The 2011-12 Senate Executive Committee will meet on January 11, at 1:00 p.m. in 353 KFA.

Call to Order

Approval of Minutes

Reports

Unfinished Business

1. Committee Appointments:
   - Tech Council (CEPS):
   - Program and Audit Review Committee (CEPS):
   - Ad hoc Committee on Graduate Studies (three at large faculty, three faculty with graduate faculty status with experience on the Graduate Council, and a faculty chair), volunteers: Logan Kelly (CBE), Joe O’Kroy (CEPS), Mark Gillen (CEPS), Michael Harris (CEPS), Joseph Gathman (CAS), Tim Butttles (CAFES)

2. Motion from the ad hoc Committee on Veterans Recognition (Sandy Ellis, Chair) that the following language be placed into the Faculty and Academic Staff Handbook in Chapter 3, section 4 (the Vice Chair will title and renumber appropriately). This motion will take effect ???. (note: need information from Academic Standards regarding this proposal-they will continue work on this in early spring).

   “Veterans graduating from the UWRF should be recognized with red, white, and blue tassels attached to their caps at commencement. Eligibility for the red, white, and blue tassels would include any graduating student currently serving in the military, having served in the military, or who has received a ROTC commission.”

New Business
1. Motion from the Advising Committee (Kiril Petkov, Chair) and Faculty Welfare and Personnel Policies Committee (David Rainville, Chair) to amend the Faculty and Academic Staff Handbook.

December 19, 2011

TO: Wesley Chapin, Chair, Faculty Senate

FROM: David Rainville, Chair, Faculty Welfare and Personnel Policies Committee

CC: Kiril Petkov and Magdalena Pala

RE: Changes to Faculty and Academic Staff Handbook

The Faculty Welfare and Personnel Policies Committee proposes the following changes to Chapters 4 and 8 as they pertain to the definition of advising and the responsibilities of advisors and advisees. The proposed changes were approved unanimously at the December 16, 2011 meeting of FWPP. Please note that there are changes from what was sent to FWPP from the Advising Committee.

The changes from the current language in the Handbook appears in bold print, and is also accompanies with the current language that it is to replace.

To FH 8.7

Adding a one-sentence, new opening paragraph:

Advising is a process by which faculty and designated persons assist students in successfully navigating the course options and requirements that lead to the attainment of their academic career goals.

To FH 8.7, first line:

Delete “or counseling”

Faculty responsibility: A major part of the teaching responsibility is in the advising or counseling of students the faculty has in class or those assigned as advisees. For that purpose, each faculty member should be available at specific times. Early in the semester, faculty members should post near their offices and send to the Dean of the College a schedule of those hours during which they are available for consultation with students. The hours listed should be in sufficient number and varied during the days so that any student has an opportunity for consultation.

To FH 8.7.3:
8.7.3 Advisor/Advisee Agreement [FS 97/98 #27]

Advisors should hand the following document to their advisees when this relationship is established. The document informs students what is expected of them and what they can expect from their advisor.

Replace with:

At the initial meeting of an advisor and an advisee, the advisor should make the advisee aware of an advisor’s responsibilities and those of the advisee as stated in 8.7.3.1 and 8.7.3.2 (below).

To FH 8.7.3.1 & 8.7.3.2

8.7.3.1 Responsibilities of Advisors in the Advising Process

The advisor's responsibility is to:

1. Meet with new advisees in order to become familiar with their educational and career objectives.
2. Meet with advisees at least once each semester to develop a plan of studies, help interpret catalog statements regarding requirements, schedule courses, and evaluate progress toward meeting academic and career goals.
3. Read advisees' grade reports and keep files with all pertinent information sent by the Registrar (uniform standards of confidentiality and security regarding files must be maintained).
4. Direct advisees experiencing academic difficulties to appropriate sources of assistance.
5. Encourage advisees to obtain information about extracurricular on-campus activities, organizations, internships, scholarships, as well as career opportunities and graduate programs.

8.7.3.2 Responsibilities of Students in the Advising Process

The student's responsibility is to:
1. Become familiar with General Education, graduation and program requirements and monitor progress toward fulfillment of these requirements.

2. Schedule an appointment with his or her advisor in advance of the registration date and come prepared for this meeting with a course schedule and a draft of the next semester's class schedule.

3. Schedule an additional appointment with his or her advisor when in academic difficulty, before declaring a major or before withdrawing from the University.

4. Seek his or her advisor's assistance with academic decisions rather than expecting advisors to make these decisions. The student must accept responsibility for the decisions that he or she (the student) makes.

5. Seek information about on-campus activities related to his or her major (clubs, teams, organizations), as well as internships, scholarships, career opportunities, and graduate programs.

Replace with:

8.7.3.1 Responsibility of Advisors in the Advising Process

The advisor’s responsibility is to:

1. Meet with advisees at least once each semester, review their Degree Progress Reports with them, make them aware of their progress at that point in their academic career, acquaint them with any new information and options, and help them interpret requirements and schedule courses.

2. Keep files with all pertinent information (uniform standards of confidentiality and security regarding files must be maintained).

3. If necessary, direct advisees experiencing academic difficulties and having specific issues to appropriate sources of assistance.

4. Encourage advisees to obtain information about extracurricular on- and off-campus activities, organizations, internships, scholarships, as well as about career opportunities and graduate programs.

8.7.3.2 Responsibility of Students in the Advising Process

The students’ responsibility is to:

1. Become familiar with General Education, graduation, and program requirements and monitor their progress toward fulfillment of these requirements.

2. Meet with advisor in advance of each semester’s registration date and come prepared for the meeting with a tentative course schedule.
3. In special cases, such as academic difficulty, declaring a (new) major or minor, withdrawing from the university, etc., schedule an additional appointment with the advisor.

4. Seek advisor assistance with academic decisions rather than expecting the advisor to make the decisions. Students must accept responsibility for the decisions made by them.

5. Seek information about on-campus activities related to their major (clubs, teams, organizations) as well as internships, scholarships, graduate programs, and other career opportunities.

To FH 4.3.2.1 (c1):

Delete “advising” in second paragraph.

(c1) Effectiveness in teaching. This section is to apply to any academic unit (department) faculty member whose appointment normally involves a teaching component. Each academic unit (department) will draw up in writing a set of teaching expectations to be used as a guideline for all of its teaching staff in carrying out their teaching duties.

Teaching expectations shall include, but not be limited to, classroom teaching and its ancillary activities such as advising, testing, professional consultations with students on class progress and with colleagues on curriculum revision and development, class preparation and syllabus writing, and maintaining familiarity with technology. These activities and their relative importance are to be clearly defined in departmental guidelines. The teaching effectiveness criteria for faculty also shall be used to evaluate academic staff with teaching appointments.

The most important performance criterion will be effectiveness in teaching. Effectiveness in teaching will be assessed through peer evaluations, student evaluations, the faculty member's teaching portfolio, and any other appropriate means of evaluation as approved by a majority of the academic unit's (department's) teaching staff.

To FH 4.3.2.1. (c3):

Add to “contributions …. include but are not limited to” “if assigned as advisor, perform duties as outlined in 8.7.3.1).

a. (c3) Contributions. Significant contributions at the departmental, College, University, community, state, national, or international level in categories other than those identified above. Such activities include, but are not limited to, advising campus organizations; participating in faculty governance; sharing
professional expertise with government, business or private non-profit entities; participation in non-academic local, regional, national, and international organizations whose aims parallel the professional interests of the faculty.

To FH 4.4.4.5.3. (c):

Add “student advising”

University Service and Outreach: may include committee participation and leadership (department, college, University), student club advising, and extension and outreach responsibilities.

2. Motion from the Calendar Committee (Karl Peterson, Chair) to approve a summer session schedule for 2012.

Summer Session 2012 DRAFT – Updated 12-22-2011

Information to Know:

- The session names reflect the week of summer (1 to 14) and the length of the session in weeks (1, 2, 3, 4, 7 or 14). For example, Session Name 1-4 refers to a session that starts week one and runs for four weeks. It starts on Monday, May 21, and ends on Sunday, June 17.
- Be aware that sessions 2-1 and 7-1 are one-week sessions that contain a University holiday. Monday, May 28, 2012 and Wednesday July 4, 2012 are University holidays.
- One-week courses must meet on the first day of the session.
- Courses longer than one week in length must meet during the first week of the session, but do not need to meet on the first day of the session. For example, if a course is five weeks long, it could be offered in Term 1-7. In that case, it needs to start the week of Monday, May 21, but would end the week of June 18 (after five weeks).
- Grades will be due no later than 3:00pm on the seventh business day following the last day of the session.
- Courses should be scheduled into a session that matches the desired course length. If no session matches the desired course length, then a session of the nearest longer length should be chosen.

<table>
<thead>
<tr>
<th>Session name</th>
<th>Start date</th>
<th>End date</th>
<th>Note</th>
</tr>
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<tbody>
<tr>
<td>1-2</td>
<td>Monday, May 21, 2012</td>
<td>Sunday, June 3, 2012</td>
<td>Include 1 Saturday</td>
</tr>
<tr>
<td>1-4</td>
<td>Monday, May 21, 2012</td>
<td>Sunday, June 17, 2012</td>
<td>Include 1 Saturday</td>
</tr>
</tbody>
</table>
1-7 | Monday, May 21, 2012 | Sunday, July 8, 2012 | Include 2 Saturdays
1-8 | Monday, May 21, 2012 | Sunday, July 15, 2012 | Include 2 Saturdays
1-10 | Monday, May 21, 2012 | Sunday, July 29, 2012 | Include 2 Saturdays
1-14 | Monday, May 21, 2012 | Saturday, August 15, 2012 | Include 2 Saturdays

2-1 | Tuesday, May 29, 2012 | Sunday, June 3, 2012

3-1 | Monday, June 4, 2012 | Sunday, June 10, 2012
3-2 | Monday, June 4, 2012 | Sunday, June 17, 2012
3-10 | Monday, June 4, 2012 | Sunday, August 12, 2012 | Include 1 Saturday

4-1 | Monday, June 11, 2012 | Sunday, June 17, 2012
4-3 | Monday, June 11, 2012 | Sunday, July 1, 2012
4-7 | Monday, June 11, 2012 | Sunday, July 29, 2012 | Include 1 Saturday

5-1 | Monday, June 18, 2012 | Sunday, June 24, 2012
5-2 | Monday, June 18, 2012 | Sunday, July 1, 2012
5-4 | Monday, June 18, 2012 | Sunday, July 15, 2012 | Include 1 Saturday
5-8 | Monday, June 18, 2012 | Sunday, August 12, 2012 | Include 1 Saturday

6-1 | Monday, June 25, 2012 | Sunday, July 1, 2012

7-1 | Monday, July 2, 2012 | Sunday, July 8, 2012 | Include 1 Saturday
7-2 | Monday, July 2, 2012 | Sunday, July 15, 2012 | Include 1 Saturday
7-3 | Monday, July 2, 2012 | Sunday, July 22, 2012 | Include 1 Saturday
7-7 | Monday, July 2, 2012 | Sunday, August 19, 2012 | Include 1 Saturday

8-1 | Monday, July 9, 2012 | Sunday, July 15, 2012

9-4 | Monday, July 16, 2012 | Sunday, August 12, 2012

10-3 | Monday, July 23, 2012 | Sunday, August 12, 2012

11-1 | Monday, July 30, 2012 | Sunday, August 5, 2012
11-2 | Monday, July 30, 2012 | Sunday, August 12, 2012

12-1 | Monday, August 6, 2012 | Sunday, August 12, 2012

13-1 | Monday, August 13, 2012 | Sunday, August 19, 2012

14-1 | Monday, August 20, 2012 | Saturday, August 25, 2012

3. Motion from the Executive Committee (Wes Chapin, Chair) to approve the draft Strategic Planning Initiatives (material to be provided before the Senate meeting)

4. Other motions from Committees

Miscellaneous