FACULTY SENATE MOTIONS 1993-1994

MOTION DESCRIPTION

93-94/2 Approval to accept the appointment of Faculty Senate Committee chairs and members (Tuchtenhagen- Campus Planning; Swain- Curriculum; Potts- Faculty Grievance and Appeals; Williams- International Studies).

93-94/3 Approval to accept the appointment of Faculty Senate Committee chairs and members (Russo- Instructional Improvement).

93-94/4 Approval of proposal to add Special Assistant to the Chancellor for Affirmative Action as a member of the Athletic Committee.

93-94/5 Approval of the formation of a Task Force to study the issue of Student Evaluation of Faculty Teaching.

93-94/6 Approval of memberships for Faculty Senate Standing Committees and Administrative Committees.

93-94/7 Approval of a motion that the Advising Committee review issues, concerns, and inconsistencies in departments' implementation of Evaluation Guidelines.

93-94/8 Approval of motion proposed by the Academic Program and Policy Committee to approve recommendations of the General Education Review Committee.

93-94/9 Approval of a motion proposed by the Faculty Welfare Committee that the criteria for promotion be replaced.

93-94/10 Approval of motion proposed by the Legislative Advisory Committee (see motion for explanation).

93-94/11 Approval of appointments to the Task Force on Evaluation of Faculty Teaching.

93-94/12 Record of Econ. 204 and Social Work 15 as General Education courses.

93-94/13 Motion to approve the entitlement to plan an International Studies minor (no action taken as of 1/24/94).

93-94/14 Endorsement and approval of the AP&P Committee sign-off procedures.
93-94/15 Approval of changes to the AP&P Committee duties.

93-94/16 Approval of the AP&P Committee proposal to add understanding of one's physical and psychological well-being as one of the General Education objectives.

93-94/17 Approval of an amended Faculty Welfare and Personnel Policies Committee time line for Post-tenure review.

93-94/18 Approval of the 95-96 Academic Year Calendar proposed by the UWRF Calendar Committee.

93-94/19 Approval of the "Call For Collective Bargaining Election Law."

93-94/20 Proposal for Department of Health & Human Performance, Format D-Developmental/Physical Education License.

93-94/21 Academic Standards Committee proposal: to extend the probationary period from 1 to 2 semesters for students admitted on probation who are participating in the Academic Support Office program, effective Fall 1995.

93-94/21A Faculty Senate approved a motion to extend the probationary period from one (1) to two (2) semesters for students admitted on probation who are participating in the Academic Support Office Program, effective Fall 1995.

93-94/21B The Faculty Senate approved the following motion: With the provision that the diversity requirement be listed under "Evaluative procedures," Modern Languages 376 Mexico: A Cultural Experience be approved as a diversity course.

93-94/23 Approval of Faculty Salary Committee recommendation that the 1994-95 compensation adjustments be distributed as 2/3 "solid performance" and 1/3 "merit/market." Approved

93-94/24 Approval of amended Academic Standards Committee's proposal to change UWRF CLEP policy. Approved

93-94/25 Faculty Senate approved a motion to modify procedures to nominate faculty senators.

93-94/26 Faculty Senate approved a motion to approve Humanities 498 as a capstone course.

93-94/27 Faculty Senate approved the following motion: a. That two semesters, exclusive of the summer session immediately following suspension, be the
suspension period.
b.That proof of academic preparedness for
readmission be fulfilled when a student completes no
fewer than nine semester credits with 2.5 GPA.

93-94/28 Faculty Senate endorsed the Student Senate
Resolution on Unity in the Community.

93-94/29 Faculty Senate approved the resolution: Be it
resolved that the UW-RF Faculty Senate supports
Chancellor Gary Thibodeau in his decision to deny
public access to student evaluations of all courses
taught at the University of Wisconsin River Falls
during the 1992-93 academic year.

93-94/30 Faculty Senate approved the following motion: The
UW-RF Faculty Senate endorses the principle that
benefits presently available to spouses be extended
to long-term domestic partners.

93-94/31 Faculty Senate endorsed the Shared Vision and
Expectations of the Academic Community at the
University of Wisconsin-River Falls.

93-94/32 Approval of AP&P committee's motion that English
214: Women in Literature be counted for diversity
credit.

93-94/33 Motion to approve the "Resolution of Appreciation to
Dan Lunderville" passes.

93-94/34 Modern Languages Department's proposal to change
test-out grade from C to B passes.

93-94/35 Approved AP&P motion that econ 205 Quantitative
Analysis in Economics and Business meet a General
Education Mathematics requirement.

93-94/36 Faculty Senate approved AP&P recommendation to
endorse a Cooperative Program in Library Science and
Media Education between UW-River Falls and UW-Eau
Claire.

93-94/37 Faculty Senate approved AP&P recommendation to
accept RM307 Multicultural Perspective on the
Environment as a diversity course.

93-94/38 Faculty Senate approved AP&P recommendation to
accept the General Education Assessment Plan with
the addition of the attached matrix.
May 18, 1994

To: Gary Thibodeau, Chancellor

From: Sally Standiford, Chair
Faculty Senate

Re: General Education Assessment Plan

By a unanimous vote, the Faculty Senate approved AP&P recommendation to accept the General Education Assessment Plan with the addition of the attached matrix.

Faculty Senate Motion: 93-94/#38

Approved

Not Approved

Gary Thibodeau, Chancellor
5/23/94
May 5, 1994

To: Academic Policy and Program Committee Members

Fr: Michael Reich
Associate Vice Chancellor

Re: General Education Assessment Matrix

Attached is a summary of our General Education assessment plan in a matrix format. Since no single measure adequately assesses the entire program, the plan attempts to gather evidence from a variety of sources as to how well we are accomplishing the overall objectives.

c: Judson Taylor
General Education Review Committee Members
FACTORS AFFECTING GENERAL EDUCATION ASSESSMENT

1) There is no common general experience - students are allowed to select within sub-requirements.

2) Students are learning information related to the general education objectives through courses and experiences outside of the general education program (i.e. advanced writing and math courses, major/minor courses, outside reading, etc.). A "pure" measure is an impossibility.

3) There is no single measure which adequately addresses all objectives. Therefore, multiple measures will be employed.

4) There will be differential amounts of data available dependent on measures available for each objective.

5) The general education objectives have not been written in unequivocal assessable terms.

6) The assessment plan will be cost effective, employing readily available data as appropriate.

7) We will attempt to develop a pattern of evidence for each objective.

ASSESSMENT PROCEDURES

ACT COMP Objective test:

Purpose: Assess the knowledge and skills (1) that undergraduate students are expected to acquire as a result of general or liberal education programs and (2) that are important to effective functioning in adult society.

- employs realistic problems not specifically discipline based
- process areas - Communicating, Solving problems, Clarifying Values
- content related areas - Functioning within Social Institutions, Using Science and technology, Using the Arts
- used nationally by 570+ institutions
- can provide estimate of student growth based on incoming ACT score
- intended for advanced students
- COMP administered fall 1994

MENO Thinking Skills:

Communication - scan several pieces of information
- select elements appropriate to a particular task
- combine information in logical manner
- write an informative essay for non-specialized audience

Critical Thinking - concerned with the production and evaluation of arguments relating to real issues familiar to those taking the test

UWRF participating as part of a pilot study, the MENO was Administered Spring 1994

Pre-Professional Skills Test (PPST):

- provides sub-test scores for reading, writing, and mathematics
- comparison of % passing to national rate
- taken primarily by lower division students
- data on file

College Student Experiences Questionnaire (CSEQ):

Provides a measure of student quality of effort, estimates of participation in activities, and perceptions of estimated gain on factors related to general education objectives (reading, writing, artistic appreciation ...).

Administered Spring 1993 - data base available

Focus Group Discussion:

- determine student satisfaction, understanding of general education objectives, attitudes and effort related to general education
- perceived strengths and weaknesses
- recommendations
- interviews conducted in fall 1994

Departmental Content Survey:

- survey of departments offering general education course
- purpose to determine how each objective is incorporated into course work and how the objective is assessed
- can determine the number of courses addressing each objective
- infusion of objectives into courses
- administered summer 1993 (Chairs response)
Program Review Data:

alumni survey provides data related to educational, intellectual, social, personal, aesthetic, and vocational growth.
  - look for consistency with CSEQ data
  - common areas of success/concern
  - past program reviews on file

Community Survey:

Determine the perceived value of the general education objectives by local community leaders, educators, and advisory council members. Determine if curriculum has external validity and is responsive to perceived societal needs.
  - survey conducted summer 1994
<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>ACT COMP</th>
<th>MENO</th>
<th>PPST</th>
<th>CSEQ</th>
<th>FOCUS GROUP</th>
<th>DEPT. SURVEY</th>
<th>PROGRAM REVIEW</th>
<th>COMMUNITY SURVEY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a) To read effectively</td>
<td>x</td>
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<td>b) To write effectively</td>
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<td>c) To listen effectively</td>
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<td>x</td>
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<tr>
<td>2. a) To understand mathematical reasoning</td>
<td>x</td>
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<td>b) To interpret numerical data</td>
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<td>c) To perform math operations</td>
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<td>x</td>
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<td>3. a) To think critically, to analyze problems systematically</td>
<td>x</td>
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<tr>
<td>b) To integrate knowledge from the humanities and the social and physical sciences</td>
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<td>BREATH OF KNOWLEDGE</td>
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<td>1) To understand historical perspectives</td>
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<td>x</td>
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<td>2) To understand important literature of past and contemporary cultures</td>
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<tr>
<td>OBJECTIVES</td>
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<td>3) To understand the ways in which artistic forms and styles represent and interpret the human experience</td>
<td>X</td>
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<td>4) To understand the principles and the methods of the basic physical and life sciences, including laboratory work</td>
<td>X</td>
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<tr>
<td>5) To understand the concepts and methods of inquiry in the social sciences</td>
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<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>CRITICAL JUDGEMENT</td>
<td>X</td>
<td></td>
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<td>X</td>
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<tr>
<td>1) To understand the impact of technology upon contemporary culture</td>
<td>X</td>
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<td></td>
<td>X</td>
<td>X</td>
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<td>2) To gain a global perspective of human culture, recognizing that this century requires such a perspective</td>
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<td>3) To develop a sense of ethical and social responsibility</td>
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<tr>
<td>4) To gain knowledge of one's physical and psychological well being</td>
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<td>X</td>
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</table>
May 18, 1994

To: Gary Thibodeau, Chancellor

From: Sally Standiford, Chair
       Faculty Senate

Re: RM307 Multicultural Perspective on the Environment

By a unanimous vote, the Faculty Senate approved AP&P recommendation to accept
RM307 Multicultural Perspective on the Environment as a diversity course

Faculty Senate Motion: 93-94/#37

X Approved

[Signature]
Gary Thibodeau, Chancellor
3/22/94 Date

Not Approved
April 25, 1994

Jim Mulvey, Chair
Academic Policy & Programming Committee
c/o Department of English, UWRF

Dear Jim & AP&P Committee,

This letter & attached documents represent a formal request for RM 307 (Multicultural Perspectives on the Environment) to be considered for meeting the 3 credit "Diversity" requirement.

As you can see from the original course proposal, this course has been in existence since 1990. The course is just this semester being offered for the first time due to several factors. The first is that Dr. Rita Kozak, an original co-proposer of the course, left the University which altered Departmental ability to offer the course. Second, at the time of the original proposal of the course, the AP&P Committee required an annotated bibliography of sources. This was not complete & so the course was not proposed for "Diversity" credit. Through some restructuring in our Department, we are now able to offer the course on an annual basis & on an "every-semester" basis beginning with the 1995-96 academic year. We feel that this course has all of the desirable attributes for meeting the "Diversity" requirement. The original concept of the course was to design it to meet "Diversity" goals & to provide students with a greater number of choices for meeting the requirement.

The course is highly comparative across American ethnicity & gender perspectives, especially legally targeted groups. As can be seen from the proposal, the course uses the natural environment & agriculture as a common denominator that can be studied to determine how each cultural group values, uses, & interacts with that environment. This study further provides opportunity to demonstrate how the collective diversity of valuing, use & interaction results in varying degrees of equitable & inequitable impacts. The "equitability" of these impacts is generally measured in terms of natural resource availability, distribution, jobs, pollution, environmental health, & aesthetics in general. Another academic benefit of the course is the opportunity to have students compare between how we individually & collectively create not only biological environments for each other through our actions, but also create the resulting social environments.

Your consideration of this proposal is genuinely appreciated.

Sincerely,

Kelly D. Cain, Ph.D.
Resource Management
TRANSMITTAL OF UNDERGRADUATE CURRICULUM PROPOSAL

1. Program/Course Name and Number: Resource Management 307
   Multicultural Perspectives on the Environment
Nature of Proposal: new course

Proposed Effective Date: Spring, 1991
Will course be taught with current staff? If not, what additions should be made? Yes
Are library holdings adequate? Yes

Individual(s) preparing this syllabus: Rita Kozak and Kelly Cain

Approved by the Department of Plant and Earth Science on 2/19/90
and submitted to the Curriculum Committee of the College of Agriculture

Signature of Chair: [Signature]

2. Reviewed and approved by the Curriculum Committee of the College of Agriculture

Comments:
Date: 3/28/90
Signature of Chair: [Signature]

3. Approved by the Dean of the College of Agriculture

Comments:
Date: 3/29/90
Signature of the Dean: [Signature]

4. Reviewed, received and recorded by the University Curriculum Committee

Comments:
Date: [Date]
Signature of Chair: [Signature]

NOTIFICATION OF ACTION TO: Vice Chancellor
Dean of the College
Chairman of College Curriculum Committee
Initiating Department(s)
Multicultural Perspectives on the Environment  Course No. 307  Credits 3

Undergraduate  Graduate  Both

Department: PLANT AND EARTH SCIENCE

Person Preparing Proposal: Rita Kozak & Kelly Cain  Date of Preparation/Revision: 3/22/90

Check One:  X  New Course  Departmental Revision  Change in title/course no. only  Change in no. of credits

If new course, date of proposed first offering: Spring, 1991

If change, revision, or new course replacing an existing course, specify previous course number:  Previous course title:  Credits:

Check one:  X  Permanent Course  Temporary (term and year course to be offered)

Class hours per week:

Lecture/discussion: 3  Laboratory:  Studio

Prerequisites:  none

Relationship of this course to the departmental major or minor:

Major(s)  Minor(s)

yes  no  yes  no

Allowed Elective:  X

Please complete the following:

1. DUPLICATION.
   a. State whether or not there is any possible overlap or duplication of course and existing program within your college or within the university.

   Geography 236 - The American Environment: Perceptions & Policies
   Anthropology 312/512 - Seminar in Rural Development
   Sociology 300/500 - Racial & Cultural Minorities
   History 756 (Extension) - History of Native American Treaties
   Agricultural Economics 250 - World Food & Population

   b. Please list those departments with whom you have consulted.

   See Attachment - Evaluation of Possibility for Overlap with Other Courses
Evaluation of Possibility for Overlap with Other Courses

Each of the departments as indicated by the respective courses listed on the first page have had an opportunity to review the original course proposal (attachment). Ed Robins from anthropology verbally supported the proposal and expressed the need for such a course being taught with the understanding that the content emphasized would evolve primarily around environmental issues as opposed to extensive cultural emphasis. Mike Albert from geography made similar comments. Attached, you will also find comments from Bob Shiley regarding the same issue. Agricultural economics is in full support of the proposal. Kurt Leichtle in the History department also commented that he is not overly concerned with any overlap of his American Indian History courses.

As such, the revised course proposal illustrates our response to stated concerns in that our original intent in emphasis has always been, and continues to be, environmental issues based on cultural perspectives. It is also our intention, as it has always been, that the course meet the new cultural diversity requirement. This revised copy has been distributed to all of the original consulting departments and they are aware of this proposal coming before the University Curriculum Committee and the Academic Programs & Policy Committee.
2. Briefly explain the need for this course as an addition to the curriculum.

Currently, in the College of Agriculture, no course meets the cultural diversity requirement. This course will fill that void.

3. Catalog description (including prerequisites):

This course examines natural resource availability and limitations on a local, state, national, and global scale and explores the idea of carrying capacity, environmental ethics, and individual rights and responsibilities regarding the environment. While individual choices impact the way we individually view the environment, cultural characteristics, in many cases, are stronger determinants of how natural resources are used and agricultural practices are implemented. American Indian, African American, Hispanic, Asian American and other cultural identity case studies will be used to demonstrate how various cultures view and use natural resources within the U.S.

4. Course objectives:

1. To assist students in understanding the global availability and limitations of natural resources, and the inter-relationships of contemporary environmental/agricultural issues as they relate to the search for an equitable standard of living by all cultural groups.

2. To provide students with the basis for an objective appreciation of the range of attitudes regarding the environment as related to cultural variation in the U.S.

3. To provide students the opportunity for interaction with minority cultures and their perspectives on the environment through small group discussions, panels, and guest speakers.

5. General teaching procedure/methodology:

Lecture, guest speakers, panels, minority and international students on campus, small group discussion, possible field trip.

6. Evaluative procedures to be used: (If no exam is planned, written permission of the dean is required.)

2 exams
1 final exam
1 paper

7. What distinction is made between the requirements and/or performance for undergraduate and graduate students?

8. Attach bibliography for graduate course only.

See Attachment
9. Outline of Course Content: (Outline must be sufficiently detailed to clearly indicate content of the course. Use additional page if necessary.)

I. Introduction to the Course
   A. Contemporary perspectives on cultural diversity as a "real" social issue
   B. Classical arguments for and against
   C. Ecological influences and implications
      1. Basic Human Right to:
         a. Air, water, soil, plants, and animals
         b. Food, clothing, and shelter
         c. Meaningful and healthy work
         d. Aesthetic and naturally beautiful landscape
         e. Knowledge of Threats to Global Survivability
      2. Lifestyle Spectrum Based on Resource Distribution

II. The Global Perspective
   A. Carrying Capacity
      1. Resource Availability and Limitations
         a. Local
         b. State
         c. National
         d. Global
   B. Tragedy of the Commons
      1. Throwaway Society
      2. Environmentally Sustainable Society
   C. Environmental Ethic/Stewardship Spectrum
      1. Individual Rights and Responsibilities
      2. Sharing Resources
         a. Law of the Sea - Driftnets and Toxic Dumping
         b. Antarctica - Mineral Exploration and Tourism
         c. Tropical Forest - Debt for Nature Swaps
         d. African Wildlife vs. Population Growth
         e. Ownership of Foreign Land--Multinationals

III. The Inter-relationships of American Environment and Culture
   A. Geo-Ecological History of the U.S.
   B. Native American, African American, Hispanic, & Asian American Cultures in the US
      1. Historical and geographic entry into the US
      2. Ecological perspectives
         a. Traditional cultural norms related to the environment
         b. Religious/spiritual foundations related to resource use
         c. Educational and economic influences on natural resources
   C. Hmong Farming
      1. Land use in Cambodia
      2. Land tenure in Cambodia versus U.S.
      3. Natural resource and agricultural practices
      4. Effect by and on American resources and agriculture
   D. Hispanic Migrant workers
      1. Land use in Mexico
      2. Land tenure in Mexico versus U.S.
      3. Natural resource and agricultural practices
      4. Effect by and on American resources and agriculture
E. African American Tenant Farmers/Sharecroppers
   1. Land use in Tanzania
   2. Land tenure in Tanzania versus U.S.
   3. Natural resource and agricultural practices
   4. Effect by and on American resources and agriculture

F. American Indian - Chippewa Treaty Rights
   1. Land use in Wisconsin
   2. Land tenure
   3. Natural resource and agricultural practices
   4. Effect by and on American resources and agriculture

G. Other Unique Resource and Culture Inter-relationships
   1. Amish agriculture
   2. Chinese agriculture

IV. Impacts of "New Thoughts" on Resource Use
   A. Eco-Feminism
   B. The Rainbow Coalition
   C. Deep Ecology and the Gaia Principle
   D. Green Politics
      1. Philosophical foundations
      2. Chances for Success

 handwriting
10. List those books to be obtained from the Textbook Library: (Include complete citation.)

Collection of Readings

11. List those books to be purchased by the student:

none

12. Estimated cost to student for materials, supplies, etc. $---0---

13. Does this course reflect any human relations components as identified in the Administrative Code of the Department of Public Instruction?

Yes [X]  No [ ]  (If yes, please complete Appendix A; if no, Appendix A may be omitted.)
HUMAN RELATIONS

All professional education programs leading to certification shall provide study and experiences in human relations.

Preparation shall include:

1. Study in the theory and applications of human relations practices including skill building activities in identifying and constructively responding to expressions or acts which devalue other persons.

2. Study of the history, culture, customs, social institutions, values, lifestyles, and contributions of women and various racial, cultural, and economic groups, including African-Americans, American Indians, and Pacific Islander-Americans in the United States.

3. Study of the psychological and social implications of the forces of discrimination, especially racism and sexism, their broader impact on relationships among members of various groups in American society.

4. Experiences for students to systematically evaluate the impact of the forces of discrimination, especially racism and sexism, on language, instructional materials, learning activities, learning styles, interaction between staff and students, tests and measurement, and school environments.

5. Experiences in assessing a curriculum and in making modifications, if necessary, to assure multicultural and nonsexist content.

Indicate in this column in what ways, if any, these requirements will be met.

Not applicable.

Familiarization through lecture, discussion, speakers and class projects regarding interrelationships between the environment and cultural practices.

Present evidence which illustrates type-casting of various ethnic groups for specific environmental and agricultural jobs and the impacts thereof.

Not a major portion of the course.

Not a major portion of the course.
7. Direct involvement with adult and pupil members of a group whose background the student does not share including at least one of the following designated minority groups: African-Americans, American-Indians, Hispanic-Americans, and Pacific Islanders; and with foreign born persons, disabled persons and with various socio-economic groups including low income. Please indicate approximate clock hours of these Direct Involvement experiences.

Curriculum includes interviews with at least two people identified from the four targeted groups. Interviews will be approximately one hour in length.
TEXTS


RM 307 - Multicultural Perspectives on the Environment

JOURNALS


JOURNAL ARTICLES


REFERENCES


Course Title: Multicultural Perspectives on the Environment  
Course No.: RM 307  
Credits: 3

Department: Plant and Earth Sciences

Person Preparing Proposal: Kelly D. Cain  
Date of Preparation/Revision: 4/94

Check one:  
_____ New Course  
X  Departmental Revision  
_____ Change in title/course no. only  
_____ Change in no. of credits

If new course, date of proposed first offering: ________________

If change, revision, or new course replacing an existing course, specify previous course number: RM 307  
Previous course title: Same  
Credits: 3

Check one:  
_____ Permanent Course  
X  Temporary  
(term and year course to be offered)

Class hours per week:  
Lecture/Discussion: 3  
Laboratory: ________________  
Studio: __________

Prerequisites:  
Junior Standing or Consent of Instructor

Relationship of this course to the department major or minor:  
Major(s): yes  
Minor(s): no

Required?  
_____ yes  
X  no

Allowed Elective?  
X  yes  
_____ no

Please complete the following:

1. DUPLICATION.
   a. State whether or not there is any possible overlap or duplication of course material between this course and existing programs within your college or within the university.

   There is no identifiable overlaps in the College of Agriculture. There is perceivably varying levels of overlap with virtually every cultural diversity course currently available on campus.

   b. Please list those departments with whom you have consulted.

   English, History, Sociology, Women’s Studies, Ethnic Studies, Geography

2. Briefly explain the need for this course as an addition to the curriculum.

   This course will provide an additional alternative for students seeking to satisfy the 3 credit cultural diversity requirement. It also "rounds out" the offerings of courses in the Resource Management area in terms of a socio-political context.
3. Catalog description (including prerequisites):

This course examines natural resource availability and limitations on a local, state, national, and global scale, and explores the idea of carrying capacity, environmental ethics, and individual rights and responsibilities regarding the environment. While individual choices impact the way we individually view the environment, cultural characteristics, in many cases, are stronger determinants of how natural resources are used and agricultural practices are implemented. Native American, African American, Hispanic, Asian American, gender, and other cultural identity delineations will be used to demonstrate how various cultures & subcultures view and use natural resources. Prerequisites: Junior standing or consent.

4. Course objectives:

1) Students will gain increased understanding of the global availability and limitations of natural resources, and the inter-relationships of contemporary environmental / agricultural issues as they relate to the search for an equitable standard of living by every individual of every cultural group.

2) Students will gain a basis for an objective appreciation of the range of attitudes regarding the environment as related to cultural variation in the U.S.

3) Students will have the opportunity for interaction with representatives of minority cultures and their perspectives on the environment through small group discussions, panels, and guest speakers.

4) Students will have the opportunity to explore their own personal values and perspectives on the theme and specifics of biological diversity (nature), how those perspectives developed, and consider how they might change in the future.

5) Students will have the opportunity to explore their own personal perspectives on the theme and specifics of cultural diversity, how those perspectives developed, and how they might change in the future.

6) Students will have, at the end of the course, physical evidence (in the form of a personal journal) of their reconstructive and developing knowledge about the integration of the individual, society, and nature in its broadest sense.

5. General teaching procedure/methodology:

Lecture, guest speakers, panels, minority and international students on campus, small group discussion, and possible field trip.

6. Evaluative procedures to be used: (If no exam is planned, written permission of the dean is required.)

A personal journal (see attached criteria & Dean's permission)
Attendance / participation
Other writing assignments

7. What distinction is made between the requirements and/or performance for undergraduate and graduate students?

N/A

8. Attach bibliography for graduate course only.

See attached Resource List & example Syllabus

9. Outline of Course Content: (Outline must be sufficiently detailed to clearly indicate content of the course. Use additional page if necessary.)

Next Page
MULTICULTURAL PERSPECTIVES ON THE ENVIRONMENT (RM 307)

COURSE OUTLINE

I. Introduction: Setting the Tone of "Building Community"

A. Why THIS course? Why are we here?
B. Who am I? Who are you? What is "Community?"
C. The syllabus & other stuff.

II. A Universal Search for the "TRUTHS" about "MULTICULTURAL PERSPECTIVES ON THE ENVIRONMENT" (MCPOTE)

A. Morrison's POWERS OF TEN
   1. Universe
   2. Galaxy
   3. Solar System
   4. Planet
   5. Continent
   6. Nation
   7. State
   8. City
   9. Campus, Building, Room, Desk
   10. * "You Are Here" / "We Are Here"
   11. This Classroom as one Environment
   12. What Type of Environment Would You Like This Class to Be?

B. A Plan for Diversity in the UW-System: "Critically Thinking About Tolerance"

C. Diversity Course Requirement at UWRF: Is it a Solution, an Unnecessary Distraction & Expense, a Scratch of the Surface, a Search for Truth, or What?
   1. A Search for "Truth" in Every Course You Take
   2. "Truth" Through the Eyes of Chief Seattle (or was it Chief Seattle?)
      a. How Many Versions are There?
   3. The Pro's & Con's of Stereotyping, Generalizations, & Labeling
   4. A Brainstorm of Stereotypes - Proof of the Power of Language in Light of Political Correctness

D. "Constructive Knowledge" & "Interdisciplinary" Based Education: The Integration of a COMPLEX Set of Social & Ecological Variables That Determine MCPOTE

1. The Indivividual: Who Are You & How Did You Become Who You Are? (Relevance of Personal Experience)
   a. The Three (3) Domains
   b. "Truth" & The Personal Value System
   c. A Revisiting of Stereotyping, Generalizations, & Labeling
   d. Who & What Should You Believe (each other, the media, professors, your parents, the church, who)?
   e. Local Realities of the Day? (UNRF Students of Color Tape)

2. Culture & Environment: A Reflection of the Collective Consciousness of Groups of Individuals About What Constitutes "Community" (The Environments We Create for Each Other)
   a. Characterizations of Cultural Environment (religion, language, dress, food, agricultural practices, traditions, customs, holidays, architecture, artistic symbolism, family structure, modes of travel, identification with contexts of nature, recreation, other)
   b. Characterizations of Natural Environment (water, soil, air, flora, fauna, ecosystems, biomes, biosphere/ecosphere, Mother Earth, Gaia, wilderness, frontier, nature, natural resources, other)
      1) First Nature - The Blue Planet film
      2) Second Nature - Clips from Koyaanisqatsi & Our Biosphere: Earth in Our Hands films
      3) A Unique Look at Differences & Similarities: How Much, Depends on Personal Experience & Perspective
a) Do Plants & Animals Have Feelings?  
b) What Difference Does it Make?  

3. The Social Ecology Ethics Spectrum as a Model for Understanding the Broad Continuum of MCPOTE: The Radical Extremes & Shades of Gray  
a. Exploitation Ethic  
b. Conservation Ethic  
c. Preservation Ethic  

E. A Further Glance at Some History of "TRUTHS" Regarding MCPOTE  

1. Would Columbus Agree with Chief Seattle?  
a. "Conventional Wisdom" says "Columbus Discovered America"  
b. "Political Correctness" might say "Native American Indians Discovered Columbus"  
c. Is it Obvious What Columbus Has to do with this Course? (social & ecological context)  
d. Should We Continue to Celebrate Columbus Day? Why or Why Not & In What Context?  

2. "Teaching Tolerance Project" film - America's Civil Rights Movement: A Time for Justice (Southern Poverty Law Ctr.)  

3. The Re-emergence of Hate Crimes - Why? Is it Social, Ecological, or a Combination of Both  

F. Multicultural Perspectives On The Environment: Selective & Comparative Points of Reference  

1. Religion (Spirit & Nature film by Bill Moyers)  

2. Race & Ethnicity - They Ain't the Same Thing  
   a. Native American  
      1) Historical Perspective  
      2) Cultural Examples of Natural Resource & Agricultural Perspectives & Practices  
      3) Guest speaker, film, panel, other  
   b. African American  
      1) Historical Perspective  
      2) Cultural Examples of Natural Resource & Agricultural Perspectives & Practices  
      3) Guest Speaker, film, panel, other  
   c. Hispanic  
      1) Historical Perspective  
      2) Cultural Examples of Natural Resource & Agricultural Perspectives & Practices  
      3) Guest speaker, film, panel, other  
   d. Asian American  
      1) Historical Perspective  
      2) Cultural Examples of Natural Resource & Agricultural Perspectives & Practices  
      3) Guest speaker, film, panel, other  

3. Gender  
   1) Historical Perspective  
   2) Cultural Examples of Natural Resource & Agricultural Perspectives & Practices  
   3) Guest speaker, film, panel, other  

4. Age  
   1) Historical Perspective  
   2) Cultural Examples of Natural Resource & Agricultural Perspectives & Practices  
   3) Guest speaker, film, panel, other
5. Ability / Disability
   1) Historical Perspective
   2) Cultural Examples of Natural Resource & Agricultural Perspectives & Practices
   3) Guest speaker, film, panel, other

   1) Historical Perspective
   2) Cultural Examples
   3) Guest speaker, film, panel, other

III. "Conventional Wisdom" versus "Political Correctness" in a Social & Ecological Context: Is It The Struggle Over Equity or Truth, or Both? What's the Bottom Line for "Constructive Knowledge," "Building Community," & the End of this Course?

A. Continuum Models for Understanding the Concept of "TOLERANCE"
B. Personal Attitudes & Behaviors from a Cultural Perspective
C. Personal Attitudes & Behaviors from an Ecological Perspective
D. Is There Really Any Difference?
HUMAN RELATIONS
All professional education programs leading to certification shall provide study and experiences in human relations.

Preparation shall include:

1. Study in the theory and application of human relations practices including skill building activities in identifying and constructively responding to expressions or acts which devalue other persons.

2. Study of the history, culture, customs, social institutions, values, lifestyles, and contributions of women and various racial, cultural, and economic groups, including African-Americans, American Indians, Asian-Americans, Hispanic-Americans, and Pacific Islander-Americans in the United States.

3. Study of the psychological and social implications of the forces of discrimination, especially racism and sexism, and their broader impact on relationships among members of various groups in American society.

4. Study in the philosophical and psychological bases of the development and change of attitudes.

5. Experiences for students to systematically evaluate the impact of the forces of discrimination, especially racism and sexism, on language, instructional materials, learning activities, learning styles, interaction between staff and students, tests and measurement, and school environments.

6. Experiences in assessing a curriculum and in making modifications, if necessary, to assure multicultural and nonexist content.

7. Direct Involvement with adult and pupil members of a group whose background the student does not share including at least one of the following designated minority groups: African-Americans, American Indians, Asian-Americans, Hispanic-Americans, and Pacific-Islander-Americans; and with foreign born persons, disabled persons and with various socioeconomic groups including low income. Please indicate approximate clock hours of these Direct Involvement experiences.

Indicate in this column in what way if any, these requirements will be met.

1) Yes – Lecture & discussion regarding personal behaviors that reinforce oppressive stereotypes

2) Yes – Lecture & discussion, in comparative format, of cultural groups’ relationship to the natural environment based on agriculture & resource management practices

3) Yes – Lecture & discussion regarding the distribution of natural resources & environmental quality depending diversity based on cultural status (i.e. environmental racism)

4) Yes – Lecture & discussion regarding change of individual & cultural behaviors negatively impacting to others & the natural environment.

5) Yes – in minor ways involving the use of the same word(s) used to describe characteristics of both nature & culture

6) NO

7) Yes, through guest speakers and interview with individuals from cultural groups other than their own.
10. List those books to be obtained from the Textbook Library: (include complete citation)

Collection of readings.

11. List those books to be purchased by the student:

NONE

12. Estimated cost to student for materials, supplies, etc. $0

13. Does this course reflect any human relations components as identified in the Administrative Code of the Department of Public Instruction?

Yes ______ No ______ (If yes, please complete Appendix A; if no, Appendix A may be omitted.)
May 18, 1994

To: Gary Thibodeau, Chancellor

From: Sally Standiford, Chair
Faculty Senate

Re: UW-River Falls and UW-Eau Claire Cooperative Program in Library Science

By a unanimous vote, the Faculty Senate approved AP&P recommendation to endorse a Cooperative Program in Library Science and Media Education between UW-River Falls and UW-Eau Claire.

Faculty Senate Motion: 93-94/#36

X Approved

Gary Thibodeau, Chancellor 5/23/94

Not Approved
A COOPERATIVE LIBRARY SCIENCE PROGRAM
BETWEEN UW-EAU CLAIRE AND UW-RIVER FALLS

The intent of this program is to enable UW-Eau Claire to share its Library Science and Media Education program with UW-River Falls. The plan is designed to:

1. improve access to a library science and media education program;
2. serve job-market needs of school districts in Wisconsin; and
3. attract the best academic talent available to prepare Instructional Library Media Specialists and Public Librarians.

The cooperative program will begin Fall, 1994.

UW-Eau Claire Library Science Programs

The University of Wisconsin-Eau Claire offers an undergraduate minor and a master's degree with a concentration in Library Science and Media Education. These programs prepare students for professional roles as Instructional Library Media Specialists and Instructional Library Media Supervisors. The University of Wisconsin-Eau Claire has been approved by the Department of Public Instruction to offer programs leading to the following certification endorsements: 901, 902, 903, and 91. The minor also leads to certification of Grade 2 Public Librarians.

Program Implementation

1. A member of the UW-Eau Claire faculty will be designated to coordinate the program with the UW-River Falls coordinator and act as liaison with UW-River Falls students.

2. The UW-River Falls coordinator will be responsible for the minor program for UW-River Falls students and the dissemination of information regarding program requirements and the availability of courses.

3. The UW-Eau Claire coordinator and each UW-River Falls student will identify courses to be taken and a plan for program completion that will lead to eligibility for certificate endorsement as an Initial Instructional Library Media Specialist (901).

4. Students are required to take a minimum of twelve semester hours of approved coursework in Library Science and Media Education from UW-Eau Claire to be recommended by UW-Eau Claire for certificate endorsement. UW-River Falls will not recommend students for certificate endorsement as an Initial Instructional Library Media Specialist (901). UW-River Falls students may enroll at UW-Eau Claire for course tuition free if they are currently enrolled at UW-River Falls for at least twelve credits and the total number of credits from both universities do not exceed eighteen.

5. Course requirements may be completed in the following ways:
   a. As regular courses taught by UW-Eau Claire or UW-River Falls faculty on the UW-Eau Claire campus,
   b. As regular courses taught by UW-Eau Claire or UW-River Falls faculty on the UW-River Falls campus, and/or
   c. As regular courses taught by UW-Eau Claire or UW-River Falls faculty via distance education technology.

6. Field experience may be taken from either institution. The institution at which the student is enrolled is responsible for the supervision of that student.
APPENDIX A:

901 LICENSE
UW-EAU CLAIRE

Wisconsin state law requires that school library media specialists in the state be eligible for teaching licenses and that they qualify for state certification as Initial Instructional Library Media Specialists (901). The Foundations and Library Science Department at UW-Eau Claire offers a sequence of courses leading to a teaching minor and eligibility for 901 licensure. This sequence includes a minimum of 24 credits of coursework plus field experience.

**Required Courses (21 cr):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LMED 305/505</td>
<td>Children's Literature</td>
<td>3 cr</td>
</tr>
<tr>
<td>LMED 306/506</td>
<td>Literature for Adolescents and Adults</td>
<td>3 cr</td>
</tr>
<tr>
<td>LMED 310/510</td>
<td>Developing Media Collections</td>
<td>3 cr</td>
</tr>
<tr>
<td>LMED 312/512</td>
<td>Reference and Bibliography</td>
<td>3 cr</td>
</tr>
<tr>
<td>LMED 316/516</td>
<td>Organizing Media</td>
<td>3 cr</td>
</tr>
<tr>
<td>EDMT 382/582</td>
<td>Producing Instructional Media</td>
<td>3 cr</td>
</tr>
<tr>
<td>MED 432/632</td>
<td>Administering School Media Programs</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

**Elective Courses (3 cr)**

Coursework related to library science and media education. Examples include:
- Computers in Education
- Instructional Design and Development
- Introduction to Literature of the American Indian
- Introduction to Photography

**Field Experience (6 cr)**

Field experience is required at both the elementary and secondary level. A minimum of 6 credits of coursework is to be selected from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LMED 461</td>
<td>Field Experience : Elementary Media Center</td>
<td>3 cr</td>
</tr>
<tr>
<td>LMED 462</td>
<td>Field Experience : Secondary Media Center</td>
<td>3 cr</td>
</tr>
<tr>
<td>LMED 466</td>
<td>Internship : Elementary Media Center</td>
<td>3 cr</td>
</tr>
<tr>
<td>LMED 467</td>
<td>Internship : Secondary Media Center</td>
<td>3 cr</td>
</tr>
</tbody>
</table>
APPENDIX B:

SELECTED 901 CLASSES
OFFERED AT UW-RIVER FALLS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 235</td>
<td>Photography: Expression &amp; Experimentation</td>
<td>3 cr</td>
</tr>
<tr>
<td>ART 239</td>
<td>Introduction to Video</td>
<td>3 cr</td>
</tr>
<tr>
<td>BIOL 363/563</td>
<td>Techniques in Biological Photography</td>
<td>2 cr</td>
</tr>
<tr>
<td>CSYS 162</td>
<td>Data Structures</td>
<td>3 cr</td>
</tr>
<tr>
<td>CSYS 337/537</td>
<td>Computer Graphics</td>
<td>3 cr</td>
</tr>
<tr>
<td>CSYS 462/662</td>
<td>Computer Assisted Instruction</td>
<td>3 cr</td>
</tr>
<tr>
<td>ENGL 203</td>
<td>Literature of the African-American Experience</td>
<td>3 cr</td>
</tr>
<tr>
<td>ENGL 350/550</td>
<td>Children's Literature: Issues and Trends</td>
<td>3 cr</td>
</tr>
<tr>
<td>ENGL 355/555</td>
<td>Literature for Adolescents</td>
<td>3 cr</td>
</tr>
<tr>
<td>ENGL 443/663</td>
<td>American Minority Women Writers</td>
<td>3 cr</td>
</tr>
<tr>
<td>GEOG 250</td>
<td>Cartography: The Map-Making Process</td>
<td>3 cr</td>
</tr>
<tr>
<td>HIST 445/645</td>
<td>Historical Conservation Lab</td>
<td>3 cr</td>
</tr>
<tr>
<td>JOUR 265</td>
<td>Beginning Photography</td>
<td>3 cr</td>
</tr>
<tr>
<td>LS 255</td>
<td>Children's Literature</td>
<td>3 cr</td>
</tr>
<tr>
<td>PSSE 156</td>
<td>AV Materials</td>
<td>1 cr</td>
</tr>
<tr>
<td>PSSE 362/562</td>
<td>Computers in Education</td>
<td>2 cr</td>
</tr>
<tr>
<td>PSSE 495/695</td>
<td>Contemporary Issues: HyperCard Authoring</td>
<td>1-3 cr</td>
</tr>
<tr>
<td>PSSE 495/695</td>
<td>Contemporary Issues: Multimedia for Teachers</td>
<td>1-3 cr</td>
</tr>
<tr>
<td>PSSE 495/695</td>
<td>Contemporary Issues: Telecommunications</td>
<td>1-3 cr</td>
</tr>
<tr>
<td>SCTA 327/527</td>
<td>Children's Theatre &amp; Pupp...</td>
<td>3 cr</td>
</tr>
<tr>
<td>ELEM 470</td>
<td>Field Experience: Elementary Education</td>
<td>3 cr</td>
</tr>
<tr>
<td>ELEM 475</td>
<td>Internship: Elementary Education</td>
<td>3 cr</td>
</tr>
<tr>
<td>PSSE 470</td>
<td>Field Experience: Secondary/Middle Education</td>
<td>3 cr</td>
</tr>
<tr>
<td>PSSE 475</td>
<td>Internship: Secondary/Middle Education</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

NOTE: UW-River Falls has approved courses in Library Science but does not have qualified personnel to teach those classes. Those courses are not included in this list.
A COOPERATIVE LIBRARY SCIENCE PROGRAM
BETWEEN UW-EAU CLAIRE AND UW-RIVER FALLS

I. PROGRAM IDENTIFICATION AND DESCRIPTION
1.1 Exact Designation of Proposed Cooperative Program:
   1.1.a Cooperative Library Science Program Between UW-Eau Claire
        and UW-River Falls
   1.1.b Level I
1.1.c
1.2 Cooperating Departments
   UW-Eau Claire Library Science and Media Education
   UW-River Falls Library Science
1.3 Cooperating Colleges
   UW-Eau Claire College of Education
   UW-River Falls College of Education
1.4 Home Institution
   UW-Eau Claire
1.5 Host Institution
   UW-River Falls
1.6 Program Objectives
   (see attached)
1.7 Timetable for Initiation
   The cooperative program will begin Fall 1994
1.8 Timetable for Phase-out
   Not applicable

II. CONTEXT
2.1 Instructional Setting of Program
   (see attached)
2.2 Relation to Mission Statement and Academic Plan
   Relation to host (UW-River Falls): This venture permits our students to
   seek certification in a program we have been entitled to offer in the past.
   We are voluntarily giving up our Library Science certification as part of
   lateral review. The mission of a library science program remains
   connected to our central mission
   Relation to home (UW-Eau Claire): The first two objectives of this
   proposal speak to improving access to a library science program to help
   address job-market needs of Wisconsin School Districts. These two
   objectives are central to the institution mission.
2.3 Institutional Expectations
   The proposal was offered as a way to address access in an era of limited
   resources.
2.4 Accreditation/Licensure Requirements
   (see attached)
III. NEED

3.1 Student Demand
Enrollment: UW-River Falls receives 25 (±5) inquiries per semester about initial library science and/or media education certification. Approximately 40% (10±2) are current students, 20% (5±1) are former students who have completed some library science courses, and 40% (10±2) are "new" to library science. Most of these are serious inquiries (based on the nature of the questions/concerns).
Degrees: not applicable

3.2 Host-Institution Service Area Need:
Not applicable

3.3 Other Needs
(see attached)

3.4 Enrollment Management Implications
UW-RF students are already counted. UW-EC classes in Library Science have open seats.

IV CURRICULUM

4.1 Courses
(see attached)

4.2 Course cycles
No changes in established course cycles is anticipated. Respective catalog listings indicate cycle.

4.3 Staffing
No changes in present staffing are anticipated.

4.4 Transfer
(see attached)

4.5 Strengths
(see attached)

4.6 Consultants
Not applicable.

V. PERSONNEL

5.1 Faculty
No changes from regular course offerings.

5.2 Thesis Supervision and Other Special Teaching Requirements
(see attached)

5.3 Salary Arrangements
No changes from current practices are anticipated.
VI. SUPPORT SERVICES AND RESOURCES

6.1 Library Resources
No changes needed

6.2 Special Resources
No augmentation is necessary.

VI. IMPLEMENTATION, REVIEW AND EVALUATION

6.1 Implementation Procedures
(see attached)

6.2 Admissions Procedures
(see attached)

6.3 Credit Hours
(see attached)

6.4 Program Evaluation
Program review and audit procedures will continue.
ACIS 1.1., Effective November 24, 1993

MEMORANDUM OF AGREEMENT
TO ESTABLISH A COOPERATIVE PROGRAM IN
-[FILL IN THE PROGRAM TITLE]-

UNIVERSITY OF WISCONSIN-[DEGREE-GRAZING INSTITUTION]
- UNIVERSITY OF WISCONSIN-[HOST INSTITUTION]-

I. PROGRAM IDENTIFICATION AND DESCRIPTION

1.1 Exact Designation of Proposed Cooperative Program:
   1.1.a Name of Program
   1.1.b Initial Program Level (I, II, III)
   1.1.c Planned Program Level (if different)

1.2 Cooperating Departments or Functional Equivalents:

1.3 Cooperating Colleges, Schools, Functional Equivalents:

1.4 Degree-granting or Home Institution (holder of program entitlement):

1.5 Host Institution(s) (institution or institutions to which program is extended):

1.6 Program Objectives:

1.7 Timetable for Initiation:

1.8 Timetable for Phase-out, if relevant (see section VIII):

II. CONTEXT

2.1 Instructional Setting of Program: Describe the relationship of the proposed cooperative program to present programs at the host institution(s). Describing the structure of the cooperative program, including provisions for coordination, governance, and sharing of resources. Identify program coordinator(s) and the membership of coordinating committees and/or governance agencies associated with the overall management of the program.

2.2 Relation to Mission Statement and Academic Plan: Describe how the proposed cooperative program relates to the mission and academic plan of the host institution(s). Describe how expansion of the existing degree-granting program through a cooperative arrangement relates to the mission and academic plan of the home institution.

2.3 Institutional Expectations: Describe the benefits the home and host institution(s) expect to gain by offering this cooperative program, particularly in an era of limited resources.

2.4 Accreditation/Licensure Requirements: Describe any special circumstances, or conditions imposed by accreditation and/or licensure requirements and discuss their implications for the cooperative programs.
III. NEED

3.1 Student Demand--Enrollment Projections: Indicate anticipated enrollment and number of degrees likely to be granted through the cooperative program and give the basis for this estimate.

3.2 Host Institution Service Area Need: Provide documentation of the need for extending the degree program from the degree-granting institution to the participating host institution(s). If possible, include indications of interest from specific constituencies.

3.3 Other Needs: Describe other needs or factors which support development of the proposed cooperative program.

3.4 Enrollment Management Implications: Discuss the program's impact on the home and host institutions enrollment management targets and policies.

IV. CURRICULUM

4.1 Courses: List the courses (with a phrase of explanation if the titles are not self-explanatory) and their periodicity as they would be offered at the host institution(s) through at least the first three years of its operation.

4.2 Course Cycles: Discuss plans for scheduling cycle for the courses to be scheduled at the host institution, to ensure that advance planning is facilitated at both institutions.

4.3 Staffing: Indicate how the courses offered at the host institution(s) would be staffed, including involvement of home institution and host institution faculty as appropriate. Include any involvement of UW-Extension, projected faculty overloads, provisions for ad hoc instruction, and administrative assignments (such as coordination or advising). Discuss impact of such assignments upon degree-granting programs at the host institution, particularly in terms of the periodicity of courses needed for host institution degree-granting programs, graduate or undergraduate. In this context, discuss departmental and college support for the cooperative program.

4.4 Transfer: Indicate how courses taught at the host institution(s) would relate to degree completion at the home institution, especially those courses which originate at the host institution(s). If transfer courses are involved, indicate which courses would transfer. Also indicate the maximum number of transfer credits acceptable in the cooperative program. (Note that Level III joint programs may exceed traditional transfer credit limits and/or may not treat host institution students as transfer students.)

4.5 Strengths or Unique Features: Describe any special strengths or unique features which will be offered by the proposed program, including use of distance learning technologies, innovative scheduling, and other strategies to deliver the program.

4.6 Consultants: Indicate the extent to which outside consultants (if any) have been involved in the development of the proposed cooperative program.
V. Personnel

5.1 Faculty: List present faculty members at the home institution and the host institution(s) who will participate and describe any modifications in their regular teaching assignments required to offer the purposed program. In this context, discuss departmental and college support for the cooperative program.

5.2 Thesis Supervision and Other Special Teaching Requirements: Indicate each institution's obligations for thesis supervision, internship supervision, comprehensive examinations, or other program requirements outside regular classroom instruction. Discuss specific expectations for both home and host institution(s) faculty and any resulting impact upon the host institution's degree-granting programs.

5.3 Salary Arrangements: Provide details regarding payment to participating faculty and/or academic staff.

VI. SUPPORT SERVICES AND RESOURCES

6.1 Library Resources: Describe the library resources available at the host institution(s) to support the proposed cooperative program and what provisions, if any, are necessary to augment existing resources. Indicate the extent to which materials at the home institution can be made available to students in the cooperative program. Identify funding sources.

6.2 Special Resources: Identify special resources, such as computers, software, laboratories, equipment, etc., available at the host institution(s) to support the proposed program and what provisions, if any, are necessary to augment existing resources. Identify funding sources.

6.3 Support Budget: Outline the budgetary resources at the home institution and the host institution(s) to support the program, including supplies and expenses, travel, and other operating costs.

6.4 Community Resources: Discuss arrangements for necessary community participation (i.e., as placement sites for internships), budget implications for these resources, and funding sources, if necessary.

VII. IMPLEMENTATION, REVIEW AND EVALUATION

7.1 Implementation Procedures: Describe how the cooperative program will be implemented, including plans (if any) for changes in level or extent of interinstitutional cooperation (Level I, II, III).

7.2 Admissions Procedures: Describe how students at the host institution will be admitted to the proposed program, including procedures for application and review.

7.3 Credit Hours: Describe how student credit-hours will accrue to the participating institutions.

7.3 Program Evaluation: Describe how the program will be reviewed and evaluated.
VIII. PROGRAM TERMINATION

8.1 **Duration of Program:** Describe the intended duration of the proposed cooperative program, i.e., a short-term (up to five years) program to fill a temporary community need; a long-term (indefinite) to fill an ongoing community need.

8.2 **Phase-out:** Describe the provisions that will be made to phase out the program (especially if the program is intended to be short-term), or to transfer the program back to the original home institution.

8.3 **Student and Community Notification:** Describe the communications arrangements to inform potential students of the duration of the program (i.e., catalogue descriptions, clear statements on any advertisements regarding the program, clear statements of expectations to any community participants in the program).

IX. INSTITUTIONAL APPROVAL

Chancellor, University of Wisconsin-[ ] Date

Chancellor, University of Wisconsin-[ ] Date

Vice Chancellor, University of Wisconsin-[ ] Date

Vice Chancellor, University of Wisconsin-[ ] Date

Dean of [ ] Date

Dean of [ ] Date

Chair, Department of [ ] Date

Chair, Department of [ ] Date

sclcoop\final
May 18, 1994

To: Gary Thibodeau, Chancellor

From: Sally Standiford, Chair
Faculty Senate

Re: Econ 205 *Quantitative Analysis in Economics and Business*

By a unanimous vote, the Faculty Senate approved AP&P motion that Econ 205 *Quantitative Analysis in Economics and Business* meet a General Education Mathematics requirement.

Faculty Senate Motion: 93-94/#35

Approved

Gary Thibodeau, Chancellor 5/23/94

Not Approved
DATE: January 27, 1994

TO: AP & P Committee

FROM: Economics Department
      Janna Cowen

RE: Economics (Mgmt) 205, Quantitative Analysis in Economics
    and Business

We request that Economics (Mgmt) 205 be accepted as fulfilling
the mathematics requirement for General Education.

The course meets the following objectives of General Education:

Under skills to be developed:

2. to understand mathematical reasoning, to interpret
   numerical data, and to perform mathematical operations.

Under breadth of knowledge to be developed:

5. to understand the concepts and methods of inquiry in the
   social sciences.

The course is a mathematics for economics and business course. It
covers variables, functions and relationships, matrixes, systems of
equations, differentiation and integration, and optimization, as
well as their applications in economics and business. Approximately
sixty percent of class time is spent on the
mathematics with the remainder spent on the applications.

The Economics Department has checked with the Mathematics -
Computer Science Department, and Math-Comp. Sci. has no objections
to the proposal.

Attached is the most recent Course Proposal form for the course.
Course Proposal
University of Wisconsin-River Falls
To be submitted to college and university curriculum committees and graduate council

Course Title QANT. ANAL. IN ECON. & BUS. Course No. 205 Credits 3
X Undergraduate ___ Graduate ___ Both

Department ECONOMICS

Person Preparing Proposal H. EFTEKHARI Date of Preparation/Revision 9/88

Check One: ___ New Course ___ Department Revision
Change in title/course no. only ___ Change in no. of credits X

If new course, date of proposed first offering

If change, revision, or new course replacing an existing course, specify previous course number

Previous course title QANT. ANAL. IN ECON. & BUS. ________ Credits 4

Check one: X Permanent Course ___ Temporary EVERY SEMESTER
(term & year course to be offered)

Class hours per week: THREE HOURS

Lecture/discussion X Laboratory ___ Studio ___

Precisities:

ECONOMICS 201 AND 202 OR CONSENT OF INSTRUCTOR

Relationship of this course to the departmental major or minor:

Major(s) Minor(s)
yes no yes no

Required? X ___ X

Allowed Elective?

Please complete the following:

1. DUPLICATION
   a. State whether or not there is any possible overlap or duplication of course material between this course and existing programs within your college or within the university.

ALTHOUGH SOME OF THE MATHEMATICAL CONCEPTS COVERED IN THIS CLASS OVERLAP WITH MATH. 156, THE APPLICATION EMPHASIS OF THESE CONCEPTS IN ECONOMICS AND BUSINESS MAKE THE TWO COURSES TOTALLY DIFFERENT.

b. Please list those departments with whom you have consulted.

MATHEMATICS AND BUSINESS ADMINISTRATION
Briefly explain the need for this course as an addition to the curriculum.

THIS COURSE PREPARES STUDENTS TO APPLY ABSTRACT MATHEMATICAL CONCEPTS TO ECONOMICS AND BUSINESS. THE KNOWLEDGE IS A REQUIREMENT FOR SUCCESSFUL BUSINESSES, GOVERNMENT AND PRIVATE EMPLOYEES, AND GRADUATE SCHOOLS.

3. Catalog description (including prerequisites):

APPLICATION OF CERTAIN QUANTITATIVE TECHNIQUES IN ECONOMICS AND BUSINESS. SELECT TOPICS ARE FUNCTIONS, GRAPHS, SYSTEMS OF EQUATIONS, MATRIX ALGEBRA, DERIVATIVES, INTEGRAL CALCULUS, AND OPTIMIZATION PROCEDURES.
PREREQUISITES: MATH 130 AND ECON. 201 AND 202

4. Course objectives:

THE OBJECTIVES OF THIS COURSE ARE TWOFOLD:
1. TO STUDY SOME ELEMENTARY QUANTITATIVE TECHNIQUES.
2. TO APPLY THESE TECHNIQUES TO ECONOMIC AND BUSINESS CONCEPTS, THEORIES, AND PROBLEMS

5. General teaching procedure/methodology:

LECTURES AND DISCUSSIONS

6. Evaluative procedures to be used: (If no exam is planned, written permission of the dean is required.)

HOMEWORK ASSIGNMENTS, QUIZZES AND EXAMINATIONS

7. What distinction is made between the requirements and/or performance for undergraduate and graduate students?

8. Attach bibliography for graduate course only.
9. Outline of Course Content: (Outline must be sufficiently detailed to clearly indicate content of the course. Use additional page if necessary.)

SEE ATTACHED
10. List those books to be obtained from the Textbook Library: (Include complete citation.)


11. List those books to be purchased by the student:

12. Estimated cost to student for materials, supplies, etc. $_________

1. Does this course reflect any human relations components as identified in the Administrative Code of the Department of Public Instruction? Yes ___ No X (If yes, please complete Appendix A, if no, Appendix A may be omitted.)
1. VARIABLES, FUNCTIONS, GRAPHS AND THEIR APPLICATIONS
   a. VARIABLES AND FUNCTIONS
   b. FUNCTIONS OF ONE VARIABLE
   c. FUNCTIONS OF TWO OR MORE VARIABLES

2. ECONOMIC APPLICATIONS OF FUNCTIONS AND GRAPHS
   a. DEMAND FUNCTION
   b. SUPPLY FUNCTION
   c. PRODUCTION AND REVENUE FUNCTIONS
   d. COST FUNCTION
   e. CONSUMPTION FUNCTION
   f. THE PHILLIPS CURVE
   g. HOMOGENEOUS FUNCTIONS

3. SYSTEM OF EQUATIONS AND THEIR APPLICATIONS
   a. SYSTEMS OF TWO LINEAR EQUATIONS
   b. SYSTEMS OF MORE THAN TWO LINEAR EQUATIONS
   c. SYSTEMS INVOLVING QUADRATIC EQUATIONS
   d. GRAPHICAL INTERPRETATIONS OF THE SOLUTIONS
   e. SYSTEMS OF LINEAR EQUATIONS
   f. SYSTEMS OF QUADRATIC EQUATIONS
   g. NATIONAL INCOME EQUILIBRIUM

4. FUNDAMENTALS OF MATRIX ALGEBRA
   a. DEFINITIONS AND NOTATION
   b. MATRIX OPERATIONS
   c. MATRIX ALGEBRA AND SYSTEMS OF EQUATIONS
   d. DETERMINANTS AND INVERSES
   e. CRAMER’S RULE

5. LIMITS AND DERIVATIVES
   a. LIMITS
   b. DERIVATIVES
   c. RULES OF DIFFERENTIATION

6. ECONOMIC APPLICATIONS OF DERIVATIVES
   a. PRICE ELASTICITIES
   b. MARGINAL COST
   c. MARGINAL REVENUE
   d. MARGINAL PROPENSITY TO CONSUME AND SAVE

7. MAXIMA AND MINIMA OF FUNCTIONS OF ONE VARIABLES
   a. PROFIT MAXIMIZATION UNDER PERFECT COMPETITION
   b. MINIMIZING AVERAGE COST
   c. PROFIT MAXIMIZATION UNDER MONOPOLY

8. PARTIAL DERIVATIVES AND THEIR APPLICATIONS
   a. PARTIAL DERIVATIVES
   b. PRODUCTION FUNCTIONS AND MARGINAL PRODUCTS
   c. PARTIAL ELASTICITIES
   d. OUTPUT ELASTICITIES
   e. MARGINAL UTILITY
9. MAXIMA AND MINIMA OF FUNCTIONS OF SEVERAL VARIABLES
   a. UNCONSTRAINED OPTIMIZATION TECHNIQUES
   b. CONSTRAINED OPTIMIZATION TECHNIQUES
   c. OUTPUT MAXIMIZATION WITH A COST CONSTRAINT
   d. COST MINIMIZATION WITH AN OUTPUT CONSTRAINT
   e. UTILITY MAXIMIZATION WITH AN INCOME CONSTRAINT

10. ELEMENTS OF INTEGRAL CALCULUS
   a. THE DEFINITE INTEGRAL
   b. RULES OF INTEGRATION
   c. THE INDEFINITE INTEGRAL
   d. COMPUTATION OF THE DEFINITE INTEGRAL
   e. APPLICATIONS OF INTEGRATION
HUMAN RELATIONS

All professional education programs leading to certification shall provide study and experiences in human relations.

Preparation shall include:

1. Study in the theory and applications of human relations practices including skill building activities in identifying and constructively responding to expressions or acts which devalue other persons.

2. Study of the history, culture, customs, social institutions, values, lifestyles, and contributions of women and various racial, cultural and economic groups, including African-Americans, American Indians, Asia-Americans, Hispanic-Americans, and Pacific Islander-Americans in the United States.

3. Study of the psychological and social implications of the forces of discrimination, especially racism and sexism, their broader impact on relationships among members of various groups in American society.

4. Study in the philosophical and psychological bases of the development and change of attitudes.

5. Experiences for students to systematically evaluate the impact of the forces of discrimination, especially racism and sexism, on language, instructional materials, learning activities, learning styles, interaction between staff and students, tests and measurement, and school environments.

6. Experiences in assessing a curriculum and in making modifications, if necessary, to assure multicultural and nonexistent content.

Appendix A

Indicate in this column in what ways, if any, these requirements will be met.
7. **Direct involvement** with adult and pupil members of a group whose background the student does not share including at least one of the following designated minority groups: African-Americans, American-Indians, Hispanic-Americans, and Pacific Islanders; and with foreign born persons, disabled persons and with various socio-economic groups including low income. Please indicate approximate clock hours of these Direct Involvement experiences.
COURSE SYLLABUS

ECON./MNGT. 205, QUANTITATIVE ANALYSIS FOR ECONOMICS AND BUSINESS

OBJECTIVES: THE OBJECTIVES OF THIS COURSE ARE TWOFOLD:
1. TO STUDY SOME ELEMENTARY QUANTITATIVE TECHNIQUES
2. TO APPLY THESE TECHNIQUES TO SOME ECONOMIC CONCEPTS AND THEORIES

REQUIRED BOOK: QUANT. ECONOMICS & ECONOMETRICS, BRENNAN AND CARROLL.

OPTIONAL BOOK: EDWARD T. DOWLING, MATHEMATICS FOR ECONOMICS (ON SALE IN THE BOOKSTORE).

TESTS AND GRADING POLICY:
DURING THE QUARTER THERE WILL BE TWO HOUR EXAMS, 3-6 QUIZZES AND A FINAL EXAM. PART OF YOUR GRADE WILL COME FROM HOMEWORK ASSIGNMENTS. THE FOLLOWING TABLE DESCRIBES THE RELATIVE WEIGHTS OF EXAMS, QUIZZES, AND HOMEWORK ASSIGNMENTS.

| EACH HOUR EXAM. | 50 POINTS | TOTAL |
| FINAL EXAM. | 100 POINTS | 100 POINTS |
| QUIZZES | 50 POINTS | 50 POINTS |
| HOMEWORK | 50 POINTS | 50 POINTS |
| TOTAL POSSIBLE POINTS | 300 POINTS |

YOUR OVERALL GRADE WILL BE DETERMINED ACCORDING TO THE FOLLOWING:

<table>
<thead>
<tr>
<th>TOTAL POINTS</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>270 - 300</td>
<td>A</td>
</tr>
<tr>
<td>240 - 269</td>
<td>B</td>
</tr>
<tr>
<td>210 - 239</td>
<td>C</td>
</tr>
<tr>
<td>180 - 209</td>
<td>D</td>
</tr>
<tr>
<td>BELOW 180</td>
<td>F</td>
</tr>
</tbody>
</table>

THERE WILL BE NO MAKEUP FOR EXAMS OR QUIZZES UNLESS YOU HAVE A GOOD EXCUSE. THE DATES OF QUIZZES WILL BE ANNOUNCED IN CLASS AT LEAST ONE DAY BEFORE THEY ARE GIVEN. HOMEWORK ASSIGNMENTS WILL BE GIVEN PERIODICALLY. NO LATE HOMEWORK ASSIGNMENTS WILL BE ACCEPTED. FINAL EXAM WILL BE GIVEN AT THE SCHEDULED TIME DURING FINALS WEEK.

COURSE OUTLINE:
I. SYSTEMS OF EQUATIONS
   A. VARIABLES, FUNCTIONS, GRAPHS AND THEIR APPLICATIONS
      1. BRENNAN, CH. 1, 2, 3
      2. DOWLING, CH. 1 (1.1 TO 1.5)
   B. SYSTEMS OF EQUATIONS
      1. BRENNAN, CH. 4
      2. DOWLING, CH. 1 (1.6) AND CH. 2

II. FUNDAMENTALS OF MATRIX ALGEBRA
    1. BRENNAN, CH. 5.
    2. DOWLING, CH. 10
III. LIMITS, DERIVATIVES AND THEIR APPLICATIONS
   A. LIMITS AND DERIVATIVES
      1. BRENAN, CH. 6, 7.
      2. DOWLING, CH. 3 & 4 (4.1, 4.3, 4.4)
   B. PARTIAL DERIVATIVES
      1. BRENAN, CH. 9
      2. DOWLING, CH. 5 (5.1, 5.2) AND CH. 6 (6.1 TO 6.4)

IV. MAXIMA AND MINIMA
   1. BRENAN, CH 8, 10.
   2. DOWLING, CH. 4 (4.3), CH. 5 (5.7 TO 5.9) AND CH. 6 (6.5, 6.6)

V. ELEMENTS OF INTEGRAL CALCULUS
   1. BRENAN, CH. 11
   2. DOWLING, CH. 16
April 18, 1995

TO: Gary Thibodeau, Chancellor

FROM: Phil George, Chair
Faculty Senate

I have included what documentation I could locate. This motion passed approximately one year ago and was never forwarded for your action.

Although time may have dimmed my recollections, it seems that the reason for passage rested on the understanding that a “B” grade requirement is standard practice on other UW campuses.

As you review the attached minutes, you will note there seems to be some confusion as to the role of readmission of suspended students. I don’t know where that confusion in the minutes comes.
To: Gary A. Thibodeau  
   Chancellor  
   North Hall

From: Philip B. George
   Chair  
   Faculty Senate

Subject: UW-RF Faculty Senate Motion 93-94/34 for your consideration

The University of Wisconsin - River Falls Faculty Senate Motion 93-94/34 is forwarded for your consideration. At the May 12, 1994 meeting, the following motion was approved:

   To change the minimum necessary grade for receiving Modern Language test out credit from a "C" to a "B" grade. (The catalog language would remain the same except that "B" would replace "C". The revised statement would read "... the student must take the next higher course in the language and pass with a grade of B or better.

Motion passed 11 ayes to 7 nays.

Motion passed.

X  Approved

-----------Disapproved

Gary A. Thibodeau, Chancellor
6/15/95
March 25, 1994

To: Faculty and Academic Staff

From: Sally Standiford

Re: Meeting of the Faculty Senate
March 30, 1994

The next meeting of the Faculty Senate will be held on March 30, 1994 at 4:00 pm in the President's Room of the Student Union. All faculty and staff are welcome and encouraged to attend. Faculty Senators who cannot attend should arrange for a substitute and notify Qun Wang (x3124)

AGENDA

1. Call to order and seating of substitutes

2. Reading of the minutes of the March 16, 1993 minutes

3. Chair's report
   a. Continued discussion of "Shared vision and expectations" document [distributed at 3/17/94 meeting.]
   b. Lawsuit for public access to student 1992-93 evaluations of professors [supporting information sent separately to faculty senators].
   c. President Lyall's visit 4/11-12/94 [itinerary sent to faculty senators].
   Faculty Senate and Academic Council 4/11/94 at 3:30 pm
   Open meeting in Abbott Concert Hall 4/12/94 at 9:00 am
   d. Other

4. Secretary's report

5. Old business
   a. Proposed change in Faculty Senate Election Procedure (tabled at 3/16/94 meeting) [Wording change in context sent to Faculty Senators separately.]
   b. Other

6. New business
   a. AP&P Committee motion to approve Humanities 498 as capstone course.
   b. Academic Standards Committee motion regarding readmission of suspended students:
      A. That 2 semesters (exclusive of the summer session immediately following suspension) be the suspension period.
      B. That proof of academic preparedness for readmission be fulfilled when a student completes no less than 9 semester credits with 2.5 GPA. The courses must fulfill general education, directed elective, and/or major/minor requirements. Students may use the UW-RF summer session immediately prior to reinstatement to take these courses. If these courses are taken elsewhere, students should understand that though the transfer credit usually apply toward graduation, the grades for these courses will not be calculated into their UW-RF GPAs.
   c. Academic Standards Committee motion regarding readmission of suspended students:
      To change the minimum necessary grade for receiving Modern Language test out credit from a "C" to a "B" grade. (The catalog language would remain the same except that "B" would replace "C." The revised statement would read "... the student must take the next higher course in the language and pass with a grade of B or better.)
   d. Other

7. Adjournment
FACULTY SENATE MEETING
MINUTES

Date: March 30, 1994

Vol. XXVIII No. 13

Members:
Carstens, J.  Klyczek, K.  Schils, S.**
Foust, J.  Leake, D.  Standiford, S.
George, P.  Nolte, G.  Taylor, J.*
Harred, L.  Olson, K.  Toman, M.
Hendrickson, M.** Perkins, F.** Tuchtenhagen, A.
Jordahl, N.** Reavill, L.  Wang, Q.
Keenan, M. (McLaughlin, K.) Rusterholz, D.  Zimmerman, J.

* Chancellor’s Designee
** Absent
() Substitute

Guest: Keith Chavey (Math/CS), Mike Henke (Student Senate), Kevin Jarek (Student Senate), Nick Karolides (College of Arts & Sciences), Kathryn Kosloski (WRFW), Patrice Peterson (Student Voice) Rik Seefeldt (Academic Standards), Tiffany Thibodeau, Gary Thibodeau (Chancellor’s Office), and Bruce Williamson (Math/CS).

1. The meeting was called to order at 4:04 p.m.

2. Motion to approve substitutes (Carstens/Tuchtenhagen) passes.

3. Motion to approve Faculty Senate Meeting Minutes of March 16, 1994 (George/Toman) passes.

4. Chair’s Report
A. Chancellor Gary Thibodeau provided an update of the lawsuit several UWRF students filed to obtain faculty evaluations. Three students requested faculty evaluations on November 17, 1993. Their request was declined by the Chancellor on December 12, 1993, for two reasons. First, the Chancellor was concerned about the potential implications if the request was granted (all records would be open to students); secondly, Thibodeau believed the evaluations were used for multi-purposes, including employment. Students appealed to Wisconsin Attorney General on December 20, 1993. On January 20, 1994, the Attorney General refused to grant the records
with the contention that his responsibility was to defend public officials and currently there were multiple efforts in the UW System to work on the issue. Students filed a lawsuit on March 23, 1994 with the Circuit Court in Pierce County and the Chancellor was to appear in court on April 18, 1994.

B. "Shared Vision and expectations": Phil George informed the Senate that the committee would meet the next day to discuss the Bill of Rights. The committee should have a document ready for Faculty Senate’s next meeting.

C. Sally Standiford announced UW System President Katharine Lyall’s visit to UWRF: there will be a Faculty Senate and Academic council joint meeting at 3:30 pm on April 11, 1994, and an open meeting in Abbott Concert Hall at 9:00 am on April 12, 1994.

D. Vice Chair’s Report: Marshall Toman announced the election results:

in the fourth division, Bill Campbell has been elected,
in the College of Arts and Sciences, Keith Chavey has been elected,
in the College of Agriculture, Gerry Nolte has been elected, and
in the College of Arts and Sciences, Rik Seefeldt has been elected.

Nominations for at large elections would be conducted soon.

5. Secretary’s Report - None.

6. Old Business

The motion to approve proposed change in Faculty Senate Election Procedure (no person may be placed on the election ballot with fewer than two nominations. If only one willing nominee receives two or more nominations, his/her name only will be placed on the election ballot along with the following notice: "Supporters of this candidate should return a voted ballot to prevent a run-off election involving write-ins; if no willing nominee receives more than one nomination, the Vice Chair will place all willing nominees on the initial ballot.) passes (Toman/Carstens). 93-94/25.

7. New Business

A. The motion to approve AP&P Committee motion to approve Humanities 498 as capstone course (Toman/Carstens) passes. 93-94/26.

B. The motion to approve Academic Standards Committee motion regarding readmission of suspended students (A. that 2 semesters (exclusive of the summer session immediately following suspension) be the suspension period. B. That proof of academic preparedness for readmission be fulfilled when a student completes no less than 9 semester credits with 2.5
GPA. The courses must fulfill general education, directed elective, and/or major/minor requirements. Students may use the UW-RF summer session immediately prior to reinstatement to take these courses. If these courses are taken elsewhere, students should understand that though the transfer credit usually apply toward graduation, the grades for these courses will not be calculated into their UW-RF GPAs.) passes (Rusterholz/Zimmerman). 93-94/27.

C. The motion to approve Academic Standards Committee motion regarding readmission of suspended students (To change the minimum necessary grade for receiving Modern Language test out credit from a "C" to a "B" grade. (The catalog language would remain the same except that "B" would replace "C." The revised statement would read ". . . the student must take the next higher course in the language and pass with a grade of B or better) was tabled, since several senators (Tuchtenhagen and George) were uncomfortable with the change (Note/Zimmerman).

D. Alan Tuchtenhagen distributed Academic Staff Council's resolution: "The Academic Staff Council of the University of Wisconsin-River Falls endorses the principle that benefits presently available to spouses be extended to long term domestic partners. President Lyall is requested to support legislative efforts to implement this policy."

Sally Standiford announced that the issue would be discussed at the next Faculty Senate meeting.

E. Vice Chancellor Judson Taylor reported the meeting with people from Metropolitan State College. Since the college has changed to a four year comprehensive campus, UWRF and Metro State College have discussed how to serve students better through cooperation. A retreat was planned for both schools.

Jud also explained that the title addition (Provost) was system wide.

8. Motion to adjourn (Carstens/Tuchtenhagen) at 4:50 p.m. passes.
FACULTY SENATE MEETING
MINUTES

Date: May 12, 1994

Vol. XXVIII No. 16

Members:
Carstens, J.(Snell, R.) Klyczek, K. Schils, S.
Foust, J. Leake, D. Standiford, S.
George, P. Nolte, G. Taylor, J.*
Harred, L. Olson, K. Toman, M.
Hendrickson, M. Perkins, F.(Thelen, C.) Tuchtenhagen, A.
Jordahl, N. Reavill, L. Wang, Q.
Keenan, M. Rusterholz, D. Zimmerman, J.(Wood, R.)

* Chancellor’s Designee
** Absent
() Substitute

Guests: Kelly Cain (Resource Management), Bill Campbell (Grants), Janna Cowen (Economics), Kevin Jarek (Student Senate), Peter Johansson (Modern Languages), Mike Kahlow (Computer Guidance Comm.), Jim Mulvey (AP&P), Patrice Peterson (Student Voice), and Mike Reich (Graduate School).

1. The meeting was called to order at 4:04 p.m.
2. Motion to approve substitutes (Tuchtenhagen/Foust) passes.
3. Motion to approve Faculty Senate Meeting Minutes of April 27, 1994 (Rusterholz/George) passes.
4. Chair’s Report
A. Sally Standiford distributed the Gender Equity in Athletics Plan submitted by the Working Group on Gender Equity in Athletics to Chancellor Gary Thibodeau and announced that there would be a meeting at 9:00 on Friday, May 13, 1994, in the Regents Room in the Student Center to discuss the plan. Sally mentioned that there were some concerns about the plan: for instance, there was no student on the committee and there were some questions with regard to the procedures as was stated on page 8 in the plan.

Vice Chancellor Judson Taylor explained that Chancellor
Thibodeau met with Student Voice today; he formed the committee to get broad base input on the issue. The plan submitted by the committee will be implemented in Fall.

B. Sally distributed copies of Assembly Bill 1108 which amended section 16.417(2) of the Wisconsin Statutes to increase the income limitation on dual employment within the State of Wisconsin from $5,000 to $12,000, effective for earnings after January 1, 1995.

C. Mike Kahlow, chair of the Computer Guidance Committee & Technology Infusion explained the Department of Education Title III grant. The grant would bring $300,000 per year for 5 years to UWRF. The drafting of the grant will be a two round process: each department will submit their own proposals and the committee will examine the proposals to identify University needs and themes. The best department proposal will be funded first.

5. Secretary’s Report - None.

6. Old Business
   A. After some discussions, Modern Languages Department’s proposal to change test-out grade from C to B (Nolte/Harred) passes by a vote of 11 to 7. 93-94/34.

   B. Sally announced that Faculty senate Executive Committee would meet on Friday to discuss subcommittee appointments and the new Faculty Senate would meet on Wednesday May 18, 1994.

7. New Business
   A. The motion to approve AP&P Committee’s recommendation that Economics (Mgmt) 205 Quantitative Analysis in Economics and Business meet a General Education math requirement (Toman/Tuchtenhagen) passes. 93-94/35.

   B. The motion to approve AP&P committee’s recommendation to endorse a Cooperative Program in Library Science and Media Education between UW-RF and UW-Eau Claire (Tuchtenhagen/Hendrickson) passes. 93-94/36.

   C. The motion to approve AP&P motion to accept RM307: Multicultural Perspective on the Environment as a diversity course (Toman/Tuchtenhagen) passes. 93-94/37.

   D. The motion to approve AP&P motion to include the addendum of the matrix to the General Education Assessment Plan (Keenan/Harred) passes. 93-94/38.

8. Motion to adjourn (Tuchtenhagen/George) at 4:59 p.m. passes.
April 25, 1994

To: Gary Thibodeau, Chancellor

From: Sally N. Standiford, Chair

Faculty Senate

Re: Shared Vision and Expectations of the Academic Community

At its April 14, 1994 meeting the Faculty Senate endorsed the *Shared Vision and Expectations of the Academic Community at the University of Wisconsin-River Falls* (attached).

We compliment the excellent work of Nancy Beskar and the committee and recognize the important role Phil George played in effectively communicating the faculty perspective.

We hope you will approve our action.

Faculty Senate Motion: 93-94/#31

[Signature]

Gary Thibodeau, Chancellor

[Date]

[Signature]

Not Approved
Shared Vision and Expectations of the Academic Community at the University of Wisconsin - River Falls

The University of Wisconsin - River Falls is an academic community composed of students, faculty, staff, and administrators. This academic community shares a common vision of working together to provide an excellent environment for learning, emphasizing the importance of faculty-student interactions in academic advising, classrooms, laboratories, and co-curricular activities. In conjunction with our motto, "Where the Free Spirit Prevails," our campus community supports the expression of individual beliefs and ideals.

As with any community, there is a shared vision that is subscribed to by all members. This vision ensures common purpose within the academic community. This shared vision protects, enhances, and empowers individuals, while fostering a positive learning environment. As members of the University of Wisconsin - River Falls campus community, our vision is to:

• Treat others with honesty, trust, and respect.
• Interact with others in a spirit of congeniality, openness, and support.
• Recognize and honor each person's talents and unique qualities.
• Operate collaboratively with students, faculty, staff, and others in our community.
• Foster relationships individually and in teams that promote enthusiasm, unity, motivation, and encouragement.
• Be committed to excellence.
• Continuously seek to improve the quality of all that we do.
• Promote each other's development and engagement in the learning process.
• Support an environment that nurtures students, one another, and other members of our community.
• Be viewed as leaders and role models in the educational process.
• Share our expertise and resources across the campus and community.
The achievement of this shared vision is the responsibility of the entire academic community. It is the academic community as a whole that determines the quality of education at the University of Wisconsin - River Falls. Our daily actions as individual members should be in accordance with the shared expectations of the academic community. Therefore, all members of the academic community have a shared expectation to:

- Prepare thoroughly
- Meet obligations punctually
- Participate fully and constructively
- Display appropriate courtesy
- Adhere to deadlines and timetables
- Provide constructive feedback
- Respect the confidentiality of information shared or exchanged
- Challenge each other intellectually

This documentation of expected behaviors and actions at the University of Wisconsin - River Falls is presented in the united spirit of an academic community with a shared vision. By focusing our energy and attention toward fulfilling the ideals presented in this document, we, as an academic community, will be able to achieve an excellent learning environment. We cannot mandate that these expectations be upheld, but adherence to these shared expectations will ensure that the rights and privileges of individuals and groups are preserved.
April 15, 1994

To: Gary Thibodeau, Chancellor

From: Sally N. Standiford, Chair
School of Education

Re: Long-term Domestic Partner Benefits

At its April 14, 1994 meeting, the Faculty Senate approved the following motion by a 17-3 vote:

The UW-RF Faculty Senate endorses the principle that benefits presently available to spouses be extended to long-term domestic partners. President Lyall is requested to support efforts to implement this policy.

We hope you will approve our action.

Faculty Senate Motion: 93-94/#30

Approved

Gary Thibodeau, Chancellor

Not Approved
April 15, 1994

To: Gary Thibodeau, Chancellor

From: Sally N. Standiford, Chair
Faculty Senate

Re: Resolution regarding 1992-93 Student Evaluations of Teaching

At its April 14, 1994 meeting, the Faculty Senate approved the resolution:
Be it resolved that the UW-RF Faculty Senate supports Chancellor Gary Thibodeau in his decision to deny public access to student evaluations of all courses taught at the University of Wisconsin-River Falls during the 1992-93 academic year.

Be it further resolved, given the uncertain status regarding the confidentiality of data related to the use of the current UW-RF student evaluation of faculty teaching instrument, the UW-RF Faculty Senate proposes that the current administration of the instrument be suspended immediately until the matter is resolved.

The full text of the resolution is attached.

We hope you will approve our action.

Faculty Senate Motion: 93-94/#29

[Signature]
Gary Thibodeau, Chancellor
5/2/94 Date

[Signature]
Not Approved
Whereas publicizing the 1992-93 student evaluations might jeopardize the current process of student evaluation of faculty teaching. While it probably is the case that many students enroll in a class with some bias, in fairness to the teacher, particularly probationary faculty, biases should be kept to a minimum. The student evaluation process contributes the personnel decisions (retention, tenure, merit, promotion) which historically have been sheltered from the public; and

Whereas these evaluations were distributed with the understanding that results would be available only to individual faculty and those in the university community involved with personnel decisions. "People do not have access to an individual faculty member's student evaluations unless they are eligible voters for retention and/or tenure or are reviewing promotion files." [SECTION 3.56: PUBLIC RECORDS, the UW-RF Chairs’ Handbook, August 25, 1992]; and

Whereas student evaluation of faculty teaching was initially proposed by the Board of Regents in 1974 to fulfill three, and only three, purposes: (a) improvement of instruction; (b) retention, promotion, and tenure decision; and (c) merit salary increase deliberations. New accountability measures were not adopted by the Board of Regents until December 1993. A UW-RF faculty committee, working with student input, is currently designing a new evaluation instrument for the purpose of making available summary information from student course evaluation; and

Whereas faculty would not have opportunity to respond to any summaries of student evaluations released to the public which is contrary to the spirit and intent of the Board of Regents directive regarding the use of student evaluation which requires "faculty members being evaluated should be informed of an have the right to respond to any summaries of student evaluations to be submitted for administrative use." [UNIVERSITY OF WISCONSIN SYSTEM Policy on Student Evaluation of Instruction, October 4, 1974, page 3]. A faculty member's right to respond is particularly important since student evaluations are not signed.

Be it resolved that the UW-RF Faculty Senate supports Chancellor Gary Thibodeau in his decision to deny public access to student evaluations of all courses taught at the University of Wisconsin-River Falls during the 1992-93 academic year.

Be it further resolved, given the uncertain status regarding the confidentiality of data related to the use of the current UW-RF Student Evaluation of Faculty Teaching instrument, the UW-RF Faculty Senate proposes that administration of the current instrument be suspended immediately until the matter is resolved.
The University of Wisconsin-River Falls Student Association Student Senate passed the following Resolution on April 5, 1994.

Whereas; the University of Wisconsin - River Falls Student Association Student Senate represents over 5,200 University of Wisconsin - River Falls students, and

Whereas; the University of Wisconsin - River Falls has always strived to improve, and

Whereas; The University of Wisconsin - River Falls has always prided itself in producing quality graduates through quality programs, and

Whereas; the University of Wisconsin - River Falls' faculty have done an excellent job and are in tune with the latest teaching techniques, and

Whereas; the University of Wisconsin - River Falls faculty use student evaluations as a tool to modify their course presentation to better serve the consumer(students),

Therefore Be It Resolved, the University of Wisconsin - River Falls Student Association Student Senate strongly encourages the University of Wisconsin - River Falls Faculty Senate, U.W.R.F. Task Force on Faculty Evaluations, and Chancellor Gary Thibodeau to continue the present timeliness of student evaluations, i.e. all faculty evaluated by all students in every course and section once every academic semester or summer session.

To: FACULTY SENATORS

FROM: SALLY SIMMONS
April 15, 1994

To: Gary Thibodeau, Chancellor

From: Sally N. Standiford, Chair
Faculty Senate

Re: Unity in the Community

At its April 14, 1994 meeting, the Faculty Senate endorsed the Student Senate Resolution on Unity in the Community (attached).

We hope you will approve our action.

Faculty Senate Motion: 93-94/#28

Approved

Gary Thibodeau, Chancellor

Date

Not Approved
RESOLUTION

Whereas; The faculty of the University of Wisconsin - River Falls are committed to the educational development and academic success of students, as well as the enhancement of the quality of student life and learning, and

Whereas; It has been the goal of the University of Wisconsin - River Falls to prepare students for lives in a society characterized by racial and ethnic diversity, and

Whereas; The faculty recognize the need for a strong and effective diversity program.

Therefore Be It Resolved; That we, the Faculty Senate of the University of Wisconsin - River Falls supports the efforts of the "Unity in the Community" committee.

The benefits that we want to achieve for this campus through "Unity in the Community" are as follows:

1) Students will be exposed to various aspects of numerous cultures in a non-structured educational setting.
2) By incorporating diversity into an event organized by students we will avoid the perception of "required" learning.
3) This will take the burden of a diversity program "off the back of faculty, staff, and administrators, and place it with interested students.
4) By involving the local community we will further strengthen our ties between the University and the River Falls Community.
5) This will facilitate cooperation between students and faculty to strive to make the University of Wisconsin - River Falls the most sensitive to diversity needs in the UW System.

As a result of the current campus image concerning diversity issues, this committee hopes that you will allow us to improve the campus climate by supporting our efforts.

Executive Committee: Sally Stansfeld, Chair; Marshall Toman, Vice-Chair; Qun Wang, Secretary; Ken Olson; Sheila Schils
Faculty Senators: Jerry Castner, Jacques Foua, Phil George, Larry Harrod, Margarita Hendrickson, Nan Jordan, Mike Keenan, Karen Klyczek, Don Leake, Gerry Nolte, Faye Perkins, Lisa Reavill, Dave Rostenholtz, Alan Tuchenhagen, Jim Zimmerman
April 15, 1994

To: Gary Thibodeau, Chancellor

From: Sally N. Standiford, Chair
Faculty Senate

Re: Readmission of Suspended Students

At its March 30, 1994 meeting, the Faculty Senate approved the following motion:

a. That two (2) semesters, exclusive of the summer session immediately following suspension, be the suspension period.

b. That proof of academic preparedness for readmission be fulfilled when a student completes no fewer than nine (9) semester credits with 2.5 GPA. The courses must fulfill general education, directed elective, and/or major/minor requirements. Students may use the UW-RF summer session immediately prior to reinstatement to take these courses. If these courses are taken elsewhere, students should understand that though the transfer credit usually apply toward graduation, the grades for these courses will not be calculated into their UW-RF GPAs.

We hope you will approve our action.

Faculty Senate Motion: 93-94/#27

X Approved

Gary Thibodeau, Chancellor

Not Approved
April 15, 1994

To: Gary Thibodeau, Chancellor

From: Sally N. Standiford, Chair
       Faculty Senate

Re: Humanities 498

At its March 30, 1994 meeting, the Faculty Senate approved a motion to approve Humanities 498 as a capstone course.

We hope you will approve our action.

Faculty Senate Motion: 93-94/#26

Approved

Gary Thibodeau, Chancellor

Date

Not Approved
April 15, 1994

To: Gary Thibodeau, Chancellor

From: Sally N. Standiford, Chair
Faculty Senate

Re: Changes to Faculty Senate Elections

At its March 30, 1994 meeting, the Faculty Senate approved a motion to modify procedures to nominate faculty senators:

No person may be placed on the election ballot with fewer than two nominations, and that if only one willing nominee receives two or more nominations, his/her name only will be placed on the election ballot along with the following notice: *Supporters of this candidate should return a voted ballot to prevent a run-off election involving write-ins*; and if no willing nominee receives more than one nomination, the Vice Chair will place all willing nominees in the initial ballot.

We hope you will approve our action.

Faculty Senate Motion: 93-94/#25

[X] Approved

Gary Thibodeau, Chancellor

4/19/94

Date

Not Approved
April 15, 1994

To: Gary Thibodeau, Chancellor

From: Sally N. Standiford, Chair
       Faculty Senate

Re: At its March 30, 1994 meeting, the Faculty Senate approved the following changes to UW-RF CLEP policy:
   (1) Students may take a CLEP exam only if they are high school graduates or GED equivalents.
   (2) A maximum of six (6) semester hours may be earned in each of the following areas of the General Education Plan by passing the associated CLEP exam: English (to earn English credit, a written composition submitted to the English Department will continue to be required), Natural Sciences, Social Sciences, and Humanities.
   (3) A maximum of three (3) semester hours may be earned in the Mathematics portion of the General Education Plan by passing the CLEP math exam.
   (4) A passing grade on any/all of the above exams will be a raw score at or above the 55th percentile.

We hope you will approve our action.

Faculty Senate Motion: 93-94/#24

X Approved

Gary Thibodeau, Chancellor 5/1/94

Not Approved
To: Gary Thibodeau, Chancellor
From: Sally N. Standiford, Chair
Faculty Senate
Re: 1994-95 Faculty Compensation

At its February 16, 1994 meeting, the Faculty Senate approved a motion that the 1994-95 compensation adjustments for faculty and academic staff be distributed as: two-thirds for "solid performance" and one-third for "merit-market."

We hope you will approve our action.

Faculty Senate Motion: 93-94/#23

Approved

Gary Thibodeau, Chancellor

Date
February 21, 1994

To: Gary Thibodeau, Chancellor
    UW-River Falls

From: Sally Standiford, Chair
    UW-RF Faculty Senate

Re: 1994-95 Compensation Distribution

At its February 16 meeting the Faculty Senate approved the following Faculty Salary Committee recommendation:

The 1994-95 compensation adjustments for faculty and academic staff be distributed as: two-thirds for "solid performance" and one-third for "merit/market."

The discretionary one-third of salary distribution is to be distributed on the basis of "solid performance." This distribution is the same as that approved by for the 1993-94 salary distribution.

Faculty Senate motion: 93-94/#23

Approved

Not Approved

Gary Thibodeau, Chancellor
Date
To: Gary Thibodeau, Chancellor

From: Sally N. Standiford, Chair
Faculty Senate

Re:

At its February 2, 1994 meeting, the Faculty Senate approved the following motion: With the provision that the diversity requirement be listed under "Evaluative procedures," Modern Languages 376 Mexico: A Cultural Experience be approved as a diversity course.

We hope you will approve our action.

Faculty Senate Motion: 93-94/#21B

X Approved

Gary Thibodeau, Chancellor

Date

Not Approved
April 15, 1994

To: Gary Thibodeau, Chancellor

From: Sally N. Standiford, Chair
Faculty Senate

Re: Probationary Period Extended

At its January 19, 1994 meeting, the Faculty Senate approved a motion to extend the probationary period from one (1) to two (2) semesters for students admitted on probation who are participating in the Academic Support Office Program, effective Fall 1995.

We hope you will approve our action.

Faculty Senate Motion: 93-94/#21A

   X   Approved

Gary Thibodeau, Chancellor  5/3/94

Not Approved
January 25, 1994

To: Gary Thibodeau, Chancellor

From: Sally N. Standiford, Chair

Faculty Senate

Re: Developmental/Physical Education

On recommendation of AP&P, the Faculty Senate approved the proposal for the Department of Health & Human Performance, Format D - Development/Physical Education.

We hope you will approve this action.

Faculty Senate Motion: 93-94/#20

X Approved

Gary Thibodeau, Chancellor

Date

Not Approved
FORMAT D: AUTHORIZATION

APPROVALS:

Chair

Carmen Coballes Vega
College Curriculum Chair

Lyn M. Albertson
College Dean

Jim Mulley
Academic Policy and Program Committee

Sally N. Sofo
Faculty Senate

Judson H. Taylor
Vice Chancellor

10/26/93
10/26/93
11/19/93
1/25/94
1/27/94
Requirements for Licensure in Developmental/Adapted Physical Education*
Including Proposed Course Substitutions from the University of Wisconsin-River Falls

Courses in Kinesiology (21-22 cr)*
1. Kin 5100  Teaching Physical Education for the Handicapped (3 quarter credits)
   Substitute: UW-RF PE 300/500 Adapted Physical Education (2 semester credits)
2. Kin 5101  Physical Education Activities for the Handicapped (3 quarter credits)
3. Kin 5102  Practicum: Developmental/Adapted Physical Education (6 quarter credits)
   Substitute: UW-RF PE 370/570 Adapted Physical Education Practicum (3 semester credits)
   plus 2 quarter credits in Kin 5102
4. Kin 5132  Motor Development (3 quarter credits)
   Substitute: UW-RF PE 361/561 Perceptual-Motor Foundations and Sports Skills Development
   (4 semester credits)
5. Kin 5163  Developmental Motor Assessment (3 quarter credits)
   Substitute: UW-RF PE 305/505 Developmental and Adapted Physical Education (3 semester
   credits)
6. Complete one of the following:
   Kin 5120  Advanced Biomechanics (4 quarter credits)
   Kin 5122  Applied Physiology (3 quarter credits)
   Kin 5126  Advanced Psychological and Social Dimensions of Physical Activity (3
   quarter credits)
   Kin 5134  Perceptual-Motor Development in Childhood (3 cr)
   Kin 5135  Motor Learning and Human Performance (3 quarter credits)
   Kin 5152  Curriculum (3 quarter credits)
   Kin 5385  Exercise for Special Populations (3 quarter credits)
   Substitute: UW-RF PE 354 Kinesiology (3 semester credits)
   UW-RF HE 366 Exercise Physiology (4 semester credits)

Courses in Educational Psychology (Special Education) (12-15 cr)*
1. Complete one of the following:
   EPsy 5601  Education of Exceptional Children (4 quarter credits)
   EPsy 5710  Contemporary Services for Persons with Developmental Disabilities (3
   quarter credits)
   Substitute: UW-RF Psy 330/530 The Exceptional Child (3 semester credits)
2. Complete one of the following:
   EPsy 5608  Parent and Professional Planning for Handicapped Students (3 quarter
   credits)
   EPsy 5609  Family-Professional Planning for Persons with Severe Handicaps (3 quarter
   credits)
3. Complete two of the following:
   EPsy 5612  Education of Learning-Disabled Children (3 quarter credits), or
   EPsy 5615  Educational Interventions for Learning Disabilities (3 quarter credits)
   EPsy 5620  Introduction to Mental Retardation (4 quarter credits), or
   EPsy 5621  Methods and Materials for Elem. and Second. Mentally Retarded Pupils (4
   quarter credits)
   EPsy 5622  Program Design for Learners with Severe Handicaps (4 quarter credits)
EPsy 5625 Education of Handicapped Infants and Preschool Children (4 quarter credits), or
EPsy 5681 Methods for Handicapped Infants and Preschool Children (3 quarter credits)
EPsy 5635 Education of Students with Physical Disabilities (3 quarter credits)
EPsy 5640 Psychosocial and Educational Aspects of Deafness (3 quarter credits), or
EPsy 5641 Models of Service Delivery to Students with Hearing Impairments (3 quarter credits)
EPsy 5656 Educational Needs of Students with Emotional Disturbances or Behavioral Disorders (3 quarter credits)
EPsy 5670 Introduction to Education of Visually Handicapped Children (3 quarter credits), or
EPsy 5673 Methods of Teaching Visually Handicapped Children (4 quarter credits)
EPsy 5705 Behavior Analysis Procedures with Mildly and Moderately Handicapped People (4 quarter credits)

Substitute: UW-RF Psy 420/820 Introduction to Learning Disabilities (3 semester credits), and
UW-RF Psy 421/821 Mental Retardation (3 semester credits)

SUMMARY

Developmental/Adapted Physical Education Licensure with U of M Courses Only:

21-22 quarter credits in Kinesiology
12-15 quarter credits in Educational Psychology
33-37 quarter credits
Total

Developmental/Adapted Physical Education Licensure with U of M and UW-RF Courses: The following classes may be taken at UW-River Falls:

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 300/500</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>PE 305/505</td>
<td>3</td>
<td>4.5</td>
</tr>
<tr>
<td>PE 370/570</td>
<td>3</td>
<td>4.5</td>
</tr>
<tr>
<td>PE 361/561</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>PE 354</td>
<td>3</td>
<td>4.5</td>
</tr>
<tr>
<td>HE 366</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Psy 330/530</td>
<td>3</td>
<td>4.5</td>
</tr>
<tr>
<td>Psy 420/820</td>
<td>3</td>
<td>4.5</td>
</tr>
<tr>
<td>Psy 421/821</td>
<td>3</td>
<td>4.5</td>
</tr>
</tbody>
</table>
January 3, 1994

To: Gary Thibodeau, Chancellor

From: Sally N. Standiford, Chair
       Faculty Senate

Re: Collective Bargaining Law

The Faculty Senate approved the "Call For Collective Bargaining Election Law" (attached).

Faculty Senate Motion: 93-94/#19
CALL FOR COLLECTIVE BARGAINING ELECTION LAW

WHEREAS during the last decade UW System budget requests have not been able to compete with either the growing sum-sufficient budgets of various entitlement programs, or with the budgets of other professional employee groups derived through collective bargaining agreements, and

WHEREAS, consequently, the share of state revenues allotted to the UW System has steadily decreased over the decade, and

WHEREAS the steady decline in UW System budgets have made the following measures necessary (a partial list):

- efforts to compensate for budget shortfalls through Quality Reinvestment and Enrollment Management programs;

- periodic budget freezes, lapses, and chargebacks;

- biennial increases in base salaries below the annual inflation rate in nearly every year since 1984, and below salary increases awarded faculty and academic staff in many comparable institutions in other states;

- phased-in salary increases that reduce the amount of take-home pay below the increases actually budgeted; and

WHEREAS such measures have led to:

- salary compression (increasing similarity of entry-level, probationary faculty salaries and the salaries of faculty at the associate and full professor ranks);

- retrenchment in summer school course offerings;

- growing differentials in salaries paid to faculty and academic staff among comprehensive universities and center campuses; and

WHEREAS neither the efforts of legislators sympathetic to the needs of faculty and academic staff, nor the lobbying support of The Association of UW Professionals and the UW System staff, nor the recommendations of the Board of Regents, have succeeded in halting this trend, let alone in reversing it, and
January 3, 1994

To: The Honorable Tommy Thompson, Governor of Wisconsin
   Senator Alice Clausing
   Senator Michael Ellis
   Senator Robert Jauch
   Senator Joseph Leean
   Representative Sheila Harsdorf
   Representative Walter Kunicki
   Representative Barbara Linton
   Representative David Proser
   Representative David Travis

From: Sally N. Standiford, Chair
      UW-RF Faculty Senate

Re: Call for Collective Bargaining Elections

I am writing on behalf of the University of Wisconsin - River Falls Faculty Senate which has unanimously endorsed a resolution to support passage of a law allowing faculty and academic staff at the UWS comprehensive universities and center campuses to conduct collective bargaining elections.

We urge your support of legislation that permits faculty and academic staff to voice their opinions on this important issue.

xc Chancellor Thibodeau
Vice Chancellor Taylor
Assistant Chancellor Nylander
Faculty Senators
Legislative Advisory Committee
January 3, 1994

To: Gary Thibodeau, Chancellor

From: Sally N. Standiford, Chair
Faculty Senate

Re: 1995-96 Academic Year Calendar

The Faculty Senate approved the 95-96 Academic Year Calendar proposed by the UWRF Calendar Committee (attached).

We hope you will approve our action.

Faculty Senate Motion: 93-94/#18

[Signature] Approved

Gay Thibodeau, Chancellor  9/7/94

[Signature] Not Approved
Minutes of the UWRF Calendar Committee
In the Falcon Room on December 1, 1993, 2:04 p.m.

Members: (An asterisk indicates attendance at this meeting.)
José Vega, Mike Roy,* John Buschen, Don Petzold,* Mike Reich,
Mel Germanson,* Craig Sarnow* (student rep), Chuck Jones* (chair)

The proposed calendar (with Fall Semester ending in January) submitted by John Buschen was discussed and reviewed. Faculty Senate motion 87/88/32 (requiring completion of Fall Semester by December 25) and problems with student teaching were discussed. Although the calendar has excellent balance and many good points, support for adoption did not exist.

Calendars proposed by other committee members were combined and reworked during the meeting to result in the calendar shown below. The requirement (by state statute) that we start classes no sooner than September 2nd still remains the chief cause for imbalance in the two semester schedules. There are 72 class days for fall semester and 78 class days for spring semester in the proposed calendar shown below.

It was moved by Petzold and seconded by Sarnow that the following calendar be recommended to Faculty Senate. Approval was by unanimous vote.

Adjournment was at 2:48 p.m.

Submitted by Craig Sarnow, Secretary

<table>
<thead>
<tr>
<th>Fall Term - 1995</th>
<th>Spring Term - 1996</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising and Registration</td>
<td>August 29-September 1</td>
</tr>
<tr>
<td>First day of class</td>
<td>September 5</td>
</tr>
<tr>
<td>Thanksgiving Recess</td>
<td>November 23 and 24</td>
</tr>
<tr>
<td>Last day of class</td>
<td>December 15</td>
</tr>
<tr>
<td>Graduation</td>
<td>December 17</td>
</tr>
<tr>
<td>Final Exams</td>
<td>December 18-22</td>
</tr>
</tbody>
</table>

(72 class days)

| Spring recess | March 11-15 |
| Easter recess | April 5 and 8 |
| Last day of class | May 17 |
| Graduation | May 19 |
| Final Exams | May 20-24 |

(78 class days)
January 3, 1994

To: Gary Thibodeau, Chancellor

From: Sally N. Standiford, Chair
Faculty Senate

Re: Post Tenure Timeline

The Faculty Senate approved an amended Faculty Welfare and Personnel Policies Committee timeline for Post-tenure review (attached).

We hope you will approve our action.

Faculty Senate Motion: 93-94/#17

Approved

Not Approved

Gay Thibodeau, Chancellor
Date
### Post-tenure Review Timeline

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Due Date/Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Names of faculty members subject to post-tenure review forwarded to heads of academic units no later than</td>
<td>May 1 of the academic year preceding review</td>
</tr>
<tr>
<td>b.</td>
<td>Head of academic unit notifies faculty member no later than</td>
<td>May 15 of the academic year preceding review</td>
</tr>
<tr>
<td>c.</td>
<td>Department sets post-tenure review dates and decides whether post-tenure review will be conducted by the chair or by committee no later than</td>
<td>September 30</td>
</tr>
<tr>
<td>d.</td>
<td>Selection of committee, if necessary, completed</td>
<td>October 15</td>
</tr>
<tr>
<td>e.</td>
<td>Head of academic unit notifies faculty member and post-tenure review committee (if committee option is in effect) of review dates by</td>
<td>October 30</td>
</tr>
<tr>
<td>f.</td>
<td>Faculty member compiles portfolio and other pertinent data of previous five year's contributions no later than</td>
<td>January 30</td>
</tr>
<tr>
<td>g.</td>
<td>Chair or committee reviews portfolio during</td>
<td>One week review period between January 30 and April 15. (Post-tenure review dates set by department no later than September 30—see (c) above.)</td>
</tr>
<tr>
<td>h.</td>
<td>Chair or committee meets with faculty member to discuss performance. Following this meeting, final summary of findings and recommendations is prepared and signed, with faculty member receiving copy of post-tenure review report no later than</td>
<td>Two weeks after post-tenure review period. (Post-tenure review dates set by department no later than September 30—see (c) above.)</td>
</tr>
<tr>
<td>i.</td>
<td>Post-tenure review report is forwarded to Dean by</td>
<td>One week after meeting with faculty member</td>
</tr>
<tr>
<td>j.</td>
<td>Dean forwards post-tenure review report and any response to the Vice Chancellor by</td>
<td>One week after post-tenure review report forwarded to Dean</td>
</tr>
</tbody>
</table>

If significant improvement in performance is needed, the faculty member, the chair, the dean and the Vice Chancellor confer to draft an appropriate retraining or development program. Resources should not be removed from existing faculty development programs for programs to remedy deficiencies.
January 3, 1994

To: Gary Thibodeau, Chancellor

From: Sally N. Standiford, Chair

Faculty Senate

Re: General Education Objectives

The Faculty Senate approved the AP&P Committee proposal to add the following to the General Education objectives:

6. To understand the importance of one's physical and psychological well-being.

We hope you will approve our action.

Faculty Senate Motion: 93-94/#16

X Approved

____________________
Gay Thibodeau, Chancellor Date

____________________
Not Approved
January 3, 1994

To: Gary Thibodeau, Chancellor

From: Sally N. Standiford, Chair

Faculty Senate

Re: AP&P Committee Sign-off Procedures

The Faculty Senate approved changes to the AP&P Committee duties:
Point 3.c under AP&P duties (page 40 of the 16th edition of the Faculty Handbook) read as follows: to examine and recommend to the Faculty Senate proposals for new minors, majors, general education and diversity courses, and any other new academic programs.

We hope you will approve our action.

Faculty Senate Motion: 93-94/#15

[Signature]

Approved

[Signature]

Date

Not Approved
January 3, 1994

To: Gary Thibodeau, Chancellor

From: Sally N. Standiford, Chair
Faculty Senate

Re: AP&P Committee Sign-off Procedures

The Faculty Senate endorsed the AP&P Committee sign-off procedures:
Recommendations dealing with General Education, Diversity, New Programs and Major/Minors be approved by AP&P, Faculty Senate, the Vice Chancellor, and the Chancellor, in that order.

We hope you will approve our action.

Faculty Senate Motion: 93-94/#14

X Approved

Gay Thibodeau, Chancellor
Date 1/1/94

Not Approved
January 3, 1994

To: Gary Thibodeau, Chancellor

From: Sally N. Standiford, Chair
       Faculty Senate

Re: Entitlement to Plan: International Studies Minor

The Faculty Senate endorsed the AP&P Committee approval of the Entitlement to Plan an International Studies Minor (attached).

We hope you will approve our action.

Faculty Senate Motion: 93-94/#13

Approved

Not Approved
FORMAT D: AUTHORIZATION
International Studies Minor

APPROVALS:

James Shetler - Agriculture
College Curriculum Chair

Vernal Cochran
College Dean - Arts and Sciences

Gary E. Rohde
College Dean - Agriculture

Larry M. Albertson
College Dean - Education

International Studies Committee

Joan Mulvey
Academic Policy and Program Committee

Vice Chancellor

3-17-94

3-24-94

3/17/94

3/24/94

3/28/94

3/29/94

3/30/94

3/31/94

date
date
date
date
date
date
Format D: Proposal for INTERNATIONAL STUDIES MINOR

I. Exact Description of Request: If certification, specify DPI or VTAE involvement.

This request is to establish an interdisciplinary International Studies Minor which would utilize the expertise of faculty from all three Colleges of the University of Wisconsin-River Falls and from an array of departments to provide a program for students interested in adding an international dimension to their major field of study.

The International Studies Minor will be directed by a Program Coordinator, appointed from among the teaching faculty by the Vice Chancellor in consultation with the Deans of the three Colleges, with the assistance of an interdisciplinary, intercollege Coordinating Committee.

II. Title of Program: INTERNATIONAL STUDIES MINOR

III. Relationship to Mission of Institution

The proposed International Studies Minor will contribute directly to the fulfillment of the Select Mission of the University of Wisconsin-River Falls. The most relevant portions of the Select Mission are:

(b) The University offers liberal arts programs and degrees to meet regional needs in the arts; humanities; mathematics, natural and physical sciences; and social and behavioral sciences. The liberal arts also strengthen and broaden programs in the agricultural sciences, teacher education, and business administration.

(h) The University provides students opportunities to develop an appreciation of the richness and diversity of American culture and is committed to representing this diversity in its staff and student body.

(i) The University offers students the opportunity to increase their global awareness and sensitivity to other cultures. It also has a continuing commitment to provide opportunities for students to live, study, and travel abroad and to increase the number and diversity of international students on campus.

The actual design of each student's minor will be dependent upon their education and personal goals. However, broadly speaking, programs should be designed, 1) to meet developing regional needs in business, agriculture, government, and the arts and the sciences with people whose skills and sensitivities qualify them to make contributions in the international arena, 2) to provide students with a more perceptive appreciation of their own cultural heritage, and 3) to develop a student's effectiveness to function in an increasingly internationalized society.

Further, the International Studies Minor will contribute to realizing the following educational objectives of the University (FACULTY HANDBOOK, p. 5):

aid the fulfillment of their [student's] potentialities as productive and responsible United States and World Citizens.
help students to acquire vocational and professional competence involving deep understanding of some one organized discipline or area of human interest.

help students to acquire attitudes such as an appreciation of human dignity, tolerance for differing points of view; and respect for evidence, even when it goes against prejudices and preconceptions.

help students to acquire the ability to meet the requirements demanded of those who wish to enter professions for which there are established criteria.

help students acquire a commitment to work toward solving the problems of the current and future environment.

IV. List of Courses - Summary

The minor consists of 24 credits and eight modern language credits. See Language Requirement.

A. Core Courses - required 12 semester credits
   GEOG 140 - World Regional Geography            3 cr.
   AG ECON 250 - World Food and Population         3 cr.
   POLSCI 360 - International Relations            3 cr.

   Orientation to International Studies at Sophomore Level  2 cr.*
   Senior Seminar                                       1 cr.*

   * To be taught by the Director of International Studies Minor

B. Directed Electives - Minimum of 12 semester credits with no more than two courses in any one area. A coherent focus of study must be selected in consultation with the International Studies advisor. Courses will be chosen from areas listed in Part E.

C. Language Requirement - Each International Studies minor must show minimal proficiency in a foreign language by completing the equivalent of eight-credit first-year sequence in one of the following ways:
   a) Completing the first two semesters of any language offered at UW-RF (French, Spanish, German, Chinese, Norwegian)
   b) Testing out of the first semester and completing the second.
   c) Testing out of the entire year. Students will be encouraged, but not required, to complete the first semester of the second year, thereby receiving credits for the testout; otherwise, the language requirement will be considered fulfilled, but no credit will appear on the student's transcript. A student may take the testout based on either high school language classes or study undertaken on his or her own.
   d) Transferring the equivalent of a first-year language sequence in any foreign language from another university.
Qualifying Courses for Directed Electives - International Studies Minor.

Area 1: Humanities

Art
(all courses offered in alternate years)
314 Art of China, Japan and India (2 cr.)
317 History of Russian and Soviet Art, Architecture & Film (3 cr.)
318 Latin American Art (3 cr.)

English
(all courses offered in alternate years)
227 20th Century Russian Literature (3 cr.)
341 European Literature (3 cr.)
441 Contemporary Intentional Fiction (3 cr.)

Humanities
256 Arts and Ideas II (4 cr.)

Speech Communication and Theater Arts
313 Intercultural Communication (3 cr./alt. yrs.)

Area 2: History & Political Science

History
309 Western Political Thought (3 cr./offered irregularly)
328 World War II & the Cold War (3 cr./alt. yrs.)
330 Revolutions in Modern History (3 cr./alt. yrs.)
345 History of the Arab-Israeli Conflict (3 cr./alt. yrs)
359 Recent U.S. History Since 1939 (3 cr./Sp/alt. yrs.)
367 History of U.S. Foreign Policy (3 cr./offered irregularly)
438 Russian and Soviet History (3 cr./offered once every 2 yrs.)

Area 3: Anthropology, Sociology & Geography

Anthropology and Sociology
Soc/Anth 205 Culture and Personality (3 cr./F/Sp)
Soc 221 Women's Issues (3 cr./F)
Soc 245 Human and Social Ecology (3 cr./F/alt. yrs.)
Soc 325 Sociology of Race & Ethnicity (3 cr./F/alt. yrs.)
Soc 340 Rural Sociology (3 cr./F/alt. yrs.)
Anth 348 Cultures of the World (3 cr./Sp/alt. yrs.)
Soc 435 Social Change (3 cr./Sp/alt. yrs.)
Soc 448 Population & Demography (3 cr./Sp/alt. yrs.)

Geography
220 Economic Geography (3 cr./Sp/alt. yrs.)
238 Geography of Women (3 cr./F/alt. yrs.)
332 Geography of World Cities (3 cr./F/alt. yrs.)
340 Geography of Europe (3 cr./Sp/alt. yrs.)
341 Russia and Associated States (3 cr./Sp/alt. yrs.)
342 Geography of Latin America (3 cr./F/alt. yrs.)
343 Africa (3 cr./offered irregularly)
344 Asia and Oceania (3 cr./offered irregularly)

Area 4: Applied

Agronomy
462 Agricultural Ecology (2 cr./Sp)

Business Administration
FIN 342 International Finance (3 cr./Sp/prerequisite ECON 201 or 202)
MKT 355 International Marketing (3 cr./prerequisite MKTG 310)
MNGT 400 International Business (3 cr./F/prerequisite MNGT 300)
Economics
(all courses prerequisite ECON 201 or 202 or consent)
328 Economic Development (3 cr./alt. yrs.)
340 International Trade (3 cr./F)
342 International Finance (3 cr./Sp/also listed as FINC 342)
344 Comparative Economic Systems (3 cr./alt. yrs.)

Education
Course in Comparative Education to be developed and submitted for approval.

Journalism
460 International Communications (3 cr./Sp)

Plant and Earth Science (Resource Management)
300 Environmental Education (3 cr.)
496 Senior Capstone (2 cr.)

Area 5: Modern Language

Spanish
(all courses offered irregularly)
341 Civilization Espanola I (3 cr./F)
342 Civilization Espanola II (3 cr./SP)
345 Civilization

346 Hispanoamericana I (3 cr./F)
346 Civilization
351 Survey of Spanish Literature I (3 cr./F)
352 Survey of Spanish Literature II (3 cr./Sp)
355 Survey of Spanish American Literature I (3 cr./F)
356 Survey of Spanish American Literature II (3 cr./Sp)

German (all courses offered alternate years)
341 German Civilization I (3 cr./F)
342 German Civilization II (3 cr./Sp)
351 Survey of German Literature I (3 cr./F)
352 Survey of German Literature II (3 cr./Sp)

French
341 Cours de Civilisation I (3 cr./F)
342 Cours de Civilisation II (3 cr./Sp)
351 Survey of French Literature I (3 cr./F)
352 Survey or French Literature II (3 cr./Sp)

Area 6: International Experience

A maximum of 3 semester credits from a credit-bearing program may be applied to the minor, i.e. 378 Semester Abroad, etc.

V. Cost Effectiveness

There will be no cost to faculty or staff except for coordination. There is no cost for supplies, equipment, or library materials. Partial release time for the director may be a future issue.

VI. Rationale

Within the University of Wisconsin System there is a mandate to internationalize the curriculum. This proposed minor will serve the UW-System effort by providing the opportunity for a global curricular focus for those students who want it.

This minor is expected to enable students with interests in global affairs to expand their background in international affairs and foreign cultures. It will also enable students with interests and/or experience in particular geographical areas to expand their knowledge of these areas and their relationship to other cultures through selected courses in agriculture, business, the humanities, modern languages, social sciences and education.

The intercollege, interdisciplinary minor in International Studies is designed to strengthen work in synergy with several nationally recognized academic majors at UW-River Falls. Disciplines directly involved include Agriculture and Agricultural Business, Economics, Business, Education, and Modern Languages. Expertise in these disciplines is in strong demand in the international community,
especially in developing countries in Asia, Africa, and South America, and also in the emerging Eastern European countries which have recently shed their communist yoke.

The Upper Midwest has long been associated with agriculture and commerce and boasts a highly literate population. The dissolution of the former communist block and the increasing desire of those nations and Pacific Rim nations to trade and interact with western Europe and the U.S. should increase the demand for graduates having a basic understanding of foreign cultures and international activities. Recent news of impending agreements on trade and peace initiatives; increasing concerns regarding global environmental issues, world hunger, and holocausts, have heightened students' interests in international affairs. Thus, we expect a strong demand for this program.

The campus is well positioned to offer this program. There is a large number of existing undergraduate courses which have significant international content. Additionally, the university and the UW-System already have many soundly structured study-abroad programs available to students. Numerous UW-River Falls faculty have had international travel or work experience.

To some extent, those students who presently desire to gain skills and awareness related to international business or international and agricultural aid programs can do so by taking elective courses in several different departments, including modern languages. A focused academic minor in International Studies with guided emphasis on modern languages, interdisciplinary studies, and study-abroad will greatly benefit students with visions for world community involvement.
January 3, 1994

To: Gary Thibodeau, Chancellor

From: Sally N. Standiford, Chair Faculty Senate

Re: General Education Courses
Econ 204
Social Work 150

During the 1991-92 academic year, the AP&P Committee accepted Econ 204 and Social Work 150 as General Education courses. The 1991-92 Faculty Senate was not involved in the approval process. As changes were being made to the current catalog, concerns were raised about these two courses being listed as General Education courses. In an effort to address the issue, the Faculty Senate passed the following motion:

The Faculty Senate has received and recorded these two courses (Econ 204 and Social Work 15) as General Education courses.

We hope you will approve this action.

Faculty Senate Motion: 93-94/#12

Approved

Gay Thibodeau, Chancellor 1/1/94

Not Approved
January 3, 1994

To: Gary Thibodeau, Chancellor

From: Sally N. Standiford, Chair
Faculty Senate

Re: Task Force on the Evaluation of Faculty Teaching

The Faculty Senate approved the following appointments to the Task Force on Evaluation of Faculty Teaching:

- C.B. Brohaugh, English
- Mary Ann Brubaker, Vice Chancellor's Office
- Keith Chavey, Math (will serve as chair)
- David Pearce Demers, Journalism (liaison to Faculty Welfare Committee)
- Kevin Jarek, President of Student Senate (liaison to Faculty Salary)
- Joan Kennedy, Education Director of Field Experiences
- Faye Perkins, H&HP
- Bev Shepherd, Academic Computing
- Larry Swain, RDI and Ag Extension

I think the committee is well balanced—tenured/probationary, college representation, faculty rank balance. All faculty members were self-nominated and offered strong rationale for their appointment based on experience, interest, and/or concerns with current policies and procedures.

Faculty Senate Motion: 93-94/#11

Approved

Not Approved
January 3, 1994

TO: Sally Standiford
    Faculty Senate Chair

FROM: Gary A. Thibodeau
      Chancellor

SUBJECT: Portch Resolution

I received the Faculty Senate Resolution that addressed financial support of state institutions of higher education. This data as listed in the Chronicle was, unfortunately, not accurate in terms of the financial support we received. When one considers our actual financial support, which Dr. Nylander shared with the Senate, we find ourselves to be quite comparable with the other comprehensive universities in the state.

Although the data demonstrates that we are being treated equitably, I would be interested in reviewing with you alternative approaches to improving our resource base.

ac/a
November 18, 1993

To: Gary Thibodeau, Chancellor
    University of Wisconsin-River Falls

From: Sally Standiford, Chair
       Faculty Senate

Re: Portsch Remarks of 10/20/93

At its November 17, 1993 meeting, the Faculty Senate approved the attached motion proposed by the Legislative Advisory Committee:

I just received a copy of a memo prepared by Kathleen Sell for President Lyall and the UWS Vice Presidents (November 10, 1993) addressing several discrepancies in GPR funding increases reported in the Chronicle. It is clear from the memo that River Falls is not the only institution concerned with funding differences. In our case, the discrepancies are even more distressing given the remarks Stephen Portsch made the week earlier while visiting our campus. Given the Chronicle report (and the Sell memo) we think it important he offer an explanation of his remarks. We hope you will concur with our action.

Motion passed by Faculty Senate: 93-94/#10

X Approved

Gary Thibodeau, Chancellor

12/1/83

Date

Not Approved
November 2, 1993

TO: Sally Standiford
Faculty Senate

FR: Kurt E. Leichtle
Chair, Legislative/Advisory Committee

RE: Faculty Salary Increases

The Legislative Advisory Committee would like to move the Faculty Senate endorse the following communication to be sent to Vice President Portch, copied to relevant persons. We felt that active steps should be taken which would enhance our position within the university system and the state. Certainly, doing nothing gains us nothing.

Vice President Portch

Enclosed is a copy of a portion of "Fact File" from The Chronicle of Higher Education (27 October 1993). The Faculty Senate asks for a response from you in light of your comments at the campus meeting on 2 October 1993. At that meeting a question was asked concerning the low position of UW-RF vis-a-vis our fellow comprehensive institutions in areas of budget and salaries. You indicated that this situation was the result of historical factors and beyond your control. While such an answer provided scant comfort to either older faculty or newer faculty, it was somewhat understandable in the abstract. Since that meeting, we note by the Fact File that our situation has again worsened as UW-RF received the lowest increase of any UW institution. Compared to our neighboring institutions, their percentage increase ranged from 250-300% greater than ours. This fact does not seem to relate to history but the present. Our obvious question is why is such blatant inequity continuing especially in face of the policies of collaboration and the university as system.

We look forward to receiving your response.

Thank you.

kmw

cc Margarita Hendrickson
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November 10, 1993

TO: President Lyall  
   Vice Presidents

FROM: Kathleen Sell

SUBJECT: Chronicle Article on GPR Increases by Institution

The October 27, 1993 issue of the Chronicle reported comparisons among public institutions' 1993-94 state appropriations increases over the 1991-92 fiscal year. As with last year, UWS institutions are calling to ask why there are such variances among them. (See Attachment #1 for UWS data.) The reason for much of the variance among institutions is that this table reports GPR increases only, while we allocate on a GPR/Fee basis. The effect within the fixed total GPR/Fee authorization is that variances in fee revenue generation by institution then affect the GPR. That is, GPR is higher for institutions whose fee revenue is budgeted to be lower, and vice versa. In addition, the GPR variations by institution were affected by variations in fringe benefit experience by institution, and hence in GPR supplements for that purpose.

Differences among GPR/Fee allocations over the past two years are much smaller (see Attachment #2). We did an analysis of GPR/Fee funding over the past two years to try to pinpoint why discrepancies exist in the GPR portion of the funding increases. The major explanations are:

1992-93

Platteville & Stout  
   Systemwide  

   Engineering & Technology

   Utility increases and a portion of Fringe Benefit increases were held centrally for distribution to institutions later in the fiscal year.

1993-94

Milwaukee, Eau Claire,  
   Green Bay, Stevens Point,  
   Stout, Whitewater,  
   Centers & Extension

Attachment #3 shows the 1993-94 Fringe Benefit increase distribution. In 1993-94 fringe benefits were distributed based on 1992-93 actual fringe benefit usage. This distribution method caused some institutions to receive proportionately higher (or lower) fringe benefit funding.
1993-94 Cont’d.

Superior

UW Superior’s GPR funding increased 11%, while their total GPR/Fee funding increased only 7% (due to a decrease in academic student fees). Superior also received a proportionately higher distribution of fringe benefits.

Systemwide

Approximately 1/2 of the Undergrad. Ed. Initiative funding was budgeted in Systemwide for Library Automation and the Instructional Technology Incentive Fund. Increases for Risk Management and Bureau of Finance Charges are being held in Systemwide ($4,113,300). There was a base reallocation from the institutions to Systemwide to establish a Systemwide Fee Reserve ($1,625,000).

But there is a positive outcome of this article’s annual appearance. We noted that the University of California system reports only a system GPR increase. We contacted Ed Hines and he is willing in future years to report only our system total GPR increase, rather than the institutional data. (The latter will remain available in Grapevine). See Attachment #4.

You may wish to share this information with the Chancellors by mail or in their folders for the November 19th Admin. Staff meeting. If you have any questions, please give me a call.

cc: Jennifer Presley
    Tom Sonnleitner
    Bob Andersen
    Nate Peters
WISCONSIN

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November 10, 1993

Mr. Edward R. Hines, Editor
Center for Higher Education
5900 EAF, Illinois State University
331 DeGarmo Hall
Normal, IL 61761

Dear Mr. Hines:

The University of Wisconsin System currently participates in your annual survey for reporting increases in state tax funds appropriated. Traditionally we allocate funding increases to our institutions from a combined "pooled" source of state tax revenue plus tuition revenue. We provide GRAPEVINE with the net state tax fund numbers (GPR) by subtracting expected tuition revenue by institution from the pool. The resulting GPR amount is simply a balancing figure. As tuition fluctuates, GPR fluctuates (in the opposite direction) even when the total pooled support remains the same.

When our numbers are published in THE CHRONICLE OF HIGHER EDUCATION there is a misleading conclusion that support varies widely among the institutions. While some minimal variation may occur due to distribution of fringe benefits, etc., the magnitude of the discrepancy is greatly exaggerated by the technical process we use to break apart GPR and tuition revenue from within our pool. As a result, we receive numerous questions from institutions concerned with the meaning of the data.

In a conversation with Gwen Pruyne (Managing Editor), we discussed the possibility of continuing to provide GRAPEVINE with the institutional numbers but, in turn, you would provide THE CHRONICLE OF HIGHER EDUCATION only with the UW System total increase, which is a meaningful number.

Please call me (608-263-7879) if you have any questions or would like to discuss this issue further.

Sincerely,

Robert C. Andersen
director of Budget Planning & Development

cc: President Lyall
    Vice President Marnocha
    Associate Vice President Presley
    Associate Vice President Sell
November 18, 1993

To:    Gary Thibodeau, Chancellor
        University of Wisconsin-River Falls

From:  Sally Standiford, Chair
        Faculty Senate

Re:    Criteria for Promotion

At its November 17, 1993 meeting, the Faculty Senate approved the following motion proposed by the Faculty Welfare Committee:

The criteria for promotion on page 74 of the 16th edition of the Faculty Handbook be replaced by RF 3.21 c1, c2, and c3 as found on pages 66-67 (revised) of the same edition.

This change will make criteria for personnel decisions consistent and eliminate the insupportable (by Wisconsin statutes) criteria of "collegiality." We hope you will concur with our action.

Motion passed by Faculty Senate:  93-94/#9

____ Approved

Gary Thibodeau, Chancellor

____ Not Approved

12/9/93 Date
November 18, 1993

To: Gary Thibodeau, Chancellor
    University of Wisconsin-River Falls

From: Sally Standiford, Chair
      Faculty Senate

Re: General Education Approvals

At its November 3, 1993 meeting, the Faculty Senate approved the following motion proposed by the Academic Programs and Policy Committee:

Since General Education is the responsibility of faculty governance, the Academic Program and Policy Committee and Faculty Senate must approve recommendations of the General Education Review Committee.

We hope that you will concur with our action.

Motion passed by Faculty Senate: 93-94/#8

☑ Approved

Gary Thibodeau, Chancellor

☐ Not Approved

Date: 12/9/93
October 25, 1995

To: Gary Thibodeau, Chancellor

From: Sally Standiford, Chair
Faculty Senate

Re: Advising Committee Charge

The Faculty Senate approved a motion that
the Advising Committee review issues, concerns, and inconsistencies in
department's implementation of Evaluation Guidelines
(which departments were required to submit to the Vice Chancellor September 1993)

There is faculty concern about the evaluation of faculty advising and how "ratings of
effectiveness" are used in personnel decisions. The Faculty Senate believes that a first
step is to assess how departments are representing the issue. By studying departmental
guidelines, the Advising Committee might be able to identify pertinent issues related to
this ongoing discussion and report to the Faculty Senate. We hope you will support this
charge.

Faculty Senate Motion: 93-94/#7

☒ Approved

Gary Thibodeau, Chancellor 11/2/93

☐ Not Approved
October 25, 1995

To: Gary Thibodeau, Chancellor

From: Sally Standiford, Chair
Faculty Senate

Re: Faculty Senate Standing Committee

The Faculty Senate approved the membership of the Faculty Senate Standing Committees and membership to Administrative Committees (see attached).

We hope you will support this appointments.

Faculty Senate Motion: 93-94/#6

[Signature]

Approved

Gary Thibodeau, Chancellor

[Signature]

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Faculty Senate Executive Committee: Sally Standiford, Chair  
Marshall Toman, Vice-Chair  
Qun Wang, Secretary  
Ken Olsen, Executive Committee  
Sheila Schils, Executive Committee
October 25, 1995

To: Gary Thibodeau, Chancellor

From: Sally Standiford, Chair
Faculty Senate

Re: Student Evaluation of Faculty Teaching

The Faculty Senate approved the formation of a Task Force to study the issue of Student Evaluation of Faculty Teaching.

The text of the letter sent to faculty is appended.

Last year you declined to approve a Faculty Senate motion [FS 92-93/#36] to modify our evaluation procedures. Your reasons were based, at least in part, on support of our plan to study the entire issue of student evaluation of faculty teaching this academic year (93-94). We hope you will support this motion.

Faculty Senate Motion: 93-94/#5

[Signature]
Approved

Gary Thibodeau, Chancellor

[Signature]
Date

[Signature]
Not Approved
September 22, 1993

TO: All Faculty and Academic Staff

FROM: Sally Standiford, Chair, Faculty Senate

RE: Membership on Evaluation of Faculty Teaching Task Force

The Faculty Senate Executive Committee is soliciting applications for membership on an Evaluation of Faculty Teaching Task Force. Below is background information about this task force, including the committee's charge. If you are interested in being a member of this Task Force, please complete information at the bottom and return this form to Sally Standiford by Friday, October 1, 1993. If you have questions, feel free to contact me (x3774). Thanks.

Information about the Evaluation of Faculty Teaching Task Force
The Faculty Senate approved the appointment of the Evaluation of Faculty Teaching Task Force to assess and, if needed, to recommend specific changes to processes used for student evaluation of faculty teaching.

Rationale. A number of compelling factors suggest this is the time to systematically consider our current practices involving student evaluation of faculty teaching; the report of the UWS Accountability Task Force requires measures of teaching effectiveness be made available to students; a recent review of the UW-RF evaluation form suggests several inadequacies; some faculty have expressed concern with administering "summative" evaluation relatively early in a semester; many students disapproved Faculty Senate action to reduce frequency of evaluation for tenured faculty (the motion was not approved by the Chancellor); faculty have debated the appropriateness of such measures for personnel decisions; and there have been reports of procedural errors that compromised student anonymity.

Charge to the committee. The purpose of this committee is to conduct an assessment of our evaluation procedures and recommend appropriate changes. The final report will be submitted to appropriate Faculty Senate standing committees before being submitted to the Faculty Senate for its consideration.

Committee composition. Between 1 - 4 faculty/staff from each of the four divisions should be on this committee. The committee should contain both tenured and probationary faculty, be inclusive, and tap appropriate expertise on campus. Because of the need to report to several Faculty Senate committees, representation from committees will be considered in making appointments. In consultation with the Student Senate, between 1 - 3 students will be appointed to the committee.

Timeline. The committee should complete its report by April 1994, with some preliminary recommendations reported at regular intervals as requested by the Faculty Senate.

If you are interested in serving on this Task Force, complete and mail to Sally Standiford, B130J Ames by Friday, October 1, 1993:

Name ___________________________ Department ___________________________ Phone __________

Comments/special qualifications related to serving on this Task Force:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________