

To:

To: Faculty Senate
From: Steve Rosenberg, Chair of Undergraduate Academic Affairs Council
Date: January 22, 2009
Re: Council Chair Report

The following is the Undergraduate Academic Affairs Council Report to the January 27, 2009 Faculty Senate Meeting. Supporting documents have been provided.

I. Approved Council Minutes

- [UAAC Meeting of December 2, 2008](#)

II. Items Requiring Senate Action

- Advisement model policy change ([attachment](#)) – the revised policy requires first-semester undeclared and pre-Business students to keep the same advisor originally assigned to them for at least one entire semester. The purpose of this change, supported by current undergraduate advisement policy literature, is to aid retention efforts by increasing the stability of the students' experience. Students could still have secondary advisors in their areas of interest.
- Conditional Admission agreement with Madison ESL School ([attachment](#))– this policy would allow non-native English speakers to waive the TOEFL requirement for admission to UW-Superior by successfully completing courses at the Madison English as a Second Language School.

III. Informational Item

- Scheduling ([attachment](#))– Following the Senate's charge, UAAC is examining possibilities for changing the UW-Superior scheduling model to better serve students and instructors. A summary document is attached which contains responses received by academic departments to four schedule-related questions, as well as suggestions from Provost Markwood. Currently, four major areas of schedule change initiative have been identified. They are, in order of increasing impact:
 - (1) Make better use of the existing schedule by following existing rules better – e.g., eliminate “midday crowding”
 - (2) Change the daily schedule – e.g., shift the starting times of classes in the daily schedule slightly later, or change length of lectures
 - (3) Change the semester schedule – e.g., add a Fall Break, reading days, senior presentation days; this would also require revising the daily schedule
 - (4) Change from the current Monday-Friday model to a different model, such

as a 4-day, 6-day, or 4.5-day model

The next step in the process should involve collecting data about existing inefficiencies, such as to what extent the current rules are not being followed, why this is so, and what effect this is producing; whether students would be more likely to attend UWS (and stay) if we had a different scheduling model; etc.