

# AGENDA

## **UW-GREEN BAY FACULTY SENATE MEETING NO. 2**

Wednesday, October 13, 2010

Alumni Room AB, 3:00 p.m.

Presiding Officer: Michael Draney, Speaker

Parliamentarian: Clifford F. Abbott

- 1. CALL TO ORDER**
  
- 2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 1**  
September 15, 2010 [page 2]
  
- 3. CHANCELLOR'S REPORT**  
see attachment on strategic planning themes [page 5]
  
- 4. CONTINUING BUSINESS**
  - a. Policy on Institutes, Centers, and Laboratories - presented by Illene Noppe [page 11]
  
- 5. NEW BUSINESS**
  - a. Memorial Resolution for Al Loomer - presented by Robert Wenger [page 14]
  - b. Resolution on the Research Commons - presented by Paula Ganyard [page 16]
  - c. Individualized Learning Committee - presented by Brian Sutton [page 17]
  - d. Resolution on Joint Committees - presented by Illene Noppe [page 18]
  - e. Resolution on First Year Seminars - presented by Denise Bartell [page 19]
  - f. Requests for future business
  
- 6. PROVOST'S REPORT**
  
- 7. OTHER REPORTS**
  - a. AAC report [page 24]
  - b. Faculty Rep's report - presented by Brian Sutton
  - c. University Committee Report - presented by Illene Noppe
  
- 8. OPEN FORUM** on alternative delivery of courses - presented by Illene Noppe
  
- 9. ADJOURNMENT**

[draft]

**MINUTES 2010-2011**  
**UW-GREEN BAY FACULTY SENATE MEETING NO. 1**

Wednesday, September 15, 2010  
Alumni Rooms, University Union

Presiding Officer: Michael Draney, Speaker of the Senate

Parliamentarian: Clifford Abbott, Secretary of the Faculty and Academic Staff

PRESENT: Scott Ashmann (EDU), Andrew Austin (SCD), Kimberly Baker (HUB), Caroline Boswell (HUS), Toni Damkoehler (AVD), David Dolan (NAS-UC), Michael Draney (NAS-UC), Adam Gaines (AVD), Adolfo Garcia (ICS), Viki Goff (ICS), Thomas Harden (Chancellor, *ex officio*), Doreen Higgins (SOCW), Derek Jeffreys (HUS-UC), Tim Kaufman (EDU-UC), Mimi Kubsch (NUR), James Loebel (BUA), Kaoime Malloy (AVD), Christopher Martin (HUS), Michael McIntire (NAS), Amanda Nelson (HUB), Thomas Nesselin (URS), Illene Noppe (HUD-UC), David Radosovich (BUA-alternate), Heidi Sherman (HUS), Christine Smith (HUD), John Stoll (PEA), Brian Sutton (HUS-UC), Patricia Terry (NAS), Julia Wallace (Provost, *ex officio*), Amy Wolf (NAS), Jennifer Zapf (HUD)

REPRESENTATIVES: Linda Parins (academic staff)

NOT PRESENT: Mark Kiehn (EDU)

GUESTS: Dean Scott Furlong, Associate Provost Tim Sewall, Special Assistant to the Chancellor Dan Spielmann, Assistant Chancellor Bev Carmichael, Vice Chancellor Tom Maki, Interim Dean Derryl Block, Associate Provost Steve VandenAvond, Library Director Paula Ganyard

**1. Call to Order.** Speaker Draney called the meeting to order at 3:05 p.m.

**2. Approval of Minutes of UW-Green Bay Faculty Senate Meeting No. 8, May 5, 2010.**

Thanks to the eagle eye of the Director of Composition, a number of typos were corrected just before the meeting so that when Speaker Draney asked for corrections or objections, he heard none and declared the minutes approved.

**3. Chancellor's Report.** Chancellor Harden had five items to report.

- There has been progress in identifying strategic planning themes. There are currently seven of them and the Chancellor hopes to have a more specific discussion of them at the next Senate meeting.
- The University had planned for an expected budgetary lapse last year. That did not happen, but the likelihood of one this year seems to be growing stronger and the resources identified for handling a lapse last year have been carried over and can be used to handle the anticipated lapse this year. The amount is 1.6 million dollars.
- A recent policy change in the extramural fringe benefit rates has caused much frustration and much effort is being expended on several fronts on getting the policy changed.
- Last year's search for a Dean of Student Affairs was not successful. The position has been redefined as an Associate Vice Chancellor for Student Affairs reporting to the

Chancellor rather than to the Provost and a new search will be conducted this year. The search committee and salary for the position will be the same.

- The Chancellor introduced Bev Carmichael as the new Assistant Chancellor for Advancement, praised her experience, and said that working toward creating a separate foundation for UW-Green Bay would be one of her main responsibilities.

#### **4. New Business.**

a. Election of a Senate Deputy Speaker for 2010-2011. Senator Sutton (Senator Dolan second) nominated Senator Tim Kaufman. There being no other nominations, the Senate acted with some dispatch to **elect Senator Kaufman Deputy Speaker (25-0-1).**

b. Memorial Resolutions. Speaker Draney read a resolution, written by Professor Greg Davis for Professor Emeritus Ganga Nair, and SOFAS Abbott read one he had written for Professor Emeritus Dean O'Brien. They will both be entered in the record.

c. Resolution on Extramural Finge Benefits Rates. The resolution was presented by Senator Dolan, who explained that the escalation in these rates was creating very real hardships for a number of programs and research efforts, even somewhat retroactively, since the rate increases apply to current budgets. **Senator Terry (Senator Goff second) moved adoption of the resolution.** The rates are set for two pools in the UW-System, one for the two doctoral schools and another for comprehensive schools. This means that problematic management of funds either centrally or at one school will affect the rates set for all in that pool. Administrators and senators pointed out that much of the blame for the sudden rise in the rates can be traced to a single institution (not us), but general increases in healthcare costs and the lower salaries in the comprehensives (compared with the doctoral institutions) were also contributing factors. A possible solution might be “depooling” where each school could manage its own resources rather than being dependent on the entire pool. Senator Stoll offered a friendly amendment to add the word ‘separately’ to clarify the intent in the next to last paragraph. The change was accepted and **the resolution passed unanimously. (26-0-0)**

d. Charge of the Committee on Academic Actions. Senator Sutton presented this effort to take a responsibility currently resting with the Individualized Learning Committee (the responsibility to oversee personal majors) and shift it to the Committee on Academic Actions. He explained that this would allow the Provost to disband the ILC since it had little other function. **Senator Damkoehler (Senator Austin second) moved acceptance of the proposed change.** Two senators spoke of their service on the ILC at different times. One reported that the workload had been minimal and the other reported that it had been extensive. The Provost wondered whether supervision of personal majors, regardless of the workload, was a task better suited for a faculty committee than a Provost committee. Two other issues were raised in the discussion. One was the suitability of students (there are several students on the Committee on Academic Actions) making judgments on personal majors. The other was the possibility of increased personal majors in a projected honors program under discussion now. **The motion failed (2-24-2).**

e. Policy on Centers and Institutes. Senator Noppe presented this proposal to remedy the lack of any existing procedure for creating, monitoring, or dissolving centers, institutes, and labs. The policy document, adapted largely from one at UW-Milwaukee, contains definitions, aims, and a

general procedure for handling such entities. **Senator Malloy (Senator Garcia second) moved adoption of the policy statement.** There were questions about whether the policy is intended to apply retroactively to existing centers (there was a general murmuring no) and whether the policy included research labs when it talked about centers and institutes (a general murmuring yes). The Chancellor wondered what role he would have in approving centers. The Provost thought the Deans ought to have a role. She also noticed that the policy presumed a program review process that was not described in any detail. **Senator Stoll** wondered about consultation with existing centers and **moved (Senator Wolf second) to table the proposal so additional details would be worked out. The motion to table passed (28-0-0).**

f. Frequency of Professional Activities Report. Senator Noppe presented this proposal to align the frequency of submitting the PAR for tenured faculty with the schedule of merit reviews. **Senator Kubsch (Senator Austin second) moved adoption.** The Provost asked for a moment's reflection on how the administration might learn in a timely way of all the good work the faculty do if PARs are not submitted annually, but the train was leaving on this one. **The motion passed (25-0-3).**

g. Requests for Future Business. Speaker Draney asked for issues the University Committee might consider putting on the Senate agenda in the future and suggested such issues could be communicated by e-mail to the UC chair.

**5. Provost's Report.** In a manner parallel to the Chancellor's discussion of the administrative search for a leader in student affairs, the Provost talked about the search for a new Dean of Professional and Graduate Studies. That search was not conducted last year but this year there will be a search for a redefined position. The search will be for a Dean of Professional Studies with an emphasis on outreach work to the community and a structural reorganization will move responsibilities for oversight of the graduate programs into the Provost's Office. This would give greater visibility to the possible growth of graduate programs and at least in the short term would not require additional resources, although it may mean a new dean at some point in the future. The Provost asked for questions but received none.

## **6. Other Reports.**

a. 2009-2010 University Committee Annual Report. Last year's chair of the UC said that the report was available in written form and stood for questions. There were none. He then mentioned that his role as faculty rep to UW-System will continue this year and asked for issues to be brought to that group. Several people responded that extramural fringe benefit rates ought to be on their agenda.

b. University Committee Report. Current UC Chair Illene Noppe listed issues the UC has been discussing such as the ones on the Senate's agenda today as well as joint governance committees. She also listed a number of issues on tap for future discussion, including collective bargaining, alternative delivery of courses, partner hiring, and an honors program. She ended with a plug for the charity effort Laffle#2.

**7. Adjournment.** With business efficiently concluded, the Speaker adjourned the meeting at 4:09.

## **STRATEGIC PLANNING THEMES OVERVIEW**

*The process of identifying the Strategic Planning Themes for UW-Green Bay was broadly inclusive and involved 282 faculty, staff, students and members of the community. There were 17 sessions which were facilitated by faculty and staff with experience in facilitating or strategic planning.*

*Initially eight themes were identified, and an attempt was made to capture the essence of each in a short paragraph. After much discussion with a variety of individuals and groups, the eight themes became ten and the descriptive paragraphs were modified. After further review and discussion with additional groups, including faculty experts in strategic planning, seven themes are now proposed.*

*The Strategic Planning Themes are designed to provide guidance and context as we move forward. They are not intended to reflect where UW-Green Bay is at this moment, but will be used in developing the University's Strategic Plan. The themes are listed in alphabetical order.*

*Once the review process is complete, the Strategic Planning Themes will provide*

*direction for strategic planning, which will begin during the second semester of the 2010-2011 academic year. Strategic Planning will occur in Academic Affairs, Student Affairs, Business and Finance, Advancement, Athletics, and the Chancellor's Office.*

**DRAFT- STRATEGIC PLANNING THEMES- DRAFT**

**October 6, 2010**

**ACADEMIC PROGRAMS AND ENROLLMENT**

The University continues to develop high quality, relevant undergraduate and graduate programs to meet increasing student and societal needs. This requires adding traditional and innovative programs, improving existing programs, and further developing uses of technology to enhance teaching and learning. We value interdisciplinarity, problem-focused education, innovation and sustainability across the curriculum. UW-Green Bay plans for appropriate growth including increasing undergraduate enrollment and increasing the array of graduate programs.

**COMMITMENT TO COMMUNITY**

As an institution committed to its broader community, UW-Green Bay seeks to engage the community. By doing so we address the University's mission and responsibilities, create civic-minded students, and promote economic well-being which will help strengthen the northeast Wisconsin community. We

**encourage and support relevant, deliberate faculty and staff interaction and involvement with the Greater Green Bay community, the New North region, the State of Wisconsin, and beyond. We recognize that improving our community strengthens our institution.**

### **DIVERSITY AND INSTITUTIONAL ENVIRONMENT**

**The University strives for diversity that is broadly inclusive, warmly welcoming, and equitable in its treatment of all members of the university community.**

**UW-Green Bay is an institution committed to diversity of thought and practice which seeks to move beyond labels and categories that put up barriers and tend to fragment populations.**

**The University is committed to hiring and retaining a more diverse faculty and staff as we continue to recruit a more diverse student body. The University invests in its people and strives to create a work environment that supports personal and professional growth, collegiality, and a healthy quality of life. The University strives to provide competitive compensation and benefits.**

## **FINANCE, BUDGET, RESOURCES**

The University will increase its ability to acquire, develop, use and manage resources. In order to enhance student success, deliver an appropriate mix of academic programs, and recruit and retain outstanding faculty and staff, additional funding, facilities and technology are critical. Finances will greatly determine the extent we are able to address our mission responsibilities. For growth, quality improvement and maintenance, it is important that the University acquire additional funding, budget effectively, create greater efficiencies, and commit resources to in-demand programs and services.

## **IDENTITY, IMAGE, MARKETING**

UW-Green Bay is an outstanding university that advances knowledge, assists students in transforming their lives, and drives economic growth. We strive to create a clear and positive identity. Our marketing and public relations efforts position UW-Green Bay as a premier university in areas of teaching and learning, research, and service. We strive for an identity as a university that students choose as their first choice as we face increasing competition from degree granting for-profit corporations and other colleges and universities.

## **MEETING THE NEEDS OF STUDENTS**

**The success of our students is the highest priority of UW-Green Bay. The University provides students with excellent learning opportunities and necessary learning resources, connects learning to life through rigorous interdisciplinary academic programs, and enhances student progression toward graduation. UW-Green Bay supports the healthy growth and development of all students and provides a safe and active campus environment that encourages students to have an enjoyable and successful educational experience that allows them to explore and reach their goals. Students are encouraged to extend their learning experience beyond the classroom.**

### **SUSTAINABILITY**

**We demonstrate leadership in our policies, programs and practices toward local and global ecological integrity. As stewards of knowledge, we continue to institutionalize appropriate environmental practices, policies, and sustainability-related curriculum decisions. We seek to prepare a community of sustainable learners and ensure our students are being prepared for employment and citizenship in a world defined, in part, by environmental and other challenges. We must ensure that the University promotes sustainability in all aspects of the University.**

## University Committee

### Policy on the Creation and Establishment of University Institutes, Laboratories and Centers

#### **Goals of UW-Green Institutes, Centers and Laboratories**

The University encourages and supports the development and successful operation of institutes, laboratories and centers.

UW-Green Bay institutes, laboratories and centers are units that fulfill institutional goals for research, service, instruction and/or training. They may derive funding from a variety of sources, including system, the university and/or from sources outside the University. (Definitions of our institutes, centers and laboratories will follow those established by UW-Milwaukee). Each of these special organizational units shall be responsible for submitting a brief end-of-year report to the Faculty Senate. Included in this end-of-year report, must be the organization's evaluation of the institute, laboratory or centers' fulfillment of their respective missions, and whether or not they should be continued for the following year.

Academic institutes, laboratories, and centers accomplish institutional goals in many ways:

- They integrate new knowledge and its practical applications into the learning mission of the University.
- They encourage interdisciplinary modes of inquiry and collaboration across department and college boundaries.
- They provide laboratories for student and faculty development.
- They make available to faculty and students facilities and resources that could not be supported economically by a single academic unit.
- They integrate the University with the community, fostering collaborations and partnerships with business and industry, community agencies, and governmental units.
- They respond to significant academic, scientific, social, or economic needs
- Their mission supports the academic mission of the university

#### **Institute/Center/Laboratory Creation**

Because institutes, laboratories and centers represent the university, they must be linked to the UW-Green mission and its strategic planning. The establishment of a new institute or center must follow an application process requiring approval by the University Committee (1<sup>st</sup>) and Provost (2<sup>nd</sup>) if it is linked to the UW-Green Bay curriculum.

Proposals may originate with a single faculty member, an interdisciplinary group of faculty or a team of faculty and community leaders. In all cases, one individual should be identified as the

lead investigator.

The proposal for a new institute, center or laboratory must include:

- Proposed name.
- A mission statement and rationale. The unique function and goals (present and future) of the center, and the degree to which there is overlap with other university organizations must be described.
- A designated individual who is in charge of maintaining the institute or center. Ideally this should be more than one person, who is responsible for budgeting (if applicable), university and community contacts, periodic reports, and any other functions of the institute or center. The institute or center may have an advisory board whose members should be selected according to its mission and functions. These members and their institutional affiliations should be listed.
- List of resources to be committed to the center.
- Approval Process: The proposal must first be submitted to the University Committee. Once it has obtained UC approval, it must be routed to the appropriate Dean (both if necessary), and then the Provost for their approval. It is then forwarded to the Chancellor for final approval.
- The creation of an institute, laboratory or center will be announced at the next Faculty Senate meeting.
- The University Committee and Provost must be informed of any center/institute changes.

### **Institute or Center Discontinuation**

If, on the basis of the review of the institute, laboratory or center, a decision is made by center members to discontinue the organization, the University Committee, appropriate Dean(s) and Provost will be notified of this decision and be given at least 60 days to respond. Institutes, laboratories or centers will be discontinued when one or more of the following conditions are met:

- There is no longer a compelling need for their services
- Goals have not been achieved
- Qualified staff are no longer available
- Serious mismanagement or malfeasance has occurred.
- The Chancellor's signature will be obtained for final approval of the discontinuation of the institute, center or laboratory.
- Dissolution will be announced at the next Faculty Senate meeting.

**Definitions of Centers, Institutes and Laboratories** (adapted from UW-Milwaukee, see [http://www4.uwm.edu/secu/acad%2Badmin\\_policies/S10.5.htm](http://www4.uwm.edu/secu/acad%2Badmin_policies/S10.5.htm))

1. **CENTER:** Generally a programmatic effort associated with a school or college to facilitate the study and dissemination of information in a scholarly area. Frequently, the center is viewed as multidisciplinary or interdisciplinary in nature, bringing together various faculty with an interest in an area of study.

2. **INSTITUTE:** This term is generally associated with an organizational unit that provides academic, scholarly, and/or an educational service outside the traditional degree structure.
3. **LABORATORY:** This term is associated with an organizational structure that has research as its primary mission. The program may offer occasional seminars but these are secondary to its primary purpose.
4. **CENTER OF EXCELLENCE:** This is a special designation created by the UW Board of Regents to identify outstanding scholarly programs throughout the UW System. This designation may be used for special units such as centers or institutes as well as for entire academic degree programs. UWM has eight Centers of Excellence.
5. **OTHER COLLABORATIVE ORGANIZATIONS:** UW-Green Bay recognizes that there are a number of campus organizations that offer partnerships and services that do not necessarily fit under the above definitions.

### **Implementation of Policies**

Upon ratification by the Faculty Senate, the creation of new centers, institutes and laboratories must adhere to the above policies. Prior established centers are encouraged to revisit their policies, but do not have to change in accordance with the above guidelines for Institute/Center/Laboratory creation. However, institutes, centers and laboratories must submit end-of-year reports in accordance with the guidelines specified above.

## Memorial Resolution

### Associate Professor Emeritus Allison P. Loomer

Allison (Al) P. Loomer died on May 7, 2010 at the age of 97, six days after the death of his wife Maureen, to whom he had been married for 68 years. He was born in Stellerton, Nova Scotia, earned his baccalaureate and master's degrees from Acadia University in Wolfville, Nova Scotia, and did further graduate work at the University of Wisconsin-Madison. Following World War II he became a United States citizen.

Al was a teacher for 50 years, starting at a junior high school in Nova Scotia when he was 20 years old. He began his university teaching career in mathematics as a teaching assistant at the University of Wisconsin-Madison and, after a three-year interruption to teach meteorology to members of the Royal Canadian Air Force, continued his mathematics career at Milton College where he taught for 10 years. In 1955 he joined the faculty at the UW Center System campus in Green Bay. When the University of Wisconsin-Green Bay was established in 1968, he became a member of its founding faculty. He retired from the University in 1983 with the rank of Associate Professor Emeritus.

As a faculty member at the University of Wisconsin-Green Bay, Al was first and foremost a teacher. He taught a large array of mathematics courses and contributed to the University's early innovative curriculum by leading Liberal Education Seminar (LES) study-abroad courses to Canada and London. Al would gladly give of his time to help students outside of class. He took special pride in helping weaker students for whom mathematics was a difficult subject, whether they were in one of his classes or not. He also won the appreciation of his colleagues by frequently teaching course overloads and by chairing the Mathematics Program for a number of years.

Service to his institution was another of Al's hallmarks. He was parliamentarian of the Faculty Senate for 14 years and served on many departmental and campus committees. A sentence from a merit review document captures the essence of his *métier*: "Al is a prototype academician who early in his career chose teaching and service as his main areas of activity, rather than research and scholarly activity."

No greater evidence of his loyalty to the University can be provided than to note that he regularly attended Spring and Fall commencements throughout his retirement years. Fortuitously, the University chose to pay tribute to him for his continuous support of our graduates by introducing him on stage at the Spring 2009 commencement, the last commencement he was able to attend. Acknowledging the difficult economy at the time, Chancellor David Ward advised the graduates to follow Loomer's optimism and example. Ward noted that Loomer had received his baccalaureate degree in 1933, at the height of the Great Depression, "and he certainly went on from there to a career of great distinction".

Al was the first certified television meteorologist in the Green Bay television market. He was the meteorologist at WFRV-TV from 1958 to 1961 and, in the late 1960s and early 1970s, he filled in as a weather forecaster at the same station on weekends. His mathematical expertise was also shared with the community. High school mathematics teachers in area schools frequently sought his advice and referred advanced students to him to provide them with advanced learning opportunities. For a number of years he organized the Mathematical Association of America regional mathematics competition for high school students. He was an active member of the Brown County Council of Churches and served as President of the

organization in 1979. He was also an active member of the Union Congregational Church in Green Bay and participated in the prison ministry at the Green Bay Correctional Institution. In all his community activities, Al was an excellent ambassador for the University of Wisconsin-Green Bay.

It also needs to be said that Al was an avid tennis player, and that he played until he was 96 years old! He had a regular game with a group of friends three times a week at the Western Racquet Club.

Since he lived 27 years beyond the time of his retirement, few members of the current campus community had the opportunity to know Al. This is unfortunate because he was one of the most uplifting persons this campus has known. He always had an optimistic outlook and could lighten any occasion with a humorous or witty remark. Those of us who had the privilege of knowing him will always remember him as a true friend, and as a gracious and kind human being.

—Robert Wenger

## **Resolution in Support of the Research to Jobs: Growing the Research Infrastructure: UW Research Commons**

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WHEREAS the success and reputation of the UW System depends on the effective recruitment and retention of talented faculty, staff, and students; and

WHEREAS information is essential in increasing research capacity and productivity across the UW System; and

WHEREAS faculty, staff, and students' academic research depends on authoritative information and UW System libraries provide that content; and

WHEREAS investing \$6 million for scholarly resources could return more than \$26 million to the Wisconsin economy through research grants and business development; and

WHEREAS funding for acquisition of library resources has not increased in 12 years,

THEREFORE, BE IT RESOLVED that the UW-Green Bay Faculty Senate supports the request for funding of the Research to Jobs: Growing the Research Infrastructure: UW Research Commons to increase electronic access to information to benefit students, faculty/staff, and all Wisconsin residents.

## PROPOSED CHANGE IN THE INDIVIDUALIZED LEARNING COMMITTEE

The proposal is to delete the words “Provost and Vice Chancellor of Academic Affairs” from paragraph two of the charge to the Individualized Learning Committee, with those words replaced by the words “University Committee.” The effective is to change the Individualized Learning Committee from a Provost’s Appointive Committee to a Faculty Appointive Committee.

1. The Individualized Learning Committee shall be composed of eight (8) appointed members. It will include five (5) faculty members with no more than two from a domain voting district and the chair of the Interdisciplinary Studies Committee. The Personal Major Advisor and Director of Assessment Services serve as ex-officio, non-voting members. Each faculty member will serve a three (3) year staggered term to assure continuity.
2. Nomination of candidates for appointment to the Individualized Learning Committee is the responsibility of the Committee on Committees and Nominations. Appointments are made annually by the ~~Provost and Vice Chancellor for Academic Affairs.~~ University Committee.
3. Individualized Learning Committee activities are coordinated by a chairperson elected by Committee members at the beginning of each academic year. The chair will be responsible for establishing a committee structure and making committee assignments.
4. The Individualized Learning Committee is advisory to the Provost and Vice Chancellor for Academic Affairs.
5. The Individualized Learning Committee serves the following functions:
  - A. Advises the Provost and Vice Chancellor for Academic Affairs or his\her designee on policies and procedures related to Credit for Prior Learning and Credit by Examination.
  - B. Evaluates Personal Major proposals and determine whether to recommend approval for proposals to the Provost and Vice Chancellor for Academic Affairs or his\her designee.
6. The chair must submit a report of Committee activities at the end of each academic year to the Provost and Vice Chancellor for Academic Affairs and the Chair of the University Committee.

Approved by the Prior Learning Evaluation Group, February 4, 1998

Approved by the Provost, December 2, 1998

Revised, October 25, 2004

## Proposed Joint Governance Committees

In accordance with the approved Faculty Senate vote of 3/10/2010 to create Joint Governance Committees, be it resolved that the following list of committees be approved as joint governance committees, subject to implementation details (appropriate changes to the charges and methods of securing membership) being worked out by the Committee on Committees and Nominations and approved by the Academic Staff Committee and the Provost.

Academic Actions  
Awards and Recognition  
Committee on Individuals with Disabilities  
Facilities Planning  
Health and Safety Committee  
Institutional Animal Care and Use Committee  
Institutional Assessment  
Institutional Review Board  
Intercollegiate Athletics Committee  
Legislative Committee and Legislative Affairs Committee (combined)  
Library and Instructional Technology Committee  
Technology Council  
University Student Leadership Awards Committee

## Resolution on First Year Seminars

For the last five years, the UW-Green Bay First Year Seminar Pilot Program has successfully increased student engagement as well as improved student retention and student achievement. Therefore, we join with the Student Government Association Senate and endorse efforts to provide a FY seminar experience for every incoming first year student. We encourage the First Year Seminar Task Force to devise a plan to accomplish this objective.

### Goals of the First Year Seminar Program

- Promote engagement and facilitate a positive adjustment to college
- Provide students with experience addressing problems from an interdisciplinary perspective
- Promote the development of critical thinking and problem solving skills
- Develop students' communication skills
- Promote basic information literacy skills

### Background Information for this Resolution

#### UW-Green Bay Freshman Seminar Program Objectives:

1. To promote engagement (with the class, students, professors, and UW Green Bay) and to facilitate a positive adjustment to college.
2. To provide students with experience addressing problems from an interdisciplinary perspective, and to increase students' understanding of the meaning and value of interdisciplinarity.
3. To promote the development of critical thinking and problem solving skills, by providing students with the opportunity to: explore new ideas; examine and critically evaluate information from a variety of different perspectives; explore how differences in values and beliefs influence the ways in which we examine phenomena; and engage in real-world learning experiences that require the use of information to effectively solve complex problems.
4. To develop students' communication skills, including writing, speaking, and the ability to effectively communicate in a small group environment.
5. To promote basic information literacy skills, including: identifying the need for information sources; identifying and selecting appropriate information sources; conducting efficient and effective searches for information; being able to interpret the results of information searches, including being able to evaluate the quality of the information found; and being able to effectively use the information retrieved in the completion of assignments.

#### Common Elements (these are the course components that all Seminar classes share):

- Small class (n=25 maximum) of first semester freshmen
- A content-based course that fulfills a UW Green Bay General Education course requirement
- Significant interaction with faculty

- Lower level writing emphasis course
- Includes an overview of college-level information literacy competencies and opportunities to practice
- Completion of an Interdisciplinary Exercise – students work in groups with others from different seminar sections to complete an exercise that involves them in the Common Theme for the year and teaches them about the value of taking an interdisciplinary approach to problem solving.
- Students must attend at least 3 university-sponsored co-curricular activities/programs over the course of the semester
- Students are provided with access to student success resources (e.g., information on: note-taking, studying, time management, classroom expectations)

Sample of Seminar course offerings for Fall 2010:

- **Science in Films:** Films with scientific elements have had a huge impact on science and society. This course will explore how science and scientists are portrayed in these films and how the films have shaped popular perceptions of science and scientists, the world, & the universe. The course will also help students to gain an understanding of the interplay of science, science fiction, and society.
- **How We Live:** The course will look at the history and future of suburbia through an interdisciplinary exploration to the roots of the suburban ideal, how suburbia has developed in the U.S., the psychological impact of living in the suburbs, the sociology of race and class in the suburbs, the planning of specific types of suburban developments including gated communities, Neo-Traditional planning, and eco-suburbs, and the future of suburbia. We will incorporate the fields of planning, environmental psychology, sociology, political science, geography, and other social science fields into our exploration of suburbia.
- **Love and Lust in America:** This course is an interdisciplinary exploration into the concepts of romantic love and sexuality in American culture. Included will be a review of the history of these topics in the U.S., an overview of the scientific study of lust and love, an examination of media portrayals and the impact of these portrayals, and the role of politics in lust and love in the U.S.
- **Politics through Pop Culture:** Studying political messaging in popular culture to better understand into American political ideologies, attitudes toward government, and the importance of social movements for political and social change.

Representative Sample of Results - UW Green Bay First Year Seminar Program (2008 cohort):

Students enrolled in a First Year Seminar class, as compared to a control group of first semester students in other classes (who were not in a seminar class), were significantly more likely to:

- Correctly define interdisciplinarity (57.4% vs. 76.8%)
- Report that the class:
  - Significantly improved the quality of their writing
  - Taught them how to effectively gather information
  - Introduced interesting ideas about the topic
  - Helped to ease their adjustment to UW Green Bay
  - Provided a sense of community for them
- Report that:
  - Their instructor encouraged them to get involved at UW Green Bay

- They will maintain contact with their instructor after the course is over

In terms of their **overall experience in their first semester** at UW Green Bay (as measured by the National Survey of Student Engagement [NSSE]), students enrolled in a First Year Seminar class, as compared to a control group of first semester students not enrolled in a Seminar, were significantly more likely to report, overall in their first semester, that they:

- Contributed to class discussions
- Worked with other students outside of class on group projects
- Discussed ideas learned in classes with others not in those classes
- Worked on a project requiring the integration of information
- Discussed career plans with an instructor or advisor

They also reported **higher quality relationships with students, faculty, and staff** at the University.

Finally, residential students who completed a First Year Seminar class were **4% more likely to be retained** at UW Green Bay for their second year, and commuter students were **14% more likely to be retained** into their second year.

*Note:* All reported results are statistically significant at  $p < .05$ .

## UW Green Bay First Year Seminar Program Frequently Asked Questions

### 1. *Why do we need this type of program?*

Our first year students have tended to score extremely low on engagement at the end of their first year of college, according to our results on the National Survey of Student Engagement (NSSE). Student engagement, defined as the sum total of educationally-enriching activities that students take part in both inside and outside the classroom, is a strong indicator of learning and success in college. Our students' low engagement scores prompted a small group of faculty to create a high-impact first semester course for students whose primary goal would be to promote the types of engagement identified as particularly useful in the first year (e.g., engagement with challenging course material, development of instructor-student relationships, and co-curricular engagement). In addition, most colleges and universities offer some type of first year seminar experience, and it is a factor important to attracting and retaining top students.

### 2. *What is the origin of the UW Green Bay program?*

In the spring of 2005 a small group of faculty (Georgeanna Wilson-Doenges, Regan Gurung, Andy Kersten and Denise Bartell) and the co-directors of FOCUS at the time (Brenda Amenson Hill and Scott Furlong) worked together to develop the first year seminar courses because they recognized a significant need, based on our NSSE data. This was truly a grass-roots effort by faculty. The first seminar courses were offered by this group in the Fall of 2006, and we have worked to expand the program over the course of the last four years, currently offering 14 sections for Fall 2010.

### 3. *Why are we seeking Faculty Senate support?*

We are seeking faculty support because this is a curricular endeavor, and in order for the program to expand we need the support of the faculty on this campus. In addition, the

Provost has indicated that she will assist in efforts to offer seminars to a larger percentage of our first semester students if the program has the support of the faculty. We have already sought and received support for the first year seminar program from students, as the Student Senate in Fall 2009 unanimously passed a resolution similar to that currently before the Faculty Senate.

4. *Wouldn't a small class provide similar benefits to first semester students?*

A small class alone will not achieve all of the objectives of the First Year Seminar program. Data from our university (we compared first semester students who were in a seminar to those who had another type of small class, such as a college writing class), indicate that seminar students are more engaged with the content of their courses, develop stronger relationships with the instructors and peers in their classes, and are more engaged at a co-curricular level at the university than are first semester students who are in another type of small class.

5. *Why have a set of common elements that must be included in each class?*

The common elements were derived from a comprehensive review of research on factors that maximize student engagement in the first year of college, and success at our university more specifically. For example, one of the common elements involves introducing students to UW-Green Bay's interdisciplinary mission and we believe that doing so early in students' careers is important to them understanding its importance in our curriculum. More generally, each common element has been designed to help facilitate the specific objectives of the seminar program, and data from the program indicate that they do so quite effectively. We recognize that agreeing to teach a first year seminar class means that instructors will not have total flexibility in determining the elements of their course, but feel that this is a justifiable trade off given the success of these elements in significantly increasing student engagement and the fact that instructors still have significant control over the content of the course and the ways in which that content is presented.

6. *Will faculty be mandated to teach a seminar class?*

The seminar task force will likely have limited control over how the program will be expanded, since we do not have control over the resources required for expansion. The resolution we are seeking to pass merely indicates that the faculty support our efforts to work with administration to find ways to expand the program. That said, it is the perspective of the task force that no instructor should be mandated to teach a seminar class. One of the reasons why the program works is that the instructors who teach seminars are doing so because they want to, and mandating instructors to teach in the program might mean a decline in our ability to achieve program objectives.

7. *Will each unit be required to provide some number of seminar classes?*

This is one model that may be considered for how to expand the program. However, the task force will not have the authority to make these decisions.

8. *How will the university find the resources to be able to provide a seminar for all first semester students?*

The goal of this resolution is to endorse the idea that first year seminars are a valuable curricular experience that should be available to all first semester students at UW Green Bay. Passing this resolution will allow the task force to begin to work with administration to identify ways that we can do so, although at this point we do not have any specific models on the table. Looking at the sorts of models utilized at other colleges and universities, we could consider some combination of a variety of options, including: incentives for instructors to

develop seminar courses, assistance with ad-hoc replacements for some instructors teaching seminars, and adjusting caps on some courses in order to provide these smaller seminar courses to a larger percentage of our first year students.

9. *If we vote in support of the resolution, how quickly might this expansion occur?*

The expansion of the program, if it moves forward, will occur gradually over several years to allow time for us to build adequate support systems for expansion, including recruiting sufficient faculty to staff the program.

10. *Will all first semester students be required to take a seminar?*

Ideally, if we had enough sections to do so, the classes would be required for all traditional first semester students. However older students and transfer students probably wouldn't benefit in the same way from the program as it is designed for traditional age, first semester students. Therefore we would not require it for those students. In the future the task force would like to develop parallel experiences that better support non-traditional and transfer students (i.e., to support all students in transition).

Report from Academic Affairs Council  
October 8, 2010

Approved Course Master Forms (substantial changes) for:

- ACCTG 303 Seminar in Accounting Professionalism
- HUD 302 Developmental Research Methods
- Nursing 492 Special Topics in Nursing: Nursing Care of Older Adults
- Nursing 492 Special Topics in Nursing: Adaptation to Chronic Illness and Disability

Approved Program Changes for:

- Accounting (changes in the major concerning statistics)
- Biology (changes in how courses are counted for each area of emphasis)
- Biology (change major with respect to BIO 490 Biology Seminar)
- Business Administration (new Certificate in Accounting Professionalism)
- Business Administration (changes in the major, minor, and AA degree with statistics)
- Human Development (changes in the major with respect to HUD 302 Research Methods)
- Humanistic Studies (changes in minor and area of emphasis concerning FNS)
- Humanistic Studies (changes in major for Religious Studies area of emphasis)
- Interdisciplinary Studies (add area of emphasis in Corporate Communication)
- Interdisciplinary Studies (add area of emphasis in Leadership in Public Service)