

## **UW-GREEN BAY FACULTY SENATE MEETING NO. 8**

Wednesday, May 6, 2009

Phoenix Room C, 3:00 p.m.

Presiding Officer: Illene Noppe, Speaker

Parliamentarian: Clifford F. Abbott

### **1. CALL TO ORDER**

### **2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 7, April 8, 2009 [page 2]**

### **3. CAUCUS ON HIGHER LEARNING COMMISSION REPORT – pages 5-9 (Limited to 15 minutes for caucus and 15 minutes for reports)**

### **4. CHANCELLOR’S REPORT**

### **5. NEW BUSINESS**

- a. Election of Senate Speaker for 2009-10
- b. Resolution of Thanks (Presented by Laura Riddle) – page 10
- c. Resolution on Class Absence due to Military Service (Presented by Illene Noppe) – page 11
- d. Resolution on Collective Bargaining (Presented by Illene Noppe) – page 12
- e. Requests for future business

### **6. REPORTS**

- a. Interdisciplinary Task Force (Presented by Jeff Entwistle)
- b. Academic Affairs Council – page 13

### **7. PROVOST’S REPORT**

### **8. UNIVERSITY COMMITTEE REPORT**

Presented by Steven Meyer, Chair

### **9. ADJOURNMENT**

## MINUTES 2008-2009

### UW-GREEN BAY FACULTY SENATE MEETING NO. 7

Wednesday, April 8, 2009  
Phoenix Room C, University Union

Presiding Officer: Illene Noppe, Speaker of the Senate

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

PRESENT: Lucy Arendt (BUA), Scott Ashmann (EDU), Andrew Austin (SCD), Kathleen Burns (HUD), Matthew Dornbush (NAS), Susan Gallagher-Lepak (NUR), Stefan Hall (HUS), Catherine Henze (HUS), Curt Heuer (AVD), Steve Kimball (EDU), William Laatsch (interim Provost, *ex officio*), James Loebel (BUA), John Lyon (NAS), Steven Meyer (NAS-UC), Thomas Nesselin (URS), Illene Noppe (HUD-UC), Uwe Pott (HUB), Laura Riddle (AVD-UC), Jolanda Sallmann (SOCW), Jeanellyn Schwarzenbach (ICS alternate), Heidi Sherman (HUS alternate), John Stoll (PEA), Brian Sutton (HUS-UC), Kristin Vespia (HUD alternate), David Voelker (HUS), Dean VonDras (HUD-UC), David Ward (Interim Chancellor, *ex officio*)

NOT PRESENT: Ellen Rosewall (AVD), Vladimir Kurenok (NAS), Daniel Meinhardt (HUB), Tim Meyer (ICS), Meir Russ (BUA-UC),

REPRESENTATIVES: Jamie Froh (Student Government), Katrina Hrivnak (Academic Staff)

GUESTS: Dean Scott Furlong, Associate Provost for Student Affairs Sue Keihn, Senior Executive Assistant to the Chancellor Scott Hildebrand, Vice Chancellor for Business and Finance Tom Maki, Associate Provost Tim Sewall, and representatives of SGA: Nick Cibula and Matt Kehl.

**1. Call to Order.** After some time searching for administrators and refreshments, Speaker Noppe called the Senate to order at 3:15 p.m.

**2. Approval of Minutes of UW-Green Bay Faculty Senate Meeting No. 6, March 11, 2009.** On a motion by Senator Riddle (second by Senator Gallagher-Lepak) the minutes, amended to include a topic for the Open Forum, were **approved** by a voice vote.

**3. Chancellor's Report.** (In the meeting this item was postponed until after New Business.) The Chancellor, aided by two handouts and some data items from the Vice Chancellor for Business and Finance, focused on proposed budget reductions for the next biennium. He identified three components to these reductions: an efficiency cut in General Purpose Revenues (\$100 million for the System which translates to \$2.4 million for UW-Green Bay), a 1% Across the Board Cut in all revenues (UW-Green Bay's share is \$824,882), and available funds in auxiliaries (UW-Green Bay's share is \$629,250). The first component had been expected and planned for. The second component was a surprise and unprecedented, although some revenue sources (such as gifts and grants) may be excluded. The third component falls very unevenly among the campuses, UW-LaCrosse taking a very large hit while UW-Green Bay's portion being proportionally fairly modest. The result is that if we are to protect instructional costs over the biennium, we will have to empty the contingency fund so there is no cushion for any future cuts. The good news the Chancellor offered was that cost-to-continue funds are not being cut. Senators reacted to the unfairness of the cuts and Student Representative Froh noted the objections students were voicing, particularly to the raiding of auxiliaries. The Chancellor

observed that students may make more compelling objections than the institutions. He also noted that the budget figures assume 5.5% tuition increases during the biennium, something bravely supported by SGA. He further noted UW-Madison's initiative on a tuition surcharge. A question from the Senate prompted him to review the history of differential tuitions, which are not really governed by any consistent Regent policy. Other questions from the Senate brought forth some additional data items: a comparison of what the state spends on its 175,000 UW students to its spending on its 22,000 prisoners; the percentage of the UW budgets that come from state sources - about 34%, which supports the language change to calling us state-assisted schools rather than state-supported schools. Incoming Chancellor Harden will be visiting the week of April 20 and will be introduced to community supporters and System players.

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

**a. Resolution Granting Degrees.** This resolution was **moved by Senator S. Meyer (Senator Arendt second) and was approved by a voice vote.**

**b. Reaffirmation of a Resolution on Domestic Partner Benefits.** This proposal to reaffirm a resolution approved two years earlier was introduced by Senator S. Meyer, **moved by Senator Henze (Senator Sallmann second), supported by several senators and approved on a voice vote.**

**c. Resolution on a Child Care Facility.** Speaker Noppe introduced this item by referring to Regent Policy Document 14-3 which says that each campus should "set a goal of seeing that top quality low cost child care and extended child care services, preferably campus-based, are available to the children of students, faculty and staff." She noted that UW-Green Bay stands alone in the System in not having such a facility. She reviewed the history of how the campus lost the facility it had previously but suggested attitudes and demographics have changed since then. **The resolution was moved by Senator Sallmann (Senator Dornbush second).** Senators generally spoke in support of the quality of the previous program and support for some sort of facility now. A discussion of the value of child care in the recruitment and retention led **Senator Arendt (Senator Voelker second) to move amending the last Whereas to read "Whereas the availability of child care is an important recruitment, retention, and quality of life issue for students, faculty, and staff." The amendment passed on a voice vote.** The discussion continued on on campus versus off campus child care and the idea of a laboratory school. This led **Senator Ashmann (Senator Kimball second) to move an amendment to include "facility/laboratory school that would provide educational experiences for undergraduate students" to the third Whereas. This motion failed (5-11-5)** when alternative language was suggested. **Senator Vespia (Senator VonDras second) moved to amend the final line of the resolution** adding to the end "and/or laboratory school." Senator Riddle offered alternative language "with potential to include a laboratory school component." This was acceptable to the mover and seconder so this version was voted on and **passed (22-0-1).** Then **Senator Heuer (Senator Voelker second) moved to replace "would" in the third Whereas to "could".** During the discussion of this amendment, a question previously asked (who is this resolution aimed at) was reasked and the Speaker suggested it might be aimed at a new administration. A return to the "would/could" issue resulted in **adopting the "could" alternative (13-7-3).** At this point the whole **resolution, as amended, was voted on and passed (23-0-0).**

**d. Requests for new business.** There was one, although it didn't occur until just before the Open Forum. Senator Henze asked what could be done about the dangerous intersection of East Shore Drive and Nicolet close to campus.

**5. Provost Report.** The Provost reported on our progress in developing components for a strategic plan, which should consist of: enrollment management (on which there has been significant progress), an academic plan (a broad outline of what we do to implement our mission), a budget plan (which is ongoing), and a facilities plan (to be driven by the academic plan). He noted that task forces on adult education and branding were coming together with important components as well.

**6. University Committee Report.** UC Chair Meyer listed several issues the System faculty representatives had been discussing: collective bargaining (including the tricky issue of how many bargaining units there should be), the System initiative on program alignment (this task force now includes two faculty members), domestic partner benefits, models for addressing textbook affordability. He then listed several issues under discussion by the UC: a possible surcharge on course repeats, procedures on resignation, the residency requirement that denies honors to certain worthy students, a joint meeting with the academic staff next year, and the Higher Learning Commission report on our accreditation. He predicted that that last issue would be a topic for caucuses in the May Faculty Senate meeting.

**7. Open Forum** Dialog with the Student Government Association. Jamie Froh, Nick Cibula, and Matt Kehl joined the discussion from SGA. On general education the students (not necessarily unanimously) voiced frustrations with courses not being relevant to majors, not being accessible, not always being of interest, not being of high enough quality, and not always delivering on the promises of interdisciplinarity. The faculty responses generally countered these concerns. On textbook affordability there was agreement that the costs are too high and there was frustration all around in finding ways to deal with this, although there were some suggestions. Catalog concerns brought the discussion back to general education. Budget concerns allowed the students to talk about recent SGA resolutions voicing a number of stands they had taken. The faculty response here was thankful and congratulatory. The Open Forum concluded with sentiments of commendation for the students.

**8. Adjournment.** The Speaker asked for a motion to adjourn and got one from Senator Vespia (Senator Gallagher-Lepak second) that just beat the automatic adjournment at 5 p.m.

Respectfully submitted,

Clifford Abbott, Secretary of the Faculty and Academic Staff

## CAUCUS ON HIGHER LEARNING COMMISSION REPORT

### **Group 1**

Tim Meyer-AH  
Scott Ashmann-PS  
Stefan Hall-AH  
Jill White-SS  
Dan Meinhardt-NS  
Susan Gallagher-Lepak-PS

### **Group 2**

John Stoll-SS  
Uwe Pott-NS  
Catherine Henze-AH  
Lucy Arendt-PS  
Kathleen Burns-SS  
Vladimir Kurenok-NS

### **Group 3**

Illene Noppe-SS  
Steve Meyer-NS  
Brian Sutton-AH  
Jim Loebel-PS  
Ellen Rosewall-AH  
Matthew Dornbush-NS

### **Group 4**

Laura Riddle-AH  
Peter Breznay-NS  
Meir Russ-PS  
Dean Von Dras-SS  
David Voelker-AH  
Jolanda Sallmann-PS

### **Group 5**

Curt Heuer-AH  
John Lyon-NS  
Thomas Nesslein-SS  
Andrew Austin-SS  
Steve Kimball-PS  
Randall Meder-AH

## ASSURANCE SECTION

### Page 8 of the HLC Document

#### IV. FULFILLMENT OF THE CRITERIA

##### CRITERION ONE: MISSION AND INTEGRITY

###### 1. Evidence that Core Components are met

b. “The unique nature of the University’s Select Mission lies in its claim to provide an “interdisciplinary, problem-focused educational experience.” These interviews, the university self-study report, and other documents, however, acknowledge an institutional discussion about the meanings of such terms as “interdisciplinary” and “problem-focused” that has been ongoing since the University’s founding.” (**Interdisciplinary:** Action needed – We need to more clearly define “interdisciplinary” and “problem-focused.” Action taken – an Interdisciplinary Task Force is being formed with a specific charge defined by the UC)

### Page 9 of the HLC Document

###### 2. Evidence that one or more specified Core Components need organizational attention

“...there is still a need for the University to devote resources to promote and support efforts to increase the representation of female, minorities, and other underrepresented population in all areas of the university, including students, faculty, staff, and administration.” (**Diversity**)

“...interviews with faculty and students suggest that the questions about the nature of interdisciplinary studies and their relation to the University’s Select Mission will need ongoing discussion and attention in a rapidly changing national educational environment.” (**Interdisciplinary:** Action needed – We need to more clearly define “interdisciplinary” and “problem-focused.” Action taken – an Interdisciplinary Task Force is being formed with a specific charge defined by the UC)

##### CRITERION TWO: PREPARING FOR THE FUTURE

### Pages 11 and 12 of the HLC Document

###### 2. Evidence that one or more specified Core Components need organizational attention

a. “...the linkages between planning and budget are not well communicated to faculty and mid-level administrators. Decision making regarding financial planning and resource allocations is relegated to senior administration.” (**Faculty Senate Budget and Planning Committee:** Action needed – The FSBPC needs “a seat at the table”. Action taken – the current administration has agreed to faculty representation at their meetings.)

b. "...IPEDS data does show UWGB receives the least tuition revenue compared to its peers in the UW System (10% below the mean) and just slightly above the average in state appropriations." (**University Fiscal Matters:** Action needed – Determine why UWGB receives such an unfair share of tuition revenue. Action Taken – ?)

d. "...faculty salaries lag behind their counterparts at other UW comprehensive universities and are well below the averages in most ranks for comparable institutions nationwide. Funding for faculty development, research, and entrepreneurial initiatives is extremely limited despite the importance placed on research and scholarship in merit pay and promotion decisions." (**Faculty Salaries and Faculty Resources:** Action needed – ? Action Taken – ?)

### 3. Evidence that one or more specified Core Components require Commission follow-up

"The reports of the last three site visit teams identified faculty workload as a major concern. In 1988: '...excessive diversification of courses and attendant scheduling and workload issues have not been addressed.' In 1992: '...despite progress, there remain faculty who have too many preparations and who are teaching at the margins of their expertise in some areas.' In 1997: '...representatives of all categories of workers on campus self-report considerable stress from heavy workloads.' (**Excessive Faculty Workload:** Action needed – ? Action taken – ?)

"Interviews with faculty suggest that the short-term and long-term plans of the 'Growth Agenda' have not been shared adequately with faculty and staff. The alignment of the growth agenda with mission, values and goals has not been widely discussed with and input sought from all major constituency groups." (**Growth Agenda:** Action needed – increase faculty involvement in Growth Agenda planning. Action taken – ?)

"The team determined that UWGB should submit a progress report to the HLC. The progress report to the HLC should discuss the alignment of this agenda with the overall mission of the university with the specific focus on how resources will be allocated to improve faculty and staff workload, faculty-student ratio, and enhance quality of instruction and student learning. The report should address also the actions taken to include the governing structures to develop and implement the 'growth agenda' and how the initiative will be structured within the institution's developing cycle of planning, budgeting, implementation, and assessment/evaluation." (**Excessive Faculty Workload and the Growth Agenda:** Action needed – increase faculty involvement in Growth Agenda planning. Action taken – ?)

## CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

### Pages 14 and 15 of the HLC Document

#### 2. Evidence that one or more specified Core Components need organizational attention

c. "Workload continues to be a source of concern for the faculty, who continue to find that they are called upon to do more with less. Faculty report that despite the increased expectation for research and creative activities there has been a lack of release time or appropriate compensation and/or other forms of support for research and creative activity. Unit and department chairs who have the responsibility of recruitment and retention of new faculty, in addition to their teaching and other administrative duties, made particular note of the ongoing workload burden." (**Excessive Faculty Workload and Faculty Resources:** Action needed – ? Action Taken – ?)

g. “The UWGB academic plan is organized to provide an interdisciplinary, problem-focused educational experience. Students are expected to make connections with what they are learning in the classroom to the world beyond. They are also expected to think critically and to address issues in a changing world. The plan, however, is complicated by the needs and expectations of disciplinary programs within the institution’s structure and by differing interpretations of what ‘interdisciplinary’ means among the individual budget units.” (**Interdisciplinary:** Action needed – We need to more clearly define “interdisciplinary” and “problem-focused.” Action taken – an Interdisciplinary Task Force is being formed with a specific charge defined by the UC)

## ADVANCEMENT SECTION

Pages 4-6

### II. CONSULTATIONS OF THE TEAM

#### Growth Agenda

“The team recommends that the institution involve faculty, staff, and students in a deliberate process to set the goals and objectives for the ‘growth agenda’ and to examine the effect of the budget cuts on the workloads and operations of academic and support staffs. There is a sense of optimism and pessimism and fear about how the ‘growth agenda’ will be handled and what will result. Campus-wide discussions about the growth agenda should alleviate fears and concerns about the potential impact of the plan on faculty and staff workloads.” (**Excessive Faculty Workload and the Growth Agenda:** Action needed – increase faculty involvement in Growth Agenda planning. Action taken – ?)

#### Assessment

“The team suggests that the University continue to work closely with faculty, staff, and students to promote the culture of continuous student outcome assessment and assessment of support services.”

#### Communication

“There is a strong perception on the part of some faculty interviewed that communication between administration and faculty is one-way. Faculty members expressed concerns that budget reductions with great impact on their programs were not properly channeled through established governance structures and communicated to the university community. The team suggests that the administrations work closely with faculty, staff, and student leadership to identify ways to improve two-way communication regarding significant campus issues.”

#### Mission Clarification

“While distinctive, emphasis, on ‘interdisciplinary’ curricula and learning continue to be difficult to articulate to both internal and external constituencies. In view of this difficulty to understand the notion of ‘interdisciplinary,’ the team suggests that interdisciplinary programs should be described with a substantive academic and practical rationale that is comprehensible to students, parents, faculty, staff, and administrators.” (**Interdisciplinary:** Action needed – We need to more clearly define “interdisciplinary” and “problem-focused.” Action taken – an Interdisciplinary Task Force is being formed with a specific charge defined by the UC)

#### Shared Governance

“There is still confusion about what is meant by <sup>8</sup>shared governance and the extent to which the

various governance groups participate in the actual governance. The faculty should have an open discussion about how the current structure of their Senate and non-Senate committees works and how they might be improved.”

**Revenue Sources**

“Efforts should be made to use additional resources to address salary compression among senior level faculty, provide additional support for faculty research and scholarly activities, and provide scholarships for students from disadvantaged backgrounds and merit-based scholarships for talented students.”

Attached is the link to the complete version of the Higher Learning Commission Report

[http://www.uwgb.edu/sofas/structures/governance/senate/agendas/HLC\\_Report.pdf](http://www.uwgb.edu/sofas/structures/governance/senate/agendas/HLC_Report.pdf)

## **Resolution of Thanks**

WHEREAS, in times of transition an institution depends on interim leadership that can maintain forward motion; and

WHEREAS, shared governance depends on an administration that knows both the letter and spirit of governance rules; and

WHEREAS, a vibrant educational institution depends on leadership enlightened enough to understand student needs, community interests, and the working conditions of faculty and staff; and

WHEREAS, David Ward has provided such leadership through his network of community connections and through his commitments to the specialness he sees UW-Green Bay still has for the future; and

WHEREAS, William Laatsch has provided such leadership through his deep roots in caring for the student experience, his humane ability even after a long career to tear up at student success, and his vision for our progress in difficult times; and

WHEREAS Patricia Przybelski, retiring as long-time guardian of governance processes, has provided an institutional memory and extraordinary support for the structures that keep us from chaos;

NOW THEREFORE BE IT RESOLVED that this body expresses its enormous debt and great gratitude to Dave Ward, Bill Laatsch, and Pat Przybelski for their commitments, service, and support of the UW-Green Bay community.

Faculty Senate New Business 5(a)  
6 May 2009

## **Resolution Regarding Class Absence Due to Military Service**

Be it resolved that students shall not be penalized for class absence due to unavoidable or legitimate required military obligations not to exceed two (2) weeks unless special permission is granted by the instructor. Students are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the instructor to verify the reason for the absence. The faculty member is responsible for providing reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to a student being deployed for active duty, please refer to the University's Active Duty Call-Up Procedure.

Faculty Senate New Business 5(c)  
6 May 2009

## **Resolution Regarding the Right to Bargain Collectively by the University of Wisconsin System Faculty and Academic Staff**

Be it resolved that the Faculty Senate at the University of Wisconsin – Green Bay strongly supports granting the right of the faculty and academic staff throughout the University of Wisconsin System to collectively bargain as proposed in the Governor’s 2009-11 biennial budget.

It is further resolved that if such enabling collective bargaining legislation is approved, the faculty at the University of Wisconsin – Green Bay strongly support the idea that all faculty and academic staff be allowed to establish collective bargaining units as they determine without *a priori* restrictions as to the nature of those bargaining rights.

Faculty Senate New Business 5(d)  
6 May 2009

**Report of Academic Affairs Council to Faculty Senate**  
Curricular Actions  
February - May 2009

New courses approved (with adjusted requirements in majors/minors):

- ES 301 Radioactivity - Past, Present, and Future
- HIST 330 Early Modern Europe
- HIST 421 Topics in Medieval History
- HIST 422 Topics in Early Modern European History
- HIST 470 Studies in comparative History
- PSYCH 305 Psychology of Stereotyping and Prejudice
- PSYCH 350 Psychology and Culture
- PSYCH 425 Psychology of Emotion
- PEA 324 Transitioning to sustainable Communities
- SCD/ POL SCI 349 American Political Thought
- SPANISH 110 Introduction to Spanish in the Professions I
- SPANISH 111 Introduction to Spanish in the Professions II
- SPANISH 112 Introduction to Spanish in the Professions III
- SPANISH 114 Introduction to Spanish in the Professions IV
- SPANISH 210 Intermediate Spanish in the Professions I
- SPANISH 211 Intermediate Spanish in the Professions II
- SPANISH 212 Intermediate Spanish in the Professions III

Changes in major/minor requirements approved for:

- Environmental Policy and Planning, History, Human Development, Interdisciplinary Studies, Political Science, Psychology, Public Administration, Public and Environmental Affairs, Social Change and Development

Also approved:

- Certificate in Spanish in the Professions
- Certificate in Environmental Sustainability and Business
- changes in the Graduate Degree Residency Requirement
- name change for SCD's emphasis in Women's Studies to Women's and Gender Studies
- Human Development area of emphasis in Interdisciplinary Studies
- several course renumberings and deactivations

## RESOLUTION ON A CHILD CARE FACILITY

Approved as amended in bold on April 8, 2009

WHEREAS the University of Wisconsin - Green Bay is the only one of the 4-year campuses in the UW-System without a child care facility; and

WHEREAS the recent report of the Adult Education Task Force calls for investigation of the feasibility of alternatives for child care (recommendation two, p. 10); and

WHEREAS the recent accreditation review by the Higher Learning Commission recommended efforts to “enhance quality of instruction and student learning (first full paragraph, p.12 of the HLC report)” and a child care facility ~~would~~ **could** provide a teaching laboratory for students; and

WHEREAS the availability of child care is an important **recruitment, retention,** and quality of life issue for students, faculty, and staff;

NOW THEREFORE BE IT RESOLVED, that the Faculty Senate of the University of Wisconsin - Green Bay recommends the creation of a campus child care facility **with potential to include a laboratory school component.**

Faculty Senate New Business 5(c)  
8 April 2009

**Approved as Amended 4/8/09**