

# AGENDA

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

Wednesday, 20 October 2004, 3:00 p.m.

Phoenix Room C, University Union

Presiding Officer: Sally Dresdow, Speaker

Parliamentarian: Professor Kenneth J. Fleurant

### 1. CALL TO ORDER

2. APPROVAL OF [MINUTES OF FACULTY SENATE MEETING NO. 1 SEPTEMBER 15, 2004](#)  
[attached]

### 3. CHANCELLOR'S REPORT

4. CONTINUING BUSINESS - Presented by Gregory Davis

a. [Code change for UWGB 7.01](#) (second reading) – [attached]

### 5. NEW BUSINESS –

a. [Student-led Course Approval Form](#) (attached) – Presented by Gregory Davis

b. [Implementing a Physical Education Executive Committee](#) (attached) – Presented by Gregory Davis

c. Faculty Representative for Student Senate

d. Requests for Future Senate Business

6. [PROVOST'S REPORT](#) - Presented by Provost Sue K. Hammersmith

7. UNIVERSITY COMMITTEE REPORT - Presented by Professor Gregory Davis, Chair

8. OPEN FORUM: Summer Session

9. ADJOURNMENT

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## MINUTES 2004-2005

### UW-GREEN BAY FACULTY SENATE MEETING NO. 1

Wednesday, September 15, 2004

Phoenix Room C, University Union

Presiding Office: Sally Dresdow (BUA-UC), Speaker

Parliamentarian: Kenneth J. Fleurant, Secretary of the Faculty and Academic Staff

PRESENT: Greg Aldrete (HUS-UC), Scott Ashman (ED), Denise Bartell (HUD), Angela Bauer (HUB), Forrest Baulieu (ICS), Joy Benson (BUA), Peter Breznay (ICS), Gregory Davis (NAS-UC), Michael Draney (NAS), Sally Dresdow (BUA-UC), Scott Furlong (PEA-UC), Regan Gurung (HUD-UC), Sue Hammersmith (Provost), Derek Jeffreys (HUS), Timothy Kaufman (ED), Harvey Kaye (SCD), Michael Kraft (PEA), Mimi Kubsch (NUR), Judith Martin (Soc. Wk), Steven Meyer (NAS), Steve Muzatko (BUA), Tom Nesslein (URS), Debra Pearson (HUB), Tara Reed (NAS), Ellen Rosewall (COA), Bruce Shepard (Chancellor), Rebecca Tout (COA), Bryan Vescio (HUS), David Voelker (HUS), William Witwer (COA).

NOT PRESENT: Andrew Fiala (HUS), Christine Style (COA-UC).

REPRESENTATIVES: John Landrum (Academic Staff Committee), Rachel Abhold (Student Government Association).

GUESTS: Clifford Abbott (UC chair 2003-04), Dean Fritz Erickson, Scott Hildebrand (University Communications), Interim Dean Fergus Hughes, Associate Provost Timothy Sewall, Michael Schmitt (Media Services).

**1. Call to Order.** With a quorum present, Speaker Dresdow called the Senate to order at 3:00 p.m. sharp.

**2. Approval of Minutes of UW-Green Bay Faculty Senate Meeting No. 9, May 5, 2004.**

The minutes were approved without change by voice vote.

**3. Introduction of Senators.**

**4. Chancellor's Report.** Welcome back. Thank you for your service as Senators. It is an important and educational opportunity. Theme for today's comments: I hope you're having as good a time as I am. There are all sorts of good things happening. In Madison, the Regents are in a period of transition but they have begun to aggressively seek financial aid for students. (The number of students from poorer families has declined significantly and a way must be found to rectify the situation.) It is helpful to remember, given the interest the press has shown in the System Budget recently, that financial aid is not budgeted to any unit or program. It all goes to students with financial need. The Regents are pushing the State to reinvest in the System to reverse recent declines in faculty positions. They are also proposing ways to improve faculty salaries that have fallen below comparative levels. Chancellors are being consulted about what it will take to retain and hire quality faculty and staff. Other reasons to feel good: at the last Regents' meeting faculty from our campus were honored. Denise Sweet was recognized as the State's new poet laureate. President Reilly honored her and our campus by reading one of her wonderful poems. Denise Scheberle was recognized for having received the Regents' excellence in teaching award and, with the Governor present, had the audience in the palm of her hand as she spoke of her passion for teaching and learning. A few more reasons for today's theme: the new freshmen have moved in and 50% are first-generation college students. Indications are that they feel warmly welcomed and that we make a

difference in our students' lives. We change the course of the lives of both traditional age and older returning students. We are privileged to serve such a high social purpose.

After concluding his remarks, the Chancellor responded to a question about whether the Regents have a greater interest in administrative raises than faculty salaries. The questioner referred to press reports of the Chancellor's comment that faculty who stay pay "a loyalty tax." The Chancellor feels that the BOR is interested in faculty salaries but understands that they have a direct responsibility to hire competent chancellors. The Chancellor also recognizes the responsibility of chancellors to tell the Regents what it takes to retain and attract good faculty on our campuses. He will continue to do so vocally.

## 5. New Business:

- a. Election of Faculty Senate Deputy Speaker for 2004-05. Scott Furlong was nominated. After a lengthy pause for additional names, nominations were closed and **Senator Furlong was elected in a landslide**.
- b. Code change for UWGB 7.01 (first reading). Presented by UC Chair Greg Davis. Currently our code refers to faculty "activities that conflict with their responsibilities as full time employees of the University of Wisconsin-Green Bay." However, System does not limit to full time employees the responsibility to report outside activities and avoid conflicts of interest. The recommendation is to strike the reference to "full time." Nothing will change in campus implementation of this policy--currently people with 50% or greater positions are expected to file the report--but the change will put our policy in line with System guidelines. There was no discussion. The proposal will return for a second reading at the next meeting.
- c. Requests for Future Senate Business. Senator Kaye requested that the University Committee discuss or bring to the Senate for discussion the 21 credit teaching load. UW-Parkside, he said, has always had a 3 course/semester teaching load and at least some at Oshkosh and La Crosse have similar course loads. He has brought this up several times and is disappointed that it has never gone anywhere. We ought to be in a position to begin talking about course load and finding a way to transition to a more appropriate level. There were no other suggestions for future business and the speaker invited senators to e-mail UC chair Davis or any member of the UC with additional requests.

**6. Provost's Report.** Provost Hammersmith distributed a written report. As torrential rains beat against the windows in broad sheets adding drama to her comments, she shared the Chancellor's perception that positive energies abound on campus. Congratulations to Professors Scheberle, Sweet, and Grosso for recent honors. The written report includes a summary of President Reilly's remarks to the Regents demonstrating an understanding of campus issues. The report also enumerates vital activities in international education and the downtown learning center and concludes with some statistics on the new freshman class.

**7. Year End University Committee Report.** Presented by 2003-04 UC chair Clifford Abbott. A written report was previously distributed and Professor Abbott invited questions, but first wished to offer several personal observations or exhortations about faculty governance:

- 1) The paradox of faculty governance is that it is both powerful and fragile. Its power comes from Wisconsin state law that gives faculty an official voice and responsibilities in the governance of the campuses. It is fragile when the faculty voice is quiet and the faculty will is not expressed. In recent years there has been a strengthening of units and a corresponding weakening of the general faculty voice. He recommends that people become more interested in what is happening in other units.
- 2) Another threat to governance comes not when faculty are quiet but when they are noisy. The challenge is to find the faculty will amid the noise and divisions. There are mechanisms in the code to help. One of the roles of the Senate is to find and express that will. Senators have the responsibility of being well-informed. They must demand the information needed to make decisions. The University Committee has the responsibility to shape and present issues to the Senate in a fruitful manner. Faculty governance must take place in the broader context of governance responsibilities shared with academic staff, students and to some degree with classified staff. Each group has a stake in the university but ways must be found for greater cooperation and the expression of collective will and common concerns.
- 3) On the System level, faculty representatives from the campuses are feeling restless. There is a sense that they are being used by System administration interested in marshaling arguments to present to the Regents. Their ideas are then filtered through System administration. The faculty reps would like a more direct route for expressing their ideas. There are startling differences between campuses and the opportunity to meet together is a valuable means of achieving mutual understanding. Under discussion is a System faculty senate to foster a more direct lobbying voice for faculty.

Senator Breznay asked that the record show recognition of the great dedication shown by Professor Abbott in his roles as Senator and University Committee Chair.

**8. Current University Committee Report.** Presented by UC Chair Davis. The UC is working to clear up several continuing issues, in particular:

- a. Curriculum procedures—describing and understanding how new courses, majors, minors and programs are created and modified.
- b. Academic oversight for physical education and answers to questions about the appropriate number of Physical Education credits that should count toward a degree, what PE courses should be repeatable, etc.
- c. Policies for priority enrollment. Several groups have special enrollment privileges. How are these policies set and what is the impact on programs and other students?

**9. Adjournment.** Grateful for a fairly straightforward meeting her first time at the podium, Speaker Dresdow asked for and received a vote to adjourn at 3:44 p.m.

Respectfully submitted,

Kenneth Fleurant, Secretary of the Faculty and Academic Staff

Faculty Senate Continuing Business (4a), 10/20/04

## OUTSIDE ACTIVITIES AND CONFLICT OF INTEREST

### UWGB 7.01

Codification Change

UWGB 7.01 Basic Policy.

Every faculty member, at the time of appointment, makes a personal commitment to professional honesty and integrity, to seek knowledge and to share that knowledge freely with others. It is a violation of this commitment for faculty members to pursue outside interests or to seek financial gain for themselves, their immediate families, or organizations with which they are associated through activities that conflict with their responsibilities as ~~full-time~~ employees of the University of Wisconsin-Green Bay. Thus, the rules and procedures governing outside activities are designed to ensure devotion to teaching, research, and all normal faculty responsibilities, while permitting participation by faculty in public service or other endeavors, including activities related to their fields of academic interest.

Faculty Senate New Business (5a), 10/20/04

**PROPOSED CHANGE TO**

# PROPOSAL FORM FOR STUDENT-LED COURSES

To be used only for courses offered under 281/481 authorization.

NOTE: use the tab key to get to shaded areas that are to be filled in. Proposal for course in (major or minor):

Name(s) of student(s) proposing course:

Course Number (must be a 281/481):

Course Title

Credits:

The information requested on this form is meant to help you organize and present your ideas most effectively. Please write your proposal carefully since it is important for proper evaluation of your application. You will be advised of the decision when your proposal has been evaluated by the major or minor you have submitted it to.

Please have your faculty advisor read this entire form and fill out his/her part of it. Then return it to the sponsoring academic unit.

I. COURSE INFORMATION - Answer the following questions, including any additional information you think appropriate.

A. Student leader information:

Name	Year	Concentration	Address	Phone
	select			
	select			
	select			

Name(s) of advisor(s):

Course Description:

Write an outline of the course, indicating as specifically as you can at this time a weekly syllabus including specific material to be covered, required and suggested readings, audiovisual materials you would like to use, possible guest speakers to be sought, etc. (This outline is, of course, tentative and you will have the opportunity to modify it, in conjunction with your advisor, as your ideas develop before class actually begins. Once class has started, additional changes are also possible by mutual agreement of student leaders and faculty advisors.)

Give a general bibliography and a list of other resources you consider relevant to your course.

Explain how you plan to lead the course or how you expect the class to be run. What will procedures be for decision making such as assignment and approval of individual or group projects, grading, etc.? (If you would feel more comfortable, you may ask to offer your course pass/no credit.)

## II. ADDITIONAL INFORMATION

What in your background constitutes helpful preparation for leading this course? (Include other seminars, courses, experience, etc., you have had.)

Why would you like to see this course offered? What goals do you have?

Do you have an estimate of how many students want this course offered? If you have a list of names of those who would possibly or probably sign up, please attach (no commitment to actually register is implied or intended by these signatures).

Do you feel enrollment should be limited? **select one** If yes, to how many?

Do you want any prerequisites for admission to your course?

Have you checked to see whether your course material is substantially duplicated in any other course presently offered or catalogued at UW-Green Bay? **select one**

If there is any potential conflict, explain how your course differs in content

Please indicate if you anticipate needing any of the following items. (This is not a firm commitment on either your part or ours. It is intended as a general guide. All expenses must be negotiated with concentration chairperson after course is accepted.)

Copying: **select one**

If yes, approximate number of pages:

Movies, slides, to be rented or purchased from outside sources: **select one**

Estimated cost:

Any other equipment?

Other expenditures?

What items do you feel are indispensable for your course?

III. FACULTY ADVISOR AGREEMENT - (To be completed by Advisor)

Please read student's proposal before signing.

Please comment briefly on course proposal and give your assessment (if possible) of student's ability to lead this course.

I have read this proposal for course to be led by: and agree to be faculty advisor for this course. You are now ready to print for signatures.

Faculty signature: Date: IV. UNIT ACTION

Signature of Chairperson: Date: last updated. 01/27/04

Signature of Dean \_\_\_\_\_ Date \_\_\_\_\_

Faculty Senate New Business (5b), 10/20/04

**COPY OF A DOCUMENT REGARDING PHYSICAL EDUCATION POLICY**

AUG 03 2004

Office of the

Dean of Liberal Arts and

MEMORANDUM  
Sciences

Following is information on the current Phy Ed Policy at UW Green Bay, which according to 4/21/78 minutes from the AAC, was approved by the Faculty Senate in May 1978. The AAC minutes listed the following policy:

"That Physical Education be recognized as an instructional unit with a service mission.

That an Advisory Executive Committee for the Physical Education Program (PEP) be established in accordance with the UWGB faculty code and that this Committee include at least one individual from each of the following instructional units where mutual interest has been identified: Regional Analysis (Leisure Science), Education (Coaching Certification). College of Human Biology, Communication-Action (Dance-Theatre).

That a staffing mode be adopted that provides for tenure-track appointments as the Physical Education Unit develops.

That authenticating credit for Physical Education courses be expedited according to the following guidelines, effective at the beginning of Semester I, 1977-78.

Each Concentration or Professional Program may authorize a student to use physical education credits to fulfill requirements of the student completes degree requirements in that Concentration or Program.

Physical Education courses, as all other courses, must be approved by the regular curriculum review procedures."

PE issues

negative: credits held in escrow – affects semester honors talc

negative: students with 3 one credit courses who then complete a two or three credit course; the first four courses, up to four credits, count toward the degree and gpa

negative: if we eliminate the four credit maximum, a student could enroll in a full load of PE courses

an initial search of records in the Office of the Secretary of the Faculty did not find any Senate action.

The AAC minutes appear to be a verbatim copy of Senate action (or discussion?), but there's no mention of a 4 credit limit toward the 120 (then 124) credits required for graduation

General information

Fall 2000-Spring 2000 — offered 20 PE courses (Swimming I/II, First Aid, Personal Cond, Trng w/Weights, Conditioning thru running, Golf, Karate I/II, Tennis, Racquetball, Water Safety, Scuba, Lifeguarding, Nautilus Trng, and 400 level courses.)

Sally Mancoske

10/30/2001

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Faculty Senate New Business (5b), 10/20/04

## **Proposed Changes to the Implementation of an**

## Executive Committee for Physical Education

That Physical Education be recognized as an instructional unit with a service mission.

That an Executive Committee for the Physical Education Program (PEP) be established in accordance with the UWGB faculty code and that this Committee include at least one individual from each of the following instructional units where mutual interest has been identified: **Education, Human Biology, Communication and the Arts, and Public and Environmental Affairs.**

### *Report to the Faculty Senate*

*Submitted by Sue K. Hammersmith, Provost and Vice Chancellor for Academic Affairs  
University of Wisconsin-Green Bay  
October 20, 2004*

#### I. PERFORMANCE OF TECHNICAL COLLEGE TRANSFER STUDENTS

UW System is giving clear direction for us to facilitate baccalaureate degree completion by more Wisconsin residents, including those men and women who may have started their post-secondary education at one of the technical colleges. Anticipating questions that may arise in this regard, I asked Debbie Furlong to determine for us how UWGB's technical college transfer students perform in comparison with transfer students from the UW Colleges or other sources. To do so, Debbie compared students who had transferred into UWGB after completing an associate degree at one of the UW Colleges, one of the Wisconsin Technical Colleges, or at some other institution (e.g., CMN, an out-of-state community college).

The results are most interesting:

- **The Wisconsin Technical College System (WTC) is a major source of UWGB's transfer student population.** In this analysis, 29% of our associate-degree-holding transfer students had graduated from one of the WTC institutions.
- **Whether we are consider cumulative grade point averages or grades earned in specific courses, UWGB grades earned by WTC graduates compare favorably with those earned by UW College graduates.** In fact, the WTC graduates out-performed UW College graduates in 10 of the 12 courses analyzed. In short, the data do not support an assumption that WTC graduates are underprepared or unable to perform in the classroom.
- **WTC graduates are far more likely than UW College graduates to drop out or "stop out" before completing a UWGB degree, even though their grades would allow them to continue.** This suggests questions for further research and potential to improve their graduation rate.

I'll distribute some data at the Senate meeting. The full report will be posted on the Provost's web page.

#### II. TECHNOLOGY COUNCIL UPDATED PLAN

This year I asked the Technology Council (chaired by Kathy Pletcher) to revise and update the Technology Plan for UWGB. The group has been hard at work, has drafted an updated campus technology plan, and is hosting open forums to get campus feedback and input. The following forums are coming up:

- General Forum – Oct. 25 & 26, noon-1:00, Point Sable Room, Union
- MAC Forum – October 27, 11:00 – noon and 3:00-4:00, MAC lab, IS
- PeopleSoft Forum – Oct. 28-29, noon-1:00, Point Sable Room, Union

Kathy Pletcher also is available to meet with departments or faculty units.

#### III. COUNCIL ON INTERNATIONAL EDUCATION

International education, students and faculty exchanges, and global interests and concerns are becoming more important for higher education across the country. UWGB is no exception. Every year brings a rich variety of new international opportunities, experiences, scholarship, and challenges for our students, faculty, programs, and the institution. Just as technology has pervaded how we teach, work, and learn over the past 20 years, so will international influences and opportunities pervade how we teach, work, and learn over the next 20 years.

In order to effectively take advantage of emerging opportunities, we need to have a better method of planning, nurturing, and integrating international education and international matters into the life of the institution. We need to integrate such matters into our institutional planning and attend to international interests and influences in a variety of ways including student life, professional development, exchanges, information resources, teaching, and learning.

I have drafted a charge for an appointive International Education Council, which I modeled after the UWGB Technology Council. The International Education Council would bring together individuals from different divisions and areas to advise us on an institutional level, and it would replace the ad hoc planning committee which was initiated by Interim Provost Pollis. Just as the Technology Council advises us on an institutional level about technology planning, priorities, initiatives, and resource requirements, so the International Education Council would advise us and help us move forward in a deliberate, coordinated manner.

This International Education Council charge has been drafted in consultation with faculty, staff, and administrators involved with international education here at UWGB. I am grateful to David Coury, Cliff Abbott, Mark Everingham, Jay Harris, Fergus Hughes, Fritz Erickson, and Cristina Ortiz for their involvement in this, and I welcome additional input from others who are interested in this area.

The draft is attached at the end of this document. I would be grateful for any questions, concerns, feedback, or constructive suggestions that you may have about the attached council charge.

#### IV. CHANGING OF THE GUARD

Please join me in welcoming three new colleagues:

- **Michael A. Herrity**, Registrar, joins us from the UW-Manitowoc campus, where he served as the Director of Student Services. He embraces a model of open communication and user-friendly service for students, faculty, and staff. Already familiar with Peoplesoft and the UW system, he really “hit the ground running.” Mike earned his doctorate in Higher Education Administration from Oklahoma State University
- **Brent Blahnik** has joined our Office of International Education, where he serves as Program Manager. Brent replaced Chad Goeden, who is now serving as a Peace Corps volunteer in the Ukraine. Brent did his undergraduate work at UW-Stevens Point and earned his Master’s from Temple University. Brent comes to us from Delaware County Community College in Pennsylvania, where he served as the Assistant Director for International Student Services.
- **David Prestby** joins us as the Interim Director of Assessment Services (replacing Lucy Arendt). David is a UW-Green Bay alumnus, having completed his MS in Community Human Services in 1996. He has worked in data analysis and social services, most recently in data analysis for the US Department of Justice and for DP1Data.

Respectfully submitted,

*Sue K.*

Sue K. Hammersmith, Provost and Vice Chancellor for Academic Affairs

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**INTERNATIONAL EDUCATION COUNCIL****Charge****Draft – October 18, 2004**

1. The International Education Council shall be composed of ten (10) appointed persons including the Office of International Education Director (Chair) and Program Manager, the Dean of Liberal Arts and Sciences, Dean of Professional and Graduate Studies, Dean of Students, a student representative, and four faculty members with no more than one from a single domain voting district. The Council reports to the Provost and Vice Chancellor for Academic Affairs.
2. Nominations of faculty candidates for appointment to the International Education Council is the responsibility of the Committee on Committees and Nominations. Appointments are made annually by the Provost and Vice Chancellor for Academic Affairs. Faculty members serve three-year staggered terms to ensure continuity.
3. The primary role of the International Education Council is to promote international understanding, opportunities, experience, exchanges, scholarship, and teaching among our faculty, staff, students, and the region we serve.
4. The International Education Council is advisory to the Provost and serves the following functions:
  - a. Provide advice and council to the Provost, the Director of the Office of International Education, and the larger campus community on matters of international education.
  - b. Promote coordination and communication with respect to on- and off-campus international activities and opportunities for students, faculty, staff, and the community, including cooperation and collaboration with others in the region as appropriate.
  - c. Advocate student, faculty, and staff participation in international and intercultural exchanges and experiences, including travel courses, international exchange programs, the National Student Exchange Program, Fulbright exchanges, collaborative programs with other institutions, and other programs as may promote the development of international and intercultural understanding.
  - d. Assess the extent and currency of international education and global studies components of our curriculum, student life, and faculty/staff expertise. Recommend improvements, innovations, additions, and resources toward that end.
  - e. Administer an international education grants program to provide small grants for innovative teaching, scholarship, professional development, or student experience.
  - f. Conduct ongoing strategic planning for international education at UWGB.
  - g. Promote international awareness and global understanding across Northeast Wisconsin, including an appreciation of American Indian culture and tribal sovereignty, and the dynamics and cultures of our immigrant populations.
5. The Chair of the Council will submit a report of its activities at the end of each academic year to the Provost/Vice Chancellor for Academic Affairs and to the Chair of the University Committee.