Faculty Senate Motions 2001-2002

01-02/01 A resolution of behalf of Students affected by the September 11 disaster.

01-02/01 Motion to amend the Faculty Handbook Section III-12 Sect. 13.b. Gives the duty of updating the online Faculty Handbook to the Vice Chair of Faculty Senate Officers.

01-02/02 Motion for the Traditional Academic Calendar for Year 2003-2004.

01-02/03 Motion to amend CLEP examination acceptance grades from Academic Standards.

01-02/04 Motion to amend the Faculty Handbook IV-24 through IV-29, looks at the qualifications to be a professor.

01-02/05 Motion to authorize the implementation of a Dairy Science Minor.

01-02/06 Motion to amend the Faculty Handbook by moving the note on page IV-26 to IV-13 following 2.51, about the assignments of numbers of years experience.

01-02/07 Motion to modify Section 3.23 of Faculty Handbook, to correct the spelling of amend.

01-02/08 Motion to change Pg111_21 Fac/Acad Staff Handbook specifying “significant” in Curricular changes that merit attention by Senate bodies) offered by Executive Committee: (M/S/P Baker/Foust)

01-02/09 Motion to authorize the implementation of a Theater Arts major.

Resolution: Faculty Senate of the University of Wisconsin- River Falls objects to the Board of Regents adoption of the Safransky decision as the standard of “just cause.”

Resolution: Faculty Dinning Space

01-02/10 Motion to the Revision of Faculty Handbook RF 3.61- Since promotion to associate professor is coupled to the granting of tenure, the dates of implementation to IV-19 shall apply to both.

01-02/11 Motion to “The following statement shall be placed at the head of the chart of VI-19 titled “Dates of Implementation.”: This calendar applied only for promotion to full professor.

01-02/12 Motion to amend Program revision of Broad Area Music Majors (Choral and Instrumental) adding 2 credits to these majors by requiring the course Music 135.
01-02/13  Motion to Adopt HIST 208 of the Mexican American/ Chicano as meeting the diversity requirement.

01-02/14  Motion Concerning distribution of remaining 1/3 of pay plan allocation for 2002-2003: Recommend continuing the past practice of distributing the “extra” one third on the basis of solid performance.

01-02/15  Motion to switch to a 14-week instruction period for each semester with 55-minute class periods.

01-02/16  Motion to endorse draft of general education committee mission statement on general education.

01-02/17  Motion to Add to Faculty Handbook: Commencement Participation Policy

01-02/18  Motion to Add section to Faculty Handbook: Test out Program

01-02/19  Motion to Propose changes to allow biology students to choose one of three options within the biology program. These options include the General Biology option, the Biomedical Science option, and the Field Biology option.

01-02/20  NOT APPROVED Motion to Change Faculty Handbook: “Tenuring of Administrators”

01-02/21  Motion to Change Faculty Handbook: “Probationary faculty hired at mid year will be evaluated (first review) with first year probationary faculty hired in the next academic year.

01-02/22  Full Semester Evaluation for probationary faculty available Jan 10

01-02/23  Motion to Change Faculty Handbook: “First year appointments only. It would replace the lefthand column on p. IV_19 of handbook.
June 16, 2002

TO: Ann Lydecker, Chancellor  
   North Hall  
   University of Wisconsin-River Falls

FROM: Meg Swanson, Chair  
   Faculty Senate  
   University of Wisconsin-River Falls

RE: Faculty Senate Motion # 23

At the May 8, 2002 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2001-2002/# 23 was made. This motion is forwarded to you for your action.

Motion from Faculty Welfare Committee (Change to faculty Handbook):  
"first year appointments only. It would replace the lefthand column on p. IV_19 of handbook."

See Attached

Motion 2001-2002/# 23 passed on May 8, 2002

_________ Approved

_________ Disapproved

Ann Lydecker, Chancellor

Date 7/2/02

UNIVERSITY OF WISCONSIN-RIVER FALLS
University of Wisconsin-River Falls • 410 S. Third Street • River Falls, WI 54022-5001 • USA
June 16, 2002

TO: Ann Lydecker, Chancellor
    North Hall
    University of Wisconsin-River Falls

FROM: Meg Swanson, Chair
      Faculty Senate
      University of Wisconsin-River Falls

RE: Faculty Senate Motion # 23

At the May 8, 2002 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2001-2002/# 23 was made. This motion is forwarded to you for your action.

Motion from Faculty Welfare Committee (Change to faculty Handbook):
"first year appointments only. It would replace the lefthand column on p. IV_19 of handbook."

See Attached

Motion 2001-2002/# 23 passed on May 8, 2002

Approved

Disapproved

Ann Lydecker, Chancellor

Date: 7/1/02
"first year appointments only. It would replace the lefthand column on p. IV_19 of handbook."

Refer to HANDBOOK, IV_19 for current schedual and full description of each step:

Names of Prob. faculty forwarded to department: Dec. 5

Head of academic unit notifies prob. fac and voters: Dec. 10

Files open for amendment and review: Dec. 11- Jan 20

Files open only for review: Jan. 21- 26

Vote no later than: Feb. 2

Departmental recommendation review Feb. 7

Dept recommendations to Dean Feb. 10

Dean to Provost Feb. 15

Provost to Chancellor Feb. 20

Chancellor informs Head of unit no later than Feb. 25

Chancellor informs Faculty no later than Mar. 1
June 16, 2002

TO: Ann Lydecker, Chancellor
North Hall
University of Wisconsin-River Falls

FROM: Meg Swanson, Chair
Faculty Senate
University of Wisconsin-River Falls

RE: Faculty Senate Motion # 22

At the May 8, 2002 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2001-2002/# 22 was made. This motion is forwarded to you for your action.

Motion from Faculty Welfare Committee (Change to faculty Handbook):

"Fall semester evaluation(s) shall be conducted in a timely manner so that results for probationary faculty will be available by January 10."

Motion 2001-2002/# 22 passed on May 8, 2002

________ Approved

________ Disapproved

Ann Lydecker, Chancellor

8/1/02 Date
From: Margaret Millen Swanson <Margaret.L.Swanson@uwr.edu>
To: "Ginny Coombs" <ginny.coombs@uwr.edu>
Date: 8/1/02 10:39AM
Subject: Re: Faculty Senate Motion #22

Yes. Go ahead and make the change. DID have a great time in Greece. Meg

>Meg,
>
>I thought you told me that the course evaluation availability date had
>been moved from January 2 to January 7. The documentation you sent to Ann
>still has the January 2 date. If it truly is to read January 7, shall I
>cross out "2" and write in "7"?
>
>Have a great time in Greece.
>
>Ginny
>
>Ginny Coombs
>Provost and Vice Chancellor for Academic Affairs
>UW - River Falls
>Rm 116 North Hall
>410 S 3rd St
>River Falls WI 54022
>ginny.coombs@uwr.edu
>Ph: 715.425.3700
>FAX: 715.425.3304

Margaret Millen Swanson
June 16, 2002

TO: Ann Lydecker, Chancellor
North Hall
University of Wisconsin-River Falls

FROM: Meg Swanson, Chair
Faculty Senate
University of Wisconsin-River Falls

RE: Faculty Senate Motion # 21

At the May 8, 2002 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2001-2002/#21 was made. This motion is forwarded to you for your action.

Motion from Faculty Welfare Committee (Change to faculty Handbook):

"Probationary faculty hired at mid year will be evaluated (first review) with first year probationary faculty hired in the next academic year."

Motion 2001-2002/# 21 passed on May 8, 2002

☑ Approved

☐ Disapproved

Ann Lydecker, Chancellor

Date

7/1/02
July 1, 2002

MEMO TO: Meg Swanson, Chair  
Faculty Senate

FROM: Ann Lydecker  
Chancellor

RE: Faculty Senate Motion #20

Today I received the motions acted upon by the Faculty Senate at its May 8, 2002. Among them is Faculty Senate Motion #20 related to the “Tenuring of Administrators”.

I am sending this motion back to the Senate without my approval because the procedures, as outlined, are unduly restrictive, and indeed, they may work against our being able to recruit highly-qualified administrators in the future.

First of all, a candidate should be considered for tenure in only one department at a time. When a university administrator makes an offer to a candidate, he or she should discuss with the candidate the department of first priority, as well as the potential for tenure in additional departments. Candidates will not be favorably impressed by a process that ignores their preference for an academic home.

Secondly, a chancellor needs the flexibility to work with deans and individual departments on what incentives are appropriate for accepting a tenured administrator into the department, and on what the terms will be for a given position when it is vacated by the administrator returning to the faculty.

The procedures described above are ones that I have followed since I have been at UW-RF. I will be happy to discuss these procedures with you in greater detail, if you desire.

cc: David Trechter
June 16, 2002

TO: Ann Lydecker, Chancellor
    North Hall
    University of Wisconsin-River Falls

FROM: Meg Swanson, Chair
    Faculty Senate
    University of Wisconsin-River Falls

RE: Faculty Senate Motion # 20

At the May 8, 2002 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2001-2002/#20 was made. This motion is forwarded to you for your action.

Motion from Faculty Welfare Committee (Change to faculty Handbook):

“Tenuring of Administrators

Administrators who are offered tenure at the time of their employment should (MUST) meet with the department in which they will be tenured before they are offered a contract. In instances where an administrator is eligible for tenure in more than one department he or she should (MUST) meet with both (EACH) department.

The department(s) shall be provided with a complete CV and academic record for the nominee. The Chancellor shall inform the department(s) in writing that a) it is not obligated to tenure the administrator; b) that it shall not lose a tenure line as the result of tenuring the administrator; and c) that should the administrator decide to return to teaching that line shall be considered as a temporary additional line until the person in question leaves the department.

As in all tenure decisions, a positive vote of two thirds of the eligible voters is required for the granting of tenure.”
Motion 2001-2002/# 20 passed on May 8, 2002

_________ Approved

√ Disapproved

Ann Lydecker, Chancellor

7/4/02

Date
June 16, 2002

TO: Ann Lydecker, Chancellor
    North Hall
    University of Wisconsin-River Falls

FROM: Meg Swanson, Chair
      Faculty Senate
      University of Wisconsin-River Falls

RE: Faculty Senate Motion # 19

At the May 8, 2002 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2001-2002/#19 was made. This motion is forwarded to you for your action.

Motion from AP&P committee revising the program in Biology: Proposed changes allow biology students to choose one of three options within the biology program. These options include the General Biology option, the Biomedical Sciences option, and the Field Biology option.

(Supporting materials are attached)

Motion 2001-2002/#19 passed on May 8, 2002

Approved

Disapproved

Ann Lydecker, Chancellor

7/1/02

Date
June 16, 2002

TO: Ann Lydecker, Chancellor  
North Hall  
University of Wisconsin-River Falls

FROM: Meg Swanson, Chair  
Faculty Senate  
University of Wisconsin-River Falls

RE: Faculty Senate Motion #19

At the May 8, 2002 meeting of the University of Wisconsin-River Falls Faculty Senate, motion 2001-2002/#19 was made. This motion is forwarded to you for your action.

Motion from AP&P committee revising the program in Biology: Proposed changes allow biology students to choose one of three options within the biology program. These options include the General Biology option, the Biomedical Sciences option, and the Field Biology option.

(Supporting materials are attached)

Motion 2001-2002/#19 passed on May 8, 2002

Approved

Disapproved

Ann Lydecker, Chancellor

Date: 7/1/02
DATE: April 22, 2002

TO: Meg Swanson
Chair, Faculty Senate

FROM: Barb Nielsen
Chair, Academic Policy and Program Committee

RE: Emphasis/Option Change

The Academic Policy and Program committee approved the following program revision on April 14, 2002.

**Options to the Biology Major:** The proposed changes allow biology students to choose one of three options within the biology program. These options include the General Biology option, the Biomedical Sciences option, and the Field Biology option.

The transmittal form and required documents are included.

Thank you.
Barb
TRANSMITTAL FORM REGARDING CHANGE IN PROGRAM

I. INFORMATION

Check all that apply: Name Change □ Credits Change □
Major/Minor Content Change □ Emphasis/Option Change □

A. Current Status: single Biology major

Proposed Change: Options: General Biology, Biomedical Sciences, Field Biology

B. Department: Biology

C. College/School: College of Arts and Sciences

D. Consultation with other programs/departments:

1) Chemistry Dept.

2) Plant & Earth Science Dept./Environmental Science Program

3) Animal & Food Science Dept.

4) 

E. Desired Date of Change Implementation: Fall 2002 Semester Year

F. Attach Request Narrative

II. UNIT APPROVALS

Department Level
A. Department Curriculum Committee Chair (optional)

B. Department Chair

College Level
C. College Curriculum Committee Chair

D. Dean/Director of College/School

University Shared Governance Level
E. Academic Program & Policy Committee Chair

F. Faculty Senate Chair

Administrative Level
G. Provost and Vice Chancellor

H. Chancellor
March 15, 2002

To: Curriculum Committee  
College of Arts & Sciences

From: Karen Klyczek  
Chair, Biology Department

Re: Proposal to create options for the Biology major

Enclosed are descriptions of proposed options for the Biology major. Currently there is one Biology major, which includes required courses from the whole range of topics within the field of biology. This curriculum is appropriate for Biology/Secondary Ed. majors and others who would like a broad background in biology. However, as the field of biology has grown in breadth and depth of content, many students are finding that they need a more focused curriculum in order to be competitive for jobs or for graduate/professional schools. We propose to offer three options for Biology majors:

1) General Biology option - This is identical to the current Biology major, and would be suitable for Biology/Education majors as well as others desiring a broader background.

2) Biomedical Sciences option - This option would be appropriate for students going to medical, veterinary, or other professional schools, as well as those interested in biomedical research.

3) Field Biology option - This option would be suitable for students interested in ecological research or working for government agencies such as the U.S. Fish and Wildlife Service.

Please let me know if you have questions or need additional information. Thank you for your consideration.
Proposed Options for Biology Major

1. General Biology Option

   Required core courses (21 cr.)
   Biology 110 Freshman Colloquium, 1 cr.
   Biology 150 General Biology, 3 cr.
   Biology 210 General Botany, 3 cr.
   Biology 230 General Zoology, 3 cr.
   Biology 240 Cell and Molecular Biology, 3 cr.
   Biology 350 Genetics and Evolution, 3 cr.
   Biology 360 Ecology, 3 cr.
   Biology 410 Senior Colloquium, 1 cr.
   Liberal Arts Majors: Biology 481 Seminar, 1 cr.
   Education majors: Biology 471 Lab Experiences, 1 cr.

   Electives – 13 cr., to total 34 cr.
   Choose any Biology courses except 100 and 253.

   Required supporting courses (21 cr.):
   Chemistry 121, 122
   Physics 151, 156 or 152, 157
   Math 147
   Liberal Arts Majors: Math 216, 226, 326, or ANSC 341
   Education Majors: Geol 101, 102

2. Biomedical Sciences Option

   Required core courses (23 cr.)
   Biology 110 Freshman Colloquium, 1 cr.
   Biology 150 General Biology, 3 cr.
   Biology 230 General Zoology, 3 cr.
   Biology 240 Cell and Molecular Biology, 3 cr.
   Biology 341 Anatomy and Physiology I, 4 cr.
   Biology 342 Anatomy and Physiology II, 4 cr.
   Biology 350 Genetics and Evolution, 3 cr.
   Biology 410 Senior Colloquium, 1 cr.
   Biology 481 Seminar, 1 cr.

   Electives – 11 cr., to total 34 cr.
   (Note: At least 6 elective credits must be Biology courses.)
   Choose from:
   Biology 235 Comparative Anatomy, 4 cr.
   Biology 243 Intro to Biological Greek and Latin, 1 cr.
   Biology 295 Laboratory Research Experience, 2 cr.
   Biology 305 Applications in Molecular Biology, 3 cr.
   Biology 307 Human Heredity, 2 cr.
Biology 324 Microbiology, 4 cr.
Biology 345 Immunology, 3 cr.
Biology 353 Histology, 4 cr.
Biology 379 Internship, 3-6 cr.
Biology 451 Molecular Biology, 4 cr.
Biology 453 Virology, 3 cr.
Biology 463 Animal Cell Culture, 3 cr.
Biology 495 Undergraduate Research, 3 cr.
Biology 499 Independent Study, 1-3 cr.
ANSC 231 Principles of Nutrition, 3 cr.
ANSC 447 Endocrinology, 2 cr.
ANSC 448 Reproductive Physiology, 3 cr.

Required supporting courses (21 cr.):
Chemistry 121,122
Physics 151,156 or 152,157
Math 147
Math 216, 226, 326, or ANSC 341

3. Field Biology Option

Required core courses (17 cr.)
Biology 110 Freshman Colloquium, 1 cr.
Biology 150 General Biology, 3 cr.
Biology 210 General Botany, 3 cr.
Biology 230 General Zoology, 3 cr.
Biology 296 Field Research Experience, 2 cr.
Biology 360 Ecology, 3 cr.
Biology 410 Senior Colloquium, 1 cr.
Biology 481 Seminar, 1 cr.

Electives -- 17 cr., to total 34 cr.
(Note: At least 11 elective credits must be Biology courses.)
Biology 240 Cell and Molecular Biology, 3 cr.
Biology 243 Introduction to Biological Greek and Latin, 1 cr.
Biology 305 Applications in Molecular Biology, 3 cr.
Biology 310 Identification of Plants, 3 cr.
Biology 314 Plant Pathology, 3 cr.
Biology 320 Plant Physiology, 3 cr.
Biology 324 Microbiology, 4 cr.
Biology 333 Entomology, 3 cr.
Biology 344 Wildlife Biology, 4 cr.
Biology 350 Genetics and Evolution, 3 cr.
Biology 354 Freshwater Biology, 3 cr.
Biology 355 Environmental Law or ESM 303 Environmental Policies and Administration, 3 cr.
Biology 379 Internship 3-6 cr.
Biology 434 Ichthyology, 3 cr.
Biology 444  Ornithology, 3 cr.
Biology 495  Undergraduate Research, 3 cr.
Biology 499  Independent Study, 1-3 cr.
ESM 220  Environmental Sustainability: Theories, Issues, & Management, 3 cr.
ESM 333  Remote Sensing of Natural Resources, 3 cr.
ESM 343, Woodlot Management, 3 cr.
ESM 360  Applied Hydrology and Water Quality, 4 cr.
ESM 413  Environmental Analysis, 4 cr.
Geog 250  Cartography I, 3 cr.
Geog 360  Introduction to GIS, 3 cr.
Geol 202  Oceanography, 2 cr.
Geol 269  Environmental Geology, 2 cr.
Geol 445  Hydrogeology, 3 cr.

Required Supporting Courses (21 cr.):
Chemistry 121,122
Physics 151,156 or 152, 157
Math 147
Math 216, 226, 326, or ANSC 341
Dear Karen:

I support the proposed options for biology major. The three options will better meet the needs of students.

Sheue Keenan, Chair
Department of Chemistry
Hi Karen,

I passed your proposed Biology major options around the geology and environmental science and management sections of our department. Overall comments were very favorable. People like your proposed changes. We have several suggestions for possible additional directed electives and some alternative language for your consideration in the Field Biology option.

Please consider including ESM 220 (3 cr) - Environmental sustainability: Theory, Issues, and Management and ESM 343 (3 cr) - Woodlot Management. We would also appreciate it if you would consider listing ESM 303 (3 cr) - Environmental Policies and Administration as an either/or with Bio 355 - Environmental Law. Also, the Geol 445 - Hydrogeology course is 3 cr rather than 4 credits.

Kerry Keen also noticed a possible difficulty in the directed electives for Field Biology. Specifically, the language indicates 17 credits but that only 6 credits may be taken outside of the Biology Department. ESM 360 (4 cr) is a prerequisite for Geo 445 (3 cr). If a student took both courses, the total would be 7 cr and in conflict with your wording. A possible alternative in the wording that would still ensure at least 11 credits in Biology for you to consider: Note: at least 11 elective credits must be selected from Biology courses. This would still give your department the 11 credits, but would open the door for students willing to take 7 or perhaps 8 cr from outside Biology to supplement their programs.

Thank you for sharing this with our department. We applaud your efforts in adjusting your programs to reflect both departmental strengths and students needs.

Bob

>Attached are descriptions of options being propose for the Biology major:
>1) General Biology option, identical to the current Biology major; 2) Biomedical Sciences option, appropriate for pre-professional majors and students planning to go into laboratory research; 3) Field Biology option, for students interested in careers in field biology areas.
>Please respond in writing (e-mail is fine) at your earliest convenience, indicating whether your department has any questions or concerns regarding these proposed options. I will need to attach your written responses to the materials submitted to the curriculum committee and AP&P.

>Thank you for your time and consideration.

>Karen

>Attachment converted: Macintosh HD:Biology Options.doc (W8BN/MSWD) (0001E980)

>^^^^^^^^^^^^^^^^^^^^^^^^^^^^^^^^^^^^

>Karen Klyczek

>Biology Department

>University of Wisconsin-River Falls

>410 South Third Street

>River Falls, WI 54022-5001

>Phone: 715-425-3591

>FAAX: 715-425-0738

>Email: kk00@uwrf.edu


Bob Baker  email: robert.w.baker@uwrf.edu

Geology  tel : 715 - 425 - 3345

Department of Plant and Earth Science

410 South Third Street

University of Wisconsin-River Falls

River Falls, WI  54022-5001


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Printed for Karen Klyczek <karen.k.klyczek@uwrf.edu>
Hi Karen,

Some additional thoughts on your proposed curriculum changes. On the General Biology Option, I notice there are 13 electives required, all to be selected from Biology courses. If you ever have Biology majors that occasionally might be interested in going into a career in an applied area of Biology, like going into the landscape design business, it might be advantageous to allow them to take say, up to 5 or 6 electives outside of your department. In the Biomedical Sciences and Field Biology Options, you allow 5 and 6 credits, respectively, to be taken outside of your department. In addition, a course like Agron 410 - Plant Breeding might be a suitable elective for some Biology majors.

Finally, if the two e-mail messages I've sent you are too convoluted to be attached to your proposal, I'd be happy to write up something on letter-head stationary indicating the PES supports your proposed restructuring.

Bob

Bob Baker
email: robert.w.baker@uwrf.edu
Geology
tel: 715 - 425 - 3345

Department of Plant and Earth Science
410 South Third Street
University of Wisconsin-River Falls
River Falls, WI 54022-5001
From: Karen Klyczek <karen.k.klyczek@uwrf.edu>
To: <kathleen.r.svoboda@uwrf.edu>
Date: 4/5/2002 3:14:35 PM
Subject: Re: options for biology major

Kathy,

Please include this with the materials that are forwarded to AP&P for the biology major options proposal. Thanks!
Karen

> X-Sender: aj00@pop3.uwrf.edu
> Date: Thu, 04 Apr 2002 08:23:41 -0600
> To: Karen Klyczek <karen.k.klyczek@uwrf.edu>
> From: tony Jilek <anthony.f.jilek@uwrf.edu>
> Subject: Re: options for biology major
> Mime-Version: 1.0
> 
> Karen,
>
> I have discussed the options with several members of the Animal & Food science Department and we have no problems with the proposed changes in the Biology major. The options proposed would direct students to specific careers. We support your efforts to implement programs that will enhance the students' ability to learn.
>
> Thank you,
>
> Tony Jilek, Chair
> Animal & Food science Department
>
> ------------------
> University of Wisconsin -- River Falls Have a nice day! =)
>
> ^^^^^^^^^^^^^^^^^^^^^^^^^^^^^

Karen Klyczek
Biology Department
University of Wisconsin-River Falls
410 South Third Street
River Falls, WI 54022-5001
Phone: 715-425-3591
FAX: 715-425-0738
Email: kk00@uwrf.edu
April 24, 2002

TO: Ann Lydecker
North Hall
University of Wisconsin-River Falls

FROM: Meg Swanson, Chair
Faculty Senate
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion #18

At the April 24, 2002 meeting of the University of Wisconsin-River Falls Faculty, motion 2001-2002/#18 was made. This motion is forwarded to you for your information.

Motion adding section 8.2.21 to Faculty Handbook.

See attached

Motion 2001-2002/#18 passed on April 24, 2002.

Approved

Disapproved

Ann Lydecker, Chancellor

4/30/02

Date
April 24, 2002

TO: Ann Lydecker  
North Hall  
University of Wisconsin-River Falls

FROM: Meg Swanson, Chair  
Faculty Senate  
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion #18

At the April 24, 2002 meeting of the University of Wisconsin-River Falls Faculty, motion 2001-2002/#18 was made. This motion is forwarded to you for your information.

Motion adding section 8.2.21 to Faculty Handbook.

See attached

Motion 2001-2002/#18 passed on April 24, 2002.

Approved

Disapproved

Ann Lydecker, Chancellor

Date 4/30/02

UNIVERSITY OF WISCONSIN–RIVER FALLS
University of Wisconsin-River Falls • 410 S. Third Street • River Falls, WI 54022-5001 • USA
Motion adding section to Faculty Handbook: Test-Out Program

We move to add section 8.2.21 Test-Out Program in the Faculty Handbook to read as follows:

Students with especially strong backgrounds have the opportunity to test-out of up to 12 semester hours of credit through departmental testing, except in the Modern Language department which allows up to 14 semester hours of credit.

Students may not test out of courses for credit if they have taken the course, if currently enrolled in the course, or if they have taken higher level courses than the course for which application is made. Students are not allowed to attempt to test out of a course more than once.

Transfer students may have to take additional coursework at UW-RF in the event that the institution from which they transferred did not grant test-out credits.

Students must be enrolled full time in order to test out and receive credit without paying additional fees. Students enrolled less than full time may attempt to test out. However, if successful, they must pay fees for the credits received.

A student may not receive test-out credit for more than two courses in any one department except in the departments of Modern Language and Health and Human Performance.

The Department of Health and Human Performance allows up to 3 hours of test-out credit.

The Modern Language department allows up to 14 semester hours of test-out credit. However, the student must take the next higher course in that language and pass with a grade of B or better. The Modern Language test-out is designed for incoming freshmen who learned French, German or Spanish as a second language. Native speakers and transfer students will be evaluated on a case-by-case basis. High school special students may also receive test-out credit in French, German or Spanish by passing the test-out exam, by paying additional fees, and meeting all departmental criteria. High school special students taking the Modern Language test-out who plan to enroll at UW-RF may defer the application of their test-out credit until their enrollment as a matriculated student and their meeting all departmental criteria.
April 24, 2002

TO: Ann Lydecker  
North Hall  
University of Wisconsin-River Falls

FROM: Meg Swanson, Chair  
Faculty Senate  
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion #17

At the April 24, 2002 meeting of the University of Wisconsin-River Falls Faculty, motion 2001-2002/#17 was made. This motion is forwarded to you for your information.

Add to Faculty Handbook: Commencement Participation Policy

Motion 2001-2002/#17 passed on April 24, 2002.

Approved

Disapproved

Ann Lydecker, Chancellor  
Date 4/30/02

UNIVERSITY OF WISCONSIN–RIVER FALLS
University of Wisconsin-River Falls • 410 S. Third Street • River Falls, WI 54022-5001 • USA
April 24, 2002

TO: Ann Lydecker  
North Hall  
University of Wisconsin-River Falls

FROM: Meg Swanson, Chair  
Faculty Senate  
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion #17

At the April 24, 2002 meeting of the University of Wisconsin-River Falls Faculty, motion 2001-2002/#17 was made. This motion is forwarded to you for your information.

Add to Faculty Handbook: Commencement Participation Policy

Motion 2001-2002/#17 passed on April 24, 2002.

Approved

Disapproved

Ann Lydecker, Chancellor  
Date: 4/26/02
Motion From Academic Standards Committee: on applying for graduation. Text Below:

Be it resolved to add section 8.2.22 Commencement Participation Policy in the Faculty Handbook to read as follows:

Commencement Programs are held at the completion of Fall and Spring Semesters. Information regarding graduation and applications are available from the Registrar's Office. Graduating seniors have the option to participate in Commencement the term that they are completing all degree requirements. Students who are completing their final requirements during Summer Session have the option of participating in the previous Spring Commencement or the following Fall Commencement. Although Summer Session graduates may select to participate in an earlier Commencement Program, the degree and diploma will be awarded only after all degree requirements have been fulfilled.

Fall or Spring graduates who wish to participate in an early Commencement Program must make an application for graduation and write a letter of appeal to the Registrar. Students who are requesting to participate in an early Commencement must follow the published Commencement participation deadline date for the term they are appealing. Appeals to participate in an early commencement will be approved only if all of the following conditions have been met:

1. There is an extenuating circumstance.
2. The student has nine or fewer credits to complete the degree or has only student teaching or an internship to complete degree requirements in the following semester.

The Registrar will review the appeal and approve or deny the request based on the above criteria and written notification will be sent to the student.

Although students may be allowed to participate in an early Commencement Program, the degree and diploma will be awarded only after all degree requirements have been fulfilled.
April 24, 2002

TO: Ann Lydecker
    North Hall
    University of Wisconsin-River Falls

FROM: Meg Swanson, Chair
       Faculty Senate
       University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion #16

At the April 24, 2002 meeting of the University of Wisconsin-River Falls Faculty, the motion 2001-2002/#16 was made. This motion is forwarded to you for your action.

Motion to endorse draft of general education committee mission statement on general education.

See attached

Motion 2001-2002/#16 passed on April 24, 2002.

---------- Approved

---------- Disapproved

Ann Lydecker, Chancellor

4/24/02 Date

UNIVERSITY OF WISCONSIN–RIVER FALLS
University of Wisconsin-River Falls • 410 S. Third Street • River Falls, WI 54022-5001 • USA
April 24, 2002

TO: Ann Lydecke
North Hall
University of Wisconsin-River Falls

FROM: Meg Swanson, Chair
Faculty Senate
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion #16

At the April 24, 2002 meeting of the University of Wisconsin-River Falls Faculty, the motion 2001-2002/#16 was made. This motion is forwarded to you for your action.

Motion to endorse draft of general education committee mission statement on general education.

See attached

Motion 2001-2002/#16 passed on April 24, 2002.

☑ Approved

☐ Disapproved

Ann Lydecker, Chancellor

Date 4/23/02
General Education Committee

DRAFT Document

This proposal reflects committee discussions after the April 10 Faculty Senate meeting. The General Education Subcommittee unanimously endorsed the document on April 24, 2002.

UWRF General Education
Mission Statement

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

The interdisciplinary foundation includes ability to effectively communicate; knowledge of the inter-relatedness of past and present human experience; application of scientific principles to the human and natural world; capacity to engage in inquiry and critical thinking; development and appreciation of the responsibilities of individuals to themselves, each other, society, and the world.

UWRF General Education Program
Goals and Objectives

1. Ability to communicate effectively. The ability of students to read, write, speak, and listen effectively. The students will be able to
   a. express ideas and facts in a variety of formats
   b. comprehend, interpret, and analyze aesthetic and visual communication
   c. comprehend, interpret, and analyze oral and written communication

   I Skills-1

2. Knowledge of past and present human endeavor. The ability to recognize the interrelatedness among the components of human culture. Students will be able to
   a. analyze the interconnectedness of local and global concerns
   b. describe the ways in which laws, traditions, and social relationships are determined within and outside the United States
   c. apply historical perspectives to contemporary issues
   d. describe and analyze the relationships between a culture and its creative products

   II Breadth of Knowledge-1,3  III Critical Judgment-1,2,3
3. **Application of scientific principles to the human and natural world.** The ability to understand the principles and methods of quantitative, qualitative, and scientific reasoning. Students will be able to
   a. demonstrate a basic knowledge of the natural sciences
   b. apply mathematical skills in quantitative and analytical problem solving
   c. observe, collect, analyze, and interpret data to solve problems using the scientific method

   *I Skills-2*   *II Breadth of Knowledge-4*

4. **Capacity to engage in creative inquiry and critical thinking.** The ability of students to analyze information and ideas carefully and logically from multiple perspectives. The students will be able to
   a. synthesize information and analyze complex issues and make informed decisions
   b. evaluate the logic, validity, and relevance of data
   c. generate and explore new questions based on prior knowledge and experiences

   *I Skills-3*   *II Breadth of Knowledge-1,2,3,4,5*   *III Critical Judgment-1*

5. **Development of the individuals’ responsibilities to themselves, society, and the world.** The ability to make judgments with respect to individual conduct and well-being, citizenship, and stewardship. The students will be able to
   a. make informed and principled choices regarding conflicting situations in their personal and professional lives and foresee the consequences of these choices
   b. reexamine beliefs and behaviors about social identities with emphasis on the diversity in American society
   c. identify collective responsibilities and work cooperatively to serve the community, nation, and world
   d. make informed and principled choices regarding stewardship of the environment

   *II Breadth of Knowledge-6*   *III Critical Judgment-1,2,3*

**Draft Document**
April 10, 2002

TO: Ann Lydecker
North Hall
University of Wisconsin-River Falls

FROM: Meg Swanson, Chair
Faculty Senate
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion #15

At the April 10, 2002 meeting of the University of Wisconsin-River Falls Faculty, motion 2001-2002/#15 was made. This motion is forwarded to you for your action.

See attached.


☑ Approved

☐ Disapproved

Ann Lydecker, Chancellor

5/1/02

Date
April 10, 2002

TO: Ann Lydecker  
North Hall  
University of Wisconsin-River Falls

FROM: Meg Swanson, Chair  
Faculty Senate  
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion #15

At the April 10, 2002 meeting of the University of Wisconsin-River Falls Faculty, motion 2001-2002/#15 was made. This motion is forwarded to you for your action.

See attached.


Approved

Disapproved

Ann Lydecker, Chancellor

Date: 5/1/02
Balanced Calendar Motion:

Whereas, there are at least 9 reasons for switching to a 14-week instructional period for each semester with 55-minute class periods, that include:

1 - The semesters will be balanced in length. Each semester will consist of 1 week of advising/registration/faculty development, 14 weeks of instruction, 1 week of final examinations, and 1 week for grading of final exams.

2 – The semesters will be balanced in terms of Mondays, Tuesdays, etc. The instructional period will consist of 14 Mondays, Tuesdays, Wednesdays, Thursdays, and Fridays every semester, although occasionally it will take some creative scheduling to do this in some Fall Semesters.

3 – The number of instructional minutes in each class will increase compared to the current calendar. Although the number of class periods is reduced, the number of instructional minutes is slightly increased, compared to the present calendar. The proposed change will increase the number of minutes per credit per semester from the current 750 up to 770.

4 – The proposed calendar increases the flexibility in scheduling fall semester. Perhaps there could be a one-day break somewhere, an additional day at Thanksgiving break or a study day before final exams.

5 – The proposed calendar would allow enhanced J-term offerings. Since Spring Semester classes will start the Monday following Martin Luther King Jr. Holiday, three weeks in January will always be available for J-term courses. This should help facilitate out-of-class programs such as travel and service learning experiences and could increase the number of regular J-term classes offered.

6 – Spring Semester will end one week earlier than it usually does under the present calendar. In the proposed calendar, the spring semester would generally end one week prior to the Memorial Day holiday. This would be advantageous to students seeking internships, summer employment or attending summer school.

7 - The additional instructional time could provide opportunities for incorporating different teaching strategies.

8 – The proposed calendar would allow a one-week grading period following Spring Semester final exam week within the 39-week faculty contract period.

9 – Faculty would have approximately ten less instructional days each year compared to the current calendar. These days could be used for curriculum development, professional involvement, scholarly or creative activities, service learning or other productive activities, as compared to the current calendar. At the same time, however, faculty will be teaching significantly more minutes during the instructional weeks.
And whereas,

The AP&P and Calendar committees jointly propose that the academic calendar for UW_River Falls be changed to equalize fall and spring semesters. Each semester will consist of 1 week of advising/registration and faculty development, 14 weeks (70 days) of instruction, 1 week of final exams, and 1 week of exam grading. Concurrently, class periods will be lengthened from 50 minutes to 55 minutes each.

Therefore be it resolved:

1. The instructional period for each semester will include equal numbers of Mondays, Tuesdays, Wednesdays, Thursdays and Fridays. When necessary, days of the week will be renamed to achieve balance.

2. Spring semester will always start on the Monday following Martin Luther King, Jr. holiday.

3. A grading period of one week following Spring Semester final examinations will be included within the 39 week faculty contract period.

4. The template for daily class schedule will be:

<table>
<thead>
<tr>
<th>MWF Classes</th>
<th>T Th Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1 8:00_8:55</td>
<td>Period 1_2 8:00_9:25</td>
</tr>
<tr>
<td>Period 2 9:05_10:00</td>
<td>Period 2_3 9:40_11:05</td>
</tr>
<tr>
<td>Period 3 10:10_11:05</td>
<td>Period 3_4 11:15_12:40</td>
</tr>
<tr>
<td>Period 4 11:15_12:10</td>
<td>Period 5_6 12:55_14:20</td>
</tr>
<tr>
<td>Period 5 12:20_13:15</td>
<td>Period 7_8 14:30_15:55</td>
</tr>
<tr>
<td>Period 6 13:25_14:20</td>
<td>Period 8_9 16:10_17:35</td>
</tr>
<tr>
<td>Period 7 14:30_15:25</td>
<td></td>
</tr>
<tr>
<td>Period 8 15:35_16:30</td>
<td></td>
</tr>
<tr>
<td>Period 9 16:40_17:35</td>
<td></td>
</tr>
</tbody>
</table>
April 22, 2002

TO: Ann Lydecker  
North Hall  
University of Wisconsin-River Falls

FROM: Meg Swanson, Chair  
Faculty Senate  
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion #14

At the February 27, 2002 meeting of the University of Wisconsin-River Falls Faculty, the motion 2001-2002/#14 was made. This motion is forwarded to you for your action.

Motion concerning distribution of remaining 1/3rd of pay plan allocation for 2002-2003:

Recommend continuing the past practice of distributing the "extra" one-third on the basis of solid performance

Motion 2001-2002/#14 passed on February 27, 2002.

Approved

Disapproved

Ann Lydecker, Chancellor

4/30/02

Date
April 22, 2002

TO: Ann Lydecker  
North Hall  
University of Wisconsin-River Falls

FROM: Meg Swanson, Chair  
Faculty Senate  
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion #13

At the April 27, 2002 meeting of the University of Wisconsin-River Falls Faculty, the motion 2001-2002/#13 was made. This motion is forwarded to you for your action.

Motion:

Adopt HIST 208 History of the Mexican American/Chicano as meeting the diversity requirement.

Motion 2001-2002/#13 passed on February 27, 2002.

Approved

Disapproved

Ann Lydecker, Chancellor

Date: 4-30-02
April 22, 2002

TO: Ann Lydecker
    North Hall
    University of Wisconsin-River Falls

FROM: Meg Swanson, Chair
       Faculty Senate
       University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion #12

At the February 27, 2002 meeting of the University of Wisconsin-River Falls Faculty, the motion 2001-2002/#12 was made. This motion is forwarded to you for your action.

Motion:

Program revision of Broad Area Music Majors (Choral and Instrumental) adding 2 credits to these majors by requiring the course Music 135.

Motion 2001-2002/#12 passed on February 27, 2002.

Approved

________________________
Ann Lydecker, Chancellor

Disapproved

4/20/02
Date
April 22, 2002

TO: Ann Lydecker  
North Hall  
University of Wisconsin-River Falls

FROM:  Meg Swanson, Chair  
Faculty Senate  
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion #11

At the January 30, 2002 meeting of the University of Wisconsin-River Falls Faculty, motion 2001-2002/#11 was made. This motion is forwarded to you for your action.

Motion:  
"The following statement shall be placed at the head of the chart of IV-19 titled "Dates of Implementation":

This calendar applied only for promotion to full professor.


V Approved

Disapproved

Ann Lydecker, Chancellor  
4/30/02  
Date
April 22, 2002

TO: Ann Lydecker
    North Hall
    University of Wisconsin-River Falls

FROM: Meg Swanson, Chair
       Faculty Senate
       University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion #11

At the January 30, 2002 meeting of the University of Wisconsin-River Falls Faculty, motion 2001-2002/#11 was made. This motion is forwarded to you for your action.

Motion:
"The following statement shall be placed at the head of the chart of IV-19 titled "Dates of Implementation":

This calendar applied only for promotion to full professor.


☑ Approved

☐ Disapproved

Ann Lydecker, Chancellor

Date: 4/30/02

UNIVERSITY OF WISCONSIN–RIVER FALLS
University of Wisconsin-River Falls • 410 S. Third Street • River Falls, WI 54022-5001 • USA
April 22, 2002

TO: Ann Lydecker
   North Hall
   University of Wisconsin-River Falls

FROM: Meg Swanson, Chair
       Faculty Senate
       University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion #10

At the January 30, 2002 meeting of the University of Wisconsin-River Falls Faculty, motion 2001-2002/#10 was made. This motion is forwarded to you for your action.

Revision of Faculty Handbook RF 3.6. See attached.


Approved

Disapproved

Ann Lydecker, Chancellor

Date 4/30/02
April 22, 2002

TO: Ann Lydecker
    North Hall
    University of Wisconsin-River Falls

FROM: Meg Swanson, Chair
       Faculty Senate
       University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion #10

At the January 30, 2002 meeting of the University of Wisconsin-River Falls Faculty, motion 2001-2002/#10 was made. This motion is forwarded to you for your action.

Revision of Faculty Handbook RF 3.6. See attached.


Approved

Disapproved

Ann Lydecker, Chancellor

Date: 4/30/02
Revision of Faculty Handbook- RF 3.6

MOTION: (M/S/P Foust/Lubke)
(New language underlined; section renumbered)

Implementation Dates-RF 3.6

3.61 - Since promotion to associate professor is coupled to the granting of tenure, the dates of implementation to IV-19 shall apply to both.

3.62 - The dates used in the implementation of the procedures of RF 3.3 are based upon the notice periods provided by UWS 3.09, Wisconsin Administrative Code, and are listed in the table below.

3.63 - In case of an appointment terminating in the middle of an academic year, the time associated with the implementation dates shall be apportioned accordingly and precede the notification dates as given in UWS 3.09 of the Wisconsin Administrative Code.”
April 10, 2002

TO: Ann Lydecker  
North Hall  
University of Wisconsin-River Falls

FROM: Meg Swanson, Chair  
Faculty Senate  
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Resolution

At the April 10, 2002 meeting of the University of Wisconsin-River Falls Faculty, the following resolution was passed. This resolution is forwarded to you for your information.

See attached.

Resolution passed on April 10, 2002.
April 10, 2002

TO: Ann Lydecker  
North Hall  
University of Wisconsin-River Falls

FROM: Meg Swanson, Chair  
Faculty Senate  
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Resolution

At the April 10, 2002 meeting of the University of Wisconsin-River Falls Faculty, the following resolution was passed. This resolution is forwarded to you for your information.

See attached.

Resolution passed on April 10, 2002.
Whereas the Statutes of the State of Wisconsin (Chapter 36, Section 13, Sub-Section 5) state that "Any person having tenure may be dismissed only for just cause and only after due notice and hearing";

And whereas the Administrative Code of the University of Wisconsin System (Chapter 4, Section 1, Sub-Section 2) states that "A faculty member is entitled to enjoy and exercise all the rights and privileges of a United States citizen and the rights and privileges of academic freedom as they are generally understood in the academic community. This policy shall be observed in determining whether or not just cause for dismissal exists. The burden of proof of the existence of just cause for a dismissal is on the administration."

And whereas the Board of Regents of the University of Wisconsin System has adopted the Safransky decision (Safransky v. The Personnel Board, 62 Wis. 2d 464 [1974]) as the standard of "just cause" which standard permits the dismissal of an employee if "some deficiency has been demonstrated which can reasonably be said to have a tendency to impair his [sic] performance of the duties of his [sic] position or the efficiency of the group with which he [sic] works."

And whereas it has become the stated policy of the Board of Regents to apply this inappropriate standard;

and whereas this standard is inapplicable in the specific situation of faculty members at a University of Wisconsin institution, with the distinctive rights and imperatives of academic freedom and shared governance and all that such entail;

THEREFORE BE IT RESOLVED that the Faculty Senate of the University of Wisconsin-River Falls, strenuously objects to the Board of Regents' adoption of the Safransky decision as the standard of "just cause"; and calls upon the Board of Regents to restore due process protections of tenure and to return to the principle of "just cause" as it is traditionally understood in the context of institutions of higher learning; and

AND BE IT FURTHER RESOLVED the Faculty Senate call upon the Board of Regents in making their decisions to comply fully with procedural and substantive provisions of the UWS Administrative Code and State Statutes; and that copies of this resolution be forwarded to the Regents of the University of Wisconsin System and the President of the University of Wisconsin System.
April 22, 2002

TO:   Ann Lydecker
North Hall
University of Wisconsin-River Falls

FROM: Meg Swanson, Chair
       Faculty Senate
       University of Wisconsin-River Falls

RE:   UW-RF Faculty Senate Resolution

At the February 27, 2002 meeting of the University of Wisconsin-River Falls Faculty, the following resolution was passed. This resolution is forwarded to you for your information.

Resolution passed on February 27, 2002.

Approved

Disapproved

Ann Lydecker, Chancellor

Date
April 22, 2002

TO: Ann Lydecker  
North Hall  
University of Wisconsin-River Falls

FROM: Meg Swanson, Chair  
Faculty Senate  
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Resolution

At the February 27, 2002 meeting of the University of Wisconsin-River Falls Faculty, the following resolution was passed. This resolution is forwarded to you for your information.

Resolution passed on February 27, 2002.

Approved

Disapproved

Ann Lydecker, Chancellor  
Date
Subject: Senate Resolution on Dining Space

WHEREAS a nice area for faculty dining at noon could also act as a nice area for students to eat in at night;

WHEREAS a faculty dining area could be a place for faculty to invite students as their guests and create a sense of mentoring;

WHEREAS a pleasant haven to discuss ideas and their implementation in the classroom in an interdisciplinary fashion—a learning, teaching, and incubation space for faculty/faculty, faculty/student, and administration/faculty exchange—ought to be afforded faculty in order to benefit students;

WHEREAS no pleasant space for such informal exchange currently exists;

WHEREAS such a space would be a valuable contribution to the innovative design of the building that is hoped for;

WHEREAS prior to our campus expansion and construction of individual, discipline-oriented buildings faculty members from all disciplines, along with administrators, met daily for coffee and informal discussions at a common location;

WHEREAS this (lost) space was where concepts were exchanged, ideas expressed, and cross-discipline friendships formed and such interaction did much to shape the campus we see today as well as to improve the quality of life for faculty and students;

WHEREAS reestablishment of such space would constitute a recapturing of that tradition;

WHEREAS a core of faculty members already attempt to maintain that tradition amidst noisy environmental distractions and the disincentives of an institutional atmosphere where they gather not for the food (some bring their own lunches) but for the chance to share in an informal cross-collegial discussion;

WHEREAS more faculty members would be likely to take advantage of this experience were the conditions under which they occurred more conducive;

WHEREAS such a space would act as a recruiting incentive in hiring dedicated and energetic new faculty;

WHEREAS creating such a space would be an opportunity for students and administration to show their appreciation of faculty;

THEREFORE BE IT RESOLVED that the UW-River Falls Faculty Senate urges the creation in the about-to-be-built Student Center of an elegant dining space, with a view of the natural beauty that this campus affords, to be used by faculty and their guests during the lunch hour and open to the campus community in the evening.
February 14, 2002

TO: Ann Lydecker  
    North Hall  
    University of Wisconsin-River Falls

FROM: Meg Swanson, Chair  
    Faculty Senate  
    University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion #9

At the December 12, 2001 meeting of the University of Wisconsin-River Falls Faculty, motion 2001-2002/#6 was made. This motion is forwarded to you for your action.

Authorization to implement a Theater Arts major as attached.


[Signature]
Ann Lydecker, Chancellor

[Stamp]
2-15-02

UNIVERSITY OF WISCONSIN–RIVER FALLS
AUTHORIZATION TO IMPLEMENT A NEW ACADEMIC PROGRAM

I. PROGRAM IDENTIFICATION
1.1 Theatre Arts Major
1.2 Department of Speech Communication and Theatre Arts
1.3 College of Arts and Sciences
1.4 Fall 2001

II. CONTEXT
2.1 History of the Program
Plays have been produced in the University of Wisconsin-River Falls campus since 1909 and perhaps before. According to The Centennial History: the University of Wisconsin-River Falls, in 1959 the General Education curriculum was expanded to include “six hours in the fine arts, with some choice among offerings in music, speech, and art.”

The 1962-64 catalogue identified a 51 credit major in Speech Education and a 36 credit Liberal Arts major. Within the Liberal Arts major, it was possible to pursue an emphasis in Theatre and Oral Interpretation of Literature.

In 1966, St. Croix Valley Summer Theatre, a summer stock company that still operates under the auspices of the Department of Speech Communication and Theatre Arts, produced its first season of plays.

In 1973, the Department of Speech moved to the Kleinpell Fine Arts Building, for the first time providing the program with two excellent theatre facilities and a good technical facility.

In May 1981, the Department of Speech was granted permission to offer minors in theater and theatre education.

In 1982, the department was permitted to change its name from the Department of Speech to the Department of Speech Communication and Theatre Arts. The new name reflected the diversity of course offerings within the department and the increased specialization of the academic programs.

In 1983, the Department of Speech Communication and Theatre initiated a formal program of emphases that include Speech Communication, Theatre, Business and Professional Communication, and Mass Communication. The emphases are equivalent to majors, both in terms of the number of required credits and the specificity of course requirements.

In June 1987, the Department of Speech Communication and Theatre Arts received entitlement to plan a theatre major. By 1989, the Department had completed the authorization material and received approval from the University of Wisconsin Faculty
Senate to proceed. Because of a moratorium on the development of new programs on the campus, the proposal was never presented to the Board of Regents.

In 1996, the Department developed an interdisciplinary musical theatre minor in collaboration with the department of music and the dance program.

In 1998, as a result of the seven-year department audit, renewed interest emerged in the development of a theatre major. We are, therefore, reapplying for authorization to change the currently existing emphasis to a major.

In summation, the program has changed over the decades, responding to the needs of students and reflecting changes in the theatre disciplines. The development of a theatre major represents the next logical developmental step. Here, as elsewhere, Speech and Theatre have become very separate disciplines. The increasingly separation is reflected in the fact that the theatre emphasis and the speech emphases share only one common course. It is further reflected in the different certification requirements mandated for teachers in the two areas by the Department of Public Instruction. Finally, it is reflected in the existence of two distinct professional organizations; the National Communication Association represents the interests teaching speech academicians and the Association for Theatre in Higher Education represents the interests of theatre academicians.

2.2 Instructional Setting of Program
The proposed major will be housed in the Department of Speech Communication and Theatre Arts. Our intention is not to begin a new program but to re-designate the existing theatre emphasis as a theatre major. All of the courses required to offer the theatre major are currently included in the theatre emphasis.

2.3 Relation to Mission Statement
(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 proposed major is as a liberal arts degree that will train students to use the theatre as a tool to learn about culture, communication, creativity, and performance. Many theatre majors take their acquired skills into a variety of business and non-profit work environments. Others seek employment in the arts, thereby contributing to the cultural life of their communities.

(c) The University offers professional programs and degrees in teacher education with special emphases in early childhood, elementary and secondary education.

Statewide trends in education suggest the existence of a need for theatre educators. Following the approval of the major, we will develop a theatre education certification program. The major will also continue to provide programs for secondary education students. On the graduate level, the department is part of a
new interdisciplinary education Master's Degree that serves arts educators in the region.

(f) The University expects scholarly activity, including research, scholarship and creative endeavor that supports its programs in the baccalaureate level, its selected graduate programs and its select mission.

Faculty members provide the creative leadership for the University Theatre, and regularly engage in "applied" scholarship by presenting the results of their research on stage. The University Theatre provides creative, challenging theatrical works reflecting a wide aesthetic range which challenge audiences, actors, and audiences. The proposed major will enhance the activities of the University Theatre by providing a larger group of interested, talented students to contribute to them. The end result will be more productions of higher quality.

Faculty members are active in their professional organizations and regularly do presentations at national, regional, and local conferences. Some members of the faculty have published articles in juried publications and two members of the department have co-authored a textbook.

(k) The University offers enrichment to the citizens of western Wisconsin and the St. Croix River Valley by providing artistic, scientific and other cultural events programs and exhibitions.

The University Theatre offers three main-stage and numerous studio productions each year. These plays represent everything from major musicals to experimental and avant-garde theatrical pieces. They are drawn from a diverse range of styles and genres and address a wide variety of cultural matters and issues of social concern. St. Croix Valley Summer Theatre offers popular comedies and musicals. Together, these two production organizations serve as an important cultural resource for the region. They also provide opportunities for ALL students to participate in the creation of live theatre – either as audience members or as members of the production team. Post-show discussions, a regular part of our season, further enrich the life of the community by providing a context talk about issues of importance.

The University Theatre regularly schedules matinee performances especially for young people, often accompanying them with theatre workshops or discussions. Similar workshops are held periodically for teachers.

3 PROGRAM DESCRIPTION AND EVALUATION
3.1 Objectives
The purpose of the proposed theatre major is to train students to be creative problem-solvers, critical thinkers, and good communicators through the study and practice of the theatre arts so that they can make meaningful contributions to the modern theatre and to the community.
The proposed major, like the emphasis it will replace, is a liberal arts program that also leads to the development of vocational skills; problem-solving, human relations, technical, management. The academic program provides students with a general education in all aspects of theatre; performance, design, directing, technology, and playwriting; while also providing sufficient depth in the various disciplines to permit each student to develop specialized skills in the area of greatest interest. The academic program at UW-RF compares favorably with those offered by other undergraduate, liberal arts programs in the region.

The academic program is complemented by the activities of the University Theatre, a co-curricular program open to all students, supported by departmental personnel, and funded through SUFAC monies and ticket sales. The University Theatre presents an annual season of plays in order to train theatre students in theatre crafts, to provide practice in theatre-going for the student community, and to provide cultural enrichment for residents of the St. Croix River Valley.

The academic program is also supported by St. Croix Valley Summer Theatre, a summer stock company providing paid theatrical employment and apprenticeships to a number of advanced students each summer. Approximately half of the paid staff of ten people hired each summer are River Falls students or former students.

Although the three components of the program are independent, there are numerous relationships between them. Academic faculty direct, design, and help build University Theatre productions, permitting students to learn under the guidance of experienced faculty members. Practicum courses permit students to receive academic credit for contributions to the University Theatre. In addition to providing opportunities for paid employment, St. Croix Valley Summer Theater also provides opportunities to earn academic credit for participation.

3.2 Curriculum: Theatre Arts Major

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCTA 121</td>
<td>Acting I</td>
<td>3</td>
</tr>
<tr>
<td>SCTA 131</td>
<td>Design for the Theatre</td>
<td>3</td>
</tr>
<tr>
<td>SCTA 288</td>
<td>Career Development for the Theatre</td>
<td>1</td>
</tr>
<tr>
<td>SCTA 337</td>
<td>History of Theatre: Ancient and Medieval</td>
<td>3</td>
</tr>
<tr>
<td>SCTA 338</td>
<td>History of Theatre: Renaissance - 20th Century</td>
<td>3</td>
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<tr>
<td>or SCTA 339</td>
<td>American Theatre</td>
<td></td>
</tr>
<tr>
<td>SCTA 335</td>
<td>Directing I (prerequisite: 12 credits of theatre arts)</td>
<td>3</td>
</tr>
<tr>
<td>SCTA 279</td>
<td>Internship, and/or SCTA 379, Internship</td>
<td>3</td>
</tr>
<tr>
<td>and/or SCTA 499, Independent Study (Prerequisite: junior standing)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>SCTA 488</td>
<td>Seminar in Speech Communication and Theatre Arts</td>
<td>1</td>
</tr>
<tr>
<td>(prerequisite: junior standing)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total - 20 credits
Directed Electives

CHOOSE ONE OF THE FOLLOWING

SCTA 231 - Stage Technology and Scene Painting 3
SCTA 332 - Stage Costuming
SCTA 333 - Stage Lighting

CHOOSE ONE OF THE FOLLOWING

SCTA 221 - Acting II (prerequisite SCTA 121)
SCTA 222 - Voice and Articulation
SCTA 223 - Oral Interpretation of Literature
SCTA 435 - Directing II (prerequisite SCTA 335)

CHOOSE ONE OF THE FOLLOWING

SCTA 230 - Playwrights of Color
SCTA 334 - Playwriting (prerequisites English 111/112)
SCTA 336 - Fashion History
SCTA 338 - History of Theatre: Renaissance - 20th Century
SCTA 339 - American Theatre

Total - 9 credits

General Electives

SCTA 232 - Makeup for Theatre, Film, and Video 3
SCTA 271 - Summer Theatre (prerequisite; consent of instructor) 1-3
SCTA 323 - Arts Management
SCTA 327 - Children's Theatre and Puppetry
SCTA 328 - Creative Dramatics
SCTA 375 - Theatre Practicum: Production
SCTA 376 - Theatre Practicum: Design and Technology
SCTA 390 - Theatre Pedagogy

Total - 7 credits

Students are required to complete a portfolio review prior to graduation.  
Total for Major – 36 credits

3.3 Interrelationship with Other Curricula:
All theatre majors will be required to complete a 24 credit minor. Those seeking a performance career may minor in dance, music or musical theatre. Those wanting to specialize in design and technology may minor in art. Those interested in arts management minor in business or business communication. Students seeking teaching certification may also pursue English certification. Other students minor in film studies, journalism or business.

Although the new major is not dependent on the offerings of other departments, students in theatre will take advantage of other campus facilities. Theatre students may take advantage of the audio/video facilities on campus by participating in Focus on U, the student news and public affairs show. Others may choose to participate on the forensics team. Some students sing in campus choirs, participate in music ensembles, or perform with Dance Theatre.
Departmental offerings supplement requirements in the College of Education. Among those courses are Oral Interpretation of Literature, Children’s Theatre and Puppetry, and Creative Dramatics.

The theatre program offers Introduction to Theatre (SCTA 101), one of four classes that may be used to fulfill the Fine Arts requirement within the General Education program, enrolling between 60 and 70 students each semester.

Arts Management, Stage Lighting, and Costuming are included in the Dance Minor.

Stage Makeup and Voice and Articulation are options in the Mass Communication and the Journalism programs.

3.4 Assessment and Evaluation:
The Department of Speech Communication and Theatre Arts undertakes a self-study every seven years as required by the University. This review includes the creation of a self-study document, the implementation of student and alumni surveys, visits by an on-campus team, and a visit by an outside assessor. The final result of the assessment is validation of our positive accomplishments and recommendations for change. In fact, it was our most recent assessment that led to the development of this proposal.

The theatre staff engages in informal evaluation of student learning on an on-going basis, drawing information from classroom interactions, and from professional and academic portfolio reviews. We meet once each fall to discuss the strengths and weaknesses we observe in students and to consider needed curricular changes. As part of the development of the new major, we are developing learning objectives and a formal assessment process.

3.5 Accreditation
The accrediting organization for theatre programs is the National Association of Schools of Theatre (NAST). The only NAST-certified programs in Wisconsin are at the University of Wisconsin -- Madison, University of Wisconsin -- Steven’s Point, and the University of Wisconsin -- Whitewater. As a program without a major, NAST certification is impractical. Once we have secured permission to offer a major it may be appropriate to pursue NAST accreditation.

3.6 Strengths or Unique Features:
What makes this program unique is its location in one of the fastest growing regions of the country within close proximity of the Minneapolis/St. Paul metropolitan area. The Twin Cities is home to one of the most theatre active communities in the nation. Among the theatres located in the area are the Guthrie Theatre, the Children’s Theatre Company, the Minnesota Opera as well as a long list of smaller theatrical venues whose dramatic fare ranges from the traditional to the avant-garde. No campus, with the possible exception of UW-Milwaukee, provides students with such immediate access to an important theatrical environment. Our location affects our program in several ways.
First, it enables us to bring professional theatre practitioners to campus to work with students as directors and designers. Second, it provides them with the opportunity to attend professional productions, thereby enhancing their aesthetic sensibilities. Third, it enables us to place students in excellent internship positions where they can experience first-hand the work of the theatre and make connections that will assist them in finding employment.

In the last year, the program, using a money from a guest artist fund, has hosted both a stage combat choreographer who taught combat workshops and choreographed the fight scenes for *Romeo and Juliet*; and a specialist in improvisation who worked with students on an improvisational production; and an up-and-coming young director who staged an inventive production of *Tartuffe*. We have also been able to bring professionals to campus to make guest presentations in classes, thereby informing students more fully about the world of professional theatre. Such guest artist opportunities are made possible because of the large number of professional theatre artists working in immediate area.

The internship opportunities available to our students are significant. Recent students have completed internships that have been tailored to meet their personal career goals. We have been successful in placing interns in such theatres as The Children’s Theatre, The Great American History Theatre, Park Square Theatre, and The Jungle Theatre — all professional theatres in the Twin Cities. Students have also done internships as performers at Valley Fair Amusement Park and as administrative assistants for talent agencies. We have also been successful in placing students who want to go farther afield. One student recently completed an internship with an agency in California that trains animals for film work. Another was placed at a Madison children’s theatre. The access and ease of travel to a large number of professional theatres makes our location particularly attractive to theatre students.

A network of UW-RF graduates working in the Twin Cities theatre community has emerged. In fact, several recent interns have worked under the supervision of theatre program graduates. These alumni have been helpful in assisting students to learn about the profession and in helping them to make professional connections. In a field in which job information is often communicated informally, such connections are invaluable.

Becoming a good theatre artist requires exposure to live, professional theatre. In order to assist students to develop a theatre-going habit and to expose them to high quality theatre, the program regularly schedules field trips into Twin Cities theatres. Recent trips have introduced students to the Guthrie Theatre, the Guthrie Laboratory Theatre, Penumbra Theatre, Theatre de la Jeune Lune and other theatrical venues.

Our location, in short, enables us to offer students all of the advantages of a small town campus coupled with the opportunities offered by a major theatrical center. The campus location is perfect for the development of a theatre major because it will enable more students to study theatre in this excellent environment.
3.7 Career Advising
Students are assigned an academic advisor upon entering the department. That advisor, along with other department faculty, is available for both academic and career mentoring. Faculty also work with students informally to identify internship opportunities, develop audition material and practice for interviews.

The department offers a one-credit Careers in Theatre class that is required for graduation. In it, students receive information about career options, listen to guests discuss their professional journey, and begin to develop their interviewing skills. Students must also complete a Senior Seminar capstone course that includes the development of career seeking/developing skills.

3.8 Outreach
The department is involved in numerous noncredit outreach efforts, such as high school drama workshops, special school matinees, and work with community groups. Recently, we have produced a play with support of the community theatre, and produced a piece as part of community AIDS awareness activities. The St. Croix Valley Summer Theatre includes one children's production in each season, providing acting opportunities for local children. A high school internship is also part of St. Croix Valley Summer Theatre.

3.9 Integration of Technology
All theatre students have experience with advanced technologies as tools for both research and production. In the Lighting and Scene Technology courses computer aided drafting (CAD), computer drafted light plots (MacLux Pro), and computer visualization of lighting color and angles (Virtual Light Lab) are used for students to realize their designs. In the Design for Theatre class Power Point is used to teach different design methods for scenery and costumes and to view a variety of design styles.

The Internet is used for design and scholarly research to support many academic areas such as Design, Theatre History, Acting and Arts Management.

In the production program technology is put to use by training students to use computer lighting control boards for cueing and replay of light designs. Digital sound editing is used for creating sound effects and sound recording for productions. To prepare technical drawing for building scenery a CAD program is used. The Box Office uses a computerized ticketing and reservation system. There are also other programs that are used to manage budgets, create publicity and brochures, and to organize productions.

To apply more technology, the program will need to expand and update the current computer lab. Then instruction could include 3D visualization for scene and lighting design, computer drawing for design and publicity courses, and computer management programs for the training of arts managers and technician. The department is seeking grant support to develop this laboratory but does not require it in order to effectively meet student needs.
4. NEED
4.1 Comparable Programs in Wisconsin
The University of Wisconsin system offers three categories of theatre majors.

1. Madison and Milwaukee offer undergraduate education in conjunction with nationally recognized graduate programs.
2. Stevens Point, Whitewater, and Superior offer professionally oriented BFA degrees along with BA and BS degrees.
3. Green Bay and Parkside on the eastern side of the state and Eau Claire and Lacrosse on the western side, focus on the BA/BS undergraduate programs.
4. Oshkosh is currently petitioning to become the third program on the eastern side of the state.

The proposed major at River Falls would be the third BA/BS degree in western Wisconsin.

Our academic program is comparable with that of both the public and private institutions in western Wisconsin. (Se attached comparative grid, appendix # 1)

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<td>3</td>
<td>1</td>
<td>2</td>
<td>8</td>
<td>5</td>
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</table>
4.2 Comparable Programs Outside Wisconsin
Theatre programs are ubiquitous. The proposed major will be similar to those at most liberal arts colleges across the nation. Within our region, similar programs are offered at Mankato State University, St. Cloud State University, and the University of Minnesota, Duluth.

<table>
<thead>
<tr>
<th>COMPARABLE THEATRE PROGRAMS-MINNESOTA</th>
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<tr>
<td>Internship/Career</td>
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<tr>
<td>Practicum</td>
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</table>

4.3 Regional, State and National Needs:
Students who major in theatre may seek a variety of types of employment in the entertainment industry. A student may seek employment as a performer, a technician a manager, a designer, or an educator in:

- professional, educational, or community theater;
- film or television;
- industrials or advertising;
- theme parks
- other entertainment venues.

For those who aspire to be performers, the most recent *Occupational Outlooks Handbook* projects greater than average growth in the industry through 2008. This source cites rising foreign demand for American entertainment products, vigorous growth in leisure
industries at home, and the growth of cable and satellite television as the cause. *The Encyclopedia of Career and Vocational Guidance* also predicts greater average growth in the entertainment industry. Despite anticipated growth, however, performance remains a highly competitive field.

For those seeking employment in the less competitive area of technical theatre, the outlook is also positive. According to the *Occupational Outlooks Handbook*, technical/creative fields should experience average growth.

The field of arts administration provides employment for many graduates. Such position as box office manager, volunteer coordinator, and house manager provide employment for many students who seek a more conventional theatrical career.

The need for a theatre major, however, cannot be built based exclusively on market-driven arguments. A theatre major is justified based on the importance of the theatre as a liberal art and as a means of understanding and interpreting experience. According to Jane Alexander, actor and former chair of the National Endowment for the Arts; "Theatre is a clear window into the mind, the soul the heart of human kind – the study of which should be the aim of higher education." (*Theatre Studies in Higher Education: Learning for a Lifetime*, a publication of the Association for Theatre in Higher Education.) A typical theater major will emerge from his or her program having developed the ability to think critically, to solve problems creatively, and to do research. Students with such skills are imminently employable and will have acquired the intellectual flexibility to enable them to apply their skills in diverse contexts. By graduation, a typical theatre major will also have had a wide range of practical experience in theatre production. She or he will have experience working in teams, managing interpersonal conflict, setting and meeting deadlines, managing budgets, and making aesthetic decisions in a practical context. These skills are imminently applicable, whether in a business or a theatrical context.

One recent UW-RF theatre graduate, for example, found immediate employment with the Target Corporation where he fully expects to be able to merge his business interests with his creative skills. One former theatre student who sought employment in computers put it this way: "I am trying to bridge the gap between psychologists and software design engineers. I draw heavily on my theatre background for this work. I bring what I learned in theatre studies about people to my work in technology. I value and consciously apply aesthetic criteria and intuitive thinking to my work." (*Theatre Studies in Higher Education: Learning for a Lifetime*).

4.4 Student Demand

Enrollment in the theatre emphasis is strong and demand will increase if a major is developed. At present, there are 29 students pursuing a theatre emphasis at UW-RF. In 1990 there were only 16. The number of theatre minors has similarly increased from 5 in 1990 to 20 in 2000. The newly established music theatre minor is healthy with an enrollment of 10.
This growth has occurred without any significant programmatic changes and in spite of the difficulty students have understanding the "emphasis" designation. In a focus group held in 1999, currently enrolled students informed us that they came to UW-RF believing that there was no way for them to get a degree in theatre. Thus, it is by accident rather than by plan that students enter the theatre program in River Falls. Were we to clearly identify and promote a theatre major, we anticipate slow but steady growth in demand. New students would be the result of increased programmatic visibility and enhanced ability to recruit. (See alumni letters Appendix #2)

Projected Enrollments:

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<th>Anticipated Degrees Granted</th>
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<tr>
<td>2002</td>
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<td>2004</td>
<td>30</td>
</tr>
<tr>
<td>2005</td>
<td>32</td>
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</table>

4.5 Collaborative or Alternate Program Exploration.
We participate in the inter-institutional American College Theatre Festival, bringing respondents from other campuses to attend and react to our productions. We reciprocate by providing the same service for other campuses. When the regional American College Theatre Festival takes place in Wisconsin, we organize groups of students to attend. We sometimes travel to other campuses, visiting the University of Wisconsin—Menomonie with a production last spring. St. Croix Valley Summer Theatre participates in the Wisconsin Theatre Auditions and frequently provides summer employment and academic credit for students from other campuses.

5. PERSONNEL
5.1 Faculty Participating Directly in the Program (See Resumes, Attachment #3):

Robin Murray
Kenneth Stofferahn
Margaret Swanson
James Zimmerman

5.2 Advisory Faculty:
Gorden Hedahl. Dr. Hedahl is a member of our faculty and serves as Dean of the College of Arts and Sciences. His administrative responsibilities take up most of his time but he is occasionally able to do a guest lecture, team-teach a class, design lights, or direct a production.

5.3 Additional Faculty Requirements:
Because this is an existing program, new faculty lines are not required to initiate this program nor will there be a need for additional positions in the foreseeable future.
5.4 No instructional or non-instructional academic staff is assigned to this program nor is there a need for such staffing in the foreseeable future. We supplement our staff by shifting teaching assignments or by making use of funds available for sabbatical replacements or other types of institutional reassignments.

5.5 Classified Staff: One Program Assistant II is assigned to the Department of Speech Communication and Theater Arts. During the academic year, approximately half of her time is assigned to the theatre. During the summer, approximately two thirds of her time is assigned to St. Croix Valley Summer Theatre. The change in status from emphasis to major will have no impact on her work.

The theatre program is also served by one Limited Term Employee who has a 20 percent appointment to run the ticket office for both the academic year and for St. Croix Valley Summer Theatre.

The theatre program has an ongoing request for one half or full time classified staff person to act as Scene Shop Supervisor in order to free the faculty scenic designer to spend addition time teaching and working with students. The request is NOT directly tied to the approval of the major. This person would be classified at a program assistant III and paid $11 an hour. Providing the program with this position represents an efficient use of resources regardless of whether the major is approved. Department members have been working with the Dean's Office to identify funding for this position.

6. ACADEMIC SUPPORT SERVICES:
6.1 Library Resources
   An analysis of our library holdings undertaken by librarian Curt Lemay on behalf of the department indicates that our holdings are sufficient for the support of the projected major. In addition, the library has allocated the department an additional $2,000 a year for the next three years to assist us to develop the collection. (see appendix 4)

6.2 Additional Support Services:
   Not Applicable

7 FACILITIES – EQUIPMENT
7.1 Capital Resources
   The Theatre Program is housed in the Kleinpell Fine Arts Building on the campus of the University of Wisconsin – River Falls. The facilities were constructed in 1974 and are considered to be state of the art. The theatre facilities and equipment in the building include:
   The Blanche Davis Theatre with:
   a 300 seat proscenium arch theatre
   a full 60’ grid for flying scenery
   32 counterweighted scenery and electric lines
   a hydraulic orchestra pit and forestage
   a stage floor with a 20’ x 30’ trap area
a dimmer per circuit lighting system with 270 dimmer
a computer controlled light system
200 lighting instruments
An assortment of special effect equipment (fog machines, projectors)
a hard wired 16 channel sound system
new hemp control lines for the fly system
a full assortment of masking, drops and cyclorama
a hard wired intercom system

The Sanford Syse Theatre with:
a 100 seat flexible black bock theatre
a fully suspended catwalk
a 48 dimmer lighting system
a computer controlled lighting system
100 lighting instruments
a full assortment of curtains for masking
a 6 channel sound system
a hard wired intercom system

The Scene Shop with:
a wood and metal construction shop
a 25’ x 40’ construction area
a paint area with sink
a 20’ x 36’ counterweighted paint frame
a pneumatic air system for air tools
a welding ventilation hood
a dust exhaust fan

The Costume Shop with:
a costume construction room
a costume storage room with over 1000 costumes
a hat and shoe storage room
Washer and dryer

The Green Room with:
Student makeup area with 24 makeup stations
Storage cabinets
Intercom monitor system from both theatres

Male and Female Dressing Rooms with:
Shower facilities
Makeup stations for 16 people

The Trap Room with:
A 30’ x 50’ storage area for stage scenery and props
An inventory of stage flats and platforms
An inventory of stage furniture and hand props for productions

The Sound Studio with:
Recording mixer
Digital mixer with hard drive
Various recording and playback devices (CD, cassettes, reel to reel, turntable)
Rehearsal / Multipurpose Room – KFA 119
Video camera and recording for performance classes
Large screen video projector for film presentation
Open area for acting rehearsal
Work area for design and puppet classes

The Resource/Computer Room with:
Three Macintosh computers with design and management programs such as: MacLux Pro, Mini Cad, Virtual Light Lab, Word, Excel, Internet
Resource materials consisting of Plays, current periodicals, Employment bulletins, education guide, script catalogues, etc.,

Box Office with:
Computer Box Office System and Ticket Printer

The building does also house a variety of additional facilities that are used to support the program. These include music rehearsal rooms, the Abbot concert hall for rehearsal, a music-recording studio, Television Services with a full studio, and art studios for stage properties.

6.2 Capitol Needs
No new capital expenditures are required to initiate and maintain the program.

6.3 Clinical Facilities
N.A.
### OPERATING BUDGET

#### Estimated Total Costs and Income

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#### CURRENT RESOURCES

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Addenda to Request for Permission to Plan a Theatre Major
University of Wisconsin - River Falls

Please consider this document a response to questions raised regarding the request for permission to plan a theatre major for the University of Wisconsin – River Falls. We have been asked to address the issues of 1. Student demand, 2. Financial resources, 3. Cooperation with other programs and 4. Integration of technology. Please find our responses below:

I. Student Demand
Evidence of student demand is suggested by the fact that significant growth in the program has occurred in the last ten years without the introduction of any concentrated recruitment efforts and without any significant changes in the program. At present, there are 29 students pursuing a theatre emphasis at UW-RF. In 1990 there were only 16. The number of theatre minors has similarly increased from 5 in 1990 to 20 in 2000. The newly established music theatre minor is healthy with an enrollment of 10.

This growth has occurred in spite of the difficulty students have understanding the “emphasis” designation. In a focus group held in 1999, currently enrolled students informed us that they came to UW-RF believing that there was no way for them to get a degree in theatre. Thus, it is by accident rather than by plan that students enter the theatre program in River Falls. Were we to clearly identify and promote a theatre major, we anticipate slow but steady growth in demand. Because our campus is located adjacent to the Twin Cities metropolitan area, students seeking a liberal arts education in theatre in a place adjacent to a large theatre center would find this program particularly attractive.

New students would be the result of increased programmatic visibility and enhanced ability to recruit.
Projected Enrollments:

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
<th>Anticipated Degrees Granted</th>
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</thead>
<tbody>
<tr>
<td>2001</td>
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<td>3</td>
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<tr>
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<td>5</td>
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<tr>
<td>2005</td>
<td>32</td>
<td>5</td>
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</tbody>
</table>

2. Financial Resources
All of the courses required to offer a theatre major at the University of Wisconsin-River Falls are currently being taught. Thus, no additional faculty is required to offer the proposed program. The Supplies and Equipment budget required to offer these courses are also in place. The library has agreed to provide extra resources to supplement an already adequate resource collection. The co-curricular program received funds from SUFAC and is supported by a combination of these monies and ticket income. In short, the proposed major already exists in all but name. No additional resources will be
required to support the program. In fact, increased enrollment will increase class sizes, leading to greater faculty productivity.

3. Cooperation with other Programs
The theatre faculty at the University of Wisconsin- River Falls participate in such statewide activities as the Theatre Chair’s Council and the Wisconsin Alliance for Arts in Education. We are also active in the American College Theatre Festival, regularly traveling to other campuses to respond to productions. We regularly share such resources as props and costumes. The quilt we produced for Quilters, in 1986, for example, continues to be demand from theatres around the region.

Theatre, however, is about physical presence and aliveness. It can’t be mass produced, or nationally distributed. Its very appeal is based upon the fact that it is unmediated. In an era when so much of human experience has been reduced to a computer screen and more and more of our sources of connection are mediated, theatre remains stubbornly committed to direct human connection and exchange. It fills a very real need for people to be in one another’s company and to hear stories told in real time. Because of this, theatre programs are bound to a particular place; a program in one part of the state cannot meet the needs of people in another.

5. Integration of Technology
In the last ten years, technology has been effectively integrated into many aspects of theatre craft. In the academic program, it is used in many classroom settings. In the Lighting and Scene Technology courses computer aided drafting (CAD), computer drafted light plots (MacLux Pro), and computer visualization of lighting color and angles (Virtual Light Lab) are used for students to realize their designs. In the Design for Theatre class Power Point is used to teach different design methods for scenery and costumes and to view a variety of design styles.

The Internet is used for design and scholarly research to support many academic areas such as Design, Theatre History, Acting and Arts Management.

In the production program technology is put to use by training students to use computer lighting control boards for cueing and replay of light designs. Digital sound editing is used for creating sound effects and sound recording for productions. To prepare technical drawing for building scenery a CAD program is used. The Box Office uses a computerized ticketing and reservation system. There are also other programs that are used to manage budgets, create publicity and brochures, and to organize productions.

To apply more technology, the program will need to expand and update the current computer lab. Then instruction could include 3D visualization for scene and lighting design, computer drawing for design and publicity courses, and computer management programs for the training of arts managers and technician. The department is seeking grant support to develop this laboratory but does not require it in order to effectively meet student needs.
In short, what we are requesting is permission to change the designation of our program to effectively reflect the nature of the existing program. The new major includes a significant will meet student demand, requires no additional allocation of resources, involves cooperation with other programs and integrates technology effectively. It will lead to a more efficient utilization of University resources and will provide students with an excellent educational opportunity. We, therefore, request permission to initiate the planning process.
APPENDIX #1
LETTERS OF SUPPORT
December 31, 2001

To: The University of Wisconsin Board of Regents

Re: Theatre Major Status at the UW-River Falls

Dear Regents:

I had the honor to be asked by the theatre faculty at UW-River Falls to look at their program and to speak to their desire to move the theatre emphasis that now exists to a full-fledged theatre major. To that end, I visited the campus on December 7 and 8, spoke at length to the faculty and some students, had brief conversations with the Dean of Fine Arts and the new Provost, and saw the department's production of 1940's Radio Hour. I am the Music Theatre Coordinator at Viterbo University in La Crosse and have been here since 1997; previously, I was the primary acting professor at the UW-Stevens Point, from 1987 to 1991; I was also the primary acting professor at Texas Christian University from 1991-1993. I bring an academic sensibility to this proposal, but most of the years of my adult life were spent as a professional actor, on Broadway and regional theatre, and that's a particular perspective that supports my work and my opinions.

I don't think the world needs another mediocre theatre department inadequately training our young actors, so I went to River Falls fully prepared to suggest they leave the “emphasis” as it is, and proceed as they have in the past. I came away from those two days convinced that the “major” already exists in all but name, that it is a vital and exciting place to learn, teach and grow, that the students and faculty think of themselves as a “major” now, that the facilities are more than adequate to support a “major”, that the faculty are committed to excellence in training, and that the location of the department is a gigantic plus for the students and faculty: in short, there is no question that the state should support the proposal for a change from “theatre emphasis” to “theatre major”.

I know this department is committed to theatre as a mainstay of a liberal arts university, and I wholeheartedly support them in that point of view. Theatre, music and art are an essential part of a liberal arts education. Many of the students will never pursue a professional career as an actor or designer, but they will enrich the lives of the communities they join. The passion and community they feel now as artists will make them better neighbors and citizens. They will
always be supporters of the arts; they will probably always be committed to an active life in their communities. Theatre and music, along with sports, are the most visible parts of a university; we speak to the community as popular representatives of the university. I can't imagine any liberal arts university without a theatre major, and music, and art, and sports. It's part of helping to create a whole, sensitive human being. I don't like the idea of a university as vocational training, but I am aware of the need to prove that a job will be forthcoming after graduation. This is a tough one in the arts, providing a guarantee. I will say that, in my experience, theatre majors do very well in the world after college, whether they pursue a career in theatre or not. They are diligent, personable, persistent, energetic, on time, and they understand passion, all qualities that endear them to their employers.

One of the things that is most appealing about a River Falls theatre major is its proximity to the twin cities. I think that may be the single quality that makes this proposal so worthwhile. Every artist longs for others of her kind; participating in a program that allows her to see the best work, meet and converse with the best artists, learn in an environment that knows how her work compares to the best, is invaluable. I feel certain that's one of the reasons this present faculty has been at River Falls as long as it has. That's a very good thing. I'm in a department now that has been in much flux, so I know all too well how important continuity can be for the faculty and for the students. I feel certain that, if there were a theatre major on this campus, River Falls could attract more and better students to this program. It's very difficult to draw students if there is no major. Those students aren't foolish; they know that a title is meaningful in this world. These students want to be theatre majors, and they could be that somewhere else; but they are committed to this faculty, this facility, and this proximity to those wonderful cities. This department could easily serve another 25 to 30 students without adding to the departmental costs. Right now, this department, this vital department, is underutilized. That is not efficient, and is not a proper use of all the talent I met in early December.

The curriculum that is in place is certainly adequate for a theatre major. This faculty regularly evaluates itself, the students, and the program; its programming is comparable to other theatre programs in and outside the state. It doesn't wish, at this point, to be a pre-professional BFA degree as offered at Stevens Point, Whitewater and Superior. It sees itself as a BA/BS program and I agree. Eau Claire has a comparable program, and is close to River Falls, but River Falls is much closer to Minneapolis/St. Paul. Were I a prospective student, and if River Falls had a theatre major, I'd choose this program over Eau Claire because of location alone. I find it interesting to note that the last outside assessor recommended that this program become a theatre major. When anyone looks clearly at this program, it is evident that it is a theatre major; it is just not called one yet.
I find another very positive thing to note is the connection to the St. Croix Valley Summer Theatre, a summer stock company that is under the auspices of the UW-River Falls Theatre Department. Some of my Viterbo students have worked here, and speak highly of the company. This summer theatre provides semi-professional work for the advanced River Falls students, a chance to work in a different environment from school, get paid, and it’s right here, close to the twin cities. That is a great selling point when recruiting students, and it is unique in the Wisconsin system, as far as I am aware. The faculty work there, and also work in other theatres. I am very impressed with the faculty, and their continuing commitment to updating their resumes, to staying current in the field. In addition, the students have been able to intern at some wonderful theatres in the cities, as well as around the country. I’m very impressed with the possibilities that exist within this department, including the continuing connection to working UW-River Falls graduates, and the opportunities that provides.

Every university in the country is moving to integrate technology into all their departments, and River Falls is no exception. I am happy to see that the theatre department also is using modern technology in the classroom and in the theatre itself. That is essential to preparing young technical artists for their work in the “real” world. It will be an ongoing challenge for them to remain current, as it is for every school, but I have no doubt that they’ll meet that challenge in creative ways.

Finally, I want to address the work I saw on the stage, which is the result of all the classroom and rehearsal work, the “process” in action. The 1940’s Radio Hour was a marvelous show. The directing was sure and confident, the stage set and costumes were imaginative, creative, and appropriate, the young actor/singers were enthusiastic, talented, and well-prepared. It was after that production that I was sure I could speak positively to this proposal to create a major, or, rather, acknowledge that a de facto major exists already. One can talk a good game, present an organized case, put a good face on inadequacies, but the show will tell usually tell the tale. This is a fine department, with creative, imaginative instruction going on. The students are talented, and they care about this department, they care about doing the work. Of course there are improvements that should happen, facilities that need upgrading, but there is theatre going on here, major theatre that is happening right now. It should be acknowledged and allowed to grow. If I can be of any more assistance in supporting this proposal, please don’t hesitate to contact me.

Sincerely,

Susan T. Rush
November 3, 2000

TO:    Sharon James  
       Associate Vice President

FROM:  Ronald N. Satz  
       Provost and Vice Chancellor

Response for Entitlement to Plan — B.S. in Theatre Arts at UW-River Falls

The entitlement to plan a Bachelor's degree program in Theatre Arts at UW-River Falls has been reviewed by the appropriate individuals at the University of Wisconsin-Eau Claire. The following comments are submitted for consideration.

UW-Eau Claire is confident that UW-River Falls, with its present resources, will be able to provide a quality program in Theatre Arts. We wish UW-River Falls well as they move forward with this bachelor's degree program.

If you have questions or would like additional information, please contact me.

JM/eb

c:  Associate Vice Chancellor Steven Tallant  
    Administrative Officer Janice M. Morse  
    Dean Ted A. Wendt, College of Arts and Sciences

bc:  Provost and Vice Chancellor Robert L. Milam, UW-River Falls

Office of the Provost and Vice Chancellor for Academic Affairs • Schaffield 206 • (715) 836-2320
fax: (715) 836-2902 • Web: www.uwec.edu/Admin/Provost
11 December 2000

To: Sharon L. James, Associate Vice President
Office of Academic Affairs
1620 Van Hise Hall
1220 Linden Drive
Madison, Wisconsin 53706-1559

From: Ruthann E. Benson
Associate Dean/Director
College of Liberal Studies/School Of Arts and Communication
University of Wisconsin-La Crosse
225E Graff Main Hall
1725 State Street
La Crosse, Wisconsin 54601

Re: Request for Entitlement to Plan a New Program
Theatre Arts Major, Bachelor of Science
Speech Communication and Theatre Arts
University of Wisconsin-River Falls

I have been asked by the Department of Speech Communication and Theatre Arts at University of Wisconsin-River Falls to write a letter in support of their Request for Entitlement to Plan a New Program. I had the privilege of being asked to assess the Theatre Arts program in that department two years ago as an outside assessor. As a result of this assessment, I recommended that the department pursue a Theatre Arts Major. It is with the same degree of confidence in the department’s ability to develop and maintain a quality Theatre Arts Bachelor of Science degree that I now write a recommendation for the entitlement to plan.

In my assessment report, I cited the near proximity of UW-River Falls to the professional theatre establishment of Minneapolis/St. Paul as a major criterion for the potential uniqueness of a Theatre Arts Major at UW-River Falls. The opportunities for students to receive training from theatre professionals in workshops, seminars, classes, practicums, internships and summer employment is extensive. It is my feeling that this would create a unique market niche for UW-River Falls within the UW System theatre arts programs.

It was, additionally, my assessment that the current theatre arts curriculum and faculty
was of a caliber that a high quality theatre arts major could be immediately implemented at no additional cost. The expertise of current faculty covers all of the specialized areas within theatre arts: theatre history and literature, performance, theatrical design, and technical theatre. The curriculum offered in the current Theatre Arts Emphasis within the department is comparable to theatre arts majors in other UW System theatre arts majors. The department has already established a strong semi-professional summer stock program to create a bridge between educational and professional endeavors. The physical facilities of the Theatre Arts Program are such that they would effectively support a Theatre Arts Major.

For additional information on my assessment of the Theatre Arts Emphasis and my recommendation for it to become a Theatre Arts Major, I would refer you to the 1998 Theatre Arts Assessment Report on file at UW-River Falls.

cc: Gordon O. Hedahl, Dean, College of Arts and Sciences, University of River Falls, 410 S. Third Street, River Falls, Wisconsin 54022
Support for Theatre Major Status at the UW-River Falls

To Whom It May Concern,

I am pleased that administrators of the UW-River Falls and UW System will consider action enabling the Speech Communication and Theatre Arts Department to offer a theatre major to its students. This is an important consideration for the individuals enrolled in the degree program on a campus that is also easily accessible from surrounding states as well as serving northwestern Wisconsin.

The department faculty currently represents the critical mass needed to teach both the core and elective courses required for a major. The current courses, with minor adjustments, fulfill the basic major needs of students and are in fact very similar to other residential theatre and drama programs in other system universities which offer theatre majors.

The geographic location of the River Falls campus affords an excellent opportunity for students from the multi-state area to consider enrolling. Providing access to study as a theatre major, rather than just a minor, will prove attractive to students interested in a broader undergraduate or graduate base. Future teachers will find the theatre major an excellent one to combine with other majors to better prepare for classroom and co-curricular teaching in our schools throughout the state.

For more than a decade, we have been urging our teachers and other professionals-in-training to maximize their options and complete majors in theatre so they would have the broad base background whatever career path they ultimately chose. The UW-River Falls staff has been active with us to help foster this emphasis. The professional program, St. Croix Valley Summer Theatre, is among but a handful available in the state and offers a wonderful parallel study opportunity for students.

The UW-River Falls theatre facilities are among the best laboratory, workshop, classroom and performance spaces in the state. Students working and studying there should have access to more than a minor in their chosen field. The faculty is dedicated, well prepared, and most capable of teaching courses leading to a major. Their successors would also be hired to complement needs at the time.

I have been working with statewide educational theatre programs on behalf of UW-Extension/Madison since the early 1970s and feel I can offer a fair, comparative and unbiased assessment of this request. The theatre major would most directly benefit the students enrolling in the degree program; expand potential enrollments from a larger area; provide greater flexibility for faculty teaching, production research and service; and combine already existing staff expertise with societal needs for quality theatre training. If I can assist further, please feel free to contact me.

Sincerely,

H. Harv Thompson, Professor and Chair
Department of Liberal Studies and the Arts

Department of Liberal Studies and the Arts
Division of Continuing Studies

730 Lowell Hall 610 Langdon Street Madison, WI 53703-1195 Telephone: 608/263-6670
Fax: 608/265-2475 liberalarts@mail.dcs.wisc.edu http://www.dcs.wisc.edu/lsa
November 3, 2000

To Whom It May Concern:

Please consider this letter in support of the implementation of a theatre major for the University of Wisconsin- River Falls Department of Speech Communications and Theatre Arts.

I am currently a part-time assistant Theatre Professor at Loyola University in New Orleans, Louisiana as well as a freelance Costume Designer. As a former student of the UW-RF department, I feel the implementation of a theatre major is crucial for building the reputation of the department. The draw of high caliber Drama students to the program would increase significantly. I pursued a graduate degree after my work at UW-RF and I know how important that transcript really is. The upcoming graduates will benefit from this change by having a strong academic record that shows their commitment to theatre.

Theatre "emphasis" really does not adequately describe the education I received at UW-RF. From my intensive course work in Theatre Studies, Performance and Design, the classes did not "emphasize" theatre. They were instead the foundations in which I utilized to earn an M.F.A. in Costume Design from Tulane University in New Orleans, Louisiana and further build my current theatre career.

I strongly urge the implementation of a theatre major for the Department of Speech Communications and Theatre Arts. Should you have any questions you are free to contact me via phone or e-mail- kelligrengs@yahoo.com

Thank you for your consideration.

Sincerely,

Kellie Grengs

6363 St. Charles Avenue, Campus Box 155, New Orleans, LA 70118, Telephone: 504.865.3840, Facsimile: 504.865.2284
November 15, 2000

To whom it may concern:

I am writing this letter to encourage the implementation of a Major in Theater at the University of Wisconsin - River Falls.

As a recent graduate of the University with a degree in Speech Communication with a Theater Emphasis, I can attest to the strength and diversity of the existing program. Any student with the determination to take advantage of everything the program and the theater faculty has to offer, will leave the school having gained experience in every aspect of the theater arts; from acting to directing, arts administration to stage management, playwriting to props design.

I view my education and theatrical training at River Falls as a foundation upon which I plan to build a life of learning. The program and the four theater faculty (all experts in their respective areas of focus,) helped to make me more confident and articulate. They gave me a background strong enough in every aspect of theater that I would feel confident applying for or seeking work in almost any position in the field. I can tell any prospective employer about all of the wonderful experiences I had, and show them the skills I gained at River Falls, but (even though every course I took that counted toward my major was a theater class,) I cannot say that my degree is in theater.

I am currently employed as an Actor/Educator with First Stage Children’s Theater (formerly First Stage Milwaukee,) I perform and do educational outreach for their Education Department. I acquired this position in spite of the fact that my diploma doesn’t say “Theater.” But I would not have gotten this job without the background my experience at River Falls gave me. I believe that the addition of an actual Theater Major to the Department of Speech Communication and Theater Arts at River Falls would do nothing but strengthen the existing program exponentially.

I left a piece of my heart at the theater program in River Falls, and I have high hopes for its future and the future of its students. I couldn’t have asked for a more solid foundation for my life of learning. But it is time for a change. It’s time to give that solid foundation the solid title - “Theater Major” - it deserves.

I thank you for your time and consideration on this matter.

Sincerely,

Christel Chali de Jesus
Actor/Educator
First Stage Children’s Theater
Speech and Theater Arts Department
B-24 K.F.A.
410 S. 3rd Street
River Falls, WI 54022

11/27/00

To Whom It May Concern:

I am writing on behalf of the Theater Arts Department at the University of Wisconsin River Falls. I attended UWRF from 1985 to 1990. Though I eventually graduated with a major in English, I was deeply involved with the theater program as an undergraduate.

In the summer of 1985, fresh from a grueling stint in the salmon canneries of Alaska, I returned to Madison with my future spread out on the table before me in the form of several college catalogues. I had narrowed my choice of schools to three. Two of the schools were larger universities. The third was the University of Wisconsin River Falls, a smaller college that had been recommended by an actor friend of mine. He had put it simply, "if you want a chance to actually get on stage and work closely with faculty than UWRF is the place for you."

My friend was right. I immediately discovered the smaller size of the program to be one of its greatest assets. I was on a first name basis with the most of the theater faculty within a few weeks. I went on to land decent size roles in all three main stage productions my freshman year, something unthinkable in most larger schools where undergraduates are generally lucky to carry a spear or even pull a rope backstage. The program at River Falls provided theater students - be they actors or technicians, the equal opportunity to participate. It was a program based on merit and not a tacit hierarchy.

However, one should not confuse the intimacy of the program with a lack of rigor or professionalism. The program was, in my opinion, highly professional and boasted an exceptionally talented faculty possessing a broad array of backgrounds and philosophies. The eclectic nature of the faculty resulted in students being exposed to a variety of styles, from musicals to experimental theater, both on stage and in the classroom.

The intimacy of the program was a bonus in the classroom as well. With the exception of the "Introduction to Theater" elective, classes tended toward the small (usually between 8-12 students) which meant students received close, personal attention from faculty members. There is no question that the smaller class size greatly enhanced the quality of education in studio classes, acting workshops and theater history classes.

All this begs the question: If the program is so great than why doesn't it offer a major? This always mystified me and partially contributed to my opting for a major in English. Graduates of the theater program at River Falls are as fully versed in theater (if not more when one considers the importance of hands-on experience) as theater majors from any undergraduate institution in the country. In fact, many of my River Falls colleagues moved on to distinguished careers in both theater and film. The only reason I can come up with for the lack of a major is that there must have been some type of clerical error. With the advent of improved computer software I don't imagine it will be too difficult to correct this oversight.

Please feel free to contact me if you desire any further information.

Sincerely,

Michael Cohen
3044 Kingsbridge Ave. #56
Bronx, NY 10463
(718) 548-3995 / Lasthand66@Yahoo.com
SS# 394-88-4246
To: Whom it may concern;
From: Felix J. Deneau, Jr.

Subject: THEATRE MAJOR

I'm writing this correspondence to give my full support to the establishment of a Theatre Major at University of Wisconsin River Falls. I am a 1988 graduate from U.W.R.F. with a degree in Speech Communications with a Theatre Arts Emphasis. I have been working at Universal Studios Florida for 11 years as an actor. My education at U.W.R.F. was superb. I have used a great deal of the skills and knowledge obtained at U.W.R.F. in my professional position at Universal Studios due to the quality of the program.

In fact the Theatre Program is a cut above the other Universities in the region and nation. I know this first hand, because I took some courses midway in my degree at the University of Minnesota, Minneapolis, with the assumption that it was a better Theatre Program, when in fact, U.W.R.F.’s program was superior. This prompted my return to finish my degree there.

The dedicated teaching staff in the Speech Department provide a nurturing experience for any student and could only be enhanced and supported by a Theatre Major.

From the quality and selection of musicals and plays to the well rounded studies offered, in my professional opinion the Speech Department at U.W.R.F. would benefit from the influx of new and talented students if a Theatre Major was offered.

Sincerely,

Felix J. Deneau, Jr.

Enclosed:
Resume’
Photos
October 12, 2000

To Whom It May Concern:

My name is Erik Quam, I am a member of the UWRF class of 1995. I graduated with a double major in Broadcast Journalism and Speech Communications and Theatre Arts with an emphasis in theatre.

I have been asked to write a letter on behalf of the theatre faculty at UWRF to express to you the importance of establishing a theatre major at UWRF. I find that I can do this freely and with much support of this continuing effort of bringing a theatre major to the campus. During my four years of studies in the SCTA department I was exposed to every single aspect of the theatre world possible. I acted, directed, worked in both the costume and scene shops, stage managed, worked in the box office and assisted with publicity for University Theatre.

Those experiences that were allowed to me during my undergraduate work continued well into graduate school where I earned an M.F.A. in acting at the University of Minnesota at Mankato. During my tenure in graduate school I served as the theatre department’s public relations director, taught several sections of Acting for Everyone and served as managing director of the studio theatre, where I was responsible for budgets, personnel and general maintenance of the space and equipment. Because of my extensive involvement with the University Theatre at River Falls, I was able to take my undergraduate experiences and knowledge and foster them into my graduate work and share my knowledge with undergraduates in that program.

Today, as a professional working in the theatre industry I am constantly reminded of the tools I learned as a theatre major at UWRF. All of the essential ingredients for a theatre major at River Falls are already in place. The same faculty I was fortunate enough to study with is still there today, striving for excellence in their students. They are succeeding at that goal. So many alumni of the department are working professionally in the entertainment industry. That is where the UWRF University Theatre difference comes into play. Our faculty members go above and beyond preparing students for the future in the entertainment industry and they take it one step further by staying in contact with their alumni, offering assistance with anything they may need during those vital first few years after college or graduate school.

I urge you to secure the future of the theatre department at the University of Wisconsin-River Falls by giving the campus a theatre major. Our theatre alumni are constantly recruiting for the program, and offering an actual theatre major will only help with the continued recruitment of students well into the future.

We have an established and credible program schools ten times the size of UW-RF can envy. The student/instructor relationship is proven to be outstanding, perhaps the best on campus. It is now time to give the program, the students and the instructors the credit and name it deserves.

Respectfully Yours,

Erik Sterling Quam
UW-RF Class of 1995
APPENDIX #2
FACULTY RESUMES
VITAE
ROBIN E. MURRAY

EDUCATION
MFA - Costume Design
BS - Technical Theatre
University of Oklahoma, 1984
Oklahoma City University, 1977

TEACHING EXPERIENCE
University of Wisconsin-River Falls
Associate Prof. Speech & Theatre
1987-present
The University of Texas at Dallas
Visiting Asst. Prof. of Theatre
1984-1986
The University of Oklahoma
Graduate Assistant
1982-1984

TEACHING AREAS
Introduction to Theatre
Rendering Techniques for Theatre
Fundamentals of Oral Communication
Career Development: Theatre Arts
Costume Design, Techniques and Construction
Playwrights of Color
Theatre Makeup
Play Production in the Secondary School
Children's Theatre and Puppetry
Design Techniques for Theatre
Costume and Fashion: The Mirror of History

GRANTS AWARDED
Faculty Research Grant 1998 and End of the Year Grant for: "Exploring A New Visual Performance Art: The Synergistic Relationship Between Oversize Puppets and Actors in Theatrical Productions for Adult Audiences"
Instructional Technology Mini Grant 1998
Wisconsin in Scotland Teaching Award, 1995-96
Wisconsin Teaching Fellow - Incorporating Multicultural Perspectives in Theatre Courses, 1990-91
Co-recipient - Undergraduate Teaching Improvement Grant (UTIG) - Development of Multicultural Tools for Classroom Instruction: An Exploration of Racial and Ethnic Diversity as Reflected in the Theatre, 1990-91
Undergraduate Teaching Improvement Grant-Faculty Retraining Grant - Japanese Classical Theatre, 1989-90
Wisconsin Arts Board Grant - (co-wrote) to bring in an expert in Kabuki as artistic support for UWRF Theatre production of BLOOD WEDDING, 1989-90

PROFESSIONAL DEVELOPMENT
National Puppetry Festival, Seattle, 1999
International Puppetry Festival, NYC, 1998
American College Theatre Festival, Green Bay, WI, January, 1995
In process, Co-author of PLAYWRIGHTS OF COLOR (A MULTICULTURAL TEXTBOOK) To be published by Intercultural Press, Inc. 1996
ATHE Conference, New York - 1989
USITT Conference, Calgary, Canada - 1989
Wisconsin Theatre Auditions - 1989, 1990
Kyogen Performance Workshop, Madison - 1990
Workshop and performance Japanese Kompura Noh Troope - 1990
UTIC Faculty College Teaching Institute - 1990
Faculty College - 1990

RECENT PRESENTATIONS
"Incorporating a Multi-Cultural Perspective in the Curriculum" - USITT - 1994
"East Meets West: Kimonos for BLOOD WEDDING?" - USITT - 1992
Towards a More Diverse Theatre Curriculum" - ATHE - 1991
"Blood Wedding Revisited" - Thursday Reflections - 1991
"Multicultural Awareness: Resources for the Flaming Novice" - Wisconsin Teaching Fellows Summer Institute - 1990
"Sculpting with Foam" and "Working with the New Thermoplastics" - Wisconsin Theatre Association Convention - 1989
"Costuming on a Budget" - High Schools Drama Workshop - sponsored by University Theatre - 1988
"Sculpting Foam" - Dance Theatre workshop - 1989

UNIVERSITY SERVICE - UW-RF
Director, University Theatre 1998-present
Costume Designer for over 36 University Theatre productions
Producer, MONKEY AND THE WATERFALL, May 1999
Advisory Board Member – Plan 2008
Arts and Sciences Mentoring Project
Arts and Sciences Diversity Committee
Faculty Development Committee
Bias in the Classroom Project
Faculty Advisory Group to the Vice Chancellor
Advisor: Masquers Club

CURRENT MEMBERSHIPS
Puppeteers of America
Association for Theatre in Higher Education
United States Institute for Theatre Technology

SELECTED PROFESSIONAL COSTUME DESIGN EXPERIENCE
Wisconsin Shakespeare Festival
MACBETH July 1996
MUCH ADO ABOUT NOTHING July 1994
THE THREE MUSKETEERS
Penumbra Theatre, St. Paul
TWO TRAINS RUNNING May 1994
BUFFALO HAIR October 1993
Wisconsin Shakespeare Festival
THE MERCHANT OF VENICE July 1992
Dallas Children's Theatre
A WIND IN THE DOOR April 1987
(oversized puppets and costumes)
Stage #1 Dallas, Texas
BROKEN EGGS, a Premier October 1985
Addison Centre Theatre Dallas, Texas
LANDSCAPE OF THE BODY September 1986
UNCOMMON WOMEN AND OTHERS July 1986
HOLY GHOSTS May 1986
LU ANN HAMPTON LAVERYTA OBERLANDER February 1986
THE OLDEST LIVING GRADUATE September 1985
THE RED SHOES Children's Theatre May 1985
THE LAST MEETING OF THE KNIGHTS OF THE WHITE MAGNOLIA January 1987
LABYRINTHS (masks, puppets and costumes) March 1987
RESTORATION May 1987
THE ART OF DINING July 1987
West End Cabaret Dallas, Texas
LADY DAY AT EMERSON'S BAR AND GRILL June 1987
Shakespeare Festival of Dallas

SHOGUN MACBETH  World Premier  August  1985
TWELFTH NIGHT  August  1984

South Florida Theatre Co. Miami, Florida
JULIO CESAR  An Adaptation of Julius Caesar  February  1986

COSTUME EXPERIENCE - UNIVERSITY
COSTUME DESIGN AND SUPERVISION OF CONSTRUCTION

University of Wisconsin-River Falls

Designed and supervised construction of costumes for each of the following University productions. This includes training and supervising crews of 20 to 30 students for over 150 hours in each production:

RETURN TO FORBIDDEN PLANET  March  2000
ROMEO AND JULIET  November  1999
PRESENT LAUGHTER  February  1999
O PIONEERS  October  1998
THE CHERRY ORCHARD  February  1998
A TUNA CHRISTMAS  December  1997
GYPSY  October  1997
ZARA SPOOK AND OTHER LURES  April  1997
JOSEPH AND THE AMAZING TECHNICOLOR DREAM COAT  December  1996
NOISES OFF  May  1995
THE UNNAMED  February  1995
HEDDA GABLER  March  1994
A MIDSUMMER NIGHT'S DREAM  November  1993
PLAYING WITH FIRE  October  1993
GRIM  April  1992
INTO THE WOODS  November  1992
PLAY IT AGAIN, SAM  February  1992
CHARLIE'S AUNT  October  1991
TAMING OF THE SHREW  April  1991
CLOUD 9  December  1990
LAUNDRY AND BOURBON  October  1990
BLOOD WEDDING  May  1990
WAITING FOR GODOT  February  1990
HOUSE OF BLUE LEAVES  October  1989
WEST SIDE STORY  October  1988
THE GLASS MENAGERIE  February  1989
MUSEUM  May  1988
AMADEUS  February  1988
THE PHYSICISTS  October  1987

The University of Texas at Dallas

A TOMB FOR BORIS DAVIDOVITCH  April  1986
ANTIGONE  April  1986
THE HAMLET MACHINE  a Dance Piece  February  1986
THE THREE CUCKOLDS, COMMEDIA SCENARIO  December  1985
A FIDDLER ON THE ROOF  April  1985
THE TIDINGS BROUGHT TO MARY  January  1985
TWELFTH NIGHT  December  1984
MARY STUART  October  1984

University of Oklahoma  Norman, Oklahoma
WORKING  October  1983
FORBIDDEN COLORS  Modern Dance  November  1983

Mountain View College  Dallas, Texas
CHICAGO  July  1985

Richland Community College  Dallas, Texas
THE BEST LITTLE WHOREHOUSE IN TEXAS  June  1986
Kenneth W. Stofferahn
CURRICULUM VITAE

ADDRESS:
936 Ridge Pass Road
Hudson, WI 54016
(715) 386-6439 or 425-3101
Email – Kenneth.W.Stofferahn@uwrf.edu

EDUCATION:
M.F.A.  Scene Design and Technology - May 1985
       University of Virginia, Charlottesville, Virginia
M.A.  Speech Communication/Theatre/Film - August 1979
       South Dakota State University, Brookings, SD
B.S.  Speech Communication/Theatre/Film - December 1976
       South Dakota State University, Brookings, SD


TEACHING:
Design for the Theatre, Scene Technology, Scene Painting, Stage Lighting, Introduction to Theatre,
Stage Properties and Special Effects, Performing Arts Management, Introduction to Film, Film
Production, Film: Cultures in Conflict, Film History, Foreign Film, Studio Craft, Video Production,

EMPLOYMENT:
Professor of Speech Communication and Theatre Arts/Designer/Technical Director, University of
Wisconsin-River Falls, River Falls, WI 1987-present
Associate Professor of Theatre Arts/Director of Theatre/Designer/Technical Director, University of
Wisconsin-River Falls, River Falls, WI 1987-present.
Scene Designer & Technical Advisor, St. Croix Valley Summer Theatre, River Falls, WI 1988-1990,
Assistant Professor of Theatre Arts/Technical Director/Designer, Virginia Tech University, Blacksburg,
VA. 1983-1987
Properties Master, Heritage Repertory Theatre, Charlottesville, VA. 1985
Graduate Assistant, University of Virginia, Charlottesville, VA. 1983-85.
Technical Director, Heritage Repertory Theatre, Charlottesville, VA. 1984
Instructor of Speech Communication and Theatre/Designer/Technical Director, Carthage College,
Kenosha, WI. 1980-1983
Technical Director, Wisconsin Shakespeare Festival, Platteville, WI. 1982, 1983
Graduate Assistant (Speech), South Dakota State University, Brookings, SD. 1977-79.
Technical Director, Prairie Repertory Theatre, Brookings, SD. 1974-77.

ORGANIZATIONS AND WORKSHOPS:
Wisconsin Council of Theatre Chairs 1989-present
Alliance for Wisconsin Theatre Education 1991-present
United States Institute of Theatre Technology 1982-present
American Film Institute 1980-present
Alpha Psi Omega
Phi Kappa Phi - Department Representative 1985-1987
Midwest Speech Association 1980-1983
American Film Institute 1980-present
United States Institute of Theatre Technology Southeast Region Chapter 1985-1987
USITT - Midwest Region 1987-present
Southeastern Theatre Association 1983-1987
Wisconsin Council of Theatre Chairs 1989-present

Convention Workshops:
  * Southeastern Theatre Conference:
    "Inexpensive Design Materials" 1986
    "Stage Furniture" 1987
  * USITT National Convention
"Special Effects Props" - Milwaukee 1990  
"Stage Properties Training" - Boston 1991  
"The Theatre Craftsman" - Boston 1991  
"Prop Builders of the Northwest" - Seattle 1992  
"What to do until the Paramedics Arrive" - Long Beach 1998  
- Alliance for Wisconsin Theatre Education Convention  
"Creative Prop Building" - LaCrosse 1992  
- Wisconsin Theatre Auditions – "Interview Techniques" – Madison, WI 1996

RESEARCH  
Computer Aided Design for the Theatre  
VectorWorks Workshop at LDI 1999  
Continued research on computer use for design in theatre  
Developed safe operating procedures for University Theatre facilities  
UTIG Teaching Fellows Research - Improving Teaching Methods for Stage Technology  
Various field trips and demonstrations to view different Lighting Control Systems  
Computer Lighting Design Systems  
Sound System Design and Equipment  
Development of Arts Management Course  
Kabuki Theatre - For the production of BLOOD WEDDING  
Films and background for new course Film: Cultures in Conflict  
Research into British, Scottish, and Irish theatre and arts management  
All design and directing projects require minimal to extensive research

GRANTS AND AWARDS  
Technology Grant – Using Power Point in Theatre Design 1998  
Wisconsin In Scotland Professor, Fall, 1994  
UW-RF Foundation Grant - $3,000 for computer, ticketing program for box office for University Theatre and SCVST, and design and CAD program, 1993  
UTIG Teaching Fellow - UW-River Falls, 1991  
State Funding for new lighting systems in University Theatres, $150,000 for proposal, funding and installation, 1987-90  
SUFAC Grant for new lighting instruments, $4,200, 1989  
SUFAC Grant for new lighting instruments, $6,500, 1999  
Gallery 101 Exhibit - Theatre Design, Creative Problem Solving, 1992  
Received $600. from Dean for Theatre Rigging Safety Inspection  
Pettaway Award - Outstanding Contribution to Theatre, University of Virginia Alumni Association, 1985  
Outstanding Scene Design - Virginia Players, 1985, University of Virginia  
Outstanding Contribution to Theatre - SDSU - 1974, 1976  

PUBLIC SERVICE  
Via de Cristo – Retreat Support Member - 1997  
Member - Drama Council, Phipps Center for the Arts, Hudson 1988-present  
- Director Selection  
- Budget  
- Black Box Production Procedures  
Judging  
- District High School One Act Play Festival 1987-1992  
- Hudson Forensics Tournament 1988  
- Miss Durand Pageant  
Workshops  
- Scene Painting, Phipps Center 1989  
- Stage Rigging, Phipps Center, 1992, 1995  
Consulting  
- Phipps Center Expansion  
- Performing Arts Center, St. Croix Falls  
- Stage Door Players, New Richmond  
Workshop - "Stage Makeup" Kenosha High School, WI  
Member - Kenosha Educational Access to Cable Television - College Representative, Carthage College, Kenosha, WI
PRODUCTION EXPERIENCE: SCENE DESIGN

RETURN TO FORBIDDEN PLANET
ROMEO AND JULIET
SOCIAL SECURITY
PRESENT LAUGHTER
O PIONEERS
CORPSE
THE CHERRY ORCHARD
GYPSY
ZARA SPOOK AND OTHER LURES
THE SCARLET LETTER
JOSEPH AND THE AMAZING
TECHNICOLOR DREAM COAT
GREASE
MONKEY BUSINESS
ODD COUPLE
HAMLET
ON THE VERGE
WAIT UNTIL DARK
ANNIE
THE FANTASTICS
LEND ME A TENOR
NOISES OFF
PUMP BOYS AND DINETTES
THE NERD
HEDDA GABLER
A MIDSUMMER NIGHT'S DREAM
PLAYING WITH FIRE
NUNSENSE II
THE PIRATES OF PENZANCE
VOICE OF THE PRAIRIE
INTO THE WOODS
THE HAUNTING OF HILL HOUSE
FOREIGNER
BARNUM
A STREETCAR NAMED DESIRE
PLAY IT AGAIN, SAM
CHARLEY'S AUNT
TAMING OF THE SHREW
CYRANO
CLOUD 9
ONCE UPON A MATTRESS
STEEL MAGNOLIA
NUNSENSE
BLOOD WEDDING
WAITING FOR GODOT
HOUSE OF BLUE LEAVES
LITTLE SHOP OF HORRORS
MOUSETRAP
MAN OF LAMANCHA
THE GLASS MENAGERIE
WEST SIDE STORY
BAREFOOT IN THE PARK
CHORUS LINE
MUSEUM

UW-River Falls 2000
UW-River Falls 1999
Phipps Center for the Arts 1999
UW-River Falls 1999
UW-River Falls 1998
Phipps Center for the Arts 1998
UW-River Falls 1998
UW-River Falls 1997
UW-River Falls 1997
UW-River Falls 1996
UW-River Falls 1996
SCVST 1996
SCVST 1996
SCVST 1996
UW-River Falls 1995
UW-River Falls 1995
Phipps Center for the Arts 1995
SCVST 1995
SCVST 1995
SCVST 1995
UW-River Falls 1995
SCVST 1994
SCVST 1995
UW-River Falls 1995
UW-River Falls 1995
UW-River Falls 1995
SCVST 1995
SCVST 1995
UW-River Falls 1993
UW-River Falls 1992
Phipps Center for the Arts 1992
St. Croix Valley Summer Theatre 1992
St. Croix Valley Summer Theatre 1992
UW-River Falls 1992
UW-River Falls 1992
UW-River Falls 1991
UW-River Falls 1991
Phipps Center for the Arts 1991
UW-River Falls 1990
St. Croix Valley Summer Theatre 1990
St. Croix Valley Summer Theatre 1990
St. Croix Valley Summer Theatre 1990
UW-River Falls 1990
UW-River Falls 1990
UW-River Falls 1989
St. Croix Valley Summer Theatre 1989
St. Croix Valley Summer Theatre 1989
St. Croix Valley Summer Theatre 1989
UW-River Falls 1989
St. Croix Valley Summer Theatre 1988
St. Croix Valley Summer Theatre 1988
St. Croix Valley Summer Theatre 1988
UW-River Falls 1988
UW-River Falls 1988
AMADEVUS
THE PHYSICISTS
GOODBYE AND AMEN
THE FORGOTTEN DOOR
COUPLA WHITE CHICKS
CURSE OF THE STARVING CLASS
HAY FEVER
A MEMORY FOR SATURDAY
A SCHOOL FOR SCANDAL

UW-River Falls 1988
UW-River Falls 1987
Virginia Tech University 1987
Virginia Tech University 1986
University of Virginia 1985
University of Virginia 1985
University of Virginia 1984
University of Virginia 1984
Wisconsin Shakespeare Festival 1983

Technical Direction
RETURN TO FORBIDDEN PLANET
ROMEO AND JULIET
PRESENT LAUGHTER
O PIONEERS
THE CHERRY ORCHARD
ZARA SPOOK AND OTHER LURES
THE SCARLET LETTER
IMPORTANCE OF BEING EARNEST
HAMLET
ON THE VERGE
ANNIE
THE FANTASTICS
LEND ME A TENOR
NOISES OFF
HEDDA GABLER
A MIDSUMMER NIGHT'S DREAM
PLAYING WITH FIRE
DAVID PARSONS DANCE COMPANY
VOICE OF THE PRAIRIE
INTO THE WOODS
A STREETCAR NAMED DESIRE
TAMING OF THE SHREW
CLOUD 9
LONE STAR
LAUNDRY AND BOURBON
BLOOD WEDDING
HOUSE OF BLUE LEAVES
LITTLE SHOP OF HORRORS
MOUSETRAP
MAN OF LAMANCHE
THE GLASS MENAGERIE
WEST SIDE STORY
SOUTH PACIFIC
BAREFOOT IN THE PARK
CHORUS LINE
MUSEUM
AMADEVUS
THE PHYSICISTS
HAIR Virginia Tech University
BLEACHER BUMS
FIN
THE FRENCH HAVE A WORD FOR IT
A QUIET IN THE LAND
MUSEUM

UW-River Falls 2000
UW-River Falls 1999
UW-River Falls 1999
UW-River Falls 1998
UW-River Falls 1998
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UW-River Falls 1996
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UW-River Falls 1995
SCVST 1995
SCVST 1995
SCVST 1995
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UW-River Falls 1988
St. Croix Valley Summer Theatre 1989
St. Croix Valley Summer Theatre 1989
St. Croix Valley Summer Theatre 1989
UW-River Falls 1989
UW-River Falls 1988
St. Croix Valley Summer Theatre 1988
St. Croix Valley Summer Theatre 1988
St. Croix Valley Summer Theatre 1988
UW-River Falls 1988
UW-River Falls 1988
UW-River Falls 1988
1987
Virginia Tech University 1986
Virginia Tech University 1986
Virginia Tech University 1986
Virginia Tech University 1986
Virginia Tech University 1985

Lighting Design
RETURN TO FORBIDDEN PLANET
ROMEO AND JULIET
PRESENT LAUGHTER
O PIONEERS

UW-River Falls 2000
UW-River Falls 1999
UW-River Falls 1999
UW-River Falls 1998
| THE CHERRY ORCHARD | UW-River Falls | 1998 |
| TUNA CHRISTMAS | UW-River Falls | 1997 |
| GYPSY | UW-River Falls | 1997 |
| HELLO DOLLY | SCVST | 1997 |
| FOREVER PLAID | SCVST | 1997 |
| MUSICAL COMEDY MURDERS | SCVST | 1997 |
| DANCE THEATRE | UW-River Falls | 1997 |
| THE SCARLET LETTER | UW-River Falls | 1996 |
| JOSEPH AND THE AMAZING TECHNICOLOR DREAM COAT | UW-River Falls | 1996 |
| HAMLET | UW-River Falls | 1995 |
| ON THE VERGE | UW-River Falls | 1995 |
| NOISES OFF | UW-River Falls | 1995 |
| THE UNNAMED | UW-River Falls | 1995 |
| HEDDA GABLER | UW-River Falls | 1994 |
| PLAYING WITH FIRE | UW-River Falls | 1993 |
| VOICE OF THE PRAIRIE | UW-River Falls | 1993 |
| INTO THE WOODS | UW-River Falls | 1992 |
| A STREETCAR NAMED DESIRE | UW-River Falls | 1992 |
| PLAY IT AGAIN, SAM | UW-River Falls | 1991 |
| TAMING OF THE SHREW | UW-River Falls | 1990 |
| CLOUD 9 | UW-River Falls | 1990 |
| WAITING FOR GODOT | UW-River Falls | 1989 |
| HOUSE OF BLUE LEAVES | UW-River Falls | 1989 |
| THE GLASS MENAGERIE | UW-River Falls | 1988 |
| WEST SIDE STORY | UW-River Falls | 1988 |
| AMADEUS | UW-River Falls | 1987 |
| THE PHYSICISTS | Virginia Tech University | 1987 |
| HAIR | Virginia Tech University | 1987 |
| GOODBYE AND AMEN | Virginia Tech University | 1986 |
| EARLY WARNINGS | University of Virginia | 1984 |
| LUDLOW FAIR | | |

**Property Design**

| PRESENT LAUGHTER | UW-River Falls | 1999 |
| THE CHERRY ORCHARD | UW-River Falls | 1998 |
| ON THE VERGE | UW-River Falls | 1995 |
| HEDDA GABLER | UW-River Falls | 1994 |
| PLAYING WITH FIRE | UW-River Falls | 1993 |
| VOICE OF THE PRAIRIE | UW-River Falls | 1993 |
| BLOOD WEDDING | UW-River Falls | 1990 |
| MUSEUM | UW-River Falls | 1989 |
| AUNTIE MAME | Heritage Repertory Theatre | 1985 |
| THE THREE MUSKETEERS | Heritage Repertory Theatre | 1985 |
| GEORGE WASHINGTON Slept Here | Heritage Repertory Theatre | 1985 |
| A MIDSUMMER NIGHT'S DREAM | University of Virginia | 1984 |

**Sound Design**

| ON THE VERGE | UW-River Falls | 1995 |
| PLAYING WITH FIRE | UW-River Falls | 1993 |
| VOICE OF THE PRAIRIE | UW-River Falls | 1993 |

**Directing**

| ZARA SPOOK AND OTHER LURES | UW-River Falls | 1997 |
| GRIM | UW-River Falls | 1993 |
| LONE STAR | UW-River Falls | 1990 |
| LAUNDRY AND BOURBON | UW-River Falls | 1990 |
| A DAY IN THE DEATH OF JOE EGG | UW-River Falls | 1988 |
| COWBOYS #2 | University of Virginia | 1985 |
RESUME

MARGARET MILLEN SWANSON

Address
129 West 49th Street
Minneapolis, MN 55409
(612) 825-5216

B-24 Fine Arts
University of Wisconsin-River Falls
River Falls, WI 54022
(715) 425-3115
margaret.L.swanson@uwrf.edu

Education
Ph.D. (Theatre History) University of Minnesota, 1979
Dissertation title, "The Role of Irony in Selected Neo-Hellenic Plays"
M.A. (Stage Direction) University of Minnesota, 1973
B.A. (Speech-Acting Emphasis) University of Wisconsin-Madison, 1970

Employment
Chair, Faculty Senate, University of Wisconsin-River Falls, 2000-
Chair, Speech Communication and Theatre Arts
University of Wisconsin-River Falls, 1997-
Professor, Speech Communication and Theatre Arts
University of Wisconsin-River Falls, 1991
Associate Professor, Speech Communication and Theatre Arts,
University of Wisconsin-River Falls, 1984-1991
Assistant Professor, Speech Communication and Theatre Arts,
University of Wisconsin-River Falls, 1981-1984
Women's Studies Coordinator, University of Wisconsin-River Falls, 1988-1991
Adjunct Faculty, Anoka-Ramsey Community College, 1979-1980
Administrator/Teacher, Kenwood Arts Project, 1974-1975
Teaching Assistant, University of Minnesota
Theatre History (1973)
Creative Dramatics (1972)

Teaching Areas
Theatre History (European and American)
Stage Direction
Creative Dramatics
Voice and Articulation
Acting
Women in Theatre, Women in the Arts
Guest Lecturer: Humanities Sequence
Playwrights of Color

Directing Experience
University Theatre -- University of Wisconsin-River Falls
O' PIONEERS, 1998
THE SCARLET LETTER, 1997
ON THE VERGE, 1996
THE CRADLE WILL ROCK, 1994
PLAYING WITH FIRE, 1993
VOICE OF THE PRAIRIE, 1993
CHARLEY'S AUNT, 1991
CLOUD NINE, 1990
KABUKI BLOOD WEDDING, 1990
THE GLASS MENAGERIE, 1989
MUSEUM, 1988
THE PHYSICISTS, 1987
QUILTERS, 1986 (invited to regional ACTF)
THE DIVINERS, 1985
MACBETH, 1984
OUT OF OUR FATHER'S HOUSES, 1983
THE MEDIUM & RIDERS TO THE SEA, 1982 (opera)
THE SHADOWBOX, 1981
ALLADIN, 1980
ENTERING THE CIRCLE; THE LIVES OF WISCONSIN RURAL WOMEN, 1998
GREASE, 1996
THE FANTASTICKS, 1995
THE WIZARD OF OZ, 1986
OLIVER!, 1985
SAME TIME, NEXT YEAR, 1985
A FUNNY THING HAPPENED ON THE WAY TO THE FORUM, 1983
A THOUSAND CLOWNS, 1982
SOMETHING’S AFOOT, 1981
MORE FROM STORY THEATRE, 1981

Academic/Professional
Chair of Conference Committee, Association for Theatre in Higher Education, 1998
Chair, Theatre as a Liberal Art Focus Group, Association for Theatre in Higher Education, 1996
Chair-elect, Theatre as a Liberal Arts Focus Group, Association for Theatre in Higher Education, 1994-95
Coordinator, Conference on Creativity, Theatre as a Liberal Arts, 1993
Membership Coordinator, Women and Theatre Program, 1989, 1990
Wisconsin University and College Theatre Association: Treasurer, 1985-1986; Board Member, 1986-1987
Theatre Programs of Limited Size, Board Member, 1985-1987
Director of Theatre, UW-River Falls, 1981-1989 -- responsibilities included program development, budget management, staff supervision, public relations
Managing/Artistic Director, St. Croix Valley Summer Theatre, 1981-1983, 1985-1986 -- responsibilities included fund raising, season selection, scheduling, budget supervision, hiring and staff supervision

Grants
Faculty Member, Wisconsin in Scotland, Fall 1996.
Sabbatical Leave, to support work on multicultural theatre textbook, 1992.
UTIC Grant, 1990, to develop a multicultural theatre course for the University of Wisconsin-River Falls
Wisconsin State Arts Board grant, 1989, to bring a Kabuki expert to campus to work with BLOOD WEDDING

Publications/Honors/Others
Swanson, Meg, "Towards a Multicultural Theatre Course," McConaghy, Halvorson-Smith, Blair, eds., Teaching Theatre as Though the Future Depends on It, New York: Greenwood, publication anticipated 1998.
Book Reviews: Feminism and Theatre and Making a Spectacle, 1989
"Confronting the Problem of Retention in the Theatre Program of Limited Size", Association for Communication Administration Bulletin, 1986
"The Concept of Community for the Theatre Program of Limited Size", Association for Communication Administration Bulletin, 1984
Review of "Leon and Lena", Theatre Journal, 1982
Presenter: "Towards a More Diverse Theatre Curriculum, ATHE, 1991

Memberships
Association for Theatre in Higher Education
Phi Kappa Phi
Women and Theatre Program
CURRICULUM VITAE

JAMES A. ZIMMERMAN

ADDRESS:
412 River Hills Rd. S.
River Falls, WI 54022
(715) 425-4288
Email: James.A.Zimmerman@uwrf.edu

EDUCATION:
M.F.A. Acting and Directing – May 1978
Southern Illinois University
B.S. Theatre Arts/Vocal Music Education
Dickinson State College, Dickinson, North Dakota
M.F.A. Thesis – An Alternate Approach to a Production of Moliere’s The School for Wives 1978

TEACHING:
Playwriting, Basic Acting, Acting Styles, Directing (graduate/undergraduate), Introduction to Theatre, Makeup, Fundamentals of Oral Communication, Oral Interpretation of Literature, Basic and Advanced Broadcast Performance, Broadcast Programming and Criticism.

EMPLOYMENT:
Professor of Theatre Arts/Mass Communication/Artistic Director, University of Wisconsin-River Falls 1984-present
Managing Artistic Director, St. Croix Valley summer Theatre, University of Wisconsin-River Falls 1989-present
Guest Director, Phipps Center for the Arts, Hudson, WI 1993, 1992, 1987
Asst. Professor of Theatre Arts, North Dakota State University, Fargo, ND 1980-1984
Artistic Director/Actor, North Dakota Repertory Theatre, Fargo, ND 1980-1984
Managing Artistic Director, Dakota Stage Ltd., Bismarck, ND 1978-1980
Contracted Performer, Southern Repertory Theatre, Carbondale, IL 1976-1978
Graduate Assistant (Theatre) Southern Illinois University, Carbondale, IL 1976-78
Vocal Music Instructor, Dunseith High School, Dunseith, ND 1975-76

ORGANIZATIONS:
Alpha Psi Omega
American Theatre Association
Association for Theatre in Higher Education
Broadcast Educators Association
National Association of Broadcasters

GRANDS AND AWARDS:
1997 Awarded a Sabbatical to research and write play based on the FDR administration 1939-1941
1994-95 University of Wisconsin-River Falls – Lab Modernization for creation of Digital Audio/Video edit suites
1993-94 Land O’Lakes, Inc, Minneapolis, MN – Children’s Theatre Grant for Production of “Jungalbook”
1993-94 Wisconsin Arts Board – Madison, WI – Project Grant to mount the musical “Pump Boys and Dinettes”
1991 University of Wisconsin-River Falls/Wisconsin in Scotland program visiting professor
1989 University of Wisconsin-River Falls – Lab Modernization for updating of University Television Laboratory
UNIVERSITY/COMMUNITY SERVICE
Member of University Faculty Senate (1993-96)
Current member University Campus Planning Committee
Current member University Grievance Committee
Current member of University TV Planning Committee
Chancellor’s representative to and Chair of River Falls Cable Advisory Board (1987-96)
Member of University Film Society and Film Society Committee
Directed Lenten dramas for Ezekiel Lutheran Church, River Falls, WI 1990-1995
Produced/Wrote/Edited documentary video for the Crazy Horse Legal Defense Fund to ban distribution of “Crazy Horse Malt Liquor” by G. Heilman Brewing Co.
Lobbied through Wisconsin Rep. Sheila Harsdorf to create law banning distribution of “Crazy Horse Malt Liquor”

THEATRICAL DIRECING EXPERIENCE:
JOSEPH AND THE TECHNICOLOR DREAMCOAT
MONKEY BUSINESS
THE IMPORTANCE OF BEING EARNEST
LEND ME A TENOR
PUMP BOYS AND DINETTES
NOISES OFF
NUNSENSE II
HEDDA GABLER
OKLAHOMA
BRIGADOON
NUNSENSE
PLAY IT AGAIN SAM
12th STREET
AN EVENING OF ORIGINAL ONE-ACT PLAYS
WAITING FOR GODOT
DEADWOOD DICK
WEST SIDE STORY
LITTLE SHOP OF HORRORS
A CHORUS LINE
AMADEUS
THE SOUND OF MUSIC
GODSPELL
LION IN WINTER
THE MUSIC MAN
WORKING
THE MURDER ROOM
ANYTHING GOES
THE ELEPHANT MAN
DEADWOOD DICK
A DOLL’S HOUSE

UW-River Falls 1996
St. Croix Valley Summer Theatre 1996
UW-River Falls 1995
St. Croix Valley Summer Theatre 1995
St. Croix Valley Summer Theatre 1994
UW-River Falls 1994
St. Croix Valley Summer Theatre 1993
UW-River Falls 1993
Phipps Center for the Arts 1993
Phipps Center for the Arts 1992
St. Croix Valley Summer Theatre 1992
UW-River Falls 1992
St. Croix Valley Summer Theatre 1991
Wisconsin in Scotland 1991
UW-River Falls 1990
St. Croix Valley Summer Theatre 1990
UW-River Falls 1989
St. Croix Valley Summer Theatre 1989
St. Croix Valley Summer Theatre 1988
UW-River Falls 1988
Phipps Center for the Arts 1987
St. Croix Valley Summer Theatre 1987
UW-River Falls 1987
St. Croix Valley Summer Theatre 1986
UW-River Falls 1986
UW-River Falls 1985
St. Croix Valley Summer Theatre 1985
UW-River Falls 1985
North Dakota Repertory Theatre 1984
North Dakota State University 1984

THEATRICAL PLAYWRITING
Completed Sabbatical (Spring ’97) research and writing of a final scenario for “East Wind Rain,” a play chronicling the FDR administration 1939-41 and the events leading up to the Pearl Harbor attack.
**ACTING**
Perform roles in regional, community and semi-professional theaters throughout the area. Recent roles have included:

<table>
<thead>
<tr>
<th>Character</th>
<th>Title/Production</th>
<th>Company</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charlie Brown</td>
<td>You're a Good Man Charlie Brown</td>
<td>Phipps Center for the Arts</td>
</tr>
<tr>
<td>Victor Velasco</td>
<td>Barefoot in the Park</td>
<td>Phipps Center for the Arts</td>
</tr>
<tr>
<td>Nicely, Nicely Johnson</td>
<td>Guys and Dolls</td>
<td>St. Croix Valley Summer Theatre</td>
</tr>
<tr>
<td>Horace Vandergelder</td>
<td>Hello Dolly</td>
<td>St. Croix Valley Summer Theatre</td>
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**VIDEO PRODUCTION**
Producer/Director for Focus on U programming 1985-present (26 programs/year)
- 1986-91 (102 programs)
Produced 3 hour live election night show “Focus on Wisconsin-Election 94” coverage and returns picked up and used by WEAU-TV in Eau Claire
Teach courses in video production and performance for University of Wisconsin-River Falls
Producer/videographer/editor for:
- Promotional video for Children Are People Support Groups, Inc., Mpls.
- Promotional video for WCWC Wisconsin in Scotland Program
- Promotional video for Phipps Center for the Arts – “A Center for the Arts”
- Two promotional videos for Paradise Pools – “Paradise in Your Own Back Yard”
- Informational video for Ezekiel Lutheran Church – “Services of the Church”
- Promotional video for The Main Even – “The Main Event”
- Informational video for St. Croix Meadows Dog Track
- Informational video for the Crazy Horse Legal Defense Fund – “Crazy Horse Malt Liquor”
APPENDIX #3
LIBRARY SUPPORT
Memo to: Dr. Margaret M. Swanson, Chair  
The Department of Speech, Communication and Theatre Arts  
From: N. Curtis Le May, Senior Collection Development Librarian  
Date: October 12, 2000  
RE: Library Support for a Major in Theatre Arts

I attest that the present library print collection, coupled with access to numerous online resources provided by the State of Wisconsin and the University of Wisconsin System, makes the library curricular support more than ample to allow a major in Theatre Arts at the University of Wisconsin - River Falls. Assorted supplementary purchases coupled with access to our national resource sharing system provide additional justification for approving this major.

The Department of Speech Communication and Theatre Arts (SCTA) has offered courses at the University of Wisconsin - River Falls since 1962. Throughout that time, they have worked with the library to build a base collection that effectively supports an emphasis in Theatre Arts within their department as well as two sub-majors (Musical Theatre and Theatre). Consequently, our base monographic collection amounts to more than 1,250 titles in this subject area. SCTA's current library allocation for print monographs averages around $1,000.00 annually. The library granted them an additional $2,000 Collection Enrichment Grant in 1999/2000 from the Governor's DIN to Enrich Library Collections in anticipation of their applying to the UW-System, Board of Regents for permission to offer a major in Theatre Arts. This process will continue for two more fiscal years. Thus, the Library will contribute $2,000.00 extra in 2000/2001 and in 2001/2002 to complete this project, amounting to $6,000 additional funds over a three-year period. The Theatre Arts faculty, in consultation with the Collection Development Librarian, recommends these purchases.

THREE-YEAR COLLECTION DEVELOPMENT PLAN - THEATRE ARTS MAJOR

1. One act plays and monologues  
2. Costume and fashion history  
3. Contemporary American Plays  
4. Musical Theatre - Soundtracks on compact disc  
5. Interpersonal communication  
6. Gender and communication  
7. Playwrights  
8. Ethnic Theatre  
9. Non-profit organizational management and marketing
10. Dance
11. Opera
12. Oral interpretation of prose, poetry and drama

B. 2000/2001 Collection Development Plan by topic (currently in progress)
1. Acting fundamentals and characterization
2. Children's Theatre
3. Creative Dramatics for Children, and the physically and mentally challenged
4. Puppetry
5. Classical Theatre
6. Theatre Awards and Reviews
7. English Theatre History
8. World Theatre History
9. American Theatre History (Vaudeville, Federal Theatre Project)
10. Reader's Theatre
11. Copyright
12. Women Playwrights

1. Design for Theatres
2. Script analysis
3. Make-up
4. Set Construction
5. Reference Works
6. Vocal Techniques
7. Movement
8. Script/Score analysis
9. Auditioning Skills
10. Scenery design
11. Property design
12. Lighting Design

It is also important to note that a number of other academic departments also have significant collections that cross-disciplines with Theatre, e.g. English, French, German, Spanish, Women's Studies, Ethnic Studies, Health and Human Performance, History, Journalism, Business and Music.

Most recently, in 2000/2001 we have access to a contemporary electronic book collection (netLibrary) that is shared statewide between University of Wisconsin campuses and the majority of Wisconsin's Private Colleges and Universities, e.g. Lawrence and Marquette. Other eBook collections such as Early English Books Online and Project Gutenberg are also available and include major Shakespearean and dramatic works that are in the public domain.
INTRODUCTION TO THE CHALMER DAVEE LIBRARY
AT THE UNIVERSITY OF WISCONSIN - RIVER FALLS

The Chalmer Davee Library provides students and faculty with a variety of alternatives for obtaining research materials. The library maintains a collection of over 260,000 books and audiovisual materials, and approximately 1500 current periodical subscriptions that meet or exceed national standards for excellence in undergraduate and graduate instruction. Besides materials that support the curriculum, the library provides material for self-enrichment and scholarly activity.

The library offers reference, reserve, and circulation services; web access to many computerized indexes, abstracts and full-text databases; publicly accessible Internet utilities; interlibrary loans; library instruction in an electronic bibliographic instruction classroom; textbook rental, photocopiers, and microform reader/printers.

Among the special collections housed within the Davee Library is a Curriculum Materials Center serving the College of Education and Graduate Studies. The primary purpose of the Curriculum Materials Center is to support the professional curriculum of the School of Education and Graduate Studies. We provide these materials for students as they learn to identify, select, evaluate, and use a multiplicity of resources in developing the curriculum for elementary and secondary students. We collect materials in those current subject areas in which the College of Education and Graduate Studies offers teacher certification.

PRIMARY MATERIALS AVAILABLE AT CHALMER DAVEE LIBRARY

Selected Reference Books


Freedom of speech decisions of the United States Supreme Court / Maureen Harrison & Steve Gilbert, editors, 1996

American musical theatre song encyclopedia / Thomas S. Hischak; foreword by Gerald Bordman, 1995


Guide to American drama explication / Rosalie Otero, 1995

Encyclopedia of the musical theatre / Kurt Gänzl, 1994


Ottemiller's index to plays in collections: an author and title index to plays appearing in collections published between 1900 and 1985, 1988

American song : the complete musical theatre companion / Ken Bloom, 1985


Oxford companion to American theatre / Gerald Bordman, 1984 1981


Online Indexes and Databases

The University of Wisconsin System began its current system of sharing databases in 1995. We have found that the provision of shared databases is an outstanding illustration of the Wisconsin Idea in action, as the databases serve both our curricular and research needs. The most outstanding databases we provide access to are:

**Academic Search Elite:** This scholarly collection provides journal coverage for most academic areas of study — including biological sciences, economics, communications, computer sciences, engineering, language and linguistics, arts and literature, medical sciences and women's studies. Academic Search Elite features full text for over 1,230 journals with many dating back to 1990. Abstracts and indexing for nearly 3,000 scholarly journals with many dates back to 1984. Coverage of 1,700 peer-reviewed journals. Coverage of The Wall Street Journal, The New York Times and The Christian Science Monitor.

**Academic Universe via the Web:** Academic Universe provides access to a wide range of news, business, legal, and reference information. It couples the convenience of the Internet with the power of LEXIS(r)-NEXIS(r) services so you can quickly and easily retrieve documents that meet specific research needs.

**Art Full Text:** A bibliographic database that indexes and abstracts articles from periodicals published throughout the world. Full-text coverage for selected periodicals is also included. Periodical coverage includes English-language periodicals, yearbooks, and museum bulletins, as well as periodicals published in French, Italian, German, Japanese, Spanish, Dutch, and Swedish. In addition to articles, Art Full Text indexes reproductions of works of art that appear in indexed periodicals. Abstracting coverage begins with January 1994. The abstracts range from 50 to 300 words and describe the content and scope of the source articles. Full-text coverage begins in 1997.

**Arts & Humanities Citation Index (Web of Science):** A multidisciplinary database covering the journal literature of the arts and humanities. It indexes 1,144 of the world's leading arts and humanities journals, as well as covering individually selected, relevant items from over 6,800 major science and social science journals.

**Business Source Elite via Web:** Business Source Elite provides full text from nearly 930 journals covering business, management, economics, banking, finance, accounting and much more. In addition to the full text, this database offers indexing and abstracts for nearly 1,570 journals. This database contains popular business publications such as Business Week, Forbes, and Harvard Business Review, and hundreds of scholarly, peer-reviewed journals. Also included is Wall Street Words, a dictionary of financial terms, linked directly to words within the citations and
full text. Full text backfiles go as far back as January of 1990, while indexing and abstract backfiles go as far back as January of 1984. This database is updated daily on EBSCOhost.

CommAbstracts: Contains abstracts of articles published in the primary professional literature of the communication(s) field. No other electronic resource on the World Wide Web provides more comprehensive coverage of the communication discipline's scholarship.

Humanities Abstracts FT: A bibliographic database that cites articles from more than 350 English-language periodicals, plus the full text of over 95 of those periodicals. It covers the fields of archaeology and classical studies, art and photography, folklore, general scholarship, history, journalism and communications, language and literature, literary and political criticism, music and performing arts, philosophy, and religion and theology. Periodical coverage includes some of the best-known scholarly journals and numerous lesser-known but important specialized magazines. Full-text coverage begins in January 1995.

MLA Bibliography: The fundamental research tool for the humanities. The database indexes international scholarly materials on modern language, literature, linguistics, and folklore. Covering 1963 to the present, the MLA International Bibliography includes 1.3 million citations from over 3,000 journals and series, monographs, working papers and conference proceedings. SilverPlatter's edition includes the MLA Bibliography Thesaurus with related terms. Users can select single or multiple terms for more precise searching of authors, literary works, genres, and viewpoints.

Social Science Citation Index (Web of Science): A multidisciplinary database covering the journal literature of the arts and humanities. It indexes 1,144 of the world's leading arts and humanities journals, as well as covering individually selected, relevant items from over 6,800 major science and social science journals.

Wilson Business Abstracts Full Text via Web: Wilson Business Abstracts Full Text is a bibliographic database that indexes and abstracts articles from more than 345 English-language periodicals published in the United States and elsewhere, including the leading business magazines and trade and research journals, plus the full text of over 160 of those periodicals. The abstracts range from 50 to 150 words and describe the content and scope of the source articles. Full text coverage begins in January 1995.

Women's Resources International: (1972-present) The ultimate women's studies resource. Includes over 232,000 records drawn from a variety of essential women's studies databases.
Current Periodical Subscriptions Held Onsite

American Theatre
Argumentation and advocacy
Communication Education
Communication Monographs
Communication Quarterly
Communication Studies
Comparative Drama
Journal of Applied Communication Research
Journal of Communication
Journal of Nonverbal Behavior
Modern Drama
Quarterly Journal of Speech
Sight and Sound
Southern Communication Journal
TDR: The Drama Review
Theatre Journal
Western Journal of Communication

(See Attachment A – where I have attached pertinent listings from other departments, e.g. the Dept. of English subscribes to Shakespeare Studies, etc.)

Electronic Journals and Magazines

In addition to print subscriptions, more and more journals are available online. The University of Wisconsin System is currently negotiating with individual publishers to offer more of these. We do have several packages of online journals now. These include:

JSTOR: Specializes in making available the back issues of journals in a wide variety of humanities and social science disciplines. Issues are available both as images and as text. Searching is possible within each title and across the whole database.

Project Muse: An initiative that enables worldwide networked access to the full text of over 95 of Johns Hopkins University Press's scholarly journals. Funded through 1997 by the National Endowment for the Humanities and the Andrew W. Mellon Foundation, Project Muse makes works of scholarship more widely available within individual university communities by using online technology to produce affordable electronic journals in the humanities, the social sciences, and mathematics.
RESOURCE SHARING AND ACCESS VIA INTERLIBRARY LOAN

If you need an article or a book that Chalmer Davee Library does not own, the Interlibrary Loan Department will try to obtain it for you. (See Attachment B).

In addition to this, our patrons are given online access to the catalogs of other libraries so patrons can do their bibliographic research here before travelling to more specialized libraries in Madison, Milwaukee or Minneapolis/St. Paul.

WORLD WIDE WEB ACCESS

Gateways to Selected Resources

Argus Clearinghouse: A Selective Collection of Topical Guides
BUBL 5:15
Britannica
INFOMINE
Librarians' Index to the Internet
Lycos Top 5%
Magellan Internet Guide
Scout Report Signpost
World Wide Web Virtual Library

General Web Directories and Search Engines

Alta Vista
FAST Search
Excite
Google
HotBot
Infoseek
Lycos
Northern Light
MetaCrawler
Yahoo!

EVALUATION

The library and the will the Department of Speech Communication and Theatre Arts re-evaluate the status of the collection in three years.

cc: Dr. Gorden Hedahl, Dean, College of Arts, and Sciences
    Robert Milam, Vice Chancellor and Provost
    Dr. Christina Baum, Library Director;
Attachment A

Current Journal Subscriptions
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Attachment B

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Material is usually due.
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filling requests is too costly
3321, to see if your materials
Circulation Desk or call 425-
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obtained within ten working
days. Usually materials can be

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How long will it
Loan form.
Pay for material on the Interlibrary

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information is provided, please ensure that all necessary Library check your forms to have a Reference Desk. Have a Turn in completed forms at the

WHERE DO I TURN IN MY REQUESTS?

WHERE MAY BE REQUESTED?

WHAT IS INTERLIBRARY LOAN?

WHAT MAY BE REQUESTED?

WHO MAY BORROW?

WILL THERE BE A CHARGE?

CHARGES?

 magnesium amount you will $20. You must stipulate the policy of the Lending Library, charges vary as part on the library may assess a charge for the loan which will be. When an item is rare or is only which we pay on your behalf (although we pay for your charge). Local public Library may have Community borrowers may use the Interlibrary Loan service. Community borrowers may use Interlibrary Loan any Faculty or staff member or any currently enrolled student. Interlibrary Loan service. Wisconsin and the Wisconsin Academic Libraries in Wisconsin and the Wisconsin Academic Libraries in Wisconsin and the Wisconsin Academic Libraries in Wisconsin.

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February 14, 2002

TO: Ann Lydecker
   North Hall
   University of Wisconsin-River Falls

FROM: Meg Swanson, Chair
       Faculty Senate
       University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion #8

At the November 28, 2001 meeting of the University of Wisconsin-River Falls Faculty, motion 2001-2002/#8 was made. This motion is forwarded to you for your action.

2. Motion to change Pg 111_21 Fac/Acad Staff Handbook (Specifying "significant" in Curricular changes that merit attention by Senate bodies) offered by Executive Committee: (M/S/P Baker/Foust)

"Sec.J. Curriculum Committee"

"4.b Course and changes in course offerings: changes in course offering shall include changes in credit hours, course title, or any other planned alteration that would affect the course's catalog listing."


☑ Approved

☐ Disapproved

Ann Lydecker, Chancellor

2/15/02

UNIVERSITY OF WISCONSIN–RIVER FALLS
University of Wisconsin-River Falls • 410 S. Third Street • River Falls, WI 54022-5001 • USA
February 14, 2002

TO: Ann Lydecker  
    North Hall  
    University of Wisconsin-River Falls

FROM: Meg Swanson, Chair  
       Faculty Senate  
       University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion #7

At the November 14, 2001 meeting of the University of Wisconsin-River Falls Faculty, motion 2001-2002/#7 was made. This motion is forwarded to you for your action.

Modification of Section 3.23 of Faculty Handbook as attached.


[Signature]
Ann Lydecker, Chancellor

01/15/02
Date
Modification of Section 3.23 of Faculty Handbook.

Each academic unit (department) will develop a set of written criteria and will determine the relative importance of these criteria for determining renewal using the basis core of the above criteria including the integration of technology in RF 3.21 as a model and have it approved by the respective College Dean, the Provost & Vice Chancellor, and the Chancellor. These criteria are to be provided in writing to and discussed with new faculty members by each academic unit chair.

3. (M/S) Werner/Trechter to bring to floor Amended Constitution to Faculty Referendum. Sandy Soares invited to discuss. Amended language now includes “academic staff” in many places where it previously only said “faculty”. An omission was noted concerning the aspect of faculty majority approved last year. Motion postponed until this language can be inserted.

4. (M/S) Peterson/Lubke Motion to change Pg III - 21 Fac/Acad Staff Handbook (Specifying significance in Curricular changes that merit attention by Senate bodies) offered by Executive Committee.

“4.b Course and changes in course offerings: changes in course offering shall include changes in credit hours, course title, or any other alteration which could affect existing academic programs such as changes in course prerequisites, frequency of offerings, and mode of delivery.”
February 14, 2002

TO: Ann Lydecker
    North Hall  
    University of Wisconsin-River Falls

FROM: Meg Swanson, Chair
   Faculty Senate
   University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion #6

At the November 14, 2001 meeting of the University of Wisconsin-River Falls Faculty, motion 2001-2002/#6 was made. This motion is forwarded to you for your action.

Motion to amend Faculty Handbook as attached.

Move note on page IV-26 to IV-13 following 2.51


[Signature]

[Stamp]

Ann Lydecker, Chancellor  \(2/15/02\)

Approved

Disapproved
To move note on page IV-26 of current faculty handbook to page IV-13 of current faculty handbook placing it immediately following 2.51.

The amended section would read as follows:

RF 2.5 Notification of Initial Appointment.

2.51 Each person to whom an appointment is offered must receive an appointment letter in which the Chancellor of other authorized official of the University of Wisconsin- River Falls details the terms and conditions of the appointment, including but not limited to: duration of the appointment, starting date, ending date, general position responsibilities, probation, tenure status, and crediting for prior service. Accompanying this letter shall be an attachment detailing the University and System rules and procedures relating to faculty appointments. If the appointment is subject to the advance approval of the Board of Regents, a statement to this effect must be included in the letter.

The following guidelines will be considered in the assignment of number of years of experience:

a) teaching experience at the university level in an institution equivalent to this University will be honored in a 1-1 basis (one year equals one year);

b) teaching experience at the elementary or secondary level will be honored on a 2-1 basis, however, a maximum of five years will be granted;

c) industrial, governmental, business, or pre-professional experience directly related to the University teaching assignment will be honored on a 2-1 basis with a maximum of five years granted;

d) appropriate experience will be considered on an individual basis.

The burden of proof is on the faculty member to show the cause and for the department chair to present evidence. The experience shall not exceed the 3-1 ratio, with a maximum of five years granted;

e) graduate assistantships may be considered in (d) of the above formula.
Dear Colleagues:

For several years, various faculty/staff committees have been working on constitutional revisions to merge faculty and academic staff governance structures into one body with separate committee structures. Last spring, the faculty and staff voted on the first constitutional changes required to bring about this merger. As a consequence of that affirmative vote, a revised constitution has now been completed. Faculty Senate has determined that it is appropriate to present this document to eligible faculty and staff for a vote. This determination does not constitute an endorsement, since that is a decision that needs to be made by the campus at large. Should the constitutional changes be accepted, work will begin on the by-law revisions and the revision of the committee structure.

I know that constitutional changes aren't real thrilling and I know that all of you have many more immediate things to deal with in your work lives. Nevertheless, I hope that you will take a few minutes to inform yourselves about these changes. Faculty governance is important in Wisconsin, providing us with a way to influence the circumstances of our work life and to protect the quality of the experience of our students.

Early next semester, a copy of the revised constitution and a ballot will appear in your mail box. This will be followed by two informational sessions at which the proposed changes will be discussed and questions answered.

The dates/places are as follows:

- Wednesday, February 6 12:00 - 1:30, Kinnicknick Room
- Thursday, February 7 12:00 - 1:30 Kinnikinick Room

Look forward to seeing you! Look forward to hearing your views!

Meg Swanson, Faculty Senate Chair

Margaret Millen Swanson
November 1, 2001

TO: Ann Lydecker
    North Hall
    University of Wisconsin-River Falls

FROM: Meg Swanson, Chair
       Faculty Senate
       University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion #5

At the October 31, 2001 meeting of the University of Wisconsin-River Falls Faculty, motion 2001-2002/#5 was made. This motion is forwarded to you for your action.

Authorization to Implement a Dairy Science Minor as Attached.

Motion 2001-2002/#5 passed on October 31, 2001

✓ Approved

           Disapproved

Ann Lydecker, Chancellor

Date: 11/09/01
AUTHORIZATION TO IMPLEMENT A DAIRY SCIENCE MINOR

1. PROGRAM IDENTIFICATION

1.1 Title: Dairy Science Minor
1.2 Department: Animal and Food Science
1.3 College: Agriculture, Food, and Environmental Science
1.4 Initiation: Spring Semester, 2001-2002
1.5 Reference: Dairy Science Major Proposal

2. CONTEXT

2.1 History: The Dairy Science Minor is proposed as a companion program of the recently approved Dairy Science Major, which was initiated during Spring Semester of the 1999-2000 academic year. The Dairy Science Major was developed from the Dairy Emphasis sub-major of the Animal Science major, which has existed for many years.

2.2 Instructional Setting: The Dairy Science Minor is proposed as a supporting minor program for students enrolled in other major programs at UWRF, particularly those enrolled in CAFES. The recently approved Agricultural Studies Major, which is the new name for the revised Broad Area Agriculture Major, now requires its students to take a minor from within CAFES. The Dairy Science Minor will be an attractive minor for many of them, as it will for students in Agricultural Business, Agronomy, Agricultural Engineering, and others. Also, the Dairy Science minor will provide another option for students outside CAFES.

3. NEED

3.1 Student Demand – Future Enrollment: A significant number of students who have selected a minor in Animal Science would want to select a Dairy Science minor if the option were available. Also, the requirement for a minor in the Agricultural Studies major will create a significant increase in the demand for many minors in CAFES, including one in Dairy Science if it is available.

4. PROGRAM DESCRIPTION

4.1 Objectives: The proposed minor consists of four core courses in dairy production, a selection of two senior-level courses in advanced dairy science, and a selection of one to three additional supporting courses from a broad menu of courses tailored to meet the students individual goals and preferences. The objectives of the program are:
A. To help students learn the broad scientific foundations of modern dairy production.
B. To help students learn current concepts and best practices of milk production as a modern business in a rapidly changing agricultural environment.
C. To help students learn advanced concepts and practices in dairy farm management and/or selected sciences as applied to dairy production.
D. To help students learn more about selected areas of dairy and related sciences in accordance with their individual goals and preferences.

4.2 Curriculum: The proposed Dairy Science Minor consists of the following:

A. Core courses: ANSC 231, 232, 257, DASC 306 ...........12 cr.
B. Two courses selected from: DASC 404, 406, 436*................. 6 cr.
C. Take courses from DASC, ANSC, AGBI, and/or FDSC, with the following conditions: ...............4-6 cr.
   1) Courses at 200 level or higher.
   2) Only one course can be selected from the following list: DASC 210, 310, 490, ANSC 211, 311, 313, 490, FDSC 490

Total ..................................................................................22-24 cr.

* Prerequisite is AGBI 251 or CHEM 361. AGBI 251 may be included as part of this minor under section 4.2C.

All other considerations involved in approving a new academic program (assessment, personnel, academic support services, facilities, finance, etc.) have been addressed in the approved proposal for the Dairy Science Major. This proposal for a MINOR in Dairy Science would require no more resources than those identified in the MAJOR proposal.
Proposed motion from AP & P regarding a **balanced calendar**:

Move that Faculty Senate resubmit Motion 1999-2000 #25 and 26 regarding the balanced calendar to Chancellor Lyedecker before the end of spring semester 2001.

Motion 25(Caskey/Foust) passed at the May 10, 2000 Faculty Senate Meeting.

pending

- to approve section "a" of t recommendation from the Academic Policies and Programs Committee concerning implementation of a balanced calendar.

- a) That UWRF switch to a balanced calendar consisting of two semesters of equal length, each consisting of fifteen weeks of classes, about one week of advising and registration, and one week of final exams, for a total of 17 weeks per semester and a total of 34 weeks of student contact per academic year. This is consistent with Regents Policy.

Motion 26(Cooper/Mogen) passed at the May 10, 2000 Faculty Senate Meeting.

pending

- to approve sections "b," "c," and "d" of the recommendation from the Academic Policies and Programs Committee concerning implementation of a balanced calendar.

- b. That UWRF specify that one semester credit consist of approximately 750 minutes of class time plus appropriate work outside of class, not including final exams.

- c. That UWRF requires the scheduling of a study day between the last day of regular classes and the first day of final exams every semester. Any day of the week except Sunday may be designated as the study day.

- d. That UWRF requires the scheduling of Spring break to occur immediately after the completion of one half of the class weeks of the semester, or as close thereto as possible. In a semester consisting of 15-weeks of class, spring break must occur immediately after the seventh or eighth week of classes, at the discretion of the Faculty Senate.
September 24, 2001

Amendments to Proposed Revisions of Faculty Promotion Section of Faculty Handbook

Offered by Dennis Cooper

Amendment 1.

Substitute the following categories for those currently listed under “The record shall document the faculty member’s activities in the following categories:"

A. Teaching: includes student, peer, and/or department chair evaluations, list of courses taught, enrollment, individual student advising, reassigned/release time, integration of technology, curriculum revision/innovation. The most important performance criterion will be effectiveness in teaching.

B. University Service: includes committee participation and leadership (department, college, University), student club advising.

C. Professional Service: includes active involvement in professional organizations, professional consulting, service to community organizations, extension and outreach activities, and similar activities.

D. Scholarly/creative activity and professional development: includes research, publications, presentations to professional organizations, grants applied for, grants received, exhibition of works of art, performances, attendance at scholarly/scientific meetings, continuing education activities, and related activities.

Amendment 2.

Delete: The items above are suggestive and may not include every activity which needs documenting.

Substitute: Items A through E above are suggested guidelines and shall not constitute a mandate. Performance expectations and criteria for evaluating them shall be established by each department for its own members, and revised as deemed necessary by the department. Only those performance expectations and evaluation criteria established at the department level shall be used to evaluate faculty at each step of the promotion process.

Amendment 3. Under department procedures:

a. Everything after the first paragraph should be underlined because it is new.

b. Third paragraph, add: ... who hold the same or higher rank as the one for which the candidate is being considered.
November 1, 2001

TO:  Ann Lydecker  
     North Hall  
     University of Wisconsin-River Falls

FROM:  Meg Swanson, Chair  
        Faculty Senate  
        University of Wisconsin-River Falls

RE:   UW-RF Faculty Senate Motion #4

At the October 31, 2001 meeting of the University of Wisconsin-River Falls Faculty, motion 2001-2002/#4 was made. This motion is forwarded to you for your action.

Motion to Amend Faculty Handbook IV-24 through IV-29 As Attached.

Motion 2001-2002/#4 passed on October 31, 2001

☑ Approved

☐ Disapproved

Ann Lydecker  
Chancellor

Date 11/09/01
PROMOTION SECTION As approved at the 10-23-01 meeting of the FWPP committee

Criteria for Promotion and Promotion Procedures: pages IV-24 through IV-29 Faculty Handbook

General Criteria for Promotion:
Reflecting the spirit and intent of Chapter 3 of the UWS Administrative Code "renewal of appointment and granting of tenure," this handbook includes the general criteria for promotion.

Specific Criteria for Promotion to Associate Professor:
Each department or functional equivalent develops specific criteria for retention and promotion including technology integration in accordance with RF 3.21c and determines the relative importance of these criteria. The appropriate Dean, the Provost and the Chancellor review and approve the criteria. The Department Chair shall present these departmental criteria to faculty members and shall discuss with them the ways in which the criteria can be fulfilled so that such faculty can successfully attain tenure and the automatic promotion to Associate Professor it carries. Copies of the criteria will be on file in the offices of the Dean, the Provost, and the Chancellor.

Procedure for Promotion to Associate Professor:
Faculty appointed at the Assistant Professor level are promoted to Associate Professor simultaneously with the granting of tenure. For additional information on promotion to Associate Professor see RF 4 on Granting Tenure.

Specific Criteria for Promotion to Professor:
Performance expectations for promotion to Professor will be beyond those expectations for promotion to Associate Professor. Similar to promotion to Associate Professor, each department or functional equivalent develops the specific criteria, including technology integration, and determines the relative importance of these criteria. The appropriate Dean, the Provost and the Chancellor review and approve the criteria. The Department Chair shall present these departmental criteria to faculty members and shall discuss with them the ways in which the criteria can be fulfilled. Copies of the criteria will be on file in the offices of the Dean, the Provost, and the Chancellor. A supportable, severe deficiency in any or all of the criteria is reasonable cause for denial of promotion.

Procedures for Promotion to Professor:
Promotion to Professor involves review and recommendations at the department, college/unit, University and UWS Regents levels as described later in this section. A positive recommendation for promotion at a lower level does not guarantee a positive recommendation at a subsequent higher level.

Qualifications for Promotion

Appropriate Educational Preparation

In promotion of faculty members, the following criteria will be considered: appropriate educational preparation, appropriate experience, and contributions to the University.
The educational preparation code assignment shall be based on the following minimal academic experience pertinent to the teaching assignment:

**Code 1.** Any of the following categories qualify for this rating:
- Ph.D.
- Ed.D.
- Earned doctor’s degree equivalent to the Ph.D. and Ed.D. requiring the minimum equivalent of three full years of graduate study beyond the baccalaureate
- M.F.A. in performing arts (dance and theatre) or in studio arts
- M.S.W./M.S.S.W. with ACSW eligibility (qualifies candidate for promotion to Associate Professor only)

**Code 2.**
- Earned degrees requiring a minimum of three years work beyond the baccalaureate degree
- All requirements met for the doctorate except for the completion of the dissertation

**Code 3.**
- Master’s degree plus one full year of graduate study as measured by the institution where graduate work is applicable in a degree program
- A specialist degree or its equivalent
- Two-year master’s degree

**Code 4.** Master’s degree

**Code 5.** Bachelor’s degree

**NOTE:** In those academic areas where the terminal degree traditionally accepted in the discipline is other than code 1 or code 2, or in fields where faculty members with code 1 or code 2 credentials are not available, the faculty member may receive consideration for promotion on recommendation of the academic department. Less than full-time faculty may be considered for promotion in rank when their actual teaching experience adds up to the number of years required for promotion to the rank in question. The Chancellor may waive the criteria and must provide justification for the waiver. [FS 90/91 #23]

**Appropriate Experience**

Having met the standard for minimal academic preparation as outlined in assignment of code, the faculty member who seeks advancement in rank must meet the following criteria:

- **Associate Professor:** To be eligible for consideration for promotion to the rank of Associate Professor, the faculty member must meet minimal educational preparation code 1. A minimum of six years of teaching or equivalency with a minimum of three academic years as an Assistant Professor at this University will be required.* An Assistant Professor who is granted tenure shall automatically be promoted to Associate Professor if minimal educational preparation code 1 is met and the rank of Assistant Professor has been held for at least three
years. There shall be no promotion to Associate Professor prior to the granting of tenure. [FS 96/97 #4]**

*Neither the current year nor summer sessions will be considered in meeting this requirement. See RF 2.51 for equivalency.

**Applies to tenure-track faculty hired after October 9, 1996 [FS 96/97 #5]

- Professor: There shall be no promotion to Professor prior to the granting of tenure.** [FS 96/97 #4] To be eligible for promotion to the rank of Professor, the faculty member must meet minimal educational preparation code 1. A minimum of ten years of full-time college/university teaching or equivalency is required.* A minimum of three of those years must be at the rank of Associate Professor at this University.

*Neither the current year nor summer sessions will be considered in meeting this requirement. See RF 2.51 for equivalency.

**Applies to tenure-track faculty hired after October 9, 1996 [FS 96/97 #5]

Contribution to the University

The faculty member who has met criteria *Appropriate Educational Preparation* and *Appropriate Experience* (above) may be considered for promotion using the criteria found under RF 3.21c. [FS 93/94 #9]

Evaluation of the criteria in RF 3.21c shall be based on the faculty member’s professional record. Faculty members (tenured and tenure track) are expected to develop and maintain a faculty record for use in merit, retention, tenure, promotion, and post-tenure decisions. A copy of the record should be kept by both the faculty member and his or her department chair and updated annually. This professional record should include a Vita and the following position information: Letter of appointment, position announcement, University rank and years of service. The record shall document the faculty member’s activities in four categories 1) teaching, 2) research/scholarly/creative activity, 3) university service and outreach, and 4) other professional contributions, and may include the following documentation and activities:

A. Teaching: must include student, peer, and department evaluations, and may include a list of courses taught, enrollment, academic student advising, reassigned/release time, curriculum revision/innovation, renewal and retraining, and other professional teaching development.

B. Research/Scholarly/Creative Activity: may include student-faculty or faculty research/scholarly/creative activity, publications, presentations to professional organizations, grants applied for, grants received, exhibitions of works of art, performances, participation in scholarly/scientific meetings, and related activities.

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

D. Other Professional Contributions: may include active involvement in professional organizations, professional consulting, professional service to community organizations, and similar activities.

The items within the categories above are suggestions of appropriate activities to document in the record and may not include every appropriate activity. Specific performance expectations for promotion are established by the department and kept on file with the Dean of the College, the Provost and Vice Chancellor, and the Chancellor.
Promotion Procedures

Department Procedures

Recommendations for promotions shall be initiated during Fall semester at the departmental level. The departmental procedures shall provide for the review of a promotion professional record containing such information and summary of data as described above. At the department level, the professional records of those candidates recommended by the department shall be forwarded to the College Promotions Committee for review and action. Every faculty member who meets the minimum requirements for promotion but is not recommended for promotion by the department can request that his or her professional record be forwarded to the Dean of the College. [FS 90/91 #23]

A meeting will be conducted by the department chair, except in instances where the chair does not hold a rank equivalent to that being decided on in which case the Dean will designate a committee chair from the departmental members eligible to vote.

The vote shall be taken at the meeting by signed ballots of those department members who hold the same or higher rank for which the candidate is being considered. Members unavoidably absent from the meeting because of illness, professional commitment, or emergency may vote by absentee ballot submitted to the committee chair prior to the meeting. There shall be no voting by proxy.

The recommendation for promotion shall pass if a majority of those voting concur. If the votes are equally divided, no departmental recommendation will be forwarded to the College Promotions Committee. Abstention votes of any form should be counted as no vote cast. They should not be considered in any personnel decision.

The departmental committee chair shall prepare and submit the unit’s recommendation for administrative review. The recommendation shall be accompanied by a copy of the record which was presented to the faculty, and a statement of the number of faculty members who favored and the number who opposed the recommendation.

Copies of the academic unit’s recommendation, including all documents referred to above, and a copy of the department’s promotion criteria shall be reviewed by the College Promotions Committee. That material and the individual signed ballots shall be retained by the Dean.

At the same time that the recommendation is forwarded for review to the College Promotions Committee, the departmental committee chair shall give written notice to the faculty member of the recommendation adopted by the unit.

NOTES:

The Dean shall augment any department with less than three eligible voting members with additional members who shall participate in the promotion decisions. See RF 1.1 and the chart
of members eligible to vote on personnel decisions for information on how the augmented committee shall be formed and who shall serve on it.

Recommendations for promotion of department chairs may be made by the Dean in consultation with the tenured members of the department.

College Promotions Committees

The Dean of each College shall establish a College Promotions Committee to evaluate the professional record of each candidate. This committee shall consist of at least seven members. Voting in the College Promotions Committee shall be governed by the principle that nominations to a given rank shall be voted on only by members of the committee who hold rank equivalent to or higher than that under consideration. A member’s service on this committee shall be limited to three consecutive years and no more than two members of the same department shall serve on the committee at the same time. The College Promotions Committee shall consider the professional records of the following groups: (a) candidates recommended by the department, (b) persons who request consideration by appeal to the Dean of the College, and (c) any others whom the committee believes deserve consideration because of special circumstances.

A written report on the deliberations of the College Promotions Committee shall be forwarded to the Dean. This report shall explain briefly the strengths and weaknesses of each nominee and in cases in which the committee chooses not to recommend a candidate for promotion, the report shall give reasons for this action. Wherever feasible, this report shall include any information which may be of service to the faculty member who is not granted promotion and who wishes to improve his or her performance.

Action of the Dean

The Dean shall review the recommendations of the College Promotions Committee, shall provide additional information where it is appropriate and shall then forward the list of candidates for promotion to the Provost and Vice Chancellor. Upon timely request from an unsuccessful candidate, the Dean shall meet with the candidate to review the professional promotion record and to advise the candidate of any actions that may be taken to strengthen his or her qualifications for promotion.

Review by the Provost and Vice Chancellor

The Provost and Vice Chancellor shall review the recommendations of the Deans and shall send his or her recommendation concerning promotions to the Chancellor.

Final Action by the Chancellor

The Chancellor shall make his or her final decision regarding recommendations for promotion, shall forward this decision to the Board of Regents, and shall notify all candidates of the status of their nomination. Upon written request from an unsuccessful candidate, the Chancellor shall
review the candidate’s professional record including recommendations of the various promotions committees, of the Dean, and of the Provost and Vice Chancellor, and shall discuss with the candidate the rationale for the action on his or her recommendation. The Chancellor may refer the candidate to the Provost and Vice Chancellor or to the appropriate Dean or the department chair for a review of the candidate’s file and the actions thereon.

**Appeal**

A faculty member who is not recommended for promotion has the right to appeal that decision to the Faculty Hearing, Grievance, and Appeals Committee in accordance with the procedures of Chapter IV of this Handbook: *Procedure for Handling Grievances: Faculty Personnel Rules-Chapter 10*.

**Calendar**

The Dean of the College notifies the department chair of all faculty eligible for promotion consideration by September 15.

The chair notifies individual faculty members by October 1.

The departmental decision is made by November 1.

The departments send promotion recommendations to College Promotion Committees by November 15.

The College Promotion Committees send recommendations to their respective Deans by February 1.

The College Deans send recommendations to the Provost and Vice Chancellor by February 15.

The Chancellor and Provost and Vice Chancellor inform the Deans and the individual faculty of their recommendations by March 1 and send recommendations to the Board of Regents according to System guidelines.

Upon receipt of the final decision from the Board of Regents, the Chancellor shall inform the faculty members of their status. [FS 94/95 #7]
October 18, 2001

TO: Ann Lydecker
   North Hall
   University of Wisconsin-River Falls

FROM: Meg Swanson, Chair
       Faculty Senate
       University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion #3

At the October 17, 2001 meeting of the University of Wisconsin-River Falls Faculty, motion 2001-2002/#3 was made. This motion is forwarded to you for your action.

Motion to Amend CLEP examination acceptance grades from Academic Standards:
"A passing grade on any/all of the exams taken before July 1, 2002 will be a raw score at or above the 55th percentile. A passing grade on any/all of the exams taken on or after July 1, 2001 will be a raw score at or above 50" (Werner/Rogers) M/S/P

Motion 2001-2002/#3 passed on October 17, 2001

✓ Approved

☐ Disapproved

Ann Lydecker, Chancellor

Date

11/09/01
October 18, 2001

TO: Ann Lydecker  
    North Hall  
    University of Wisconsin-River Falls

FROM: Meg Swanson, Chair  
       Faculty Senate  
       University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion #2

At the October 17, 2001 meeting of the University of Wisconsin-River Falls Faculty, motion 2001-2002/#2 was made. This motion is forwarded to you for your action.

Traditional Academic Calendar For Year 2003-2004 As Attached.


  ✑ Approved

  Disapproved

Ann Lydecker, Chancellor  
11/09/01 Date
Traditional Calendar for 2003-2004 (34 weeks of scheduled activities)

Fall 2003-2004

Registration and advising: August 25 – 29, M – F
Labor day: September 1
1st day of classes: September 2, Tuesday
Thanksgiving break: November 27-28, Th & F
Last day of classes: December 12, F
Final exams: December 15-19, M – F
Graduation: December 20, Sat

15 weeks of class (3 days missed due to holidays)
1 week of final exams
1 week of registration/advising/in service

J-Term: December 29 – January 16

Spring 2003-2004

Martin Luther King, Jr. day: January 19
1st day of classes: January 20, Tuesday
Spring break: March 15 – 21, Sat – F
Spring recess: April 9, F
Last day of classes: May 14, F
Final exams: May 17 – 21, M – F
Graduation: May 22, Sat

16 weeks of class (2 days missed due to holidays)
1 week of final exams

Faculty contract period August 25, 2002 to May 22, 2003 (39 weeks)

Summer 2003

SS1 May 24 – June 11 (include 1 Saturday)
SS2 June 14 – July 2
SS3 July 5 – July 23
SS4 July 26 – Aug 13

Approved by Calendar Committee
September 26, 2001
From: Dianne Monteith
To: Anderson, William; Ballou, Roger; Coombs, Ginny; George, Judy; Hedahl, Gorden; Nemecek, Barb; Nylander, Virgil; Rogers, Ogden; Spielman, John; Swanson, Margaret; Sword, Lisa; Viechnicki, Karen; Zaborowski, Leon
Date: 11/20/01 4:24PM
Subject: Faculty Senate Motion 2001-2002 #2

Please be advised that the attachment you received for the above motion is incorrect. We received the correct copy from Faculty Senate this afternoon and it is in the mail to you. Please replace the attachment to Faculty Senate Motion 2001-2002 #2 with the new copy! Thank you. ~ Dianne

CC: Cernohous, Alice; Foster, Mary; Kubera, Judy; Lofgren, Patsy; Steiner, Doug
Traditional Calendar 2002 – 2003 (34 weeks of scheduled activities)

**Fall 02 – 03 (17 weeks)**

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Opening Day</td>
<td>August 26</td>
</tr>
<tr>
<td>Registration and advising:</td>
<td>August 26 - 30 M - F</td>
</tr>
<tr>
<td>Labor Day:</td>
<td>September 2</td>
</tr>
<tr>
<td>1st day class</td>
<td>September 3 Tuesday</td>
</tr>
<tr>
<td>Thanksgiving:</td>
<td>November 28 - 29 R &amp; F</td>
</tr>
<tr>
<td>Last day classes:</td>
<td>December 13 F</td>
</tr>
<tr>
<td>Finals:</td>
<td>December 16,17,18,19,20 M – F</td>
</tr>
<tr>
<td>Commencement</td>
<td>December 21 Sat.</td>
</tr>
</tbody>
</table>

15 weeks class (miss 3 days due to holidays)
1 week finals
1 week registration / advising

**J – Term:** January 2 – January 18 include Saturdays: 1/4/03, 1/11/03, 1/18/03

MLK Day Monday January 20

**Spring 02 – 03 (17 weeks)**

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st class day</td>
<td>January 21 T</td>
</tr>
<tr>
<td>Spring Recess</td>
<td>March 15 - 23 (Sat – Sun)</td>
</tr>
<tr>
<td>Spring Recess</td>
<td>April 18 F</td>
</tr>
<tr>
<td>Last class day</td>
<td>May 16 F</td>
</tr>
<tr>
<td>Finals</td>
<td>May 19 - 23 M – F</td>
</tr>
<tr>
<td>Commencement</td>
<td>May 24 Sat. (Memorial day weekend)</td>
</tr>
</tbody>
</table>

16 weeks class (missing 2 days due to holidays; Monday & Friday)
1 week finals

Faculty Contract 8/26/01 – 5/24/02 (39 weeks)

**Summer 2002**

<table>
<thead>
<tr>
<th>Session</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS1</td>
<td>May 27 – June 14 (include Saturday 6/14)</td>
</tr>
<tr>
<td>SS2</td>
<td>June 16 – July 3 (include Saturday 6/21)</td>
</tr>
<tr>
<td>SS3</td>
<td>July 7 – July 25</td>
</tr>
<tr>
<td>SS4</td>
<td>July 28 – August 15</td>
</tr>
</tbody>
</table>
December 14, 2001

TO: Cora B. Marrett  
Senior Vice President for Academic Affairs

FROM: Virginia M. Coombs  
Provost and Vice Chancellor for Academic Affairs

RE: 2003-2004 UW - River Falls Academic Calendar

Enclosed please find the UW - River Falls 2003-2004 calendar dates in the format requested by your letter of November 15, 2001. We are also enclosing a copy of our Faculty Senate Motion.

Please do not hesitate to call me if you have questions.

Encl: UW - River Falls 2003-2004 Calendar (UW-System Format)  
UW - River Falls Faculty Senate Motion #2

Cc: Ann Lydecker  
Meg Swanson  
Mike Kaltenburg  
Joy DeWyre
<table>
<thead>
<tr>
<th></th>
<th>Institution Contract Year</th>
<th>Faculty Registration</th>
<th>Classes Begin</th>
<th>Interim Registration Classes Begin</th>
<th>Spring Break</th>
<th>Classes End</th>
<th>Commencement</th>
<th>Fall Break</th>
<th>Classes End</th>
<th>Commencement</th>
</tr>
</thead>
</table>

**SEMESTER I (2009)**

**SEMESTER II (2009)**
October 18, 2001

TO: Ann Lydecker  
North Hall  
University of Wisconsin-River Falls

FROM: Meg Swanson, Chair  
Faculty Senate  
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion #2

At the October 17, 2001 meeting of the University of Wisconsin-River Falls Faculty, motion 2001-2002/#2 was made. This motion is forwarded to you for your action.

Traditional Academic Calendar for Year 2003-2004 As Attached.


☑ Approved

Disapproved

Ann Lydecker, Chancellor

Date: 11/09/01
Calendar for 2003-2004

**Fall 2003-2004**

- Registration and advising: August 25 – 29, M – F
- Labor day: September 1
- 1st day of classes: September 2, Tuesday
- Thanksgiving break: November 27-28, Th & F
- Last day of classes: December 12, F
- Final exams: December 15-19, M – F
- Graduation: December 20, Sat

15 weeks of class (3 days missed due to holidays)
1 week of final exams
1 week of registration/advising/in service

**J-Term:**

- December 29 – January 16

**Spring 2003-2004**

- Martin Luther King, Jr. day: January 19
- 1st day of classes: January 20, Tuesday
- Spring break: March 13 – 20, Sat – F
- Spring recess: April 9, F
- Last day of classes: May 14, F
- Final exams: May 17 – 21, M – F
- Graduation: May 22, Sat

16 weeks of class (2 days missed due to holidays)
1 week of final exams

Faculty contract period August 25, 2003 to May 22, 2004 (39 weeks)

**Summer 2004**

- SS1 May 24 – June 11 (include 1 Saturday)
- SS2 June 14 – July 2
- SS3 July 5 – July 23
- SS4 July 26 – Aug 13
October 8, 2001

TO: Ann Lydecker
North Hall
University of Wisconsin-River Falls

FROM: Meg Swanson, Chair
Faculty Senate
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Motion #1

At the October 3, 2001 meeting of the University of Wisconsin-River Falls Faculty, motion 2001-2002/#1 was made. This motion is forwarded to you for your action.

**Proposed Amendment to the Faculty Handbook Section III-12 Sect. 13.b.**

To change as follows:

b. Duties of Vice Chair of Faculty Officers

2. Keep a record of on-going changes for the faculty/Academic Staff Handbook. **Up-date the on-line Faculty Handbook annually and in accordance with the August 1 deadline for changes. Make print copies of the handbook as needed.**

Motion 2001-2002/#1 passed on October 3, 2001

__________________________
Approved

__________________________
Disapproved

Ann Lydecker, Chancellor

Date

11/09/01
October 8, 2001

TO: Ann Lydecker, Chancellor
North Hall
University of Wisconsin-River Falls

FROM: Meg Swanson, Chair
Faculty Senate
University of Wisconsin-River Falls

RE: UW-RF Faculty Senate Resolution #1

At the October 3, 2001 meeting of the University of Wisconsin-River Falls Faculty, resolution 2001-2002/#1 was made. This resolution is forwarded for your action.

Resolution of Behalf of Students Affected by the September 11 Disaster

As a result of the recent national crisis and the subsequent call-up of the military reserves and the National Guard, some University of Wisconsin students may find it necessary to temporarily abandon their educational plans in order to fulfill military obligations.

In light of the national events and in the interest of promoting students welfare, the Faculty senate of the University of Wisconsin-River Falls endorses the University of Wisconsin System policy regarding withdrawal and re-entry or affected students. Furthermore, we encourage faculty members to support students attempting to withdraw and encourage the institution to resolve any conflicts emerging from these unfortunate events in ways the most effectively meet students’ needs.

Resolution 2001-2002/#1 passed on October 3, 2001

√ Approved

Disapproved

Ann Lydecker, Chancellor

Date

UNIVERSITY OF WISCONSIN–RIVER FALLS
University of Wisconsin-River Falls • 410 S. Third Street • River Falls, WI 54022-5001 • USA