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Senators: Chair – David Rainville , Vice Chair – Dennis Cooper, Secretary – Kris Hiney, Executive Committee – John Heppen, Todd Savage

Date: February 26, 2010
To: Faculty Senate and University Community
From: David P. Rainville, Faculty Senate Chair
Subject: Agenda for Faculty Senate Meeting March 3, 2010

The 2009-2010 Faculty Senate will meet on Wednesday, February 17, 2010 at 3:30 P.M. in Room 334 (Willow River Room) of the University Center. Faculty Senators who cannot attend should arrange for a substitute and notify Kristina Hiney at Kristina.hiney@uwrf.edu.

Agenda: March 3, 2010

Call to Order:

1. Seating of Substitutes
2. Approval of Minutes of February 17, 2010

Reports:

Chairs Report
Other Reports:

Unfinished Business:

None

New Business Consent Agenda:

Program Changes from Academic Policy and Program Committee (James Zimmerman, Chair)

1. Appointment of the following to the Chancellor's Awards Committee:

Tonya Amen (CAFES)
Megan Learman (CAS)
John Walker (CBE)
Donald Stovall (COEPS)
Paul Shepherd (Fourth Division)

2. Appointment of the following to the *ad hoc* Faculty Senate Committee on

Constitutional Reform:

Kris Hiney (CAFES)
Betty Bergland (CAS)
Marilyn Duerst (IAS CAS)
Rich Wallace (CAS)
Charlie Corcoran (CBE)
Ogden Rogers (COEPS)
Gretchen Link (Fourth Division)
Michele McKnelly (Fourth Division)

New Business:

1. A **motion** from the Academic Policy and Program (Jim Zimmerman-Chair).

The following motion was passed by AP&P on February 24, 2010:

AP&P approves the prioritized list of graduate and undergraduate programs as submitted by the Dean's Council. It is a best effort attempt to comply with the goals and approved procedures of the program prioritization initiative. AP&P would encourage Faculty Senate to be expedient in their deliberations, with the goal that the list could be forwarded to administration to be used as a tool for future strategic planning. Motion Passed (7 /1 vote).

The following is the same motion with Faculty Senate substituted for AP&P:

Faculty Senate approves the prioritized list of graduate and undergraduate programs as submitted by the Dean's Council. It is a best effort attempt to comply with the goals and approved procedures of the program prioritization initiative. AP&P would encourage Faculty Senate to be expedient in their deliberations, with the goal that the list could be forwarded to administration to be used as a tool for future strategic planning.

Below is the list of prioritized programs as approved by AP&P.

ACADEMIC PROGRAM PRIORITIZATION RECOMMENDATIONS (Graduate/Undergraduate combined list) – Fall '09

The following academic programs are recommended for enhancement:

College/Number	Academic Plan	Score
CAS 59	Psychology Major_Minor	398
CAS 4	Biology Major - Biomedical Sciences Option	390
GRAD 16	MBA 381	
COEPS 10	Communicative Disorders Major	370

CAFES 1 369	Ag. Business Major_Minor _ Ag. Economics Minor _ Farm Management Minor	
GRAD 4	MS/MSE Communicative Disorders	369
CAFES 21	Horticulture Major - Landscape Design and Contracting Option	365
CAFES 7	Animal Science Major – Equine Emphasis – Management Option	363
CAS 39	Marketing Communications Major	363
COEPS 4	Elementary Education Major	360
CAFES 14 359	Dairy Science Major – Management Option _ Dairy Science Major_Minor	
CAFES 15	Dairy Science Major – Science Option _ Animal Science Major - Equine Emphasis - Science Option _ Animal Science Major - Meat Animal Emphasis - Science Option	359
CAS 27	Criminal Justice Minor	355
GRAD 13	MSE Professional Development: Shared Inquiry Community	355
CAS 5	Biology Major - Field Biology Option	354
CAS 6	Biology Major_Minor Liberal Arts	353
	GRAD 7 EdS School Psychology	353
CAFES 8 Science Minor	Animal Science Major – Meat Animal Emphasis – Management Option _ Animal	
	350 GRAD 5 MSE Counseling	350
	CBE 5 Broad Area Business Administration	
Major - Management Option	349	
CAFES 10	Conservation Major_Minor	349
COEPS 3	Early Childhood Minor	348
CBE 9 Option 346	Computer Science and Information Systems Major_Minor - Computer Science	
CAS 36	International Studies Major_Minor	346
	COEPS 13 Social Work Major	345

The following academic programs are recommended for maintenance:

CBE 2	Accounting Major	344
CAFES 22	Horticulture Major - Professional Horticulture Option _ Horticulture Minor	341
CAS 54	Physics - Applied Major_Minor Liberal Arts	341
CAS 55	Physics Major_Minor - Option I _ Option II	341
CAS 41	Mathematics Major_Minor Teacher Certification	340
CBE 10	Economics Major_Minor	340
GRAD 15	MA Teaching English to Speakers of Other Languages	340
CAS 20	Chemistry Major_Minor Liberal Arts	339
CAS 57	Political Science Major_Minor	339
GRAD 10	MSE Mathematics	339
CAS 15	Chemistry Major - American Chemical Society (ACS) Approved	338
COEPS 9	Secondary Education	334
CBE 3	Broad Area Business Administration Major - Finance Option	333
GRAD 6	MSE School Psychology	333
CAS 40	Mathematics Major_Minor Liberal Arts	330
CAFES 9	Animal Science Major – Vet Tech Emphasis	329
CBE 7	Business Administration Major_Minor	329
CAS 31	English Major_Minor - Literature Emphasis _ English Major - Education _ Broad Area English Education Major	329
CAS 7	Biology Major_Minor Teacher Certification	328

COEPS 6 328	Health and Human Performance Major - Option II - Exercise and Sport Science	
CAS 62	TESOL Major_Minor Liberal Arts	324
CAS 63	TESOL Major_Minor Teacher Certification	324
CAS 22	Communications Studies Major - Human Comm. Emphasis - Professional & Organizational Track _ Public Comm. Track _ Personal_Cultural Comm. Track	323
CAS 34	Geography Major_Minor	323
CAS 37	Journalism Major_Minor Liberal Arts	320
GRAD 8	MSE Elementary Education Initial Certification	320
CAS 46	Modern Language - Spanish Major_Minor Liberal Arts	319
CAS 21	Chemistry Major_Minor Teacher Certification	318
CAFES 20	Geology Major_Minor _ Earth Science Minor _ Hydrogeology Minor	318
CAFES 24	Land Use Planning Major_Minor	316
CAS 24	Communications Studies Major_Minor Liberal Arts	314
CAS 18	Chemistry Major - Biochemistry Option	313
CAS 8	Biotechnology Major	313
CAS 30	English Major_Minor - Creative Writing Emphasis	313
CAS 16	Chemistry Major - American Chemical Society (ACS) Approved - Biochemistry	
Option 312		
CAS 56	Physics Major_Minor Teacher Certification	311
CAS 35	History Major_Minor	309
CAFES 23	Environmental Science Major_Minor	308
CBE 8	Computer Science and Information Systems Major_Minor - Computer Information Systems Option	307
GRAD 12	MSE Reading	306
CAS 3	Art Major_Minor	304
COEPS 2	Coaching Minor Teacher Certification	303
CAS 61	Sociology Major_Minor	303
GRAD 14	MSE Professional Development: Principal Licensure Program	302
COEPS 5 301	Health and Human Performance Major - Option I - K-12 Physical Education	
CAS 49	Music - Liberal Arts Music Major_Minor	300
CAS 50	Music Education - Choral Emphasis Teacher Certification	300
CAFES 11	Crop and Soil Science Major – Sustainable Agriculture Option	299
CAFES 12	Crop and Soil Science Major_Minor – Crop Science Option	299
CAFES 13	Crop and Soil Science Major_Minor – Soil Science Option	299
CAS 17 298	Chemistry Major - American Chemical Society (ACS) Approved - Polymer Option	
CAS 51	Music Education - Instrument Emphasis Teacher Certification	295
GRAD 9	MSE Fine Arts	295
CAS 9	Broad Area Art Major Liberal Arts	293
CAS 47	Modern Language - Spanish Major_Minor Teacher Certification	291
COEPS 8	Outdoor Education Minor	291
CAS 64	Theatre Arts Major - Performance_Design_Tech_Management Track_Theatre	
Arts Minor 291	CAFES 2 Agricultural Education Major	288
CAS 58	Professional Writing Minor	288
CBE 6	Broad Area Business Administration Major - Marketing Option	285
CBE 1	Military Leadership Minor	285
CAS 10	Broad Area Art Major Teacher Certification	283
COEPS 7	Health and Human Performance Major_Minor - Option III - Health Education _ Combined K-12 Physical Education & Health Education	283
CAS 42	Modern Language - French Major_Minor Liberal Arts	281
CAS 38	Language Arts_Reading Minor	276
CAS 14	Broad Field Social Studies Major_Minor Teacher Certification	270
CAS 2	Art - Fine Arts	270

CAS 53	Philosophy Minor	269
COEPS 12	Dance Education Minor	269
CAS 52	Musical Theatre Minor	269
CAS 12	Broad Field Science Major Teacher Certification	269
CAFES 5 Technology Option	Agricultural Engineering Technology Major_Minor - Agricultural Engineering	269
	GRAD 11 MSE Science	268
CAS 23	Communications Studies Major - Digital Film & Television Emphasis	264
CAS 44	Modern Language - German Major_Minor Liberal Arts	264
The following academic programs are recommended for elimination, reduction or reorganization:		
CAS 65	Women's Studies Minor	261
CAFES 6	Agricultural Studies Major_Minor	260
CAS 1	Anthropology Minor	257
CAFES 16	Food Science and Technology Major - Dairy Technology Option	255
CAFES 17	Food Science and Technology Major - Industry Option	255
CAFES 18 Technology Minor Certification	Food Science and Technology Major - Science Option _ Food Science and	255
GRAD 17	CAS 43 Modern Language - French Major_Minor Teacher	254
CAS 32	Ethnic Studies Minor	253
CAFES 3 251	Agricultural Engineering Technology Major - Environmental Technology Option	251
CAFES 4 251	Agricultural Engineering Technology Major - Mechanized Systems Option	251
CAS 33	Film Studies Minor	249
CAS 45	Modern Language - German Major_Minor Teacher Certification	241
GRAD 1	MS-Agricultural Education Option I	240
GRAD 2	MS-Agricultural Education Option II	240
CAFES 19 Education	Geology Major_Minor - Earth Science Certification Option – Secondary	229
GRAD 3	MS-Agricultural Education Option III	218
COEPS 1	Adapted Physical Education K-12 Minor	209
CAS 11	Broad Field Science Major Liberal Arts	197
CBE 4 Option	Broad Area Business Administration Major - Management Information Systems	0
CAS 13	Broad Field Social Studies Major_Minor Liberal Arts	0
CAS 19	Chemistry Major - Polymer Option	0

CAS	25	Communications Studies Major_Minor Teacher Certification	0
COEPS	11	Communicative Disorders Minor	0
CAS	48	Music - Broad Area Music Major	0

2. A motion from the Academic Policy and Program (Jim Zimmerman-Chair) regarding the program prioritization process.

The following motion was passed by AP&P on February 24, 2010:

AP&P accepts the current program prioritization process as an appropriate and useful exercise that should be seen through to conclusion. AP&P feels that flaws exist in the current process. However, the flaws are not sufficient to invalidate the results. AP&P recommends that program prioritization, upon revision, be incorporated into an ongoing University initiative. Motion Passed (5/2 with 1 abstention)

The following is the same motion with Faculty Senate substituted for AP&P:

Faculty Senate accepts the current program prioritization process as an appropriate and useful exercise that should be seen through to conclusion. AP&P feels that flaws exist in the current process. However, the flaws are not sufficient to invalidate the results. AP&P recommends that program prioritization, upon revision, be incorporated into an ongoing University initiative.

3. A motion from AP&P:

AP&P shall forward background narrative information to be used as a resource by Faculty Senate in considering the program prioritization process and results. Motion Passed. (Unanimous)

Miscellaneous New Business:

Adjournment

ATTACHMENT #1:

BACKGROUND AND AP&P ACTIONS TO TAKEN TO THIS POINT

AP&P has been charged with providing recommendations on program prioritization to Faculty Senate. After examining both the list of prioritized programs and the process thus far, AP&P felt it appropriate and valuable to seek additional input from program stakeholders. As a result in November and December of 2009 input was requested from all stakeholders in three categories. They were:

- 1 Related to how circumstances may have changed for the programs since the program reports were submitted in spring 2009.
- 2 Related to additional information that may speak to the accuracy in data used as part of the original program report submitted in spring 2009. Also to be considered valuable would be new data.
- 3 Comments/supporting material related to any other mitigating circumstances or unknown variables that might help more accurately assess the program at the present time.

Narrative comments were submitted from a variety of programs/stakeholders in December of 2009. Committee research as well as stakeholder comments were used to generate AP&P recommendations. All stakeholder comments submitted are included as attachments to this document.

AP&P FINDINGS/RECOMMENDATIONS CONCERNING THE LIST OF PRIORITIZED PROGRAMS

- I The placement of any program within the prioritized list may be debated, based on current information AP&P sees at least one program that may warrant consideration for reevaluation. For example, in the process of examining program stakeholder input, AP&P has found that **The Adapted Physical Education (ADP)** Minor warrants such consideration, for the following reasons:

- 1 At the time of submission of the original program reports (spring 2009), There was, due to a faculty vacancy, no actual faculty member working in the area of ADP within H&HP. That position has since been filled.
- 2 Currently approximately 70% of the public schools in Minnesota and Wisconsin require their instructor in physical education to have formal training in ADP. The ADP minor currently meets those requirements, as well as all requirements for licensure in ADP in both states.

AP&P would encourage Faculty Senate to be judicious and extremely efficient in examining this list toward possible revision. No list will be perfect, and the process is somewhat subjective. In the end this is a useful snapshot of the University in 2008-9. The longer we delay, the less useful it becomes as a tool in strategic planning.

- II. While the prioritized list of programs is a tangible result of program prioritization, AP&P would note a second, less tangible yet equally significant result. Upon examination of stakeholders' comments made earlier this year, it is clear that

significant adjustments and changes have already been made within and between programs to increase collaboration and productivity. In short, the program prioritization process, even before completion, has been a catalyst for positive change, strengthening programs and productivity on campus.

AP&P FINDINGS/RECOMMENDATIONS CONCERNING THE PROCESS USED IN PROGRAM PRIORITIZATION

AP&P recognizes that the program prioritization initiative is still an exercise in process, and while it is speculative at best to examine the effectiveness of any process before it is complete, AP&P makes the following observations:

- 1 The program prioritization process currently coming to completion has not been without flaws. It would be wise to be 'gentle' in any actions taken that would be based on the results of this process.
- 2 In its examination of the program prioritization process AP&P has observed flaws consistent with those cited in the minutes from the program prioritization debrief session held on June 17th 2009 (see attachment #4), and would recommend, should Faculty Senate choose to revise the program prioritization process for future use, that they begin by looking at this document.

AP&P FINDINGS/RECOMMENDATIONS RELATED TO PROGRAM PRIORITIZATION INITIATIVE IN GENERAL

While examining the program prioritization initiative the committee came to some general conclusions, not related to "process" or "product." These observations are as follows:

- 1 Whatever actions are taken as a result of the final list of prioritized programs the goal of reallocation of resources to more effectively serve the University's mission and goals (and not to 'pay back' system or cover deficits) should be maintained.
- 2 While interacting with program stakeholders it became clear to the committee that an inaccurate perception exists on campus concerning how the prioritized list of programs will be used in future decision making. A perception that the bottom 20% on the list constitutes a 'whack list', or an assumption that these programs will automatically be eliminated exists. It is the understanding of AP&P that this list of prioritized programs is not linked to any specific administrative action, but that the list, when ratified by the Faculty Senate, will become a tool for strategic planning consistent with the mission and goals established by the University of Wisconsin River Falls. If the Faculty Senate and administration agree with this understanding it needs to be communicated to the general campus community in a clear and strong manner.

The fiscal pressures currently placed upon the University must be dealt with. One option for increasing revenue seems to be to increase enrollment. Increasing enrollment in high demand majors and programs is a fast and effective way to increase enrollment. This

cannot be done, however, given current and future fiscal restraints, without reallocating resources from other less popular programs. The net result of such action inevitably will be to narrow the scope of educational opportunities for our students. Such results are counter productive for any university which has as its mission providing a 'liberal arts' experience.

Program prioritization is an initiative designed to align our actual operations to/with our mission by determining which programs/resources truly meet goals compatible with and supportive of our mission. It would be tempting in the short term to use seemingly underutilized resources found during the program prioritization process in order to generate more resources to accommodate more students in high demand areas, or even to finance state 'give backs'. But these are hard decision that will truly test if we believe that 'bigger is better'. Should fewer popular options for more students super cede more diversity in learning options, and more importantly are they consistent with our defined University mission statement, which challenges us to provide an education as our mission statement suggests "emphasizing the importance of faculty-student interaction in classrooms... liberal arts programs and degrees to meet regional needs in the arts, humanities, mathematics, natural and physical sciences and social and behavioral sciences... opportunities to develop an appreciation of the richness and diversity of American culture... (and to) develop breadth of knowledge and cultivate the critical judgment necessary for mature and responsible lives in work, in leisure and as citizens of the nation and the world?"

ATTACHMENT #2:

The following are all program stakeholder narrative comments submitted to AP&P in December of 2009. Stakeholder input was voluntary, requested by AP&P as part of the process of approving the prioritized list of program, and included comments in the following categories:

- 1 Related to how circumstances may have changed for the programs since the program reports were submitted in spring 2009.
- 2 Related to additional information that may speak to the accuracy in data used as part of the original program report submitted in spring 2009. Also to be considered valuable would be new data.
- 3 Comments/supporting material related to any other mitigating circumstances or unknown variables that might help more accurately assess the program at the present time.

PROGRAM PRIORITIZATION STAKEHOLDER COMMENTS PERTAINING TO RESULTS

NAME OF PROGRAM: Adapted Physical Education

STAKEHOLDER NAME: James Gostomski

POSITION: Assistant Professor Physical Education Pedagogy/Adapted Physical Education Coordinator

NARRATIVE COMMENTS IN AREA ONE:

Comments/supporting material regarding how circumstances may have changed for the program since the original program report was submitted (Spring 2009)

The circumstances have significantly changed since last year as the Adapted Physical Education Coordinator Position was vacant. I was hired this year to do both Physical Education and Adapted Physical Education Pedagogy. It is critical that we offer the Adapted Physical Education Minor as most school districts require this in hiring our graduates. If this minor program is eliminated it would be a severe disservice to our students. I urge the committee to please reconsider and retain the Adapted Physical Education Minor.

NARRATIVE COMMENTS IN AREA TWO:

Comments/supporting material related to the data used as part of the original program report and submitted in spring '09, and/or new data. New data must be specifically relevant to addressing the six questions/areas included in the original program report, and be verifiable.

I received this e-mail as I was preparing for J term study abroad and just returned last week so I unfortunately am behind in obtaining the original program report from the 2008-2009 interim Human Health and Human Performance Chair that is currently on sabbatical for Spring Semester 2010. The only data I can provide is from the Department of Public Instruction Report I prepared for their upcoming Spring site visit to review the program. In the 2008-2009 report 24 students declared Adapted Physical Education as their Minor. We currently have more than 24 students but are still determining the exact numbers. I do have 17 Students in the Adapted Physical Education Practicum this Spring Semester which in the past was capped at 12 students. This shows there is interest.

NARRATIVE COMMENTS IN AREA THREE:

Comments/supporting material related to other mitigating circumstances or unknown variables that might help generate a more accurately assessing the program. Points already addressed in the original program report, and/or points not specifically related to the categories used for evaluation in the original program report will not be considered.

There has been fluctuation in the staff servicing the Adapted Physical Education Minor prior to my arrival last fall. Now that there is a designated coordinator the interest is peaking in the program and we are offering many of the classes in late afternoon to early evening to also attract the school Physical Educator that is returning to complete their Adapted Physical Education Minor. Dr. Ken Ecker, Health and Human Performance Chair, is very supportive of the program and is in agreement that it is too valuable and essential for our UWRF HHP students have it eliminated. Thank you kindly for your consideration.

**PROGRAM PRIORITIZATION
STAKEHOLDER COMMENTS PERTAINING TO RESULTS**

NAME OF PROGRAM ___Food Science and Technology_____

STAKEHOLDER NAME___Bonnie Walters_____

POSITION ___Professor of Food Science_____

NARRATIVE COMMENTS IN AREA ONE:

Comments/supporting material regarding how circumstances may have changed for the program since the original program report was submitted (Spring 2009)

NARRATIVE COMMENTS IN AREA TWO:

Comments/supporting material related to the data used as part of the original program report and submitted in spring '09, and/or new data. New data must be specifically relevant to addressing the six questions/areas included in the original program report, and be verifiable.

The number of students enrolling in Food Science is continuing to increase, 9 new students and 1 transfer enrolled in Fall 09, and 1 International and 3 transfer students enrolled in classes for Spring 2010.

The enrollment in the FDSC 110 "Science of Food" course has continued to increase and is also being taught as an ITV class this spring.

The Food Science students who graduated in Spring 09 and Fall 09 have all found employment in the food industry. Comments from those students have the salaries ranging from \$47,000 - \$50,000.

NARRATIVE COMMENTS IN AREA THREE:

Comments/supporting material related to other mitigating circumstances or unknown variables that might help generate a more accurately assessing the program. Points already addressed in the original program report, and/or points not specifically related to the categories used for evaluation in the original program report will not be considered.

Widespread support of a Food Science major exists across the College of Agriculture Food and Environmental Sciences and the CAFES advisory council. A number of alternative program arrangements have been discussed by faculty and staff but a single alternative to the current program has not been identified. The Food Science faculty do have a proposal that would not require any new positions in Food Science and would allow for a Food Science major to continue. I would be glad to share this if requested.

**PROGRAM PRIORITIZATION
STAKEHOLDER COMMENTS PERTAINING TO RESULTS**

NAME OF PROGRAM **Ethnic Studies**

STAKEHOLDER NAME **Cyndi Kernahan, Jennifer Willis-Rivera**

POSITION **Coordinator of the Program** (Cyndi is the current Coordinator, Jennifer will begin Fall 2010)

NARRATIVE COMMENTS IN AREA ONE:

Comments/supporting material regarding how circumstances may have changed for the program since the original program report was submitted (Spring 2009)

Significant Changes/Issues:

- 1) In October of 2009, the UW-River Falls campus was surprised and saddened by an expression of racial hatred. The event, consisting of a specific threat of death aimed at students of color on our campus, was the impetus for a large campus response. There was a march (organized by students) as well as an official campus rally (organized by the administration).

As part of this response, the Ethnic Studies program was called upon in a couple of ways. First, the coordinator (Cyndi Kernahan) was contacted by a number of students for support and information. In addition, the Ethnic Studies program itself was highlighted as an important part of our university curriculum. Specifically, our website was linked to the campus diversity (or inclusivity) page and described as an important ingredient in the fight against racism and negative racial attitudes on our campus. As a program, we agree, and in the original report we noted our important place in educating students who are entering an increasingly diverse work environment.

- 2) Beginning in Fall of 2009, the Ethnic Studies program began working with other, similar interdisciplinary programs, to implement changes to our administrative structures. We have worked with Dean Terry Brown to develop new rules and procedures for our committee structures and to implement systems for program review. We are doing this as a way to strengthen our programs and bring them in line with other departments on campus.
- 3) We continue to work on issues of visibility (the main reason we feel we have low numbers of minors compared to other programs). In addition to our usual efforts (detailed in the original report), we are continuing and increasing our work with the Social Justice Series on campus. We are sponsoring a number of events this spring and we are in the process of planning for next year.

NARRATIVE COMMENTS IN AREA TWO:

Comments/supporting material related to the data used as part of the original program report and submitted in spring '09, and/or new data. New data must be specifically relevant to addressing the six questions/areas included in the original program report, and be verifiable.

No new data.

NARRATIVE COMMENTS IN AREA THREE:

Comments/supporting material related to other mitigating circumstances or unknown variables that might help generate a more accurately assessing the program. Points already addressed in the original program report, and/or points not specifically related to the categories used for evaluation in the original program report will not be considered.

No new information here.

**PROGRAM PRIORITIZATION
STAKEHOLDER COMMENTS PERTAINING TO RESULTS**

NAME OF PROGRAM FILM STUDIES

STAKEHOLDER NAME Ken Stofferahn

POSITION Director of Film Studies Program

NARRATIVE COMMENTS IN AREA ONE:

Comments/supporting material regarding how circumstances may have changed for the program since the original program report was submitted (Spring 2009)

I assumed the duties as Director of Film Studies in the fall of 2009. During that time I have been working with the committee to address some the needs of the program. After the program received the Program Prioritization ranking I called a meeting with Dean Terry Brown and Provost Delgado. At the meeting I was given some the reasoning for the rating. Their main concerns were:

- Lack of central leadership and ownership
- Lack of faculty expertise specifically in film
- Current courses need to reflect the mission of the program (The Minor was revised in 2008. The committee is beginning to work on revising the minor.)

I have been working with the Film Studies Committee to reorganize Film Studies. Below is a proposal that is being considered by the committee. During the spring semester the committee will meet to finalize this proposal.

Reorganization of the Film Studies Minor

I am proposing that the Film Studies Minor be reorganized and merged into the department of Communication Studies and Theatre Arts. This merger would not cause an undo burden on the CSTA Department and would give the Film Studies Minor stability and increase its visibility and viability within the University. There are several reasons for this merger that would benefit the Minor.

The reasons to merger the Film Studies Minor into CSTA:

- Create central leadership and ownership for the Film Studies Program
- Add faculty expertise in film when a replacement position is hired in DFT
- Program would build synergy that comes from shared interest in film and video productions (DFT – Digital Film and Television)
- More effective administrative process and workflow when merged with CSTA
- Centralize two programs within the University that focus on study of Film (Film Studies and DFT)
- CSTA is agreeable to housing the Film Studies program on a more permanent basis
- Three members of the CSTA faculty currently teach courses in the Film Minor program
- CSTA is currently directly involved with Film Studies decision making
- Injection of enthusiasm for Film Studies by CSTA Staff
- Possible increase in the number of students for Film Studies/DFT
- Cross-promotion for Majors and Minors

Future Composition of the Film Studies Program

Film Studies Committee – (This section has been approved by the committee in the fall of 2009)
A representative member from each Department that was used to establish the Film Studies Minor will serve as a member of the Film Studies Committee. These members will be chosen by the representative department and serve a term of three years. The member may serve more than one term.

- CSTA

- History
- English
- Journalism

Committee Members will:

- Will attend quarterly meetings to discuss and plan the needs of the Program.
- Submit courses to be included on the “master schedule” for all semesters.
- Compile materials on film classes that meet General Education requirements, which includes any assessment materials required by the General Education when a course is up for review
- Raise the awareness across campus of the minor, which includes involving more students in activities, organizing or supporting film festivals and activities for people both on and off campus, and promoting why students should choose to minor in film studies.
- Promoting film studies courses as viable and essential General Education choices for students.
- When possible develop new or topics courses for the Film Studies Minor.
- Serve as Advisors for Independent Studies and Directed Projects.
- Advise students as needed.

Director of Film Studies – Would be a member of the CSTA Department because the Film Studies Program will be housed in the CSTA Department. The Program Director shall serve a three-year term and may serve more than one term.

- The Film Studies Program Director will:
 - Serve as the liaison between the Film Studies Committee and the Department
 - Will facilitate the administrative needs of the program.
 - Serve as the Library Liaison for the program
 - Advising minors
 - Will receive one release time per academic year for this position.
 - Creating the “master schedule” for all semesters, which includes staying in close contact with department chairs whose departments co-list film classes
 - Compiling materials on film classes that meet General Education requirements, which includes any assessment materials required by the General Education
 - Convening meetings and determining the agenda for the Film Studies Committee
 - Raising the awareness across campus of the minor, which includes involving more students in activities, creating a student-run organization, organizing film festivals and activities for people both on and off campus, and promoting why students should choose to minor in film studies
 - Promoting film studies courses as viable and essential General Education choices for students
 - Attending all relevant committee meetings when a film studies course is planned for review (ex: CAS Curricular Committee; AP & P; CAS and University General Education committees; etc.)
 - Scheduling and recruiting teachers for Film Studies classes and coordinate the Directed Project course.
 - Maintaining the records of the program so they are available for the various reports and for the next director
 - Verify that all necessary forms relating to courses are completed, these include General Ed reports, COEPS reports, and accreditation reports

NARRATIVE COMMENTS IN AREA TWO:

Comments/supporting material related to the data used as part of the original program report and submitted in spring '09, and/or new data. New data must be specifically relevant to addressing the six questions/areas included in the original program report, and be verifiable.

One comment not made in part VI. *Crucial Information Not Addressed by other Criteria* is how Film Studies Minor courses support the University and are not exclusively for Film Studies

Minors. Twelve of the seventeen courses in the Film Studies Minor are used as requirements for University, General Education, Liberals Arts and seven other Majors and Minors. Listed below are courses that serve the University and College:

University Requirements:

ACD (American Cultural Diversity)

- ENGL/FILM 307 Ethnic Film, Literature, and Culture (3)
- CSTA/FILM 248 Cultures in Conflict (d)

GP (Global Perspectives)

- ENGL/FILM 307 Ethnic Film, Literature, and Culture (3)
- ENGL/FILM/INTS 442 World Cinema (3)

College of Arts and Science General Education Courses:

HF (Humanities and Fine Arts)

- CSTA/FILM 200-Introduction to Film Studies (3)

MD (Multidisciplinary Inquiry)

- ENGL/FILM/WMST 300-Women in Film and Society (3)
- ENGL 306-Postcolonial Literature and Film (3)
- ENGL/FILM 307-Ethnic Film, Literature, and Culture (3)
- FILM/HIST 402-History in Film (3)

Liberal Arts Courses – Humanities

- 200 Introduction to Film Studies
- 248 Cultures in Conflict (d)
- 289 Special Topics in Film Studies
- 300 Women, Film and Society
- 301 History of Film
- 302 History of Documentary
- 307 Ethnic Film, Literature, and Culture
- 315 Classic and Modern German Film
- 343 The Novel and Film Adaptations
- 389 Special Topics in Film Studies
- 442 World Cinema (g)

NARRATIVE COMMENTS IN AREA THREE:

Comments/supporting material related to other mitigating circumstances or unknown variables that might help generate a more accurately assessing the program. Points already addressed in the original program report, and/or points not specifically related to the categories used for evaluation in the original program report will not be considered.

**PROGRAM PRIORITIZATION
STAKEHOLDER COMMENTS PERTAINING TO RESULTS**

NAME OF PROGRAM Modern Language Major – German Education

STAKEHOLDER NAME Peter Johansson

POSITION Professor of German

NARRATIVE COMMENTS IN AREA ONE:

Comments/supporting material regarding how circumstances may have changed for the program since the original program report was submitted (Spring 2009)

Since the report was submitted, the Modern Language Department has begun working with the English Department to begin strongly encouraging all TESOL majors and minors to do a double major with French, German, or Spanish. This term, we will be working with the Chair of the English Department and TESOL faculty to create scheduling plans and materials for students doing this double major. Pairing these majors will produce much stronger TESOL graduates and more skilled and qualified language majors. Consequently, the Modern Language Department will likely see an increase in numbers of students in all three languages (especially French and German, as we are currently controlling enrollments in Spanish) and particularly in students who will pursue TESOL/language double majors in Education.

NARRATIVE COMMENTS IN AREA TWO:

Comments/supporting material related to the data used as part of the original program report and submitted in spring '09, and/or new data. New data must be specifically relevant to addressing the six questions/areas included in the original program report, and be verifiable.

N/A

NARRATIVE COMMENTS IN AREA THREE:

Comments/supporting material related to other mitigating circumstances or unknown variables that might help generate a more accurately assessing the program. Points already addressed in the original program report, and/or points not specifically related to the categories used for evaluation in the original program report will not be considered.

I wish to address two areas/mitigating circumstances that were not previously discussed in the original report, concerning demand and productivity.

The first point concerns the demand for foreign language teachers in our area. The original report referenced an increased demand for foreign language teachers in Wisconsin and Minnesota due to new requirements to offer language in high schools and middle schools in both states. What the report did not discuss is the nature of the appointments for foreign language teachers in our area. It is becoming more and more typical that middle- and high schools offer teaching appointments of less than full time in one subject area, with a part-time language instruction component to make up the difference. Another common combination is a full-time position combining two languages. Our department, in its curriculum revision process, is responding to this need by beginning to channel our Education students into double language certifications,

to make them more marketable and to respond to the reality that many schools desire teachers who can teach more than one language. To cut German Education would also be to the detriment of Education students in other languages, as those students would no longer be able to be dual-certified.

The second point concerns productivity, cost and efficiency. While cutting German Education would reduce the number of programs offered at UWRF by one, this cut seems to be unadvisable in real terms, in terms of resources. The courses required for German Education are exactly the same as those required for the Modern Language-German major, with only two exceptions. One is a 2-credit German phonetics course; however, in our revision of the curriculum, we are planning to make this course a requirement or directed elective of the regular German major, as well. The other is actually a combined course: TED 437/448: Techniques in Modern Language Instruction. That course is required for all French, German, and Spanish Education majors. As Spanish Education is on the "Maintain" list, TED 437/448 will continue to be taught regardless of whether German Education is cut. Moreover, TED 437/448 is taught (and has been for many years) by a French teacher, who would be incapable of teaching the course in Spanish or solely for Spanish education majors. We do not currently have anyone among the Spanish faculty or academic teaching staff who is capable of teaching this course.

In short, cutting German Education will not result in any real cost savings, and will have the undesirable effect of making it impossible for our Teacher Education majors to receive dual certification in language instruction. This, it seems to me, is an example of a poor choice of a place to make cuts, as on paper it creates the illusion of cost savings and greater efficiency, but in reality does nothing but reduce the efficiency and the capabilities of the Modern Language program. I urge you, therefore, to please consider moving the Modern Language Major – German Education into the "maintain" category.

**PROGRAM PRIORITIZATION
STAKEHOLDER COMMENTS PERTAINING TO RESULTS**

NAME OF PROGRAM	Modern Language Major – French Education
STAKEHOLDER NAME	Kris Butler
POSITION	Chair, Modern Language Department; Professor of French

NARRATIVE COMMENTS IN AREA ONE:

Comments/supporting material regarding how circumstances may have changed for the program since the original program report was submitted (Spring 2009)

Since the report was submitted, the Modern Language Department has begun working with the English Department to begin strongly encouraging all TESOL majors and minors to do a double major with French, German, or Spanish. This term, we will be working with the Chair of the English Department and TESOL faculty to create scheduling plans and materials for students doing this double major. Pairing these majors will produce much stronger TESOL graduates and more skilled and qualified language majors. Consequently, the Modern Language Department will likely see an increase in numbers of students in all three languages (especially French and German, as we are currently controlling enrollments in Spanish) and particularly in students who will pursue TESOL/language double majors in Education.

NARRATIVE COMMENTS IN AREA TWO:

Comments/supporting material related to the data used as part of the original program report and submitted in spring '09, and/or new data. New data must be specifically relevant to addressing the six questions/areas included in the original program report, and be verifiable.

N/A

NARRATIVE COMMENTS IN AREA THREE:

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The first point concerns the demand for foreign language teachers in our area. The original report referenced an increased demand for foreign language teachers in Wisconsin and Minnesota due to new requirements to offer language in high schools and middle schools in both states. What the report did not discuss is the nature of the appointments for foreign language teachers in our area. It is becoming more and more typical that middle- and high schools offer teaching appointments of less than full time in one subject area, with a part-time language instruction component to make up the difference. Another common combination is a full-time position combining Spanish and French. Our department, in its curriculum revision process, is responding to this need by beginning to channel our Education students into double certifications in French and another language, to make them more marketable and to respond to the reality that

many schools desire teachers who can teach more than one language. To cut French Education would also be to the detriment of Spanish Education, as those students would no longer be able to be dual-certified in languages.

The second point concerns productivity, cost and efficiency. While cutting French Education would reduce the number of programs offered at UWRF by one, this cut seems to be unadvisable in real terms, in terms of resources. The courses required for French Education are exactly the same as those required for the Modern Language-French major, with only two exceptions. One is a 2-credit French phonetics course; however, in our revision of the French curriculum, we are planning to make this course a requirement or directed elective of the regular French major, as well. The other is actually a combined course: TED 437/448: Techniques in Modern Language Instruction. That course is required for all French, German, and Spanish Education majors. As Spanish Education is on the “Maintain” list, TED 437/448 will continue to be taught regardless of whether French Education is cut. Moreover, TED 437/448 is taught (and has been for many years) by a French teacher, who would be incapable of teaching the course in Spanish or solely for Spanish education majors. We do not currently have anyone among the Spanish faculty or academic teaching staff who is capable of teaching this course.

In short, cutting French Education will not result in any real cost savings, and will have the undesirable effect of making it impossible for our Teacher Education majors to receive dual certification in language instruction. This, it seems to me, is an example of a poor choice of a place to make cuts, as on paper it creates the illusion of cost savings and greater efficiency, but in reality does nothing but reduce the efficiency and the capabilities of the Modern Language program. I urge you, therefore, to please consider moving the Modern Language Major – French Education into the “maintain” category.

**PROGRAM PRIORITIZATION
STAKEHOLDER COMMENTS PERTAINING TO RESULTS**

NAME OF PROGRAM ____Biology_____

STAKEHOLDER NAME ____Mark Bergland_____

POSITION ____Chair_____

NARRATIVE COMMENTS IN AREA ONE:

Comments/supporting material regarding how circumstances may have changed for the program since the original program report was submitted (Spring 2009)

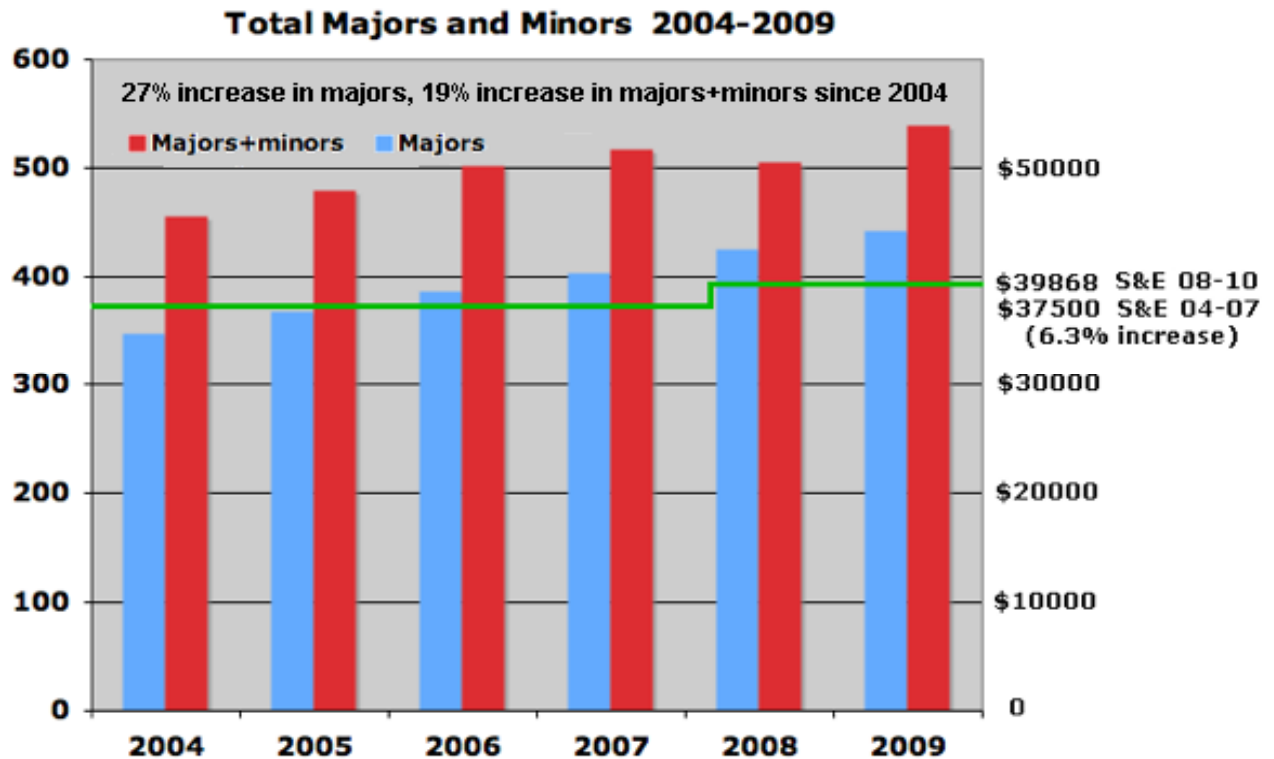
Continued increase in numbers of majors, advisees and SCH – see below.

NARRATIVE COMMENTS IN AREA TWO:

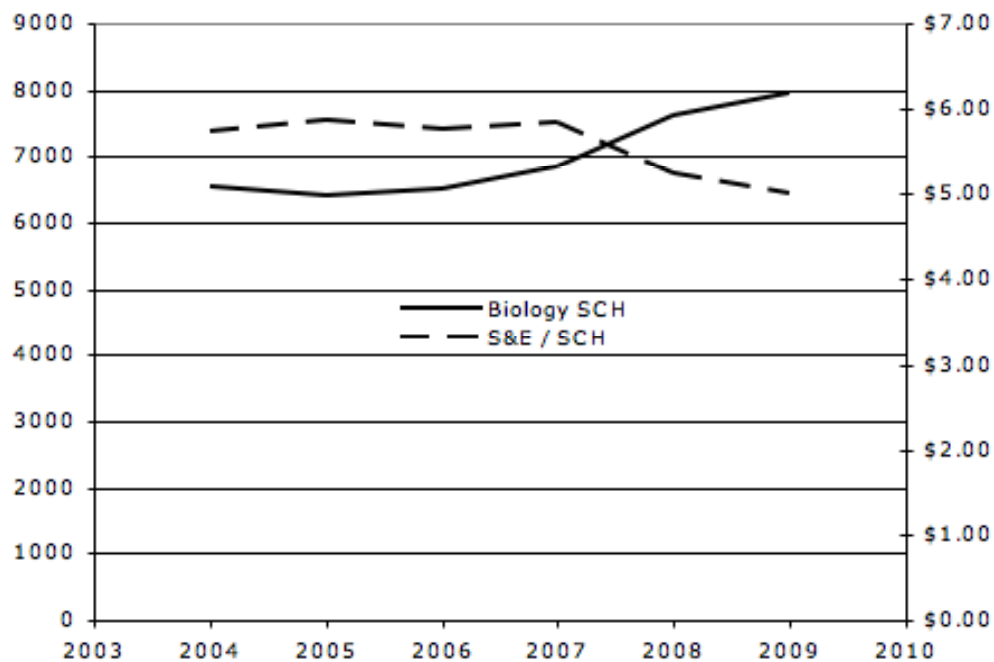
Criterion 2: Demand for major

Data on majors and minors for 2009-10 were not available when the original Biology report was written. Here is an updated chart, which also superimposes our S&E budget over time. The addition of 2009-10 data shows a 27% increase in majors since 2004, a trend that shows no signs of abating. Ten faculty and one Senior Academic Staff currently advise 450 students (438 Biology majors and 12 Biotech majors). These trends will result in costs that are not sustainable with our current budget, especially considering our large service component (see next page).

Biology faculty have aggressively sought external funding, but such temporary funding cannot take the place of an S&E budget appropriate for a modern Biology department of our size. For example, a Howard Hughes Medical Institute grant recently awarded to Kim Mogen and Karen Klyczek will allow DNA sequencing in selected Biology 150 laboratories. This funding terminates in three years, after which we are on our own to continue such activities and expand them to additional laboratory sections.



The chart below includes new data for 2009-10 (7952 SCH, \$5.01 S&E / SCH). Again, these trend lines are not sustainable with our current S&E budget.



NARRATIVE COMMENTS IN AREA THREE:

Criterion 3 (Quality) and Criterion 4 (Productivity, Costs, Efficiency)

Our program audit was completed in October 2009. Here are the concluding comments from the report of Scott Cooper, UW-La Crosse (outside evaluator)

"The UW-RF Biology Department is doing a remarkable job of teaching high quality courses and labs to an ever increasing number of students. In addition they have become university leaders in undergraduate research. **They are taking on these additional responsibilities in spite of proportionally dwindling resources and support from the university. By constantly having to scrounge for resources and time to maintain the quality of their program the department members run the risk of burnout by a thousand cuts.** The department has done just about everything they can to improve their efficiency with the resources they have. The department faces some tough decisions on time and resource allocation if increased external support does not materialize soon. Most of the options available will reduce the quality of the program by negatively impacting courses or scholarship unless more resources are made available. These decreases in quality could include students not being able to get into courses, less innovative or interactive labs, and decreased faculty and undergraduate research."

NARRATIVE COMMENTS RELATED TO SPECIFIC PROGRAMS MAY BE SUBMITTED BELOW

PROGRAM PRIORITIZATION

STAKEHOLDER COMMENTS PERTAINING TO RESULTS

NAME OF PROGRAM: Women's Studies (Women's and Gender Studies) _____

STAKEHOLDER NAME: Michelle Parkinson _____

POSITION: Coordinator _____

NARRATIVE COMMENTS IN AREA ONE:

Comments/supporting material regarding how circumstances may have changed for the program since the original program report was submitted (Spring 2009)

Our program has now formally affiliated itself with the Social Justice Series on campus, thereby pooling resources (with Ethnic Studies as well) and contributing further to the University's commitment to inclusivity. In addition to providing limited financial support to that series, members of our committee have helped plan, and spoken at, SJS events. The program intends to continue that affiliation. Women's History Month, for example, will provide programming supported financially by both organizations.

In this same area of inclusivity, Women's Studies is offering the first course fully dedicated to LGBTQ studies on this campus as WMST 389 in spring 2010.

Finally, a member of our committee currently serves as the chair of the Faculty Senate's ad hoc committee on Affirmative Action, showing our members' commitment to social justice and ethical citizenship.

NARRATIVE COMMENTS IN AREA TWO:

Comments/supporting material related to the data used as part of the original program report and submitted in spring '09, and/or new data. New data must be specifically relevant to addressing the six questions/areas included in the original program report, and be verifiable.

The Committee / Program has more firmly allied itself with the Office of Equity and Compliance as well as with Provost Fernando Delgado, Dean Terry Brown, and Associate Dean Brad Caskey to strategize ways to make the program more financially successful. The committee has also approved a set of formal bylaws to improve efficiency in our decision-making processes, and we are working with Ethnic Studies to write administrative regulations for programs like ours for the Faculty Handbook (none currently exist).

We have also formulated an action plan (available upon request) for improving the program's SCH output. We are sharing this with our Dean in hopes that our ongoing improvements will be considered when funding decisions are actually made.

NARRATIVE COMMENTS IN AREA THREE:

Comments/supporting material related to other mitigating circumstances or unknown variables that might help generate a more accurately assessing the program. Points already addressed in the original program report, and/or points not specifically related to the categories used for evaluation in the original program report will not be considered.

New / Revised Curriculum:

WMST/ENG 214: Women's Literature, has been revised to have a GP designator. This updates a course that formerly focused almost solely on English-speaking writers to encompass writers from many traditions; such internationalization has been crucial in many areas of study, but particularly in disciplines like ours.

WMST 389: Introduction to LGBTQ Studies. This special topics course, which we plan to develop into a permanent course, addresses an area that many Women's and Gender Studies Programs have already made central to their curriculum.

**PROGRAM PRIORITIZATION
STAKEHOLDER COMMENTS PERTAINING TO RESULTS**

NAME OF PROGRAM _____Anthropology_____

STAKEHOLDER NAME _____Robins_____

POSITION _____Professor_____

NARRATIVE COMMENTS IN AREA ONE:

Comments/supporting material regarding how circumstances may have changed for the program since the original program report was submitted (Spring 2009)

Continued growth in enrollment/student interest.

NARRATIVE COMMENTS IN AREA TWO:

Comments/supporting material related to the data used as part of the original program report and submitted in spring '09, and/or new data. New data must be specifically relevant to addressing the six questions/areas included in the original program report, and be verifiable.

See rosters

NARRATIVE COMMENTS IN AREA THREE:

Comments/supporting material related to other mitigating circumstances or unknown variables that might help generate a more accurately assessing the program. Points already addressed in the original program report, and/or points not specifically related to the categories used for evaluation in the original program report will not be considered.

Global socio-political climate has worsened since last report, thus increasing the need for courses/programs focusing on cross-cultural studies, understanding of other cultures, and cross-cultural communication skills.

Self – Study/Additional Input for the Principal Licensure Graduate Program
Coordinator: Florence Monsour

Since the faculty evaluations for the Principal Licensure Program were destroyed for fall 2008 by the Outreach Office, I am submitting evaluations for two faculty members who teach within the program from fall, 2009.

New Data:

Dr. Neal Nickerson-PLP 762-Section 01-Oral and Written Communication

Q1-5.5 Q2-5.5 Q3-5.5 Q4-5.5 Q5-5.5 Q6-5.5 Q7-5.5 Q8-5.5

Michael Trok-PLP763-Section 01-The K-12 Principalship

Q1-5.7 Q2-5.4 Q3-5.3 Q4-5.6 Q5-5.6 Q6-5.6 Q7-5.6 Q8-5.9

EMAIL SENT FROM GLENN SPICZAK TO AP&P (via Jim Zimmerman)
ON 1/25/10 REGARDING PROGRAM PRIORITIZATION PROCESS.

Jim & Earl,

I'm e-mailing a comment on the program prioritization since the comment doesn't fit within the confines of the feedback form. I know the comments will likely not be considered as a result, but they're not to address any particular issue with the physics program evaluation anyway, and I'm not complaining at all about the process. I mentioned this to Brad Caskey the other day as well.

I just wanted to say that I think prioritizing 20-60-20 by individual program isn't quite the way to go in practice, since many programs are intertwined (e.g. many of the STEM courses depend upon or require each other), so many programs will need to go hand-in-hand whichever way they go. I'm thinking that with an upcoming STEP proposal to enhance STEM that this is important to consider, that's all.

Cheers,
Glenn

ATTACHMENT #3

Following are the minutes from the program prioritization debrief session held on June 17th 2009.



Academic Program Prioritization Debrief
June 17, 2009 ~ Willow River Room ~ 9:00-11:00am
Deans Council, AP&P, Faculty Senate Executive Comm., and
Department Chairs in Attendance

Attending: Dale Gallenberg, Nate Splett, Katrina Larsen, David Trechter, Faye Perkins, Lisa Wheeler, Connie Foster, Dawn Hukai, Glenn Potts, Kurt Leichtle, Joy Benson, Jeff Rosenthal, Lisa Kroutil, Cyndi Kernahan, Sandra Ellis, Todd Savage, Deb Allyn, Terry Brown, Brad Caskey, Jennifer Willis-Rivera, Charlie Rader, Nan Jordahl, Dennis Cooper, Steve Olsen, John Heppen, Tricia Davis, Mike Martin, Eileen Korenic, Barb Winget, Reza Rahgozar, Karen Klyczek, Hamid Tabesh, Brian Schultz, Doug Johnson, Steve Kelm, Earl Blodgett, Michelle Parkinson, Wendy Stocker (minutes)

What Did Not Work:

- Inconsistent Methodologies and Omissions
- Emphasis on numbers
- Unclear on how qualitative information was used
- Basis for judgment unclear
- Data sometimes impossible to obtain
- Time required to product self study difficult
- Role and Process for AP&P unclear (re-rank? approve process? etc)
- Insufficient information going to AP&P from Deans Council
- Need reallocations to be guided by who we want to be, focus on mission, strategic plan needs to be tighter
- Individual interpretation of data
- Lack of cost data
- Comparative data poor
- What was provided wasn't always what was necessary
- Had to search for own data
- Definitions should be tighter and more clear
- Instructions should be more detailed
- Process "Fly before walk" – too quick too soon (Program level vs. dept-acct data)
- Roll out of data (need systems in place first)
- Collaboration between AP&P and Deans Council – time to work together before deadline. Also need time to discuss recommendations
- Too deadline driven
- Shared vision needed – competitive process – win and lose – not collaborative

- 20/60/20 – Arbitrary
- Why cut academic program but not admin?
- Transparency between academic and admin
- Decisions need to be strategic not just political – tied to who we are / want to do
- Took more time than anticipated. Definition of “program” nebulous
- AP&P Role, FS role not clear

What Worked

- Understood program better
- Forced conversations we had not heard
- Learned more about the university
- Looked at programs that had not been included in regular review process
- Transparency, participatory
- Admin did a good job of looking at a macroview
- Barb Winget did a great job with data!
- Quasi-data driven process
- Programs volunteered to be eliminated
- Departments decided to discontinue some activities
- Visibility of programs to administrators and others
- Can be useful to departmental decision making
- Data makes some decisions “no-brainers”
- Section 6 – Open information
- Realized that all in same boat/understood how compare with other programs
- Long over do! Feeling of accomplishment
- First step in strategic allocation process
- Unearthed data issues
- Helpful within dept to understand own data, what do / conversations among peers
- Need a process to allow more people to read the self studies before deadline

Lessons Learned

- Need to spread process out over a longer period of time with milestones
- Need more involvement of academic departments with IR in developing Data
- Need to get consensus on what shared governance is
- Programs do not have resources so may not have much to reallocate
- Need more than one person for data generation/analysis, communication plan, manage process
- What data do we need? / How do we collect that data? – Design systems to generate what we need
- Peer Review Data – worthless – programs too different
- Need standardized data – clean up CIP codes

- More and earlier collaboration between admin and Faculty governance

Recommendations:

- Let's do it again
- Workshops with writers
- Start with who we want to be, brand, identity

Recommendations (continued):

- Identify key strengths as guidance to where we should invest and emphasize
- Depts. should get user-friendly data regularly
- Continue to identify data sets, DQM Team
- Evaluate 7 year program review, how it ties to regularly generated data
- Need to resolve self-supporting graduate program
- Need an executive summary
- Shared data – transparent
- Work with faculty senate to clarify process
- Can't stop – need to keep going on strategic education process
- Integrate programs tied to identity
- Discussion of new programs needs to include resource requirements and impacts on current programs – data, needs assessment