

AGENDA

UW-GREEN BAY FACULTY SENATE MEETING NO. 5

Wednesday, January 29, 2014

Alumni Rooms AB, University Union, 3:00 p.m.

Presiding Officer: Greg Davis, Speaker

Parliamentarian: Clifford Abbott

1. CALL TO ORDER

2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 3

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3. CHANCELLOR'S REPORT

4. OLD BUSINESS

a. Library and Instructional Technology Committee (second reading) [page 6]
Presented by Eric Hansen

b. Resolution on Scholarship of Teaching and Learning [page 8]
Presented by David Voelker and Ryan Martin

5. NEW BUSINESS

a. Memorial Resolution for Professor Emeritus Jack Frisch [page 9]
b. Policy on Posthumous Degrees and In Memorial Degrees (information item) [page 11]
Presented by Andrew Kersten

c. Request for future business

6. PROVOST'S REPORT

7. OTHER REPORTS

a. University Committee Report - Presented by Bryan Vescio
b. Academic Staff Report - Presented by Anne Buttke
c. Student Government Report - Presented by Heba Mohammad

8. OPEN FORUM - Brainstorming on Enrollment and Retention

9. ADJOURNMENT

[draft]

MINUTES 2013-2014
UW-GREEN BAY FACULTY SENATE MEETING NO. 4

Wednesday, December 4, 2013
Phoenix C, University Union

Presiding Officer: Greg Davis, Speaker of the Senate
Parliamentarian: Clifford Abbott

PRESENT: Francis Akakpo (SOWORK), Gregory Aldrete (HUS), Kimberly Baker (HUB), Forrest Baulieu (ICS), Dallas Blaney (PEA), Greg Davis (NAS-UC), Michael Draney (NAS), Jeff Entwistle (Theatre and Dance alternate), Heidi Fencil (NAS), Adolfo Garcia (ICS), Thomas Harden (Chancellor, *ex officio*), Jenell Holstead (HUD), Mimi Kubsch (NUR-UC), William Lepley (BUA), J. Vincent Lowery (HUS), Ryan Martin (HUD-UC), Michelle McQuade-Dewhirst (MUS), Steve Meyer (NAS-UC), Cristina Ortiz (HUS-UC), Adam Parillo (URS), Uwe Pott (HUB), Chuck Rybak (HUS), Christine Smith (HUD alternate), Alison Stehlik (AND), Patricia Terry (NAS), Christine Vandenhouten (NUR), Bryan Vescio (HUS-UC), Julia Wallace (Provost, *ex officio*).

NOT PRESENT: Andrew Austin (DJS), Hernan Fernandez-Meardi (HUS), Ghadir Ishqaidef (BUA), Arthur Lacey (EDU), Linda Tabers-Kwak (EDU).

REPRESENTATIVES: Heba Mohammad, Student Government; Anne Buttke, Academic Staff

GUESTS: Andrew Kersten, Scott Furlong, Sue Mattison, Doreen Higgins, Eric Hansen, Paula Ganyard

1. CALL TO ORDER. Speaker Davis called the Senate meeting to order at 3:02 p.m.

2. APPROVAL OF MINUTES for Faculty Senate Meeting No. 2, October 2, 2013. Speaker Davis asked for approval of the minutes. **Senator Meyer (Senator Rybak second) moved approval of the minutes and with no discussion the motion was passed (21-0-1).**

3. CHANCELLOR'S REPORT. The Chancellor made several announcements. Craig Dickman, CEO of Breakthrough Fuels, will be the fall commencement speaker. Talks with Brown County on possible development of a research and technology park on county land just south of campus are under way. A capital campaign aimed at raising \$12 million (about half of which is targeted for scholarships) is making good progress through its silent phase. The Chancellor then took a moment or two to express seasonal sentiments. He managed to balance congratulations for the term's accomplishments with commiseration for end-of-semester stress levels with celebration for the season. There were no questions.

4. NEW BUSINESS

a. Resolution on Granting Degrees. Senator Baulieu (Senator Ortiz second) moved adoption of the resolution and without question or dissent the Senate voted its approval (25-0-0).

b. Library and Instructional Technology Committee. Eric Hansen, chair of the LITC, presented this first reading of a proposal to split the current joint governance committee into an elected faculty committee, Library Advisory Committee, and a joint governance committee, Learning Technology Collaborative Committee. The proposal has been reviewed by the Committee on Committees and Nominations and the University Committee. Discussion focused less on the substance of the change than on its logistics (*ex officio* memberships, transition from the current membership to the two new committees, staggering of terms). This proposal will return at the next meeting for its second reading and action.

c. Resolution of the Scholarship of Teaching and Learning. Since both the Speaker and the Deputy Speaker wished to participate in the discussion, **Senator Ortiz (Senator Draney second) moved that the rules be suspended to allow Bryan Vescio to act as Speaker pro tem for the duration of discussion on this issue. Without discussion the Senate voted its approval (26-0-0).**

Speaker pro tem Vescio then called on Ryan Martin and David Voelker to present what amounted to a first reading of the resolution. Ryan Martin provided background that the principal motivation for the resolution was a lack of clarity about expectations for how SOTL work counts and he mentioned that the resolution had been reviewed by the Personnel Council, the Instructional Development Council and the Committee of Six Full Professors. David Voelker read the resolution and added that the resolution did **not** recommend: that all faculty do SOTL research; that SOTL research replace other forms of scholarship; that units adopt any specific policy about SOTL; or that any powers of personnel review committees be changed. He added that the resolution **did** mean that there was a consensus among faculty that SOTL work was legitimate scholarship, not just teaching enhancement, and that units will discuss and clarify expectations about SOTL work.

Discussion was lively and varied. Two main threads emerged. One, focused on the first of the two performative paragraphs (that's the we-hereby-do-this part of the resolution after all the whereas clauses), was about respecting SOTL work. The other, focused on the second of the two performative paragraphs, was about units clarifying their expectations for promotion with respect to SOTL work. For the first there were expressions from several senators in support of the resolution. Opposing views were less about not wanting to respect SOTL work and more about questioning what it means for the Senate to support the legitimacy of any one type of scholarship and whether such action is truly needed (the response several times was that unspecified anecdotal evidence suggests it may be). For the second there were many expressions that having all units clarify promotion expectations is a good thing. There were also a few cautions about the difficulties of being too specific in such clarifications. One senator characterized the issue as finding the balance between the freedom to practice SOTL and freedom from SOTL. There were additional side issues, such as whether we can characterize UW-Green Bay as a teaching institution. And there were several suggestions that changes of language in the resolution might improve it. Since this was a sort of first reading, there were no formal changes in the language of the resolution although they may appear in the second reading next month,

d. Request for future business. Speaker Davis returned to the podium and made the request. Senators offered none.

5. PROVOST'S REPORT The Provost reported that there was some one-time funding to proceed with the proposed Engineering Technology programs. She promised we'd be hearing more about this, since the Governor was expected to be present at a presentation before the Regents. The Medical College of Wisconsin has announced its dean for the Green Bay area. The Provost and Professor Hanke serve on a local advisory board. On budgetary transparency, she reported a recent meeting with unit leaders and others and suggested that discussion should continue in additional forums. From the budget it was an easy slip (or fall or trip) into a mention of what she characterized as our "enrollment crisis." She then climbed back up to the issue of on-line courses, the issue being to what extent we should require, encourage, or limit the amount of on-line instruction our regular students take. She concluded by reporting, somewhat anticlimactically, that this fall's graduating class is not record breaking, at least in size.

6. OTHER REPORTS

a. Academic Affairs Council. The written report was attached to the agenda.

b. Faculty Rep's Report. Steve Meyer began his report with a hypothesized correlation between fun and contentiousness for the faculty reps. (Faculty seeking to test the hypothesis can probably create their own opportunities to collect appropriate data.) Rep Meyer did report a range of issues from a recent meeting: salary (UW-O cleverly managed to provide nearly 85% of its staff with raises between \$500 and \$6000); Senates (specifically UW-EC) dealing with absent members (one suggestion was to invite regents and legislators to Senate meetings); policies on ebooks and text rentals; remediation courses (at various campuses between 4% and 44% of entering students need remediation); a shared definition of a 30 credit transferable core (largely transferable between the Technical Colleges and the UW), something that apparently 35 other states have managed; and the continuing saga of having 9 month pay spread over 12 months (spread over 10 months may be possible but over 12 months only if everyone is treated the same).

c. University Committee Report. UC Chair Vescio listed the issues before the UC: academic calendar; the presidential search; changes in charges for certain governance committees; nominees for the Chancellor's Budget and Planning council; opportunities for untenured faculty on committees; a policy on self-authored texts; minimum job responsibilities for faculty; assessment; and a research center.

d. Academic Staff Report. Anne Buttke reported that the Academic Staff Committee has reviewed results from a survey on possible barriers to job progression and is planning the best way to present those results. An Academic Staff Assembly is planned for Dec. 16.

e. Student Government Report. Heba Mohammad reported on a list of issues: the diminishing likelihood of resolutions on shared governance (UW-Stout and UW-EC passed such resolutions); prioritizing student concerns (affordable tuition tops the list); child care facilities; a System-wide sustainability conference; and the Presidential search, now at the point of interviewing to select finalists.

7. OPEN FORUM - Enrollment

Mike Stearney presented charts and diagrams of the enrollment process and projections. Those projections are down and the consequences for budgets are serious. In the past few years the recognized trend down in the traditional age first year students was offset somewhat by transfers and adult degree students but that offset is no longer happening. The decreasing enrollment can be attributed to changing demographics (fewer students graduating from high schools), economic pressures (the cost of tuition and limited scholarships), and competition (particularly from other UW schools). UW-Green Bay has lost significant market share in Brown County (UW-LaCrosse is a serious competitor). Other campuses in the state are suffering as well but they, with larger recruitment staffs, are doing more recruiting out of state and internationally. A significant unknown is why students we admit opt to enroll in competitor schools. A research project is planned to answer that. Senators posed a number of questions that Dean Stearney was able to answer to clarify some complexities, but the Forum ended without a clear sense of what is to be done about the problem.

8. ADJOURNMENT The Speaker called for adjournment at 4:59 and met no resistance.

Respectfully submitted,

Clifford Abbott, Secretary of the Faculty and Academic Staff

Resolution on Library and Instructional Technology Committee

The Faculty Senate agrees to dissolve the Library and Instructional Technology Committee and to create instead two new committees, the Library Advisory Committee, a Faculty Elective Committee, and the Learning Technology Collaborative Committee, a Joint Governance Committee, with the following charges:

LIBRARY ADVISORY COMMITTEE

The Library Advisory Committee serves as a vehicle through which the Library Director and the Library staff consult the faculty on matters of planning, policy, and other items of general interest. The Library Advisory Committee is a Faculty Elective Committee.

The charge of the Library Advisory Committee is to:

1. Develop and promote channels of communication between the library staff and the faculty and students.
2. Provide user input concerning library policies, procedures, budget, services and facilities.
3. Advocate for the support of the library's budgetary, personnel, and space needs in serving the university community.
4. Act in an advisory role to the Library Director.

MEMBERSHIP

- 5-Faculty Members (one from each domain voting district and one Graduate Faculty Member)
- 1-Academic Staff Member
- 1-Student Member
- Library Director or designee (Ex officio)

The faculty members are elected from a slate prepared by the Committee on Committees and Nominations. Faculty members serve three-years with terms staggered to assure continuity. The Academic Staff member is elected from a slate prepared by the Leadership and Involvement Committee. The Academic staff member serves two years.

Learning Technology Collaborative Committee

The Learning Technology Collaborative Committee serves as an advisory group to the Director of Academic Technology Services and the Director of Adult Degree Programs on matters involving learning and instructional technology. The members will consult the faculty and solicit feedback on issues of instructional technology planning and policy, as well as other items of general interest. The Learning Technology Collaborative Committee is a Joint Governance Committee.

The charge of the Learning Technology Collaborative Committee is to:

1. Develop and promote channels of communication between the learning and instructional technology staff and the faculty and students.
2. Make suggestions regarding the operational support required for instructional technologies at UW-Green Bay at an institutional level.
3. Evaluate learning and instructional services to identify efficiencies and possible areas of improvement.
4. Explore and exchange ideas about new, existing, and maturing technologies.
5. Advocate for the support of the University's instructional technology budgetary, professional development, and support needs as necessary.
6. Act as an advisory group to the Director of Academic Technology Services and the Director of Adult Degree Programs.
7. Provide policy recommendations to the Technology Council as needed.

MEMBERSHIP

- 4-Faculty Members (one from each domain voting district)
- 2-Academic Staff (instructional technologists, one from Academic Technology Services)
- 1-Academic Staff member from campus at large
- 1-Student Member
- Director of Academic Technology Services (Ex officio)
- Director of the Center for the Advancement of Teaching and Learning (Ex officio)
- Director of Adult Degree Programs (Ex officio)

The faculty members are elected from a slate prepared by the Committee on Committees and Nominations. Faculty members serve three-years with terms staggered to assure continuity. The Academic Staff members are elected from a slate prepared by the Leadership and Involvement Committee. Academic staff members serve two years with terms staggered.

Proposed Resolution on the Scholarship of Teaching and Learning

drafted by David Voelker (HUS) and Ryan Martin (HUD)

(Revised following 12/4/13 Fac. Senate meeting)

Whereas:

- the Scholarship of Teaching and Learning (SoTL) is an interdisciplinary and problem-focused exercise that supports the university mission;
- SoTL is a form of inquiry that requires the formulation of a research question, a review of existing scholarship, the gathering and analysis of evidence or data, and the public sharing of conclusions through scholarly venues;
- SoTL publications are peer reviewed using the same procedures applied to other forms of scholarship;
- the University of Wisconsin-Green Bay supports SoTL as a mode of scholarly engagement through the Teaching Scholars program, the annual Faculty Development Conference, and other Center for the Advancement of Teaching and Learning (CATL) programs;
- the University of Wisconsin System supports SoTL as a mode of scholarly engagement through the Wisconsin Teaching Fellows & Scholars program, an annual Spring Conference, an annual Faculty College, and other Office of Professional and Instructional Development (OPID) programs;
- the SoTL movement has given rise to an international society (ISSOTL), and a myriad of disciplinary and interdisciplinary, national and international journals and conferences;
- SoTL research often entails a critical engagement with disciplinary epistemologies, methods, and norms; and,
- a growing body of research—recently summarized by Mary Taylor Huber, Pat Hutchings, and Anthony Ciccone’s *The Scholarship of Teaching and Learning Reconsidered: Institutional Integration and Impact* (San Francisco: Jossey-Bass, 2011)—demonstrates the positive impact of faculty’s SoTL activity on professional and institutional development,

the Faculty Senate hereby recognizes SoTL research, presentations, and publications as a form of scholarship (rather than solely as a teaching activity) and recommends that SoTL activity be evaluated alongside (and in addition to) other scholarly and creative activity, using equivalent standards—without intending to suggest that SoTL activity should replace other more traditional forms of scholarship **or that SoTL be considered a requirement for teaching excellence.**

The Senate further recommends that all academic units (and departments, when necessary) create a written policy to clarify **how** SoTL research, presentations, and publications count as a form of scholarship for the purposes of merit, tenure, and promotion **within the unit**. Such policies should then be filed with the Secretary of the Faculty and Academic Staff (SOFAS) to allow for easy reference by the Personnel Council, Committee of Six, and university administrators.

ENDORSEMENTS: An earlier version of this motion was endorsed unanimously by the Personnel Council after an email discussion on 10/25/13. The Instructional Development Council (IDC) endorsed the motion unanimously, with one abstention, at its meeting on 11/14/13. The Committee of Six also unanimously endorsed the resolution.

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Memorial Resolution for Professor Emeritus Jack Frisch

Thirty years ago I arrived at UWGB a 28-year-old Assistant Professor in a unique interdisciplinary undergraduate Theatre program. I found myself with two very important and more senior mentors in Dick Sherrell and Jack Frisch. Father Figures and Colleagues rolled into one yet little did I know that early on that one of them was an internationally respected Beckett Scholar. When Jack and I were working on our first and only musical together in February 1985 I didn't realize that in one month's time my own father would pass away and my Two Theatre Father Figures became even more important to me on so many levels. There isn't a better place to learn lessons in humanity and social justice than to work in theatre with friends who are a positive presence in your life. Jack was certainly a positive presence in my life but it seems in the career we both chose – TEACHING - one would hope the greatest impact would be made on our students. During my first few graduation ceremonies I was always amazed to see how many graduates would march by Jack and shake his hand or hug him and give him a smile and thanks. From the beginning to the end of every graduating class procession it was obvious that Jack had genuinely touched their lives.

Jack passed away on April 30th - 2013 and tomorrow January 30th he would have celebrated his 85th birthday. Jack joined the UW System faculty in 1958 at the UW-Fox Valley Center, and he taught at UW-Madison while pursuing his Ph.D., and came to the UW Center- Green Bay faculty in 1962. When the center became a four-year institution in 1968, Jack was appointed the first chairperson of the UW-Green Bay theatre program.

During his teaching career, Jack has taught the full array of courses in theatre production and dramatic literature as well as courses in interpersonal communication and games, during which time he introduced this area to the earth ball and other non-competitive "new games" in his self proclaimed "touchy feely" class. His teaching also included courses in the then new American Indian Studies program at UW-Green Bay. Jack had long been an advocate of a creative approach to tasks and to ensemble performances in group theatre and in 1972 served as a workshop leader at an international symposium on new methods in educational drama held in the Netherlands. He also led workshops at [Princeton University](#), American University in Washington D.C., and the University of California-Berkley. A year before his retirement as a recognized Samuel Beckett scholar, he was invited to present a paper at the 1991 International Beckett Symposium in Monaco.

Jack was known for his interest in avant-garde and experimental theatre. All of the more than 100 plays he directed were always focused on the human condition and they often involved his most cherished themes related to ecology and a fight against discrimination of all kinds.

After his retirement Jack would pop in to my office whenever he was on campus and one day asked me about a former student I had just communicated with through Facebook. Jack's eyes lit up and he wanted to know all about Facebook and contacting former students. Well it didn't take him long to make many connections, but I distinctly remember Jack saying to me "I hope they still remember me?" I guess it had been a while since Jack had seen the movie classic "Goodbye Mr. Chips" because his students were never going to forget him. The day I learned of Jack's passing I sent out a post on Facebook and my Facebook page and Cell Phone, which are linked, blew up with messages pouring in. This memorial resolution would be four pages longer if I included all of those heartfelt student comments but some of them are too perfect to leave out.

- Some people come into your life for a moment and touch it for a lifetime-He was one of those.
- Jack's "touchy feely" class was still one of the best. He truly taught people how to believe, trust and support each other.
- I still remember tossing that big earth ball out on the grass to celebrate earth day and feeling like the free-est spirit.
- Jack had a profound effect on me in shaping my thoughts about theatre...
- Authentic, genuine, kind to a fault, invested in the principle & practice of Community, passionate about social justice, and a lover of theater in all its forms.
- He taught me much about dignity, art, and passion.
- He had a gentle intelligence, not at all bombastic or 'ivory tower'...
- If we each can follow just one example he set the world is a better place.
- My favorite class was my senior seminar where we created our own Utopia.
- Thank you for touching and enriching our lives.

Jack is survived by his wife of 57 years, Rachel; three children, Paul (Miriam) Frisch of Rochester Hills, MI, Rae Ann Frisch of Green Bay, and James (Cheryl) Frisch Yukon, OK; seven grandchildren, Michael, Adam, Joel, Zachary, Brittany (Jacob), Jessica, and Levi; one sister, Sally (Gerald) Proctor and one sister-in-law, Mary Maus; many nieces and nephews. Jack is also survived by thousands of grateful students and colleagues whose lives he touched in his 44-year UW teaching career.

William Shakespeare

Hamlet Act V Scene 2

Horatio: "Now cracks a noble heart. Good-night, sweet prince;
And flights of angels sing thee to thy rest."

Respectfully Submitted

Jeffrey Paul Entwistle

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Policy on Posthumous Degrees and In Memoriam Degrees

In the unfortunate event that a student passes away before the completion of a degree, the University may award the student a degree posthumously. To be awarded a posthumous degree, the student must have completed 75% of the credits toward degree (90 for undergraduate; 22 for graduate) and be in good academic standing (2.0 for undergraduate; 3.0 for graduate). The conferred degree is noted in the Student Information System and reported to external stakeholders.

Alternatively, the University may consider awarding an “In Memoriam Degree”. This is an honorary degree, which is noted in the Student Information System but not reported to external stakeholders. There are no completion or academic standing requirements to award this honorary degree.

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