April 2, 2018

To: Dean Van Galen, Chancellor
    116 North Hall
    University of Wisconsin – River Falls

From: Mialisa Moline, Chair
      Faculty Senate
      University of Wisconsin – River Falls

Re: UWRF Faculty Senate Motion 2017-18/97

The following motion was approved with 19 in favor, 0 opposed, and 0 abstentions by the Faculty Senate on March 21, 2018:

Motion from the Executive Committee (Mialisa Moline, Chair) to approve the attached revisions to Chapter 1 of the Faculty and Staff Handbook.

√ Approved

_____ Disapproved

Dean Van Galen, Chancellor

Date 4/3/18
ALL CHAPTER CHANGES

1. Every page has title in header on first page only
2. All headings have a tab in table of contents
3. All body text: Arial in black size 9.5
4. Spacing between lines: 1.15
5. Margins: 0.5
6. Heading 1: Arial in red size 13
7. Heading 2: Arial in red size 12
8. Heading 3: Calibri Light in black, bolded size 12
9. Heading 4: Calibri Light in black, italicized size 11
10. Heading 5: Calibri Light in red size 11
11. All paragraphs lined up with the tab that the information is contained in.
12. All Tables: Calibri Light size 10 font
13. Changed all [FS 00/01-0] to [FS 00/01 #0] for better clarity
14. All chapter 0 is listed as Contents

CHAPTER 1 INTRO TO UW-RIVER FALLS CHANGES

* All websites and FS Handbook motions were checked for correctness and changed as necessary

1.0 Contents

1. Took information from table of contents from History section
2. Created new table of contents with all updates and sections
3. Contents was copy/pasted from Preface, updated to table of contents
4. Added (all into numerical sequence for updated information):

   1.3.5.1 Core Values
   ...2 Focused Mission Statement
   ...3 Vision

   1.3.6 Strategic Planning: Pathway to Distinction 2012-2020
   1.3.6.1 Pathway to Distinction Three Goals
   1.3.6.1.1 Distinctive Academic Excellence
   ...2 Global Education and Engagement
   ...3 Innovation and Partnerships

   1.4.1 Educational Objectives
   1.4.2 Inclusive Excellence
   1.4.2.1 Four Essential Pillars of Inclusive Excellence
   1.4.3 General Education Mission
1.4.3.1 General Education Goals, Criteria, and Outcomes

1.4.4 Academic Minors

5. **1.6 Accreditation and Authorizations (matches website)** from 1.6 Accreditation
6. Added to 1.10 to match info on website (as a hunch, can be changed as necessary):
   
   1.10.1 Mission
   
   1.10.2 EEO/AA Officer
   
   EEO/AA Statement

1.1 History

1. There is no History section; table of contents was originally here
2. Wes took history information from FS Handbook 14/15 and pasted in new section
3. **Second to last paragraph, last sentence:** WES: something that the university continues to emphasize. In 2016-2017 the university's overall enrollment was 5,931. (ADDED) Since the mid-1970s, growth in student numbers at UWRF has been maintained at a slower pace. In the past three years, however, the University has begun to experience more rapid, planned enrollment growth. Overall enrollment increased by 2.04 percent in 2004, 2.16 percent in 2005, and 2.71 percent in 2007. UWRF enrollment in fall 2008 was 6,611. (REMOVED)
4. Updates?

1.2 University of Wisconsin System

1. Updated website on 1.2.1 from [http://www.uwsa.edu/bor/](http://www.uwsa.edu/bor/) (page not found) to [https://www.wisconsin.edu/regents/](https://www.wisconsin.edu/regents/)
2. Updated website on 1.2.2 from [http://www.uwsa.edu/president/responsibilities.htm](http://www.uwsa.edu/president/responsibilities.htm) (page not found) to [https://www.wisconsin.edu/president/about/responsibilities/](https://www.wisconsin.edu/president/about/responsibilities/)
3. Updated information that is listed on website:

   **CHANGED 1.2.1 TO:**

   The Board of Regents of the University of Wisconsin System consists of 18 members, 16 of whom are appointed by the Governor, subject to confirmation by the Senate. Of these 16 members, 14 serve staggered, seven-year terms and two are ex officio members. The two ex officio members are the state superintendent of public instruction and the president or a designee of the Wisconsin Technical College System Board. Two UW System students are appointed to the Board for two-year terms; one of the two is a non-traditional student.

   The Board is responsible for establishing policies and rules for governing the System, planning to meet future state needs for collegiate education, setting admission standards and policies, reviewing and approving university budgets, and establishing the regulatory framework within which the individual units are allowed to operate with as great a degree of autonomy as possible. The Board appoints the president of the university system and the chancellors of the 13 universities and UW-Extension and UW Colleges. The Board grants tenure appointments to faculty members.

   The Board's regular meetings are held eight times per year; special meetings are scheduled as needed. The appointed Regents serve without pay. The President, Vice President, and a full-time Executive Director and Corporate Secretary are elected each
June during the Board’s annual meeting. The Board President designates Board committee membership and other appointments.

REMOVED:

The University of Wisconsin System is governed by the Board of Regents, an 18-member board, as established under Chapter 36 of the Wisconsin State Statutes. The Governor of Wisconsin appoints Board members to seven-year terms, except the two student regents, who are appointed to two-year terms. The Board appoints the President of the UW System, the chancellors of the 13 universities, the chancellor of UW-Extension and UW Colleges, and the deans of the 13 colleges.

All appointees serve at the pleasure of the Board. The Board also sets admission standards, reviews and approves university budgets, and establishes the regulatory framework within which the individual units operate.

CHANGED 1.2.2 TO:

The President has full executive responsibility for the operation and management of the University of Wisconsin System. The President reports to the 17-member Board of Regents and carries out the duties prescribed in Wis. Stats. for this office and such other duties as may be assigned by the Board or in policy actions of the Board. The Senior Vice Presidents, Vice Presidents, 15 Chancellors and General Counsel report to the President. The President sees to the appropriate staffing of System administrative offices, and directs and coordinates the activities of these offices as needed to fulfill his or her responsibilities.

REMOVED:

The President has full executive responsibility for the operation and management of the University of Wisconsin System. The President reports to the Board of Regents and carries out the duties prescribed in the Wisconsin Statutes for this office and such other duties as may be assigned by the Board or in policy actions of the Board. The Senior Vice Presidents, Vice Presidents, 15 Chancellors and General Counsel report to the President. The President sees to the appropriate staffing of System administrative offices and directs and coordinates the activities of these offices as needed to fulfill his or her responsibilities.

1.3 Mission Statements

1. (UWS) Changed 1.3.1 website from http://www.wisconsin.edu/about/mission.htm#uwsystem (page not found) to https://www.wisconsin.edu/regents/policies/the-university-of-wisconsin-system-mission/

CHANGED TO (to match website):

Each institution of the University of Wisconsin System shares in the mission of the System. The mission of this System is to develop human resources; to discover and disseminate knowledge; to extend knowledge and its application beyond the boundaries of its campuses; and to serve and stimulate society by developing in
students heightened intellectual, cultural, and humane sensitivities, scientific, professional, and technological expertise, and a sense of value and purpose. Inherent in this mission are methods of instruction, research, extended education, and public service designed to educate people and improve the human condition. Basic to every purpose of the System is the search for truth.

_History: Res. 4076 adopted 6/10/88_

REMOVED:

The mission of the System is to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students' heightened intellectual, cultural and humane sensitivities, scientific, professional and technological expertise and a sense of purpose. Inherent in this broad mission are methods of instruction, research, extended training and public service designed to educate people and improve the human condition. Basic to every purpose of the System is the search for truth.

2. **(UWS)** Changed website from 1.3.2 from [http://www.wisconsin.edu/about/mission.htm#univcluster](http://www.wisconsin.edu/about/mission.htm#univcluster) (page not found) to [https://www.wisconsin.edu/regents/download/policy_attachment/All-Mission-Statements.pdf](https://www.wisconsin.edu/regents/download/policy_attachment/All-Mission-Statements.pdf) (PDF with all mission statements as there was no link specifically for the cluster core mission)

3. Changed website on 1.3.3 from [http://www.wisconsin.edu/about/mission.htm#riverfalls](http://www.wisconsin.edu/about/mission.htm#riverfalls) (page not found) to [https://www.wisconsin.edu/regents/download/policy_attachment/All-Mission-Statements.pdf](https://www.wisconsin.edu/regents/download/policy_attachment/All-Mission-Statements.pdf) (PDF with all mission statements as there was no link specifically for UW River Falls select mission)

4. 1.3.4 was this ever updated? No other motion listed.

5. All FS Handbook motions were checked for correctness

6. 1.3.5 Vision and Values, created tabs for 1.3.5.1 Core Values, 1.3.5.2 Focused Mission Statement, 1.3.5.3 Vision (Updated by Wes, copied from website)

7. 1.3.5.1 Core Values

**CHANGED TO: STUDENT-CENTERED.** We commit ourselves to an unwavering focus on learning, holistic development, and success.

**ACADEMIC EXCELLENCE.** We help students attain their full potential as critical thinkers, effective communicators, leaders, and committed life-long learners by providing engaged and integrated learning experiences in all modes and methods of instruction.

**INCLUSIVENESS.** We commit to a community of mutual respect, professional behavior, academic freedom and appreciation of individual differences and rich cultural diversity.

**INNOVATION.** We encourage innovation, sustainability, and creativity, often in partnership with others, to inspire people, catalyze new ideas, and support economic and community development.

**GLOBAL ENGAGEMENT.** We engage with ideas, people, cultures, and places beyond our campus to enrich learning and understanding.

**INTEGRITY.** We earn trust through honesty, accountability, and ethical behavior.

**REMOVED:** INTEGRITY—We earn trust through honesty and ethical behavior.

**ACADEMIC EXCELLENCE—We help students attain their full potential as critical thinkers, effective communicators and committed life-long learners by providing personalized, integrated educational experiences.**
INCLUSIVENESS—We create an environment of mutual respect, professional behavior, academic freedom and appreciation of individual differences and rich cultural diversity.

COMMUNITY—We intentionally cultivate leadership through community engagement and public service in the spirit of the Wisconsin Idea.

CONTINUOUS IMPROVEMENT—We strive for excellence through decisions based on information and analysis.

8. 1.3.5.2 Focused Mission Statement
   a. CHANGED TO: Our mission is to help prepare students to be productive, creative, ethical, engaged citizens and leaders with an informed global perspective.
   b. REMOVED: Our mission is to: Help students learn so that they are successful as productive, creative, ethical, engaged citizens and leaders with an informed global perspective.

9. 1.3.5.3 Vision
   a. CHANGED TO: The University of Wisconsin-River Falls will distinguish itself as the St. Croix Valley's public, comprehensive university that:
      • Supports an inclusive campus community of highly engaged learners and scholars.
      • Develops distinctive, innovative, educational opportunities including regional and global partnerships that lead to student success, sustainable communities, and differentiation of the university within the state and nation.
      • Fosters a challenging, supportive, student-centered environment that is characterized by academic excellence, inspiring and preparing students to serve as ethical, informed citizens and leaders in an increasingly complex, diverse, and global environment.
      • Ensures academic excellence in all modes and methods of instruction.

http://www.uwrf.edu/AboutUs/mission.cfm

b. REMOVED: We will be the learning nucleus of the St. Croix Valley. We will act in close collaboration with communities, institutions and private enterprise to create a dynamic economy, sustainable communities and environment, and an optimum quality of life. Our efforts will be firmly rooted in unbounded inquiry and a cultivated sense of civility, public service and creative expression. We will be a highly accessible gateway to explore the full range of human potential. We will inspire and educate citizens and leaders who, guided by core values, will purposefully and ethically serve society. We will link our students and our communities to global opportunities and collaborative relationships in the St. Croix Valley, in Wisconsin and beyond. We will be a life-long learning partner for all those who seek to discover their own potential and the richness and complexity of our multifaceted world.

http://www.uwrf.edu/AboutUs/mission.cfm

10. 1.3.6.1 strategic plan changed in 2012 to Pathway to Distinction (Changed by WES):

   CHANGED TO: Strategic goals for UW-River Falls were developed following an inclusive strategic planning process involving faculty, staff, administrators and students from across campus. During the 2011-2012 academic year, strategic planning working groups developed initiatives and tasks for these goals and the Faculty Senate reviewed and approved this work. Following planning meetings between the Faculty Senate Executive Committee and members of the administration, the strategic plan, Pathway to Distinction 2012-2017 was implemented. In September 2015, the Faculty Senate passed a motion to extend the strategic plan through 2020. [FS 06/07 #54; FS 11/12 #106; FS 15/16 #14]
1.3.6.1 Pathway to Distinction Three Goals

1.3.6.1.1 Distinctive Academic Excellence

UW-River Falls will strategically enhance and build distinctive academic programs that support a community of diverse, talented, and highly-engaged learners and scholars. The university's highest aspiration will be to foster an inclusive, challenging, learner-centered environment that supports academic excellence. The university aspires to further differentiate itself in the state and region through its academic programs, and be among the national leaders in undergraduate and collaborative research, scholarship, and creative activity.

1.3.6.1.2 Global Education and Engagement

Global learning and comprehensive internationalization will serve as a distinctive feature of UW-River Falls. The university aspires to distinguish itself as being among the national leaders in internationalization among public comprehensive, master's level institutions.

1.3.6.1.3 Innovation and Partnerships

UW-River Falls will incentivize and support innovation, often in collaboration with others, to support student learning, enhance the distinctiveness and stature of the university, and catalyze economic and sustainable community development. Our partnerships will reinforce the value of the university to the state and region.

The strategic planning operating paradigm, the details of the three strategic goals, and accompanying tasks and initiatives that form the nucleus of Pathway to Distinction are outlined at: [FS 11/12 #106; FS 15/16 #14]

http://www.uwrf.edu/Administration/StrategicPlan.cfm

REMOVED: [FS 06/07-54]

Strategic goals for UW-River Falls were developed following an inclusive strategic planning process involving faculty, staff, administrators and students from across campus.

During Fall 2006, Strategic Planning Working Groups developed initiatives and tasks for these goals and the Faculty Senate reviewed and approved this work.

Following planning meetings between the Faculty Senate Executive Committee and members of the administration, Chancellor Betz introduced the strategic plan, Living the Promise 2007-2012, at an all-campus meeting on February 22, 2007.

1.3.6.1 Living the Promise 2007-2012 Goals:

Create a culture of learning: UWRF will develop and sustain a strong learning environment on the campus and beyond. We will support both student learning and faculty learning through research, scholarly and creative activity.
Model sustainability principles: UWRF will model and champion the principles of sustainable community development.

Expand global literacy and engagement: UWRF will integrate international and global experiences, learning and attitudes throughout the University.
Develop engaged leaders: UWRF will create an institutional culture that teaches, promotes and rewards leadership that positively impacts external and internal communities.
Foster a culture of inclusiveness: UWRF will create a supportive community that embraces our differences and builds understanding.
Promote the University of Wisconsin - River Falls: UWRF will create and apply an integrated market strategy.

Invest in human resources: UWRF will invest in the present and future quality of the University.

Enhance the use of technology: UWRF will build an effective technological infrastructure to support the increasing demand and will provide the continuing training and support services needed to meet the institution’s growing needs.
Invest in facilities to support our mission: UWRF will invest its resources in facilities that support identified institutional needs.

Secure financial resources: UWRF will build a sound base of fiscal resources that will enable the University to fulfill its mission and goals.

The strategic planning operating paradigm, the details of the final ten strategic goals, and accompanying tasks and initiatives that form the nucleus of Living the Promise are outlined at

http://www.uwrf.edu/Administration/StrategicPlan.cfm

1.4 The Educational Design at River Falls

1. Content in 1.4 & 1.4.1. remained the same
2. Changed 1.4.2 from Plan 2008: Educational Quality Through Ethnic and Racial Diversity to Inclusive Excellence to match website link updates:

REMOVED: It is a major goal of the University of Wisconsin System and the University of Wisconsin-River Falls to prepare students for lives in a society characterized by racial and ethnic diversity. To fulfill this goal, the University strives to reflect this diversity in its student body, faculty, and staff, to provide a campus climate conducive to diversity, and to include the study of diversity and related issues in its curriculum. In recognition of the need to institute a strong and effective diversity component within its curriculum, a specific program has been developed. In addition to the infusion of diversity content into the faculty into their courses, special attention is given to the infusion of diversity content into all General Education courses. Each student is also required to take an approved General Education course which deals primarily with issues of race and ethnicity.

Plan 2008 is a ten-year initiative to further racial and ethnic diversity on the UW campuses. The University of Wisconsin-River Falls is placing the highest priority on the following goals: to increase the number of Wisconsin high school graduates of color who apply, are accepted and enroll at our
institution; to close the gap in educational achievement by bringing retention and graduation rates for students of color in line with those of the student body as a whole; and to increase the amount of financial aid available to needy students and reduce their reliance on loans. The University is also committed to integrating Plan 2008 goals and activities with our institutional goals and priorities.

The University of Wisconsin-River Falls' Plan 2008 Phase II report identifies activities which will work to achieve the seven overarching goals of Plan 2008. The campus, beginning with Design for Diversity (1988-98) has worked steadily and creatively to develop and implement initiatives that contribute to an inclusive and welcoming climate and, most importantly, result in people of color -- students, faculty and staff -- achieving success in higher education.

CHANGED TO: Inclusive Excellence brings together a comprehensive knowledge base -- research and theory -- from a variety of sources. Within this framework there are some concepts and terms that are fundamentally linked to the educational mission and institutional practice, and thus deserve to be highlighted. The definitions have been categorized by four essential pillars of Inclusive Excellence -- Diversity, Equity, Inclusion and Excellence.

Inclusive Excellence is a planning process intended to help each UW System institution establish a comprehensive and well-coordinated set of systemic actions that focus specifically on fostering greater diversity, equity, inclusion, and accountability at every level of university life. The central premise of Inclusive Excellence holds that UW System colleges and universities need to intentionally integrate their diversity efforts into the core aspects of their institutions—such as their academic priorities, leadership, quality improvement initiatives, decision-making, day-to-day operations, and organizational cultures—in order to maximize their success.

In many respects, Inclusive Excellence represents the next necessary step in our evolution as a System committed to creating those diverse learning environments that we know are so vital to our students' growth, learning, and achievement. Our recruitment and retention efforts as well as our engagement in such initiatives as the Campus Climate Study and the Equity Scorecard Project have taught us that our pursuit of diversity has to be a far more multidimensional, integrative, and student-centered process if it is to produce the kinds of individual and System-wide transformation we have been seeking. Inclusive Excellence is a change-oriented planning process that encourages us to continue in our diversification efforts albeit with a greater intentionality and attentiveness of how they serve the needs of our students. Informed by a well-established body of empirical research as to the institutional contexts, practices, and cultures that contribute to the establishment of a diverse learning environment, Inclusive Excellence represents a shift not in the essence of our work but how we approach it and carry it out. Above all, Inclusive Excellence asks us to actively manage diversity as a vital and necessary asset of collegiate life rather than as an external problem.

Inclusive Excellence offers an approach for organizing our work in a deliberate, intentional and coordinated manner. This approach:

• Employs a dual focus in diversity efforts, concentrating on both increasing compositional diversity, and creating learning environments in which students of all backgrounds can thrive;

• Requires a more comprehensive, widespread level of engagement and commitment ensuring that every student fulfills their educational potential;

• Places the mission of diversity at the center of institutional life so that it becomes a core organizing principle, around which institutional decisions are made;
• Calls for a close attentiveness to the student experience itself, including the impact of race and ethnicity, and the influence of physical ability, sexual orientation, gender expression, socioeconomic background, and first-generation status on their learning experiences; and

• Demands that the ideals of diversity and excellence be pursued as the interconnected and interdependent goals they are.

https://www.wisconsin.edu/inclusive-excellence/

1.4.2.1 Four Essential Pillars of Inclusive Excellence

1. Diversity

Individual differences (e.g. personality, learning styles, and life experiences) and group/social differences (e.g. race/ethnicity, gender, sexual orientation, gender identity or expression, country of origin, and ability as well as cultural, political, religious, or other affiliations) that can be engaged in the service of learning. Compositional Diversity is the numerical and proportional representation of various racial and ethnic groups on a campus. (Milem, Chang and Antonio).

2. Equity

Equity Mindedness refers to the outlook, perspective or mode of thinking exhibited by practitioners and others who call attention to patterns of inequity in student outcomes, and are willing to assume personal and institutional responsibility for the elimination of inequity. This includes being “color conscious,” noticing differences in experience among racial-ethnic groups, and being willing to talk about race and ethnicity as an aspect of equity. Equity perspectives are evident in actions, language, problem-framing, problem-solving, and cultural practices. (Bensimon, 2008).

3. Inclusion

The active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one’s awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

4. Excellence

The quality of being excellent; state of possessing good qualities in an eminent degree; exalted merit; superiority in virtue.

3. Changed 1.4.3 information to match website (third paragraph remains):

The purpose of the UWRF General Education program is to facilitate the acquisition and integration of knowledge, abilities, and ethics in order to form a foundation for lifelong learning.

The interdisciplinary foundation includes the ability to communicate effectively; comprehend the interrelatedness of past and present human experience; apply scientific principles to the human and natural world; engage in inquiry and critical thinking; develop and appreciate the responsibilities of individuals to themselves, each other, society, and the world.
The purpose of the UWRF General Education program is to facilitate the acquisition and integration of knowledge, abilities, and ethics in order to form a foundation for lifelong learning.

The interdisciplinary foundation includes the ability to communicate effectively; to demonstrate knowledge of past and present human endeavor; apply scientific principles to the human and natural world; and to evaluate individual responsibility to self, society, and the world.

4. Recreated the GOALS table in 1.4.3.1 for better spacing and fonts (information taken from website)

<table>
<thead>
<tr>
<th>GOAL ONE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communicate effectively.</strong></td>
</tr>
<tr>
<td>Students will demonstrate the ability to read, write, speak, and listen effectively.</td>
</tr>
<tr>
<td>Students will be able to:</td>
</tr>
<tr>
<td>1. express ideas and facts in a variety of formats</td>
</tr>
<tr>
<td>2. comprehend, interpret, and analyze oral, written, and visual communication</td>
</tr>
<tr>
<td>3. effectively communicate ideas related to a broad range of subjects and to a specific area of study</td>
</tr>
<tr>
<td>4. select, evaluate, and organize visual and print material and information in a logical and clear manner.</td>
</tr>
</tbody>
</table>

*To fulfill this goal, students are required to earn 9 credits, with one 3 credit course in each of the CW (Communication – Reading and Writing), CS (Communication – Speaking and Listening), and CA (Advanced Communication) designations.*

<table>
<thead>
<tr>
<th>Communication (C)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria:</strong></td>
</tr>
<tr>
<td>• Courses designated C enable students to express ideas in a variety of formats.</td>
</tr>
<tr>
<td>• Courses designated C enable students to comprehend, interpret, and analyze oral, written, and visual communication.</td>
</tr>
<tr>
<td>• Courses designated C enable students to effectively communicate ideas related to a broad range of subjects and to a specific area of study.</td>
</tr>
<tr>
<td>• Courses designated as CA must be at the 200 level or higher.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication-Reading and Writing (CW)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
</tr>
<tr>
<td>a. read print and visual material analytically and critically.</td>
</tr>
<tr>
<td>b. conceive ideas about a topic, synthesize and arrange them logically, and express them clearly and proficiently in standard English.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication-Speaking and Listening (CS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
</tr>
<tr>
<td><strong>GOAL TWO</strong></td>
</tr>
<tr>
<td>--------------</td>
</tr>
<tr>
<td>Demonstrate knowledge of past and present human endeavor. Describe the diverse ways of thinking that underlie the search for knowledge in the arts, humanities, and social sciences.</td>
</tr>
<tr>
<td>Students will be able to:</td>
</tr>
<tr>
<td>1. demonstrate an understanding of human behavior in context</td>
</tr>
<tr>
<td>2. develop generalizations about societal changes over time and explain theoretical structures to account for those changes</td>
</tr>
<tr>
<td>3. describe the nature and development of ideas, beliefs, literature, language and the arts in historical and contemporary culture.</td>
</tr>
</tbody>
</table>

*To fulfill this goal, students are required to earn 6 credits under each designation for a total of 12 credits. All courses must be taken from different*
**disciplines prefixes (e.g. ART, MUS, COMS).**

|  | 
|---|---|
| c. | identify and correctly use terms and concepts that explain human/social behavior. |

**Humanities and Fine Arts (HF)**

**Criteria:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Courses designated HF emphasize philosophical, moral, and aesthetic principles that are part of the human experience.</td>
</tr>
<tr>
<td>b.</td>
<td>Courses designated HF concentrate on the relationships between a culture and its creative expression.</td>
</tr>
</tbody>
</table>

**Outcomes:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Students will recognize, analyze, and interpret human experience in terms of personal, intellectual, and social contexts.</td>
</tr>
<tr>
<td>b.</td>
<td>Students will recognize, analyze, and interpret human expression in terms of personal, intellectual, and social contexts.</td>
</tr>
</tbody>
</table>

*Approved March 2, 2004
Revised April 28, 2005
Revised May 2, 2007*

**GOAL THREE**

Apply scientific principles to the natural world. Students will demonstrate knowledge of the principles and methods of quantitative and qualitative scientific reasoning.

Students will be able to:

1. apply mathematical skills in quantitative, qualitative, and analytical problem solving
2. demonstrate a knowledge of natural science,
3. observe, collect, analyze, and interpret data to solve problems using the scientific method.

*To fulfill this goal, students are required to earn 9 credits, with 3 credits under the M designation, 3 credits under the SL designation, and 3 credits under either the S or SL designation. The courses taken under the S or SL designations must be from*

**Mathematics (M)**

**Criterion:**

Courses designated M:

- emphasize mathematical skills in quantitative, qualitative, and analytical problem solving.

**Outcome:**

Students will be able to:

- demonstrate and apply mathematical skills to quantitative, qualitative, and analytical problem solving.

**Sciences (S)**

**Criterion:**

Courses designated S:

- emphasize a knowledge of the natural sciences.
**Outcome:**

Students will be able to:

- demonstrate a knowledge of theoretical principles and scientific methodology for explaining and predicting phenomena in the natural world.

**Scientific Investigation (SL)**

**Criteria:**

Courses designated SL:

- emphasize a knowledge of the natural sciences.

- must include the equivalent of at least one semester credit hour of laboratory experience aimed at interpreting scientific hypotheses.

- will evaluate the reliability and meaning of data and information.

**Outcomes:**

Students will be able to:

a. demonstrate knowledge of theoretical principles and scientific methodology for explaining and predicting phenomena in the natural world.

b. test hypotheses about the natural world.

*Approved March 2, 2004*

*Revised April 18, 2007*

---

**GOAL FIVE**

Evaluate individual responsibility to self, society, and the world. Students will make and defend judgments with respect to individual conduct and well-being, citizenship, and stewardship of the environment.

The student will be able to:

1. analyze choices regarding conflicting situations in their personal and professional lives and consider the consequences of their decisions

2. evaluate personal health status in order to modify/maintain healthy lifestyle patterns to enhance quality of life

**Personal Health and Wellness (HW)**

**Criteria:**

Courses designated HW require students to:

- analyze choices regarding conflicting situations in their personal lives and consider the consequences of these choices.

- evaluate personal health status in order to modify/maintain healthy lifestyle patterns to enhance their quality of life.

**Outcome:**
3. Identify individual and collective responsibilities to the physical and social environment, community, nation, and world.

To fulfill this goal, students are required to earn 5 credits under this General Education goal: 2 credits under the HW designation and 3 credits under the EC designation.

Students will be able to:

a. Research, analyze, and justify choices that enhance (personal, physical, social, environmental, and economic) well-being for themselves and others.

**Ethical Citizenship** (EC)

Criteria:

- Courses designated EC:
  - Will identify individual and collective responsibilities to the social and natural environment of one’s community, nation, and the world.
  - Focus on the process of decision-making regarding values and ethics in personal, professional, and civic life.

Outcomes:

Students will be able to:

- Identify factors of the social and natural environment that influence ethical decision-making.
- Evaluate ethical conflict and ways to address it to serve the world.

Approved March 2, 2004
Revised April 28, 2005

1.5 Academic Organization

1. Changed CEPS site to https://www.uwrf.edu/CEPS/ previous was not found
2. Update content**

1.6 Accreditation

1. Changed from Accreditation and Memberships to Accreditation and Authorizations to match website (CHANGED BY WES)
2. Updated content to mimic website
3. Added: https://www.hlcommission.org/ to keep website link
4. Changed site to https://www.uwrf.edu/Catalog/Accreditation.cfm previous not found
5. Checked motion to ensure correct
6. Ensure info@hlcommission.org, is correct

1.7 UW-River Falls Foundation

1. Changed site to https://www.uwrf.edu/Give/AboutUs/ previous not found
2. Changed info to match link:
UW-River Falls is successful because of the generous support of our alumni and friends. Private donations enhance the educational experience by funding research activities, scholarships, faculty and staff development and more.

We look forward to helping you find ways to improve our university for the generations to come. I encourage you to contact a member of our Foundation team for further information.

Mission

An independent, not-for-profit Wisconsin corporation, the UW-River Falls Foundation is organized solely for the benefit of the University of Wisconsin-River Falls. Private giving to the Foundation is essential in raising the level of excellence at the university. Through support of the university’s goals and objectives, the Foundation is committed to engaging people who care about the university, and who have the dedication to promote and support its initiatives. The Foundation manages funds according to the wishes of the donors, promotes a culture of philanthropy, and adheres to the ethical and conscientious stewardship of all gifts.

Policies

Conflict of Interest: https://www.uwrf.edu/Give/Waystogive/ConflictOfInterest.cfm

Whistleblowers Policy: https://www.uwrf.edu/UniversityAdvancement/WhistleblowersPolicy.cfm

Useful links

Employment: https://www.uwrf.edu/Give/AboutUs/Employment.cfm

Forms - Internal Use: https://www.uwrf.edu/Give/FoundationForms.cfm

URSCA Suggestions: https://www.uwrf.edu/URSCA/Suggestions.cfm If you have any compliments, suggestions, information, or concerns about the Office of Undergraduate Research, Scholarly and Creative Activity, please let us know.

https://www.uwrf.edu/Give/AboutUs/

Established in 1948 as one of the first Wisconsin state college foundations, the UW-River Falls Foundation is incorporated as an independent 501(c)(3) not-for-profit, dedicated to securing private resources and support for the University of Wisconsin-River Falls.

1.8 West Central Wisconsin Consortium

1. Added info below to match website about WCWC including website (did not remove previous info listed):

The Experience Scotland program is an amazing experience that offers virtually limitless opportunities for educational and personal growth. It is an opportunity full of challenges, new experiences, and great rewards.

Experience Scotland began in 1986 as the Wisconsin in Scotland program. It is a facet of the West Central Wisconsin Consortium (WCWC), under the authority granted by the University Of Wisconsin Board Of Regents. Current Experience Scotland partner schools include:
- University of Wisconsin-River Falls
- University of Wisconsin-Stout
- University of Wisconsin-Superior
- University of Wisconsin-Parkside
- University of Wisconsin-Whitewater
- University of Wisconsin-Colleges
- Normandale Community College
- Murray State University
- Lake Superior State University
- Texas A&M-Corpus Christi

Students enrolled at an Experience Scotland partner school will receive priority enrollment in the program, but it is an experience open to any student currently enrolled at a U.S. institution of higher education. Students can participate for either one semester, for the academic year, or for short-term experiences in the summer. View the calendars for more information on dates and events.

Courses are taught by faculty from the participating universities. There are also courses offered by British adjunct faculty during the fall and spring semesters. All courses are designed to take advantage of the Scottish setting. Fall and spring semester students are required to enroll for a minimum of 15 credits. Summer participants are required to enroll for a minimum of 3 credits. During the semester program, there is the opportunity for independent study/directed study courses and/or internships with home campus approval. The semester program allows time for independent travel with a 10-day break and several long weekends. The summer program allows three days of travel/exploration most weekends. Many cultural activities are included in each program.

https://www.uwrf.edu/WisconsinInScotland/AboutTheProgram/

1.9 Budgeting

1. Content remained same
2. Updates?

1.10 Equal Opportunity

1. Created page
2. No content listed
3. Added information from website (change as needed):

Equality of Opportunity
We are dedicated to the mantra of Inclusive Excellence making diversity, equity, and inclusion a part of the fabric of the University of Wisconsin-River Falls. Recognizing the value of diversity, the University of Wisconsin-River Falls maintains this Web site as a resource for faculty, staff, students, alumni, and the overall community.

This web site also contains external links to other web sites not under the control of the University. Listing of a web site does not imply endorsement by the University of Wisconsin-River Falls or by Equity, Diversity and Inclusion. While every effort has been made to ensure the high quality and accuracy of the site, UW-River Falls and Equity, Diversity and Inclusion make no warranty, express or implied concerning the site’s content, accuracy, or timeliness of the site service.

1.10.1 Mission

Equity, Affirmative Action and Compliance at the University of Wisconsin-River Falls is a multifaceted department committed to ensuring that all recruitment, retention, and other personnel practices within the University fully exemplify the best practices consistent with equal opportunity and enhancement of diversity in a positive and constructive manner.

Consistent with this commitment, the University is dedicated to creating an educational community which enhances student awareness and appreciation of diverse ethnicities and cultures and which actively supports tolerance, civility and respect for the rights and sensibilities of each person without regard to economic status, ethnic background, political views, sexual orientation, gender identity or expression, or other personal characteristics or beliefs. Equity, Affirmative Action and Compliance’s mission is to encourage and support UWRF faculty, staff, and students in a professional environment to acquire greater knowledge, understanding, awareness and appreciation of diverse cultures and ethnicities and to actively support tolerance, civility, and respect for the rights and sensibilities of each person.

Equity, Affirmative Action and Compliance also seeks to integrate these principles into an overall system of university human resource management.

The University of Wisconsin-River Falls is committed to equal opportunity for all persons. UW-River Falls fully meets the requirements of Title IX of the 1972 Education Amendments and Section 504 of the Rehabilitation Act of 1973 (as amended). Inquiries concerning the application of Title IX and its implementing regulations may be referred to the Title IX Coordinator (Gregg Heinselman, 170 University Center, 715-425-4444) or the Office for Civil Rights.

https://www.uwrf.edu/EquityDiversityInclusion/Mission.cfm

1.10.2 EEO/AA Officer
Michelle Drost, Director, Human Resources/Affirmative Action Officer, provides leadership in the area of equal employment opportunity, ADA, affirmative action, and compliance. She can be reached at (715) 425-3833 or michelle.drost@uwrf.edu

EEO/AA Statement

The University of Wisconsin-River Falls is committed to a policy of providing equal employment opportunity for all qualified individuals. No employee may be discriminated against on the basis of race, color, creed, religion, age, sex, sexual orientation, gender identity or expression, national origin, ancestry, disability, pregnancy, marital or parental status, genetic information, arrest record, conviction record, military service, veteran status, use or non-use of lawful products off the employer's premises during nonworking hours, declining to attend a meeting or participate in any communication about religious matters or political matters, or any other category protected by law. This provision includes employment-related actions, such as recruitment, interviewing, testing, screening, selection, placement, classification, evaluation, transfer, promotion, training, compensation, fringe benefits, layoffs and/or dismissal.

UW-River Falls is committed to making every good faith effort to achieve the goal of equal employment opportunity through implementing federal and state equal employment opportunity/affirmative action laws, executive orders, rules and regulations and University of Wisconsin System equal employment opportunity/affirmative action policies and guidelines. Employment is subject to federal laws that require verification of identity and legal right to work in United States as required by the Immigration Reform and Control Act.

Affirmative Action goes beyond the concept of equal employment opportunity. Affirmative Action policies and programs are required to overcome the present effects of past discrimination and to achieve equal employment opportunity for members of groups that are or have been formerly under-represented. Affirmative Action policies and programs are tools whereby additional efforts are made to recruit, employ and promote qualified members of formerly excluded groups, even if their exclusion cannot be traced to particular discriminatory actions on the part of this University. Through specific and result-oriented activities the university's goals are to ensure that every person is given full consideration through equal employment opportunity policies and practices and to achieve a representative workforce through its affirmative action efforts.

UW-River Falls ensures physical accessibility to work environments for persons with disabilities and provides reasonable accommodation to ensure equal access to employment and all benefits associated with employment. When requested, reasonable accommodations for religious observances and practices will be provided.

The University of Wisconsin-River Falls periodically examines all employment policies for discrimination and if discrimination is found, takes remedial action to correct the problem. All management personnel share in the responsibility for monitoring all equal employment and affirmative action policies. Evaluation of management includes an assessment of performance
effectiveness in assisting the university in achieving its employment goals. The following definitions shall be used in determining whether a particular course of conduct constitutes discrimination or discriminatory harassment under this policy:

Discrimination is conduct that adversely affects any aspect of an individual's employment, education, or participation in an institution's activities or programs, or has the effect of denying equal privileges or treatment to an individual on the basis of one or more characteristics of that individual's protected status or category as defined herein.

Discriminatory Harassment is a form of discrimination consisting of unwelcome verbal, written, graphic or physical conduct that:

Is directed at an individual or group of individuals on the basis of the individual or group of individuals' actual or perceived protected status, or affiliation or association with person(s) within a protected status (as defined herein above); and

Is sufficiently severe or pervasive so as to interfere with an individual's employment, education or academic environment or participation in institution programs or activities and creates a working, learning, program or activity environment that a reasonable person would find intimidating, offensive or hostile.

To constitute prohibited harassment, the conduct must be both objectively and subjectively harassing in nature. Harassment may include but is not limited to verbal or physical attacks, threats, slurs or derogatory or offensive comments that meet the definition set forth herein. Harassment does not have to be targeted at a particular individual in order to create a harassing environment, nor must the conduct result in a tangible injury to be considered a violation of this policy. Whether the alleged conduct constitutes prohibited harassment depends on the totality of the particular circumstances, including the nature, frequency and duration of the conduct in question, the location and context in which it occurs and the status of the individuals involved.

Sexual harassment is defined under Regent Policy 14-2 and is regulated through existing institutional policies and procedures.

Retaliation is defined as adverse action taken against an individual in response to, motivated by or in connection with an individual's complaint of discrimination or discriminatory harassment, participation in an investigation of such complaint and/or opposition of discrimination or discriminatory harassment in the educational or workplace setting.

Persons seeking to file a complaint of harassment or discrimination should first bring the situation to the attention of their immediate supervisor. If concerns remain after meeting with their supervisor, they may discuss them with the hiring authorities in their area or Human Resources at (715) 425-3833.
In determining whether impermissible discrimination or harassment has occurred, the investigator or hearing body will apply state and federal statutes, regulations, and case law relevant to the basis of discrimination being alleged, including but not limited to such legal materials and precedents as Title VI and Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act; s.101.223, Wisconsin Statutes; the United States Constitution, and related regulations and case law. In any case where there is a question as to whether the action or conduct constitutes impermissible discrimination or harassment, UW System legal counsel will be consulted.

The university's EEO/AA policies and procedures, including processes for the investigation and resolution of discrimination and/or harassment complaints, are detailed in the Faculty and Staff Handbook is available to all employees on the university website at www.uwrf.edu.

Retaliation against an individual for filing a complaint of discrimination or discriminatory harassment or participating in the process is prohibited. Through these policies and procedures, the University of Wisconsin-River Falls continues to reaffirm its commitment to the principle of equality of opportunity in employment and in education. While the university is obligated to develop and sustain a program of equal opportunity, we undertake these actions and adopt these policies, not only because we are required to, but also because it is right and proper that we do so.

https://www.uwrf.edu/EquityDiversityInclusion/EEOAAOOfficer.cfm

Dean Van Galen, Ph.D.

Chancellor