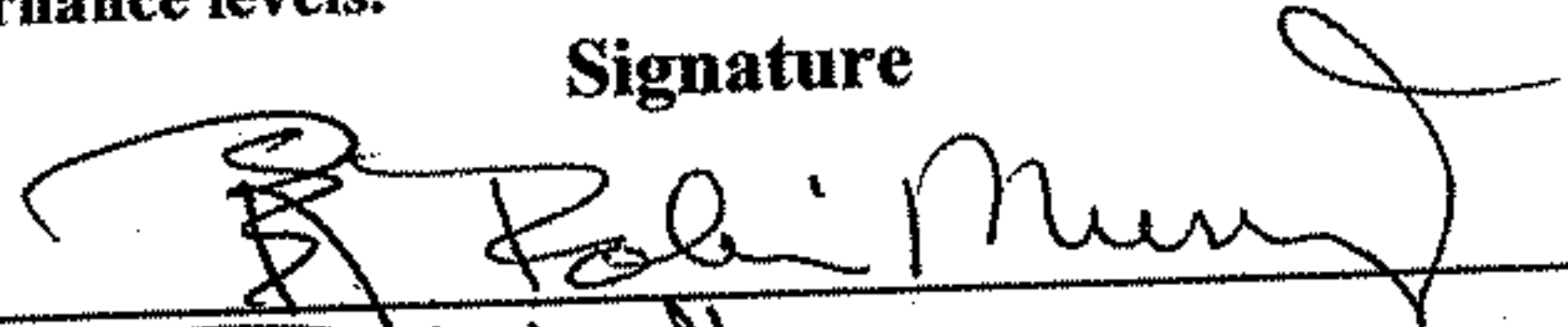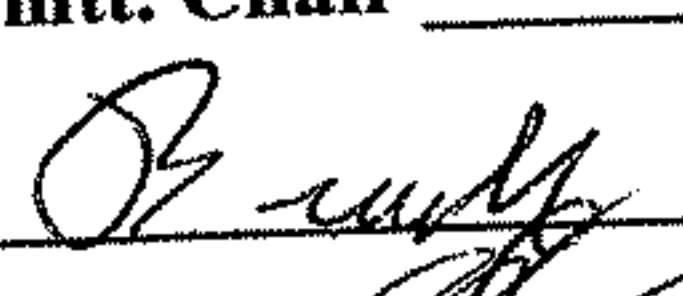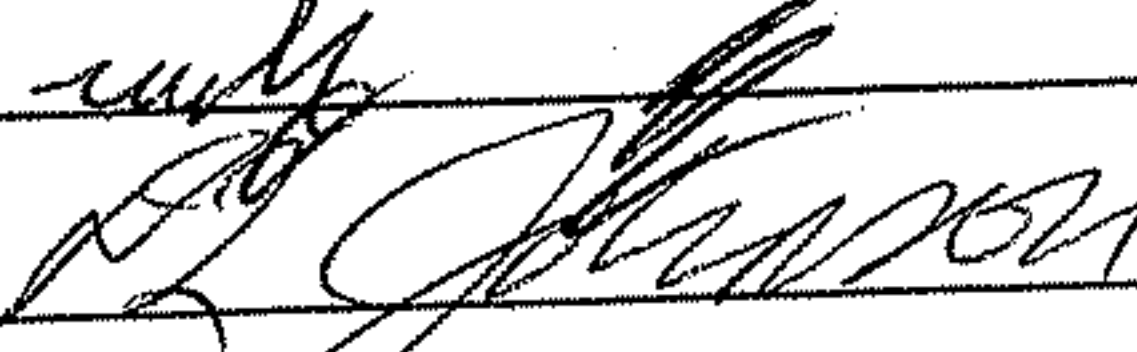
1) Art   2) CSTA

3) Music   4)

F. Date of Implementation: Summer Semester   2010 Year

G. Have all courses in this program been approved? Yes ☒ No ☐ If "No", which ones?

H. Attach Request Narrative   Attached: Narrative, Plan B Guidelines used for course, Rubric used for evaluation.

II. **UNIT APPROVALS:** Requires signatures of all Department Chairs and Deans whose programs will be substantially affected by the changes or proposal. Signature lines for the affected Departments and Colleges (noted in "E" above), are on the back of this form. These signatures should be obtained prior to review by all other shared governance levels.

	Signature	Date
Department Curriculum Committee Chair (optional)	*[signature]*	4/2/10
Department/Program Chair	*[signature]*	3.12.10
College Curriculum Cmtt. Chair	NA	
Dean of College	*[signature]*	3/24/10
Graduate Council Chair	*[signature] Johnson*	3/26/10
University Curriculum Cmtt. Chair	*Barbara S Nielson*	3/30/10
Academic Policy & Program Cmtt. Chair		
Faculty Senate Chair		
Provost / Vice Chancellor		
Chancellor		
	Signature	Date

*NOTE: The master copy of this transmittal & accompanying documents must be filed in the Provost's office upon final approval. The Provost's office will notify all appropriate administrative offices [Registrar, Office of Graduate Studies, Dean(s), Department Chair(s)] of approvals & necessary actions to implement changes.

TRANSMITTAL for UNDERGRADUATE PROGRAMS: Changes or Proposals

INFORMATION

1. **Program title:** Sustainable Management Science Certificate
2. **Department(s):** Physics
3. **College(s):** College of Arts & Sciences
4. **Proposal prepared by:**   **Date:** 2-25-10
   Robert Baker and Glenn Spiczak
5. **Check all that apply:**

   ☒ New program   ☐ Existing program
   ☐ Change in course name   ☐ Change in number of credits
   ☐ Change in Major   ☐ Change in Minor
   ☐ Change in course content   ☐ Change in Emphasis/Option

6. **Other Programs/Departments Consulted** (Requires letters of support from all Departments or Programs substantially affected):

   1. Agricultural Science (letter attached)   3.
   2.   4.

7. **Date of Implementation:**   Semester Fall   Year 2010

8. **Have all courses in this program been approved?** Yes ☒   No ☐
   If "No," which ones?

9. **Attach Request Narrative.** (Include description of program before and after proposed changes).
   See attached

UNIT APPROVALS: Requires signatures of all Departments Chairs and Deans whose programs will be affected by the changes or proposal. Signature lines for the affected Departments and Colleges (Noted in 6 above), are on the back of this form. These signatures should be obtained prior to review by all other shared governance levels.

	Signature	Date
Department Chair	*[signature]*	2/25/2010
College Curriculum Cmtt. Chair	*[signature]*	
Dean of College	*[signature]*	
University Curriculum Cmtt. Chair	Lisa Denberg Barbara S Mulsen	4/9/10
Academic Policy & Programs Cmtt. Chair		
Faculty Senate Chair		
Provost / Vice Chancellor		
Chancellor		

NOTE: The master copy of this transmittal and accompanying documents must be filed in the Provost's office upon final approval. The Provost's office will notify all appropriate administrative offices [Registrar, Dean(s), and Department Chair(s)] of approvals and necessary actions to implement changes.

Rev. 11/08

Proposal to Offer Sustainable Management Science Certificate

University of Wisconsin-Parkside
University of Wisconsin-River Falls
University of Wisconsin-Stout
University of Wisconsin-Superior

With financial and administrative support from
University of Wisconsin-Extension

Summary
Market analysis shows that the demand for programs in sustainable management continues to be strong. The Bachelor of Science in Sustainable Management program (SMGT) is still the only online program of its kind in the U.S., and an array of prospective students continues to express interest in it. Members of the SMGT Advisory Board strongly support the Bachelor of Science program, and they believe that shorter programs that consist of certificates would expand the market by appealing either to individuals who already have degrees and are looking to expand their expertise in particular areas, or to individuals who are not ready to commit to a full degree program but want to try the program, secure an initial credential, and then consider going on to complete the SMGT bachelor's degree.

Credit certificates in Sustainable Management contribute directly to the mission of the University of Wisconsin System by supporting the second and third goals of the UW Growth Agenda. The three goals of the Growth Agenda are to increase the number of baccalaureate degree-holders in Wisconsin, to increase the number of high-paying jobs, and to build stronger communities.

Program History
The online, collaborative Bachelor of Science in Sustainable Management program was approved by the University of Wisconsin Board of Regents on May 8, 2009, and classes began to be offered on September 9, 2009. Four campuses jointly offer the program: UW-Parkside, UW-River Falls, UW-Stout and UW-Superior. UW-Extension provides administrative and financial support, student services, and marketing.

SMGT is a degree-completion program consisting of 21 courses. Each course is worth 3 credits. Admission to the program is through the student's administrative home institution. To be eligible for admission, students are required to have an Associate's Degree from an accredited institution or 60 credits of equivalent coursework.

Applications to the program and program enrollments exceeded expectations.

Projected Fall 09
- Projected students: 45
- Projected enrollments 90
- 6 Courses to be offered

Actual (Nov. 12, 2009)
- 103 students applied
- 74 students admitted
- 61 students enrolled
- 166 enrollments
- Opened 2 additional sections

Student demographics:
- 75% of students are from Wisconsin
- 21% of students are from other parts of the U.S.
- 4% of students are from other countries
- 49% of students are men; 51% are women
- Race/Ethnicity of 61 admitted students:
  - 50 white or Caucasian
  - 1 African American or Black
  - 1 Other Asian
  - 5 Multiracial/ethnic
  - 4 chose not to respond
- Age distribution of admitted students::
  - Under 22 = 0
  - 22-25 = 2
  - 26-35 = 27
  - 36-44 = 14
  - 45+ = 18
- About one third of applicants already have bachelor's degrees
- The enrolled students from Wisconsin represent 25 different counties

Due to the high enrollments in the program, students who were not degree seeking such as at-large students, professionals, and others who were interested in taking one or two courses were denied the opportunity to do so. Priority was given to degree seeking students, and there were no seats to accommodate the additional students.

Advisory Board
An SMGT Advisory Board was created in August 2009. The role of the board is three-fold: To provide advice about the relevance and currency of the curriculum; to help develop paths for SMGT students to internships and jobs; and to help raise funds for SMGT scholarships and program support.

There are 30 members of the SMGT Advisory Board. 23 Board members are from the private sector, 2 are legislators, and 5 are community and nonprofit leaders. The companies represented are as follows:

Haig Jackson Communications
Alliant Energy
Johnson Diversey
Enbridge Energy Company

Stone Creek Coffee Roasters
Kranz Inc.
Precon Group, Riley Construction
Kohl's Department Stores
Johnson Controls
Zimmerman Design
The Natural Step
Aurora Health Care
Leonardo Academy
American Society for Quality
Appleton Papers
Ecolution and Innovation for Sustainable Operations
S.C. Johnson
Anixter International Inc
Sacred Heart Hospital
Metropolitan Milwaukee Association of Commerce
Ford Motor Company
Minnesota Power
Veolia Environmental Services
Quad Graphics

Opportunities for Certificates
The SMGT program is developing well, and avenues to increase the number of course sections and thus scale the program have been developed. Given the high demand for sustainability programs in general and for the SMGT program in particular, the SMGT partners believe that it is appropriate to create certificates in Sustainable Management that are subsets of the current curriculum.

The entire SMGT curriculum consists of the following courses:
- SMGT 115 Environmental Science and Sustainability
- SMGT 230 Triple Bottom Line Accounting for Managers
- SMGT 235 Economics in Society and Sustainability
- SMGT 240 Technical Writing for Sustainable Management
- SMGT 310 Ecology for Sustainable Management
- SMGT 315 Global Environmental Chemistry
- SMGT 320 Energy for Sustainable Management
- SMGT 325 Natural Resource Management
- SMGT 330 Marketing for a Sustainable World
- SMGT 331 Sustainable Organizational Finance
- SMGT 332 Economics of Environmental Sustainability
- SMGT 335 Management and Environmental Information Systems
- SMGT 340 Organizational Behavior and Sustainability
- SMGT 350 Operations Management and Sustainability
- SMGT 360 Environmental and Sustainability Policy
- SMGT 370 Logistics, Supply Chain Management, and Sustainability

- SMGT 430 International Management for a Sustainable World
- SMGT 435 International Development and Sustainability
- SMGT 440 Systems Thinking
- SMGT 460 Environment and Society
- SMGT 495 Sustainable Management Capstone

The proposed certificate focuses on science: **Sustainable Management Science Certificate**
The following courses would comprise a focus on science within the sustainable management rubric:
- SMGT 310 Ecology for Sustainable Management
- SMGT 315 Global Environmental Chemistry
- SMGT 320 Energy for Sustainable Management
- SMGT 325 Natural Resource Management

By taking these four courses, students would receive the Sustainable Management Science Certificate. This certificate will appeal to individuals working in sectors such as energy, waste management, natural resource management, etc.

Relationship Between Certificate and SMGT Bachelor's Degree
Students would be admitted into a certificate program as at-large students. Hence, they would not have to have an associate's degree or 60 credits as do students applying to the bachelor's degree. However, students applying to the certificate program will have to have the course prerequisites for the courses in the certificate program, just as any other student interested in taking any one of those courses. Students will be informed about prerequisites, and they will be responsible for ensuring that they have met those prerequisites.

Admission to a certificate program does not comprise admission to the bachelor's degree program. To be admitted to the latter, students will have to follow the same admissions processes as all other students.

Students who complete one or more courses in a certificate program and are later admitted to the SMGT bachelor's degree program will be able to use the credits earned in the certificate program toward the degree.

Academic Oversight of Certificate Program
Academic oversight of the above certificate program will be managed in the same way as the academic oversight of the SMGT bachelor's degree. Each campus academic director who oversees the SMGT bachelor's degree will also oversee the certificate program, in consultation with campus governance processes.

Student Support and Student Services for Certificate Program
Student recruitment, general advising, and technical support will be handled by UW-Extension just as it is for students in the SMGT bachelor's degree. Campuses will register students and collect tuition just as they do for the undergraduate program. If students in a certificate program apply to admission to the bachelor's program, they will be handled as all other applicants to the degree program.

March 9, 2010

To: Interested Stakeholders

From: Dr. Teri Crotty, Chair of Teacher Education

RE: Discontinuation of Secondary Education Graduate Initial Certification

The Faculty Senate has approved the final version of the Academic prioritization self study as forwarded by the Graduate Council and AP&P. After considerable thought and discussion, it has been determined that the following secondary graduate initial certification programs will be discontinued:

English
Broad Field Science
Broad Field Social Studies
Art

Students already admitted to the Graduate Initial Certification licensure programs in English, broad field science, broad field social studies, and art, and those who are admitted for Spring 2010, will be required to complete all licensure requirements no later than the end of Spring 2012. No students will be admitted to these programs past January 29, 2010.

We will continue to offer certification in the following high need graduate degree programs:

TESOL (both initial certification and add-on certification)
MSE Math (add-on certification for currently licensed teachers)
MSE Science (add-on certification for currently licensed teachers)

To serve the needs of returning baccalaureate degree holders seeking initial teacher licensure, the Teacher Education Department will continue to offer post-baccalaureate undergraduate licenses. The Teacher Education Department, in collaboration with faculty within specific content areas (e.g., math, English, science), will develop the process, policies and procedures for a well-defined program for post-baccalaureate, non-degree seeking students seeking initial teacher credentialing.

Our goal is to develop a well-designed, post-baccalaureate program that will meet the needs of returning students, meet licensure requirements, and continue to prepare outstanding secondary teachers at the undergraduate level.

March 10, 2010

COEPS Curriculum Committee,

I have spoken to College of Arts and Sciences faculty representing programs with more than 3 students currently enrolled in the Secondary Initial Certification Program (e.g., Art, English) about the future of that program option. All agreed that the current program presents significant challenges for both faculty and students and does not represent the most effective method of allowing returning undergraduate students work toward attaining teaching credentials. As a result of this discussion we support the discontinuation of the Graduate Secondary Initial Certification Program.

Sincerely,

Brad Caskey
Interim Dean – College of Arts and Sciences

TRANSMITTAL for <u>GRADUATE PROGRAMS</u>: Changes or Proposals

I. **INFORMATION:**

    A. Check all that apply: Existing Program ☒   New Program ☐

    Name Change ☐ Credits Change ☐ Substantial Change in Curriculum ☐

    B. Program Title: Secondary Graduate Initial Certification
    C. Department(s) (Originating): Teacher Education

    D. College(s) (Originating): COEPS

    E. Programs / Departments Consulted (Requires letters of support from all Departments or Programs substantially affected):

    1) CAS   2)

    3)   4)

    F. Date of Implementation: Fall Semester 2010 Year
    G. Have all courses in this program been approved? Yes ☐ No ☐ If "No", which ones?
    H. Attach Request Narrative see attached

II. **UNIT APPROVALS:** Requires signatures of all Department Chairs and Deans whose programs will be substantially affected by the changes or proposal. Signature lines for the affected Departments and Colleges (noted in "E" above), are on the back of this form. These signatures should be obtained prior to review by all other shared governance levels.

	Signature	Date
Department Curriculum Committee Chair (optional)		
Department/Program Chair	*Teri Crotty*	3-10-10
College Curriculum Cmtt. Chair	*R Hollenc*	3-12-10
Dean of College	*[signature]*	
Graduate Council Chair	*[signature]*	4/6/10
University Curriculum Cmtt. Chair	*Barbara S Nielsen*	4/9/10
Academic Policy & Program Cmtt. Chair		
Faculty Senate Chair		
Provost / Vice Chancellor		
Chancellor		
	Signature	Date

*NOTE: The master copy of this transmittal & accompanying documents must be filed in the Provost's office upon final approval. The Provost's office will notify all appropriate administrative offices [Registrar, Office of Graduate Studies, Dean(s), Department Chair(s)] of approvals & necessary actions to implement changes.

TRANSMITTAL for <u>GRADUATE PROGRAMS</u>: Changes or Proposals

<u>Department & College Approval Signatures</u>

	Signature	Date
Department Chair		
College Curriculum Cmtt. Chair	_K Holle_	3/12/10
Dean of College		

- -

	Signature	Date
Department Chair		
College Curriculum Cmtt. Chair		
Dean of College		

- -

	Signature	Date
Department Chair		
College Curriculum Cmtt. Chair		
Dean of College		

- -

	Signature	Date
Department Chair		
College Curriculum Cmtt. Chair		
Dean of College		

May 3, 2010

To: UWRF Faculty Senate

From: Dennis Cooper, Vice Chair, UWRF Faculty Senate

RE: Report: Reorganization of IT Services

Ref: (1) Educational Technology Center Restructuring by Lisa Wheeler

        (2) Regarding the ETC Restructuring Document by Karen Ryan

Objective: Concerns have been raised about the reorganization of Informational Technology Services (ITS) during the summer of 2009. The division has been renamed the Division of Technology Services (DoTS). The objective of this report was to investigate if the process used in this reorganization was appropriate from a faculty governance perspective.

This is important because:

1. Faculty and other stakeholders may not have been consulted properly about a major change in administrative support services that are used by faculty and students in and out of the classroom. This would be a violation of Chapter 36 of the Wisconsin State statutes, and would add to a continuing pattern of unilateral, disruptive decisions by the administration, particularly those units reporting to the Vice Chancellor for Administration and Finance (VCAF). The proper functioning of shared governance needs to be restored on this campus.
2. In particular, the long-time director of the Educational Technology Center (ETC), Karen Ryan, decided to leave the university prematurely because of this reorganization, the way it was done, and the climate she experienced during that process. Losing a university employee for these reasons should be a matter of concern to all responsible parties at UWRF; it certainly is to the Faculty Senate (FS).
3. Any internal deficiencies in the functioning of the FS and its committees that may have contributed to this problem must be identified and corrected.

Summary of events:

1. In the fall of 2009, the Faculty Senate Executive Committee (FSEC) was informed of the reorganization of ITS to DoTS. This was a surprise to the committee because ordinarily a University-wide reorganization of this magnitude would involve consultation with governance groups, and that had not been done with Faculty Senate (FS). Chapter 36 of the Wisconsin State Statutes empowers the FS with shared authority, along with the Administration, in the general governance of the University. Furthermore, specific provisions of the *Faculty/Academic Staff Handbook* require the administration to consult with all stakeholders before administrative initiatives are implemented.

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2. Included in the reorganization of ITS was the administrative relocation of the Education Technology Center (ETC) from the College of Education and Professional Studies (COEPS) to DoTS. The ETC is a computer lab in WEB staffed with a director and a paid student staff. The mission of the ETC is to assist faculty and students in the use of technology in teaching. Thus, there is a clear curricular focus in the activities of the ETC. The Faculty Senate is specifically empowered by Chapter 36 with *primary authority* over academic and curricular matters. The ETC was formed some years ago primarily to serve COEPS faculty and students, but more recently, its services have been available to faculty and students in other colleges of UWRF. The relocation of the ETC is a primary focus of this report because of complaints brought to FSEC by the former director of the ETC and some COEPS faculty. The complaints were that the ETC relocation was accomplished without proper consultation either with the academic departments within COEPS or the FS. It was characterized by Karen Ryan, former director of the ETC, as a "hostile takeover".

3. When confronted with this situation, the administration countered with two arguments:
   a. ITS falls under the authority of the Vice Chancellor for Administration and Finance (VCAF), who considers it a budget matter and therefore not a matter that requires shared governance.
   b. That the reorganization of ITS and the relocation of ETC was approved by appropriate Faculty Senate committees, and therefore any obligation regarding shared governance has been fulfilled. The Faculty Senate committee most directly involved with this matter was the Instructional and Learning Technology Committee (ILTC). This committee also acts as a subcommittee of the Instructional and Learning Technologies Council ("Technology Council"), an administrative body.

4. Faced with differing interpretations of the facts as well as what constitutes proper governance, not to mention a bewildering assortment of abbreviations, the FSEC requested a written report from the VCAF documenting the process that led to the decision to administer the ETC from COEPS to DoTS. That report was provided late in Fall Semester (undated report enclosed). FSEC then provided the VCAF report to the former director of the ETC and other faculty in COEPS for a written response. That response, in the form of a written report, was received toward the end of Fall Semester. After reading both reports, the following timeline is apparent:
   a. After a number of administrative activities before the fall of 2008, there were a number of meetings held during the 2008-09 academic year. These meetings were held to discuss various organizational changes in IT Services. The director of the ETC, Karen Ryan, took part in these meetings. In her report to FSEC, she has documentation to show that a new customer service unit in ITS would not duplicate the functions of the ETC. She did, however, report that she felt uncomfortable during these meetings and felt her input was being dismissed.

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b. The last meeting of the Faculty Senate ILTC for the 2008-09 academic year occurred on April 29, 2009. The minutes of that meeting should reflect any formal action approving the reorganization of ITS or the relocation of ETC was taken during that meeting. Nothing was forwarded to the FSEC that so indicated. As of this date, no minutes are posted for that meeting on the Faculty Senate website.
c. Technology Council held discussions on May 1, 8, and 15. During these meetings, the chair of the Tech Council, Brad Mogen, questioned the justification for having a separate ETC in COEPS, asserting that the budget and staff should go to the ITS.
d. The 2008-09 academic contract year for faculty ended on the weekend of May 24. The following events took place when faculty were generally not available to be informed, much less consulted, about the reorganization of ITS and the change of administration of ETC.
e. On May 29 and June 10, there were meetings of a group consisting of the following people:

Connie Foster, Interim Chancellor

Lisa Wheeler, Interim VCAF

Faye Perkins, Interim Dean COEPS

Steve Reed, Director ITS

Karen Ryan, Director ETC

Ryan made an audio recording of these meetings that are available on Falcon File. During these meetings, Reed argued for centralization of ETC within ITS. By the end of the June 10 meeting, discussion included the creation of a project charter to guide the transition of ETC from COEPS to ITS. The project charter was created the next day, June 11, and the project group was formed the next day, June 12. The project group included Reed, Perkins, Ryan, Mary-Alice Muraski (ITS staff)), Sara Solland (ITS staff), Gay Ward (COEPS faculty), Laura Zlogar (ILTC chair) and Dan Reed (TLC student).

f. On June 17, the project group met and the project charter was finalized.
g. Dean Perkins met with COEPS chairs during the summer.
h. August 21 was the last meeting of the project group reported by VCAF Wheeler. The project group met several times before that during the summer.
i. The faculty contract for the 2009-10 academic year began on Aug. 24, at which time faculty were again available to participate in decisions concerning ITS and ETC.

Apparently, at this point, the transition of the ETC from COEPS to ITS was complete. It is not clear exactly when the name of ITS was changed to DoTS, but it was done without the knowledge, much less the concurrence, of the FSEC or any other governance body.

5. In early September, Dennis Cooper, Vice Chair of FS, was contacted by Karen Ryan, who met with him and expressed strong concerns about the process, timeline, and climate with which the transition took place. Gay Ward also met with Cooper separately and expressed concerns especially about the lack of faculty input in the process. Their specific concerns were:

   a. The process did not include proper faculty oversight. The decision to transition was made in June, after the final meeting of the ILTC and after COEPS faculty was off-duty (the faculty contract year ends in mid-May). There is no record of department meetings where this change was discussed or approved. Neither the full Faculty Senate nor the FSEC was even aware of this change until the fall. Both Gay Ward and Karen Ryan were troubled by the lack of consultation and input from stakeholders.

   b. The process did not allow proper administrative oversight. The transition was an initiative of the VCAF and that office's staff. The campus was in transition from an interim Chancellor and an interim Provost/Vice Chancellor for Academic Affairs, and the new officers were just arriving on campus. The academic nature of the ETC should have required careful scrutiny and approval from the Provost. In addition, the COEPS Dean was and still is an interim position, which is not a strong position from which to advocate for faculty and staff in opposition to a strong initiative from the VCAF. Interim COEPS Dean Perkins was described as being in support of the transition of the ETC, but also attempting to get feedback from Ryan and Ward between meetings and attempting to improve communication of committee members.

   c. Ryan in particular felt this was a rush job, ostensibly to accomplish this transition quickly and without oversight from either faculty or the new administrative officers. The entire process of deciding upon and implementing the transition was accomplished from May 29 until August 25 or thereabouts, during the summer when faculty were not available to consider this change and the new officer team was not yet settled in.

   d. Karen Ryan expressed strong concerns about the climate she experienced throughout this process, particularly from May. Both Ryan and Gay Ward felt their input was dismissed. These two had the impression that others had their minds made up and were not interested in input to the contrary. Furthermore, up till May 1, the issue had been cast as one of "coordination" of the ETC with ITS, not "transition." The subject was changed during the May meetings to "why have an ETC in COEPS," and finally to "transition" on May 29. In the transition group meetings in May and June, Karen Ryan and Gay Ward were told there was a directive to centralize technology support and their job was to figure out how to do this. Ryan felt that others in the transition group had an agenda to subsume the ETC into ITS and treated her antagonistically

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because they expected her to oppose this change. Ryan felt their earlier representations about "coordination" lacked openness and transparency. Ward felt that Ryan was not treated with the respect she deserved.

e. The faculty members who participated in these deliberations, particularly Brad Mogen (chair of Tech Council) and Laura Zlogar (chair of ILTC) were active supporters of the reorganization of ITS, of the relocation of ETC, and of the process by which these things were accomplished. The administration has cited this support as constituting appropriate faculty oversight, consultation and shared governance.

Preliminary Conclusions:

1. The decision to reorganize ITS and to relocate the ETC from COEPS to ITS was made in violation of Chapter 36 of the Wisconsin State statutes. Specific counter-arguments are listed point by point.

2. The argument that administrative changes may be made without governance because they are budget matters is distorted and inaccurate, particularly regarding a change this big. Chapter 36 and the Faculty Handbook state that responsibility and authority for the general governance of the University is shared among the administration, the faculty, and the academic staff.

3. The decision to "transition" the ETC is a blatant violation of the faculty's primary authority over academic/curricular matters. It is shocking that this would be done without consulting the faculty of COEPS within their departments. In addition, no faculty governance body approved this change, according to records reviewed so far.

4. The concurrence of individual faculty members who happen to serve on the Tech Council and ILTC, no matter the substantive merits of the proposed changes nor the enthusiasm with which they concur, is nowhere close to adequate faculty participation in a matter requiring shared governance. Individual faculty members do not substitute for collective, broadly representative governance bodies. The administration has complained that it was lead to believe otherwise. If true, the Faculty Senate may have to take corrective action internally. However, the administration, at best, showed poor judgment in believing that the support of individual faculty members, even committee chairs, was sufficient governance approval. Apparently, not even ILTC formally approved these changes, and even if it had, that would not be sufficient. The FSEC and the full Faculty Senate should have participated in these decisions.

5. Whether or not the process leading to these decisions was duplicitous, a "rush job," or designed to escape administrative oversight is beyond the scope of this report. It is beyond both the author's authority and competence to pass judgment on the motives of those responsible for these decisions. However, the facts may speak for themselves, and the FSEC expects administrative leaders to consider the implications of those facts for the well-being of UWRF.

6. Similarly, faculty and staff who brought their concerns to the FSEC raised serious climate issues. These allegations were credible enough to merit further investigation by the administration.

7. The author is making no judgment about the merits or lack thereof regarding the reorganization of ITS and the relocation of the ETC into ITS. These may or may not be good ideas. The problem is these decisions were made without adequate input from faculty and other stakeholders. Furthermore, they were made in violation of the processes set up (by Chapter 36 and the Faculty Handbook) to require such input.

Recommendations:

1. That the Faculty Senate pass a motion declaring the restructuring of ITS and the administrative relocation of the ETC are postponed until the following has been completed:
   a. The changes in ETC are to be reviewed and approved by the academic departments in COEPS. Their recommendations are to be submitted to the Faculty Senate Executive Committee for action by the Faculty Senate.
   b. The restructuring of ITS is to be submitted to the Executive Committee of the Faculty Senate for action by the Faculty Senate.
2. If necessary, the Faculty Senate should review the performance of its committees in contributing to governance failures and make appropriate corrections.

INTEGRITY   ACADEMIC EXCELLENCE   INCLUSIVENESS   COMMUNITY   CONTINUOUS IMPROVEMENT

Educational Technology Center Restructuring

Introduction
This document and its attachments provide background information on the changes that have been made in the Educational Technology Center, the Technology Leadership Cadre, and the UWRF representation on UWS Learning Technology Development Council. This information is provided in response to the concern of the Faculty Senate Executive Committee regarding a potential violation of Faculty Senate motion 2006-2007/109 that all stakeholders concerned be consulted in decisions that impact directly on academic programs. These changes have been referred to as the "restructuring of IT Services." For the sake of clarity and because there have been other examples of restructuring in IT Services (now renamed Division of Technology Services - DoTS), these changes will be referred to in this document as "ETC restructuring."

Definitions/Terms/Background
- ✓ **Educational Technology Center** (ETC) Computer lab in WEB. Formerly the IDEA Center in Ames. Demonstration and training facility for faculty and students. Director of the ETC originally served COEPS faculty only but expanded scope in recent years (date unknown) to have a campus-wide scope. The nature of service to faculty was to assist them in learning about current technologies and to introduce new technologies. The ETC also serves as a general access computer lab for students. It is supported (routine maintenance, computer replacement, software upgrades) by DoTS and funded with university computer lab funds.
- ✓ **Technology Leadership Cadre** (TLC) Group of paid students who work with faculty and students to train them in instructional uses of technology. Supervised by Director of the ETC. Originally, grant funded and served only COEPS. Now funded with university funds and serving all faculty.
- ✓ **Learning Technology Development Council** (LTDC) This is a UWS office charge with supporting the use of instructional technologies. Each campus has one representative. Formerly the Director of the ETC served as the university's representative. To make the campus designate one that was not associated with an individual college, the LTDC representative is now the Manager of Teaching Learning Technology in DoTS. See http://www.uwsa.edu/olit/ltdc/

What is the nature of the changes?
- ➤ Responsibility for supporting faculty in their use of instructional technologies is being moved from COEPS staff to DoTS staff.

Why are these changes being made? What analysis was conducted?
- ➤ Use of technology in the classroom has changed and become ubiquitous. The recommendation to move the locus of support for instructional technologies to the central IT unit was made first by the external team that reviewed ITS in March 2006, then by UWS CIO's after a two-day consultation in 2007 and then in the Administrative Program Review in Spring 2009. There was a recognition that our internal organization of services had not kept up with the changing role of technology; there needed to be a more centralized and expanded service to support faculty. These changes are further supported, albeit in a more global sense, by Goal 8 of the Strategic Plan Goal 8: Enhance the Use of Technology: UWRF will build an effective technological infrastructure to support the increasing demand and will provide the continuing

INTEGRITY   ACADEMIC EXCELLENCE   INCLUSIVENESS   COMMUNITY   CONTINUOUS IMPROVEMENT

training and support services needed to meet the institution's growing needs. In particular, Initiatives 8.1 – Enhance the effective use of technology for teaching, research and learning and 8.3 – Use technology to support efficient and effective operation of the University.

Who was involved? Were stakeholders consulted? Were appropriate governance groups involved?
 ➢ Since the ETC had ostensibly been serving all faculty, that would be the stakeholder group. Faculty as a whole were not consulted. It was assumed by those involved that the governance committee was the vehicle through which to gain a faculty perspective. The Technology Council and its subcommittee ILTC were involved from a governance perspective. Two individual faculty members of the ILTC were involved in the project team that planned the transition of the ETC services related to supporting faculty in their use of technology. The Director of the ETC and DoTS staff were also a part of the team. (See timeline below.)

Were these changes accomplished without faculty involvement during the summer when they were not present?
 ➢ No. Discussions in the Tech Council and ILTC started in April 2009. Four members of the ILTC served as members of the project team.

Is the ETC being eliminated? Are services being eliminated?
 ➢ The Educational Technology Center, as a physical entity, will continue to exist in the Wyman Education Building. The Educational Technology Center is not being eliminated. Its functions that relate to assisting faculty with use of technology in instruction have been moved to a new administrative home in DoTS. No services are eliminated; they are merely being delivered by a different unit. The scope of services provided to faculty will be expanded, partially through the recent addition of a grant-funded instructional designer to the Teaching Learning Technology team.

Are any positions eliminated as a result of this change in services?
 ➢ No.

Timeline Associated with ETC/TLC/DOTS Service Changes
      External Review of Information Technology Services - Recommendation– Spring 2006
      UWS CIO Consultation – Recommendation – Spring 2007
      Administrative Program Review – Recommendation – Spring 2009
      ILTC Discussion – April 28, 2009
      Technology Council Discussion – May 1, 2009
      Technology Council Discussion – May 8, 2009
      Technology Council Discussion – May 15, 2009
      ETC/TLC Discussion – May 29, 2009 (Wheeler, Perkins, Reed, Ryan)
      ETC/TLC Discussion – June 10, 2009 (Wheeler, Perkins, Reed, Ryan)
      Project Charter Created – June 11, 2009
      Project Group formed – June 12, 2009
            Steve Reed: - Chair – CIO, Executive Director of IT Services
            Faye Perkins: - Co-Chair - Dean, College of Education

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Karen Ryan: - College of Education
Mary-Alice Muraski – ITS Manager, Teaching and Learning Technologies
Sara Solland – ITS Manager, Customer Technology Services
Gay Ward – College of Education Faculty Member
Laura Zlogar – ILTC Chair
Dan Reed – TLC Student

Project Group meeting – June 17, 2009
Project Charter Finalized – June 17, 2009
COEPS Dean Discussions with COEPS Chairs – Various Dates, Summer 2009
ETC/TLC Budget Discussion – July 15, 2009
Project Group meeting – July 22, 2009
Project Group meeting – July 27, 2009
ETC/TLC Budget Discussion – July 31, 2009
Project Group meeting – August 12, 2009
Project Group meeting – August 21, 2009
Student Training Collaboration between DoTS and TLC – End of August
COEPS Dean Discussions with COEPS Chairs – August 25, 2009
ETC/TLC user survey – October 26 – November 9, 2009

This transition will provide the University with an integrated support and training structure for all faculty, students and community. Funding will be centralized and therefore, so is planning, in an effort to minimize costs and maximize efficiency and will provide faculty with the most thorough, consistent and sustainable support.

Attach: Project Charter

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Project Charter

Project Name: ETC & TLC Transition to ITS
Project Sponsor: Lisa Wheeler, VCAF
Project Leader: Steve Reed, CIO

Goals and Overview: This transition plan will provide the University with an integrated support and training structure for all faculty, students and community. Funding will be centralized and therefore, so is planning, in an effort to minimize costs and maximize efficiency and will provide customers with the most thorough, consistent and sustainable support. IT Services will be responsible for all planning and budgeting for the centralized support.

Deliverables:

- An accurate inventory of the current audiences being served by the ETC/LTC. (faculty, students, PK-12 etc.)
- A comprehensive list of current services along with the demand for those services.
- Accurate inventory of all software, hardware and equipment housed with the ETC.
- A schedule and Timeline for transitioning and continuing to provide core services
- Define strengths of TLC student staff the services they provide, to maintain support in both the CS and TLT departments
- Updated/Merged online resources
- Transition of portfolio content to the College of Education
- Create campus wide and audience specific ETC/TLC needs assessments surveys to be conducted during fall semester to determine core services.
- A communication plan (initial and ongoing) for campus departments and colleges.
- Comprehensive TLC/ETC transition plan

Scope: Current services within ETC (specialized software, check-out inventory)
Current help desk management in the ETC
Current management of TLC students (strengths, services provided, web site)
Current training and support resources
Current funding for all programs and students
Current equipment within the Idea Center
Current student employees of the ETC/TLC
Current ETC/TLC assessment and feedback processes.
Current role of TLC students in the College of Education
Current support expectations in the ETC and surrounding classrooms
Current TLC training needs
Condensing of the acronyms used to describe services, people and location

Out of Scope: IT Service's current training initiatives
D2L Support and management
Other University portfolio software packages
Center for Teaching and Learning
IT Service's students and current training
Campus LTDC Representative position

Stakeholders:

All colleges on campus, student workers, PK-12 and involved community members

IT Services

Resources: Centralized Budgetary Resources
College of Education staff and faculty and Expertise
ITS Staff Time and Expertise

Tentative Timeline and Milestones:

Budget and Funding Sources Defined – August 6
Accurate Inventory (audience and hardware/software) – August 14
Comprehensive Transition Plan Draft – August 21
Completed Transition Plan – August 28
Leadership Transition – September 1, 2009 (or Monday, August 31, 2009)

Deactivate the Ed Tech Center Web site by September 30, 2009
College of Education Survey completed by October 1, 2009
University-wide survey completed by November 1, 2009
Portfolio transistion to COEPS completed by November 1, 2009
Transition plan implemented by January 1, 2010

Steering Committee – Membership and Roles:

Steve Reed: - Chair – CIO, Executive Director of IT Services
Faye Perkins: - Co-Chair - Dean, College of Education
Karen Ryan: - College of Education
Mary-Alice Muraski – ITS Manager, Teaching and Learning Technologies
Sara Solland – ITS Manager, Customer Service
Gay Ward – College of Education Faculty Member
Laura Zoglar – ILTC Chair
Dan Reed – TLC Student

Since 1999, the mission of the Technology Leadership Cadre has been to support an educational environment where technology is an integral part of the teaching and learning process. As technology leaders, member of the TLC have modeled instructional technology infusion and provided opportunities and assistance for students, faculty and K-12 educators to learn and use technology.

We would like to know how the TLC has supported your work and that of your students, and what TLC services you consider essential.

I. Please mark the box next to those programs or skills for which you have used Technology Leadership Cadre in the past and indicate if it was for your individual or classroom support.

Topic	Individual	Classroom/ Students	Will seek support in future
e-Folio			
Chalk & Wire			
DreamWeaver			
iMovie			
Flash			
Audacity			
Web Photo Gallery			
Inspiration			
Set up e-port			
Adobe Elements			
PowerPoint			
Design a web page -varied programs			
Portfolio at a Glance			
D2L			
Pagemaker/ Publisher			
Access			
Sharing video clips			
Adobe/Powerpoint			
Sympodium on PC			
Image Ready			
Excel			
PhotoVista Panorama			
mp3 Recorders			
Web Quest programs			
VHS to DVD			

Equipment (e.g. camera, projector, etc)

Other

_____

_____

Comments:

II. What core services of the TLC model and service do you value?
 (1-5 where 5= Very Important, 4= Important, 3= Somewhat Important, 2= Not
Important, 1= No Opinion))

Individualized support for software and computer skills for faculty
Individualized support for software and computer skills for students
Workshops tailored to the content and focus of the class
Differentiated instruction within classroom workshops
        (Catering to spectrum of experience and needs)
Prompt response to request for assistance
Prompt, respectful communication with faculty member to clarify instructional goals
        and scope of support to be provided.
Provision for Feedback following assistance
Prompt attention to feedback by TLC members
Ability to meet you at your skill/knowledge level
Reservation system for technology equipment
Availability of technology equipment for spontaneous classroom events
Knowledgeable staff available at ETC desk

Comments:

Regarding the Educational Technology Restructuring document compiled by Lisa Wheeler:

Running across the page the letterhead: *Integrity, Academic Excellence, Inclusiveness, Community, Continuous Improvement*-I find this verbiage disturbing in an "If we say it, it is so." sort of way. The process described in the document was characterized by bias, arrogance and unilateral decisions which cause me to question the integrity of a process which was marked by the systematic exclusion rather than inclusion of key constituents.

When I reviewed minutes from the Technology Council and the ILTC (chaired by Laura Zlogar and Mary-Alice Muraski) I could not find proof that there was a full discussion of the takeover of the Ed Tech Center and Technology Leadership Cadre by the members of either group. I was not consulted, faculty in our college were not included in any discussion.

My timeline regarding the "Restructuring":

September 8 of 2008 interim dean Perkins and I received this e-mail from Lisa Wheeler

Lisa Wheeler wrote:

Faye and Karen,
I wanted to give you a heads up on a heads up I am sending out to the campus community next week involving various organizational changes in IT Services. These are summarized on the G: drive at /campus/Information Technology Service/Staffing/Org

Transition/Information to Campus Community.doc or on the web at
https://falconfile.uwrf.edu/xythoswfs/webui/ xy-8742040 2

You'll see there are a number of things that are shifting around; the one I wanted to touch base on is the formation of a unit within IT Services focused on instructional technology which we will call Teaching and Learning Technology. We are forming this unit to put together functions that are somewhat scattered right now. We'll bring Jay Unseth into the unit to incorporate media services as well as Nick Dangeur to incorporate video and distance learning. Classroom technology, lab management, and D2L support will be a part of this unit as well. Mary-Alice will serve as the manager. Desktop support and helpdesk functions will become a part of a new Customer Service unit. We're in the process of hiring that manager.

I don't anticipate that we will either duplicate functions of the Ed Tech Center or create confusion on the part of those that access services. We struggled with the name of this unit. Initially we were going to call it Instructional Technology but having a unit in IT whose initials were IT seemed like it would be confusing to us. We also thought of Educational Technology but concluded that would be confusing with the Ed Tech Center.
Please let me know if I can clarify anything.
Lisa

Lisa,

Thanks for the heads up on the upcoming organizational changes in IT Services. As a part of the re-organization, Karen Ryan and I feel that it's a great idea to form a Teaching & Learning Technology team. I see minimal duplication between the Teaching & Learning Technology team and the Educational Technology Center. However, I do feel that there's an opportunity to provide clear communication between the two as a way to reduce potential duplication and also as a way to support each of the group's services. Is there a way that Karen Ryan can be "connected" to the Teaching & Learning Technology team? This could be very informal like periodic reports, receiving minutes from the T&LT team, and periodic attendance at team meetings to have an opportunity to share ideas. What do you think? Faye

Over the intervening months leading up to the summer 2009 ETC/TLC takeover by ITS (now DoTS), I offered over and again to collaborate with Mary-Alice and the TLT team and got no response. For a vivid example of professional exclusion please see the following e-mail sequence:

On Jan 27, 2009, at 5:07 PM, Mary-Alice Muraski wrote to Mary Wright, the faculty member I, as campus representative to the UW-System Learning Technology Development Council, had invited to collaborate with me by attending a three-day LTDC Digital Storytelling workshop in Madison so the two of us could return the UWRF campus to share this semester-long faculty development initiative.

Instead of contacting me AND Mary Wright, Mary-Alice denied me any professional courtesy and wrote instead to Mary Wright. Is it because the rush to centralize all teaching/learning technology support had already been decided by Lisa Wheeler and Steve Reed who had determined that Mary-Alice would soon replace me as the LTDC campus representative? Why was a collegial gesture required?:

Mary-Alice Muraski's offer to support Mary Wright with the LTDC Digital Storytelling initiative:

Mary
As the manager for UWRF's Information Technology Services' Teaching & Learning Technology group, I would like to offer my services in support of your digital storytelling information session and workshop. I would like to attend your events but only in a support role. Please let me know if that is acceptable to you.
Mary-Alice<mary-alice_muraski.vcf>

Mary Wright was concerned about this lack of inclusiveness and collegial courtesy and responded to Mary –Alice in this way:

Hi Mary-Alice,

Karen Ryan and I are working as a team on the LTDC digital storytelling initiative. You are most welcome to attend in a support role! We will also have the members of the Technology Leadership Cadre's support throughout the process as well. We look forward to having you be a part of this faculty development opportunity.
Best,
Mary

I followed up with this January 29, 2009 e-mail to Mary-Alice, AGAIN asking how we could work together:

Hi Mary-Alice

When I saw your e-mail to Mary Wright and your offer to be supportive of this LTDC Digital StoryTelling in Higher Education project on our campus, I was reminded of Faye's offer and mine, to be included in some collaborative way in the plans and work of the Information Technology Services' Teaching & Learning Technology group.

I am sure these months of transition to a new CIO have been busy, but I am including Faye's response to Lisa Wheeler's announcement of the new ITS group, as a reminder that I am interested in being supportive of the group's efforts, and being included in planning sessions when appropriate. I am interested in making sure that my efforts in the Ed Tech Center to support faculty and students in the use of technology in the teaching/learning environment, and my direction of the Technology Leadership Cadre complement the work of the ITS Teaching & Learning Technology group.

Please let me know how we can work together.

Best wishes for the new semester.
Karen

Karen Ryan
Director, Educational Technology Center
University of Wisconsin-River Falls

Is it surprising that my offer of collaboration again failed to inspire a response or courtesy of any kind from Mary-Alice, the manager of the new Teaching Learning Technology (TLT) team in ITServices? It became clear to me that Mary-Alice / ITServices was in no way interested in recognizing or benefiting from the expertise that I have in successfully providing teaching/learning/technology support to faculty- sixteen years at my previous university- and over twelve years at UWRF.

A climate of exclusion and bias evidenced at ILTC meetings-experienced again at ETC/TLC to ITServices Transition Charter meetings which ran early July to August 14, 2009:

In March of 2009 as director of the Ed Tech Center and as campus representative to the UW-System LTDC, I reported to the ILTC ,chaired by Mary-Alice Muraski and Laura Zlogar. I shared the progress made since the November 2008 launch of LTDC Digital Storytelling faculty development initiative on the UWRF campus, and I reminded everyone at the meeting that the subscription to Atomic Learning online technology tutorials, paid out of the ETC budget for the benefit of the campus had been renewed. In the category of "no good deed goes unpunished", Laura Zlogar harshly questioned access to Atomic Leaning-"How are we supposed to know about this? I explained that I had collaborated with ITServices and a campus portal had been set up allowing faculty and students to login to Atomic Learning using UWRF authentication, and there was a link from the TLC web page and from the ITServices web site and that the TLC advertised AL at every workshop. Instead of saying –"Oh this is a good service, how can we publicize it", the tone was negative and showed bias against my contribution and that of the Ed Tech Center and the Technology Leadership Cadre. I would remember this when I had to come to the ETC/TLC to ITServices "transition" team meetings. More on this later.

May 2009-Brad Mogen's Question

It was Brad Mogen who addressed me at an ILTC committee meeting in May, asking "Why do we have that Ed Tech Center anyway-and the Technology Leadership Cadre?" That money should go to ITServices. Faculty are just confused about where to go for help. There should be just one central point of contact for all technology/teaching and learning support" Who said faculty had a problem? Do some faculty have a problem? The faculty we reached through a well developed customer service and feedback mechanism were not confused. Could we discuss this? Brad Mogen would leave the meeting and go directly to interim Dean Perkins and ask her the same question, then to Connie Foster.

The assumptions being made by Brad Mogen were then repeated by Steve Reed word for word at a Technology Council meeting I attended in May-"Facuty are confused, everything needs to be centralized under the control of ITServices." I found this concerning. In my years of teaching, and of providing customized, just-in-time teaching/learning/technology support to faculty (since 1981) I have learned that centralization is NOT the key to good service and one size does NOT fit all.

I asked Faye to set up a meeting with Lisa Wheeler, Steve Reed and Connie Foster so we could again offer COLLABORATION, retain the best of what we had developed as a service model and counter what I considered Steve Reed's poorly developed assumptions around centralization and control.

We had a meeting in north hall May 29 (Faye Perkins, Lisa Wheeler, Connie Foster, Steve Reed and I) and a second meeting June 10. I offered collaboration, I had skills not found in the ITServices TLT team. . .How could we work together? I made an audio record of these two meetings and shared the audio files in Falcon File. I will share these files with you via an e-mail link. Before the end of the May 29 meeting Steve Reed was moving on his convictions regarding centralization and beginning to discuss taking over the ETC and the TLC. By the end of the June 10 meeting , there was talk of handing over the budget and having Steve and Lisa create a project charter to guide the TRANSITION team meetings.

In early July the transition meetings began headed by Steve Reed with support from Laura Zlogar, and ITServices staff, Mary-Alice Muraski and Sara Solland ,acting as a block. These meetings would not provide a full and fair discussion of the proposed centralized/one-size-fits-all approach to faculty support. All things ITServices were out of scope and only the ETC and TLC were targets of investigation.

I brought in the digital recorder to the first transition meeting-Steve Reed objected-"Is that a recorder? . . I think it is only fair for us to ask if anyone objects to being recorded. " Laura Zlogar immediately objected to being recorded" Steve Reed said that since this was not an official committee, minutes were not really required. I asked who was going to take minutes, and after a silent pause, Mary-Alice began taking minutes. I asked why ITServices student staff training procedures, and the ITS service model were not in scope. I was told they were out of scope. That was that. This was not a discussion it was a take over.

I asked, how could this transition happen in a summer (one month in summer) without consultation with faculty most affected by it, without students, without the College of Education and Professional Studies Executive Council, without the Faculty Senate? I got no good answer, only that this process did not require consultation because it was strictly a budget issue. When I got that answer from Faye, I said "A change in the level of teaching/learning/technology support has a direct impact on the teaching learning mission of the campus. Sweeping unexamined changes cannot be justified. We need full discussion and input from all interest groups."

I found the first transition meeting chaired by Steve Reed intolerable-the atmosphere was dictatorial and oppressive. My concerns and those of Gay Ward were denied and overridden. Gay Ward and I wanted to involve more stakeholders in the meetings, faculty who could speak to the services which were important to them, students who could do the same. We were denied that request.

We insisted we wanted to survey those who were served by the ETC and TLC. We were told that perhaps that could happen later. I took an article from Educause to the first meeting of the transition team, this article reported recent research regarding the most effective ways to reach faculty with technology support. I had also e-mailed the link to the article to members of the team a week earlier. I had hoped the article would give an honest context to the meetings. We could ask the question-DOES RESEARCH SUPPORT THE CENTRALIZED MODEL OF SERVICE. Discussion was denied by Steve Reed. He was dismissive of the article saying defensively "Oh we read those articles too." You can just pass it out-no discussion. Gay Ward brought copies of a thoughtful memo she had written outlining all the ways she had relied on the support of the Ed Tech Center and the Technology Leadership Cadre, hoping for discussion. She was permitted only to hand it out—no discussion. We were marginalized and bullied.

I went to Faye after this meeting to say the tenor of the meeting was intolerable. I wanted a neutral moderator, one who did not suffer from certainty, and who would engage all stakeholders in an open, respectful, measured discussion of the best model for collaboration and/or merge of services. Faye said she would have to ask Steve. She came back from meeting with Steve Reed, only to say that it was summer, everyone was so busy, she and Steve would co-chair the meetings. I said that did not work for me. She said ITServices wants the same thing we want –the best service for faculty and students. I said NO they do not.

Faye called a meeting in her office, herself, Steve Reed and myself- apparently to clear the air. I told Steve that he was bulldozing a takeover and that I wanted to be an equal voice at the table and wanted to see the input of all constituents accommodated. He warned me that I should not try to withhold cooperation, the transition was going to happen. Resisting the process would just slow it down. When I again said he was bulldozing, he made the most telling statement befitting a bully. "Karen, if we were bulldozing, you wouldn't even be at the table. We would have just done it!" Lisa Wheeler, Steve Reed, Laura Zlogar, Mary-Alice Muraski, with Faye's full cooperation, did JUST DO IT. This was a power grab, a hostile takeover, characterized by a rush to implement sweeping change in a summer, of transition, before a new Provost and Chancellor, before faculty and students, the COEPS executive council or Faculty Senate could be consulted. WHAT WAS THE RUSH?

No job was lost? Since I have a contract through 2015 my job description had to be radically changed and a key component of my service and special skill set-teaching/learning technology support of faculty was deleted. I contested that change. I said if ITServices had no interest in my collaboration, the special skills I had which would interface with those of the new Instructional Designer and the TLT team, I wanted to be a liaison to ITServices representing the special needs of the faculty in the College of Education and Professional Studies. Faye said she would have to ask Steve Reed if my new job description could include that role. Faye came back after consulting Steve Reed regarding MY job description and she told me "No, Steve does not want that. The other colleges do not have a liaison. Our faculty will just have to get used to planning ahead and requesting the support they need like all the other faculty on campus."

It is clear-one size DOES fit all. The ITS vision of service prevails. In summary, although I was included in the "transition" team, mine was a token presence. How would it look if my name did not appear on the transition team? See Karen was consulted. My views were marginalized and my repeated objections to bullying and lack of respectful consultation with all campus constituents were ignored.

Addendum:

Since the recommendations made by the Administrative Program Review Team were given as justification for the ITS takeover of the ETC and TLC, I meant to include the recommendation from that report in my summary but forgot.

The summary of the Administrative Program Review Team's recommendations was sent out to the campus community by Lisa Wheeler May 31, 2009.

4. Educational Technology Center

4.1 The organizational structure for providing campus-wide support of teaching and learning should be examined, including the relationship between the Teaching and Learning Technology Team in Information Technology Services, the proposed Center for Teaching and Learning, the Educational Technology Center and Technology Leadership Cadre.

My question is: When did a full examination occur? Who participated in the examination? This "examination" happened with amazing speed. By some stretch did the work of the ETC/TLC to ITS transition team take the place of an examination?