

UW-GREEN BAY FACULTY SENATE ACTIONS AND RESOLUTIONS - 2010-11

<u>Number</u>	<u>Name</u>	<u>Date Approved</u>
#10-01	Memorial Resolution for Ganga Nair	9/15/2010
#10-02	Memorial Resolution for Dean O'Brien	9/15/2010
#10-03	Resolution on Extramural fringe Benefits	9/15/2010
#10-04	Frequency of Professional Activities Report	9/15/2010
#10-05	Memorial Resolution for Allison P. Loomer	10/13/2010
#10-06	Policy on the Creation and Establishment of University Institutes, Laboratories and Centers	10/13/2010
#10-07	Resolution in Support of the Research to Jobs: Growing the Research Infrastructure: UW Research Commons	10/13/2010
#10-08	Change in the Individualized Learning Committee	10/13/2010
#10-09	Resolution on Granting Degrees for Fall 2010	11/17/2010
#10-10	Master of Science in Nursing Proposal	12/8/2010
#10-11	Code Change in Graduate Faculty Board of Advisors	12/8/2010
#10-12	Resolution on Win-Win Program for retroactive AAS degree	12/8/2010
#10-13	Resolution on Creating a Partner-Friendly University for Faculty	2/16/2011
#10-14	Policy on College Student Bereavement	2/16/2011
#10-15	Memorial Resolution for Professor Emeritus Jack Norman	2/16/2011
#10-16	Resolution on the Governor's Budget Repair Bill	2/16/2011
#10-17	Nominees for 2010-11 Faculty Elective Committees	3/9/2011
#10-18	Resolution in Favor of the Recommendations of the Honors Program Task Force	4/13/2011
#10-19	Recommendation on the Granting of Degrees	4/13/2011
#10-20	Resolution Commending the UWGB Women's Basketball Team	4/13/2011

<u>#10-21</u>	Wisconsin Idea Partnership Resolution	4/13/2011
<u>#10-22</u>	Resolution on UW-Green Bay Adjuncts	4/13/2011
<u>#10-23</u>	Code Changes on Elections	5/4/2011

MEMORIAL RESOLUTION

PROFESSOR EMERITUS V. M. GANGA NAIR

Professor Emeritus V. M. Ganga Nair died unexpectedly on March 10, 2010. After completing his Ph.D. in Forest and Plant Pathology at UW-Madison in 1964, Professor Nair continued his studies four additional years as a UW-Madison Postdoctoral Fellow. In 1968 he joined UW-Green Bay as a member of the founding faculty. During his career at UW-Green Bay, Professor Nair developed significant records of instruction, scholarship, and service. Professor Nair's contributions soon led to a number of promotions and he became full professor in 1980. After 41 years of dedicated service to the University, in the spring of 2009, Professor Nair announced his retirement.

Professor Nair provided instruction of the highest level to a wide range of students over his career. In 1975, Professor Nair became the first recipient of the Founder's Association Award for Excellence in Scholarship. Many of the students that he instructed and mentored have gone on to prestigious graduate schools and have enjoyed successful careers. Perhaps even more significantly, Professor Nair was instrumental in the general education of numerous undergraduate students through his thoughtful instruction in the course Conservation of Natural Resources.

During his career at UW-Green Bay Professor Nair amassed an enviable body of scientific work rooted in biology, conservation, and environmental science. From the time of his Ph.D. studies and on throughout his career, curbing Oak Wilt was a focus of his research. He achieved international reputation as a research scientist and was honored in many ways over his career. These honors include being recipient of the Herbert Fisk Johnson Professorship in Environmental Studies. Additionally, he was a longtime collaborator with the United Nations and served as a Fellow of the National Academy of Sciences in India.

Throughout his career at UW-Green Bay, Professor Nair also devoted countless hours to campus and community service. As an active community member, he was always willing to share his expertise and views with others. In all academic roles - instruction, scholarship, and service - Professor Nair will be missed. However, most of all, we will miss his caring nature and friendship. It has been said that just hearing his name will make you smile – there certainly is truth in that statement.

- *Gregory Davis*, Natural and Applied Sciences

Memorial Resolution for Professor Emeritus Dean O'Brien

Dean O'Brien, born in Waukesha, died on June 16, 2010 in Minnesota at the age of 78. He grew up in Wisconsin, served in the Marines, and earned his degrees, B.S., M.S., and Ph.D., from UW-Madison. He put his journalism education into practice by working for papers in Highland Park, Illinois; Jackson, Michigan; and Madison before becoming one of the founding faculty members of UW-Green Bay in 1968. He was promoted to associate professor in 1973 and to full professor in 1989. On his retirement in 1990 he was made professor emeritus.

He was well suited to an interdisciplinary campus. His father was a professional photographer and Dean appreciated the differing powers of words and images to communicate. He felt at home among his artist colleagues in Communication and the Arts and would frequently argue that communication students should not take too many communication courses. He felt they needed to explore other areas so they would have something to communicate about. He may have seemed relaxed and hands-off in his advising of the student paper but that belied a strong commitment to First Amendment freedoms. His commitment to professional standards has been attested to by countless students whose writing he closely and exactingly edited. His network of connections with local media outlets began what has become a very active internship program for communication students.

The intellectual core of his research was in investigating how much people's expectations colored their consumption of news. He often explored the public images that governed those expectations. He argued, for example, during the debate over Green Bay's downtown redevelopment in the 1970s that the real anchors for downtown were not the proposed mall department stores but the Brown County Library and Kaaps restaurant. He pointed out how in those days Green Bay was squandering a resource in having its back up against the Fox River, a lesson the city has since taken to heart. One of his motivations for creating Artstreet was to help people see things anew and in the early days one could hear arias in the alleys at Artstreet. He liked to point out that the tourist brochures for the white cliffs of Dover often pictured other cliffs because Dover's weren't up to tourists' expectations.

He was also very interested in what it means to go public with an idea and he sought out opportunities to have an impact on the local community. In the 1980s, often with a good deal of help from his wife Polly and others, he had a very real influence by creating Artstreet (1982), the Green Bay Botanical Garden Fair (1985), the journal for local history *Voyageur* (1989), the Green Bay Photographic Survey of 50,000 images(1987-88), and the guidebook *Historic Northeast Wisconsin* (1994). All of these combined a scholarly idea about journalism or public relations along with a curricular or internship opportunity for students and certainly an enrichment of the public good in the community. Dean O'Brien lived the university mission of communiversity.

Following his retirement he moved to Baraboo, Wisconsin where he was a columnist for the local Baraboo paper and he contributed to the preservation of Ten Chimneys, the Wisconsin estate of Alfred Lunt and Lynn Fontanne. That contribution led to a show of photographs in the Lawton Gallery in 1999. Later in 2003 he and Polly moved to Minnesota to be closer to family and to take the pulse of local and state politics.

For those who knew him he was a model of how to treat students humanely, how to uphold professional standards, how to engage honestly the university's mission and aspirational curriculum, and how to have a lasting impact, both personal and institutional, on the local community.

- Clifford Abbott

Resolution On Extramural Fringe Benefit Rates

WHEREAS, a viable program of extramural grants and contracts is vital for scholarly activities at both the comprehensive and doctoral universities in Wisconsin;

WHEREAS, the recent increase in extramural fringe benefit rates for faculty, staff, and students at comprehensive universities is disproportionate to changes in similar rates at doctoral universities putting the comprehensives at a significant disadvantage when competing for extramural funds;

WHEREAS, the shortfall in the fringe benefit category for existing and future extramural projects must be covered by adjusting personnel expenditures or requesting more funds from the granting agency (e.g., the Precollege Program has a \$35,000 personnel shortfall due to this increase, the new NOAA study of dissolved oxygen in Green Bay by UWGB and UW-Milwaukee has a potential \$30,000 shortfall due to the new fringe rate at UWGB);

WHEREAS, the likelihood of obtaining extra funds for ongoing and future projects in difficult economic times is zero;

WHEREAS, the adjustment of personnel expenditures results in an effective decrease in salary for those involved with extramural projects and, in extreme cases, the loss of jobs (e.g., the NEW Partnership for Children and Families lost a full-time position due to the fringe benefit shortfall) ; and,

WHEREAS, the University of Wisconsin – Green Bay has conscientiously paid its share of actual fringe benefits in all previous years;

THEREFORE, RESOLVED, we call for future fringe benefit rates to be set separately for each comprehensive institution based on actual costs and these rates for existing projects be kept at 2009-2010 levels; and,

FURTHER RESOLVED, that the UWGB Faculty Senate supports Provost Wallace's efforts to improve the competitive position of UWGB and other comprehensive universities in Wisconsin with respect to extramural fringe benefit rates.

-Faculty Senate New Business (4c)
9/15/2010

Frequency of Professional Activities Report

Current Code (UWGB 3.10 1a) specifies that the performance of each tenured faculty member shall be reviewed annually or biennially by the faculty member's interdisciplinary unit executive committee.

Current policy (Faculty Handbook p.68) specifies that faculty members are expected to submit an annual Professional Activities Report for their personnel files.

This proposal is to coordinate the submission of the Professional Activities Report with the performance (merit) review. If a unit chooses to review tenured faculty every two years, faculty being reviewed may submit a two-year Professional Activities Report.

Faculty Senate Document #10-05 - Approved 10/13/2010

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) studyabroad 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

Faculty Senate Document #10-06 - Approved 10/13/2010

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

Goals of UW-Green Bay 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 UWMilwaukee).

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 Bay mission and its strategic planning. The establishment of a new institute or center must follow an application process requiring approval by the University Committee (1st) and Provost (2nd) 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)

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.

- Faculty Senate Continuing Business (4a)
October 13, 2010

Faculty Senate Document #10-07 - Approved 10/13/2010

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

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.

- Faculty Senate New Business (5b)
October 13, 2010

Faculty Senate document #10-08 - Approved 10/13/2010

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 **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 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.
5. The chair must submit a report of Committee activities at the end of each academic year to the Chair of the University Committee and the Secretary of the Faculty and Academic Staff.

- Faculty Senate New Business (5c)
October 13, 2010

RECOMMENDATION ON THE GRANTING OF DEGREES

Be it resolved that the Faculty Senate of the University of Wisconsin-Green Bay, on behalf of the Faculty, recommends to the Chancellor and the Vice Chancellor of the University that the students certified by the Registrar of the University as having completed the requirements of their respective programs be granted their degrees at the fall 2010 Commencement.

Faculty Senate New Business 4(a)
November 17, 2010

Faculty Senate document #10-10 - Approved 12/8/2010

Proposal for Authorization to Implement
an Online Master of Science in Nursing
at UW-Green Bay

Title of Proposed Program: Master of Science in Nursing (Clinical Nurse Leader Emphasis)

Department Sponsoring the Program: Professional Program in Nursing

College: College of Professional and Graduate Studies

Timetable for Initiation: Operative by the beginning of the academic year 2011-2012

Delivery: Distance Education Program (on-campus program not planned)

Faculty Senate Continuing Business 4(a)
December 8, 2010

Faculty Senate document #10-11 - Approved 12/8/2010

Proposed Code Revision

The proposal is to add the bold face sentence to and delete the struck-through words from the current codification of the Graduate Faculty Board of Advisors.

53.12 E. Graduate Faculty Board of Advisors. The Graduate Faculty Board of Advisors is elected from among the tenured members of the graduate faculty. The Board is convened by ~~the Associate Dean of Graduate Studies and Research~~ and serves in an advisory capacity to the Dean of Professional and Graduate Studies ~~through that Associate Dean~~. The Board has the authority to make recommendations concerning curriculum, program and personnel within the graduate program.

1. The Board of Advisors consists of voting members of the graduate faculty [as defined in 53.12 (A)] holding the tenured associate or full professor ranks. Two at-large members serve for three years, with terms staggered to ensure continuity, and may not be elected for consecutive terms. Graduate program chairs and the chairs of cooperative graduate programs shall, ex officio, also serve as voting members of the Board. **The Dean of Liberal Arts and Sciences shall also serve as a non-voting ex officio member.** Additionally, the graduate student union shall elect one of its members each year to sit without vote on the Board for a one-year term.
2. The Committee on Committees and Nomination shall nominate members for vacancies on the Board of Advisors, ensuring that the two at-large members do not belong to the same graduate program.

Faculty Senate New Business 5(a)
December 8, 2010

Faculty Senate document #10-12 - Approved 12/8/2010

**Resolution for Faculty Involvement
in the Associate of Arts and Sciences Degree Graduation Project
(Project Win-Win Phase 2)**

Introduction

UW-Green Bay has volunteered to participate in Phase 2 of a Lumina-funded graduation project for students who have dropped out but may qualify for the AA degree. One of the criteria for the AA degree is “a 12-credit area of emphasis as defined by a faculty adviser.” If a student’s past records indicate four courses that cohere (e.g., four Psychology or Human Biology courses) the area of emphasis may be automatically conferred by the Provost’s Office. However, where the area of emphasis is not clearly determined, it is advised that faculty be consulted.

Resolution

The Faculty Senate supports the overall concept of Project Win-Win Phase 2, but in cases where there are not four courses within the same discipline or interdisciplinary unit,
BE IT RESOLVED that the faculty of UW-Green Bay be consulted as to whether there are four courses that may be designated as an area of emphasis for purposes of conferring the Associate of Arts and Sciences Degree.

Faculty Senate New Business 5(b)
December 8, 2010

Faculty Senate document #10-13 - Approved 2/16/2011

Proposal: Creating a “Partner-Friendly” University for Faculty

Introduction

For several years, periodic requests have been made to the University Committee to create a policy for professional accommodation of spouses and domestic partners when conducting a faculty search. Although the evidence is anecdotal, a number of members of faculty search committees have experienced such requests from potential candidates who are married (or in a committed relationship) to another academic. There is concern that UW-Green Bay may be losing highly qualified candidates to other institutions that have such policies. In order to address this problem, and to promote a campus climate responsive to family/work issues for incoming faculty, the University Committee proposes the following “Partner Friendly” policy:

Restrictions

Any of the personnel decisions **must** adhere to the UW-Green Bay Affirmative Action/Equal Opportunity and Conflict of Interest Policies. In addition, any department or program that is receiving the partner has the ultimate authority to stop the process if such an inclusion is in conflict with its goals, mission, and curriculum. For the purposes of the Partner Friendly policy, a domestic partner will follow the qualifications that were established by UW-System for the eligibility of coverage of employee benefits:

“Qualifications of a Domestic Partnership

Effective January 1, 2010, the same-sex or opposite-sex domestic partner and the partner’s eligible dependent children will be eligible for coverage under all employee benefits offered to UW System employees that provide dependent coverage.

The partnership must meet all of the criteria outlined in Chapter 40 of Wisconsin State Statute in order to be considered a domestic partnership for benefit purposes:

- Each individual is at least 18 years old and competent to enter into a contract;
- Neither individual is married to, or in a domestic partnership with another person;
- Their partnership must not violate Wis. Stats. 765.03, which bars marriage between certain persons based on kinship and divorce;
- They must consider themselves to be members of each other’s immediate family;
- They must agree to be responsible for each other’s basic living expenses;
- They share a common residence - any of the following conditions may apply:
 - o Only one partner has legal ownership of the residence (if ownership is applicable).
 - o One or both partners have additional residences not shared with the other partner.
 - o One partner leaves the common residence with the intent to return. “

UW-Green Bay Policy for (Academic) Partners of Candidates for Faculty Positions:
NOTE: For this policy, the term "Primary Hiring Unit" refers to the unit making the initial hire as determined by the Search and Screen Committee. The term "Partner Unit /Program" refers to body that would be involved with the partner of the hiree.

1. Professional accommodations for partners must be recommended by the relevant "partner unit/program" to the Chancellor.
2. The Chancellor must approve the professional accommodation.
3. Partners must have a terminal degree in his/her field.
4. Partners must submit a vita, cover letter, and statement of proposed activities while a member of the UW-Green Bay campus. These submissions must initially be given to the Search and Screen Committee which will then send it to the partner unit/program which must approve of the accommodation of the partner.
5. The partner unit/program is under no obligation to find specific tasks for the partner unless mutually agreed by the partner and the partner unit/program.
6. Partners must agree to have his/her status on campus reviewed and renewed after one year. The request for renewal must be reviewed and approved by the Chancellor or his/her designate.
7. Partners will receive:
 - The title of affiliation of Honorary Associate Fellow*
 - Access to an on-campus office if space is available. Ideally this space would be close to the offices of the partner unit/program but may be in other available sites on campus. This office space may be shared.
 - On-campus address
 - Campus e-mail account
 - Internet access
 - Access to library resources.
8. This professional accommodation will be for a maximum period of three contiguous years.

*The title of Honorary Associate Fellow is a UW System title. See p.83 of UPG#1 Attachment 1 Unclassified Title Definition Book at <http://www.uwsa.edu/hr/upgs/upg.htm>:

"Honorary Associate/Fellow

Appointment Status: Other

Compensation Category: D

Salary Range: None

Title Code: Z90NN

This title designates the holder of a fellowship (usually postdoctoral) administered outside the university or a courtesy appointment for a visiting scholar. This temporary appointment is used to provide an official university affiliation and identification without pay."

Faculty Senate document #10-14 - Approved 2/16/2011

Policy on College Student Bereavement University Committee – Spring 2011

I. Introduction and Rationale

The UW-Green Bay University Committee proposes that a university-wide policy regarding student bereavement be created for implementation as of Fall 2011. Please note that bereavement policies for faculty and staff already exist. Current policy may be found at <http://www.uwsa.edu/hr/upgs/upg10.pdf>. In a white paper proposing the need for a summit on college student bereavement, Dr. Heather-Servaty-Seib (published researcher in this area) of Purdue University writes:

“Rationale for Policies to Support Bereaved Students

At any one point in time, 38-45% college students are grieving the death of a loved one who died in the previous 2 year period.

- As most other employers, colleges and universities include bereavement leave policies as standard course for employees.*
- However, few colleges and universities have bereavement leave for students.*
- Faculty members make individual decisions regarding the students’ ability to “make-up” work missed as a result of bereavement-related situations.*

Perception of Institution as Responsive to Students Needs

- Having a policy communicates that the institution is aware of most recent scholarly literature and aligned with empirical evidence.*
- Communicates respect of students as adults who have lives outside of the institution and experience difficult events that affect their academic functioning*
- Communicates sense of compassion with regard to difficult life events experienced by students*

Quality of Student Life

- Bereaved students exhibit significantly lower GPAs (in the semester of death loss) when compared those who are not bereaved (Servaty-Seib & Hamilton, 2007).*
- Bereavement students report challenges in their interpersonal relationships with peers and faculty (Balk, 1997; Silverman, 1987).*
- A policy would allow students structure for navigating academic challenges at a time when they are likely debilitated by their grief.*
 - Although students generally have an option to speak with their professors individually or seek assistance from staff members (Dean of Students for example or similar office), lack of a policy requires*

excessive effort on student's part; effort at a time when emotional resources are low.

Resource/Economic

- *Students who are bereaved appear to be at risk for higher attrition than their non-bereaved peers (Servaty-Seib & Hamilton, 2007).*
 - *Tinto in his model of attrition and retention includes clear foci on academic and interpersonal integration.*
 - *Bereaved students are at risk in both the academic and interpersonal domains.*

- *A policy would provide faculty and staff structure for navigating issues related to student bereavement.*
 - *Faculty would include the policy on their syllabi.*
 - *Faculty would not need to spend effort on generating an individual approach for their classes.*
 - *Faculty could refer students to policy and consistent procedures would be followed.*
 - *Reduction in clock hours spent by staff members (Dean of Students or similar office) that now handles each case individually.*
 - *Most cases would fall under policy and could be handled with little staff contact*
 - *More complex cases could be allotted more appropriate amount of time and consideration*

- *Students who feel positive about their institution and who perceive that they have been respected and supported will be more likely to stay connected as alums and be more likely to contribute to the institution."*

Quoted with permission from Dr. Heather-Servaty-Seib, December 2010.

II. Student Bereavement Policy

1. Students who experience the death of a loved one must contact the Dean of Students (DOS) Office if the student wishes to implement either the Standard Bereavement Procedure or the Leave of Absence Bereavement Procedure (#3 & #4 below). The DOS has the right to request a document that verifies the death (e.g., a funeral program or death notice).
2. Typically this death involves that of a family member, in parallel to the bereavement policy for faculty and staff. However, it is up to the discretion of the DOS to determine if a death outside of the immediate family warrants implementation of the of the student bereavement policy.
3. **Standard Bereavement Procedure:**
 - Upon approval from the DOS, the student is allowed one week, commencing from the day of notification to the DOS, of excused absence. Should the student feel that he/she needs additional days, these should be discussed with individual course instructors and/or the DOS.

- The DOS will contact the student's advisor, and faculty and academic staff of the student's courses.
 - Faculty and academic staff will be advised that extensions must be granted to the student for the period of one week of excused absence.
 - Further extensions may be negotiated with the student when he or she returns to campus. Students are encouraged to discuss options with their instructors.
4. **Leave of Absence Bereavement Procedure:**
- Students may be allowed to withdraw from the semester in which the death occurs.
 - The Bereavement Leave of Absence is for one semester only.
 - Students who have opted to take the "Bereavement Leave of Absence" and have already attended classes for the semester of the leave will be allowed to re-enter the following semester without having to reapply to the university. Students who wish to take the leave of absence *prior* to the beginning of the semester will be required to reapply for the following semester.
 - For students who are in good academic standing, they will be given the opportunity to successfully complete the credits for the semester in which they return. Students will consult with the DOS, on a case by case basis, as to whether they should withdraw from their courses during this leave of absence or to request incompletes from the faculty member.
 - Given that there may be a potential impact on financial aid, students who receive financial aid and who take the "Bereavement Leave of Absence," upon arrangement with the DOS, will meet with a financial aid advisor prior to taking this option.
5. As an option, and in consultation with the DOS, students make take the Leave of Absence Bereavement after the Standard Bereavement.
6. Reference to the Student Bereavement Policies will be noted on course syllabi.

Faculty Senate Continuing Business 4b 2/16/2011

Suggested language for Course Syllabi:

Student Bereavement Policy

Upon approval from the Dean of Students, students who experience the death of a loved one are allowed one week, commencing from the day of notification to the Dean of Students, of excused absence. Students may also take a Bereavement Leave of Absence for the semester in which the death occurs. Permission to do so will occur upon consultation with the Dean of Students. Students are referred to Senate Document #10-14 for full details of the policy.

The full policy is available on the SOFAS website under Faculty Senate Documents for 2010-2011. <http://www.uwgb.edu/sofas/structures/governance/senate/actions.asp>

Memorial Resolution for Professor Emeritus Jack C. Norman

Jack C. Norman died on October 29, 2010 at the age of 72. Professor Norman was born in Taunton, Massachusetts. He earned his undergraduate degree in chemistry at the University of New Hampshire in 1960 and his Ph.D. degree in physical chemistry from the University of Wisconsin – Madison in 1965. He was a postdoctoral researcher at the University of Washington in Seattle, after which he taught at the University of Kentucky in Lexington. Professor Norman came to the University of Wisconsin Extension – Green Bay campus on Deckner Avenue in the fall of 1968, thus becoming one of the University’s founding faculty members. His talents and personal qualities – reliability, versatility, imagination, and flexibility – were very important to this young university.

The first year was challenging – teaching classes, hiring faculty, ordering and assembling equipment for the new campus, and designing and gaining approval for courses to be offered as part of a new, innovative four-year curriculum. Perhaps the most challenging task was to design and implement a three-semester integrated chemistry-physics course sequence required of most students in the physical and biological sciences. Not only were these courses offered on the Green Bay campus, but also on the satellite campus at Manitowoc, Marinette, and Menasha. Implementing this curricular program at these scattered locations required considerable coordination. After several years these courses evolved into a set of course modules. Professor Norman used Guided Design, a method of instruction that requires students to read and work on pre-specified content segments or problems. He taught the module about heat and thermodynamics using the design of an efficient fireplace as the focus of this course segment. He chaired the Chemistry-Physics and Chemistry programs for several years.

Professor Norman was a dedicated teacher who enthusiastically taught large enrollment introductory courses, as well as upper level physical chemistry and radiochemistry courses. He also was part of a team who taught Ecosystems Analysis, an upper level course required of Environmental Science students. He was an outstanding lecturer — organized, clear, and concise – who highlighted many of his lectures with memorable classroom demonstrations of physical and chemical phenomena. He had an outstanding ability to weave into his lectures important landmark discoveries that have led to the further advancement of science.

Professor Norman's specialty was radiochemistry. He assisted faculty and students in planning and performing classroom experiments and research projects using radioisotopes. He chaired the campus Radiation Safety Committee for over three decades. He also taught classes for the Wisconsin Public Service Corporation as part of the University of Maryland Nuclear Science program

His research included collaborations with other faculty members, undergraduate students, and graduate students. His projects, published papers, and reports dealt primarily with nuclear chemistry, environmental-related concerns, and problems associated with the paper industry. They included the cycling of phosphorus and algae in Green Bay and Lake Michigan, using cloud seeding for weather modification, monitoring the radon concentrations in buildings, de-inking waste paper using ultrasound, and the removal of sulfur from paper mill waste liquors.

When Jack came to Green Bay in 1968, he and his wife Carol bought a house on the bay near the University. The University subsequently purchased the house that we now identify as the “Lambeau Cottage”, so-called because it was once the residence of Curly Lambeau, the founder and first coach of the Green Bay Packers.

After 33 years of dedicated service to the University, Professor Norman retired in 2001 with the rank of Professor Emeritus of Natural and Applied Sciences.

— *Charles R. Rhyner*

Faculty Senate document #10-16 - Approved 2/16/2011

RESOLUTION RESPONDING TO THE BUDGET REPAIR PROPOSAL

UWGB faculty members recognize that like all citizens of Wisconsin, we must expect to make financial sacrifices in the face of a difficult economy and a huge deficit. We stand ready to bear a reasonable share of the financial burden.

However, we believe that Governor Walker's proposal targets Wisconsin's teachers, kindergarten through college, for a disproportionate share of the sacrifice. Moreover, we believe that his proposal uses a temporary budget crisis as a pretext to impose permanent and unjust limitations on our rights as employees.

First, let us consider the amount of financial sacrifice Wisconsin teachers are being asked to make, compared to the savings resulting from that sacrifice. Under the Governor's plan, Wisconsin's teachers would lose 5.8% of their salary from an increased contribution toward their pensions, and would also pay 12.6% of the costs of their health plans. While the exact amount of lost earning power will vary by salary and health care plan, it appears that the average UWGB faculty member supporting a family and having a health-care plan for that family would lose over \$4,000 per year. Primary and secondary school teachers would lose only slightly less. Many teachers would experience a de facto pay cut of 8 percent or more.

Governor Walker has stated that these changes will save Wisconsin \$30 million over a three-month period, an impressive sum. However, this sum should be considered in the context of savings to each individual citizen of Wisconsin. After all, as Assembly Majority Leader Suder put it, "We're all going to have to share the pain." So perhaps we should consider how much each individual would have to pay to gain the same \$30 million for the state. Based on extrapolations from 2009 census data, \$30 million works out to about \$5.25 per citizen of Wisconsin. UWGB faculty members would argue that cutting Wisconsin teachers' earning power by about \$4,000 per person is an outsized penalty to save Wisconsin citizens from paying five dollars and change every three months. The entire budget shortfall, if we accept Governor Walker's estimate of \$3.6 billion, equals slightly over \$600 per Wisconsin citizen. While that number is admittedly substantial, UWGB faculty would presumably be paying their fair share through a one-time-only loss of slightly over \$600, not by losing \$4,000 or more per year for the rest of their working lives. This impact is particularly significant given that UW faculty have withstood a 5% pay cut over the past several years through state-mandated furloughs and rescinded pay rates. Although Majority Leader Suder claims we all must share the pain, it appears that Wisconsin teachers are being targeted for a much larger share of pain than other Wisconsin citizens.

While we are understandably concerned for our financial well-being, our greatest concern by far is for the well-being of the state of Wisconsin. The governor's proposal, if enacted, will inevitably discourage people from entering or staying in the teaching profession. Wisconsin's brightest students will avoid going into teaching; Wisconsin's brightest teachers will either leave the profession of teaching or leave the state of Wisconsin. Wisconsin's children will have

to endure a sharply declining educational system. Wisconsin's competitive position in the market for good jobs will be compromised. This seems a stiff price to pay in order to save the average Wisconsin citizen a five dollar bill and a quarter once every three months.

While the governor's proposals would spark an exodus from teaching at all levels, it would be particularly disastrous for Wisconsin's universities. A study by the 2010 Competitive University Workforce Commission found that the average salaries for faculty at UW-System comprehensive institutions lagged behind pay at peer institutions in other Midwestern states by over 10% at the assistant professor level, over 17% at the associate professor level, and exactly 20% at the full professor level. A de facto cut of about 8% in faculty pay will widen this gap and render it nearly impossible for Wisconsin's universities to recruit and retain highly qualified faculty members.

Of course, it has been argued that state employees such as public school teachers and UW-System faculty have long benefited from unusually good benefits packages and should be required to pay the same as everyone else. This argument would be legitimate if Wisconsin's teachers had been paid a competitive wage. But instead, for decades the excellent benefits packages have been used as an argument for keeping teachers' pay at substandard levels. In fact, as the *Green Bay Press-Gazette* pointed out this morning, a nonpartisan group found that Wisconsin's public employees already make almost 5% less in total compensation—wages and benefits combined—than to private employees in similar jobs. So there is no legitimate excuse for undermining the benefits package without bringing total compensation up to competitive levels.

Yet disastrous as the governor's proposed cuts in earning power are, they pale in comparison to his proposal to do away with teachers' rights as employees. Under the pretext of responding to a temporary financial crisis, the governor seeks to permanently revoke bargaining rights for Wisconsin's state employees, even though all other Wisconsin residents retain those rights. Here too, Wisconsin's teachers are being singled out to bear an unjust share of the burden.

Governor Walker advocates permanently abolishing collective bargaining rights for teachers in all areas except salaries. This is a remarkable demand considering that the state's funding for public universities has already declined so much that the state no longer provides the majority of the funding for faculty members' salaries anyway. Of course, Governor Walker's proposal involves a cut of about 8% in the average Wisconsin teacher's take-home pay without officially cutting salaries. Thus, we have reason to doubt that being able to negotiate salaries will be sufficient to protect us from financial setbacks. In addition, the governor's proposal requires that any requests for a salary increase higher than the consumer price index would have to be approved by referendum. In effect, this leaves teachers with only the right to negotiate how much further their spending power will deteriorate with each passing year.

It is worth noting that the governor's proposal, if enacted, would greatly undermine the influence of most unions, and that most unions did not support Governor Walker and his fellow Republicans in the recent election. To quote from a recent article in the *Milwaukee Journal-Sentinel*, "The bargaining law changes would apply to all public workers except police, firefighters, and state troopers. The unions for state troopers, Milwaukee police officers and

Milwaukee firefighters all endorsed Walker, while most other unions endorsed his Democratic opponent.” Given that the provisions restricting unions have no apparent connection with immediate deficit reduction, one might speculate that the governor may be using the budget crisis as an opportunity to reward friends, punish foes, and weaken those who might oppose him in future elections.

Governor Walker’s proposal is being pushed to a vote at a speed clearly intended to reduce debate among legislators and minimize the opportunities for concerned Wisconsin citizens to make their voices heard. The proposal will severely damage public education in Wisconsin in order to save Wisconsin citizens a little over five dollars per three-month period. The proposal contains items which seem unrelated to the immediate fiscal crisis and which seem directed toward punishing opponents and securing longtime political monopoly for the governor and his supporters. For all these reasons, the UWGB Faculty Senate voices its emphatic opposition to Governor Walker’s proposal.

-passed unanimously by the UW-Green Bay Faculty Senate 2/16/2011

Faculty Senate document #10-17 - Approved 3/9/2011

NOMINEES FOR 2010-11 FACULTY ELECTIVE COMMITTEES

The Committee on Committees and Nominations, the University Committee, and the Personnel Council has prepared the following slate of candidates for open 2011-12 faculty elective committee positions. Further nominations can be made by a petition of three voting faculty members. These nominations must have consent of the nominee and must be received by the Secretary of the Faculty and Academic Staff no later than March 21.

ACADEMIC AFFAIRS COUNCIL

5 **tenured** members: one from each voting district, plus one at-large member.

Continuing members: Steve Dutch (at-large-NS), 2-year term; Mimi Kubsch (PS) and Woo Jeon (NS), both 1-year terms.

Outgoing members: Christine Style (AH) and Dennis Lorenz (SS)

2 to be elected for 3-year term: 1 from AH and 1 from SS

Nominees:	Sarah Meredith, AH	Dean VonDras, SS
	Kaoime Malloy, AH	Ismail Shariff, SS

PERSONNEL COUNCIL

5 **tenured** members: one from each voting district, plus one at-large member.

Continuing members: Andrew Kersten (SS), 2-year term; Craig Hanke (NS) and Robert Nagy (PS), both 1-year terms.

Outgoing members: Alison Gates (AH) and Dean Von Dras (SS replacement)

2 to be elected for a 3-year term: 1 from AH and 1 from at-large

Nominees:	Christine Style, AH	Ismail Shariff, SS
	Brian Sutton, AH	

GENERAL EDUCATION COUNCIL

6 **tenured** members: one from each voting district, plus two at large members (with no more than 2 from a single voting district).

Continuing members: Regan Gurung (SS) and Jennifer Ham (AH), both 2 year terms; Steven Meyer (NS) and Stefan Hall (at-large AH), both 1-year terms.

Outgoing members: Steven Muzatko (PS) and Andrew Austin (at-large SS)

2 to be elected for 3-year term: 1 from PS and 1 from at-large-No AH

Nominees:	William Lepley, PS	Heidi Fencl, NS
	James Coates, PS	Georjeanna Wilson-Doenges, SS

UNIVERSITY COMMITTEE

6 **tenured** members: one from each voting district, plus two at-large members (with no more than 2 from a single voting district).

Continuing members: Derek Jeffreys (AH), 2-year term; Michael Draney (at-large NS) and David Dolan (NS), both 1-year terms.

Outgoing members: Timothy Kaufman, (PS), Illene Noppe (SS) and Brian Sutton (at-large AH),

3 to be elected for a 3-year term: 1 from PS and SS, and 1 from at-large-No NS

Nominees:	Lucy Arendt, PS	Ray Hutchison, SS	Toni Damkoehler, AH
	Mark Keihn, PS		Bryan Vescio, AH

COMMITTEE OF SIX FULL PROFESSORS

6 **tenured, full Professors:** one from each voting district, plus two at-large members (with no more than 2 from a single voting district).

Continuing members: Judith Martin (PS) and Carol Emmons (at large-AH), both 2-year terms; Timothy Meyer (AH) 1-year term.

Outgoing member: Michael Kraft (SS replacement), Gregory Davis (NS) and Jeffrey Entwistle (at-large AH)

3 to be elected for a 3-year term: 1 from NS and SS and 1 from at-large-No AH

Nominees: Robert Howe, NS Ray Hutchison, SS Angela Bauer-Dantoin, NS
Greg Davis, NS Tian-You Hu, NS

COMMITTEE ON RIGHTS AND RESPONSIBILITIES

5 **tenured** members: one from each voting district, plus one at-large. Members may serve up to three consecutive terms. A faculty member shall not serve on the CRR and the Personnel Council, Committee of Six, or the University Committee at the same time.

Continuing members: Marilyn Sagrillo (PS) and Tian-You Hu (NS), both 2-year terms; Bryan Vescio (AH), 1-year term.

Outgoing members: Kim Nielsen (SS) and Kaoime Mallow (at-large AH)

2 to be elected for 3-year term; 1 from SS and 1 from at-large

Nominees: Kris Vespia, SS Cheryl Grosso, AH
Regan Gurung, SS Tim Kaufman, PS

COMMITTEE ON COMMITTEES AND NOMINATIONS

5 members of **professional rank**: one from each voting district, plus one at-large member. No member is eligible for more than one consecutive term.

Continuing members: Hye-Kyung Kim (AH), 2-year term; John Lyon (NS) and Janet Reilly (PS), both 1-year terms.

Outgoing members: Laurel Phoenix (SS) and Rebecca Meacham (at large AH)

2 to be elected for a 3-year term: 1 from SS and 1 from at-large

Nominees: Katia Levintova, SS Adolfo Garcia, AH
Deirdre Radosevich, SS Cheryl Grosso, AH

GRADUATE FACULTY BOARD OF ADVISORS

Consist of chairs of the graduate programs (ex-officio) and two at-large tenured members of the graduate faculty.

Continuing members: Meir Russ, Chair of Masters of Management; Judith Martin, Chair of Masters of Social Work; Kevin Fermanich, Chair of Environmental Science and Policy; Timothy Kaufman, Chair of the Education Cooperative Programs and the Applied Leadership in Teaching and Learning; Michael Zorn, at-large.

Outgoing members: Marilyn Sagrillo, at-large

1 to be elected for a 3-year term: 1 from at-large

Nominees: Robert Howe, NS
John Katers, NS

LIBRARY AND INSTRUCTIONAL TECHNOLOGY COMMITTEE

4 faculty members: one from each voting district, serving a 3-year staggered term.

Continuing members: Doreen Higgins (PS) and Caroline Boswell (AH), both 1-year terms

Outgoing members: Katia Levintova (SS) and Julie Lukesh (NS)

2 to be elected for a 3-year term: 1 from NS and 1 from SS

Nominees: Hosung Song, NS Jennifer Zapf, SS
Atife Caglar, NS Jaida Samudra, SS

Faculty Senate New Business 5a 3/9/2011

**Resolution in Favor of the Recommendations
of the Honors Program Task Force**

Be it resolved that the Faculty Senate endorses the establishment of an Honors Program at UW-Green Bay, as described by the Honors Program Task Force, contingent upon the procurement of outside funding for creating, implementing, and sustaining the program.



PROPOSAL FOR THE
UW-GREEN BAY HONORS PROGRAM

Introduction

In the fall of 2009, the UW-Green Bay University Committee (UC) discussed the feasibility of creating an honors program on our campus. UC member Prof. Illene Noppe, Human Development, assumed the responsibility for exploring how such a program would be implemented on our campus, the advantages and/or disadvantages, and the content of such a program. Prof. Noppe's work was greatly aided by the information she obtained at the annual conference of the National Collegiate Honors Society, a professional organization of undergraduate honors programs and colleges (see www.nchchonors.org). NCHC's mission is to provide support for institutions and individuals developing, implementing, and expanding Honors education. As a result of what Prof. Noppe learned, a proposal calling for the creation of a UW-Green Bay Honors Program Task Force was approved by the UW-Green Bay Faculty Senate. The interdisciplinary task force (Professors Angie Bauer-Dantoin, Human Biology; Illene Noppe, Human Development; David Radosevich, Business Administration; Michael Schmitt, Engineering and Media Services; David Severtson, Arts & Visual Design; Jennifer Zapf, Human Development) met during the spring, summer and early fall of 2010 in order to draft the components of a UW-Green Bay Honors Program (see attached proposal). What follows is the rationale and advantages for implementing such a program, intended outcomes, and preliminary budget.

Honors Program Mission Statement

The mission of the UW-Green Bay Honors Program is to enhance the learning environment for students at the University of Wisconsin-Green Bay by offering qualified applicants opportunities for advanced academic pursuits. The program fosters an intellectually engaged community of students, staff, and faculty. The Honors Program seeks students who desire to be active learners and who want to expand their leadership and service capacity beyond the classroom. The program promotes a cohesive education that challenges students, more deeply cultivates their interdisciplinary thought and helps them to achieve skills that can be applied in new ways to address real world problems and issues. Students are further encouraged to expand their leadership abilities, increase their involvement in the campus through internships and research, enroll in study abroad programs, and participate in a variety of programs in the community. The University Honors Program will individualize and coordinate these learning opportunities for participating students. The program strives to enhance the overall quality of the student experience on campus as well as provide opportunities in each student's professional and personal life.

Why Honors at UW-Green Bay?

There are a number of reasons as to why an Honors Program would serve our campus and regional needs:

- Honors Programs throughout the UW System are growing. Clearly there is a demand.
- It would make UW-Green Bay competitive with the seven system campuses that offer such programs (Eau Claire, Madison, Milwaukee, Oshkosh, Stout, River Falls, Whitewater).
- Data presented at the NCHC conference indicated that such programs enhance student retention. This is true even when the honors students do not remain in the program.
- A UW-Green Bay Honors Program would serve as an important recruitment tool. This may be significant if the projections of declining applications of traditional students are accurate. UW-Green Bay would be losing a number of students who would be interested in such programs.
- Honors Programs, particularly those that select students on the basis of their motivation to do advanced work, would enhance the intellectual climate of the campus. In keeping with the UW-Madison application process, motivation would be the key factor—not necessarily a high GPA.
- Honors Programs typically celebrate diversity and may help to increase the number of students from diverse backgrounds.
- Honors students become very loyal alumni.
- Enhanced UW-Green Bay presence in “Posters in the Rotunda.”
- Many faculty members find participation in such programs very rewarding. When the call was made for the creation of a UW-Green Bay Honors Program Task Force, many faculty members asked to join. Thus, an Honors Program may serve as a morale boost for the faculty.
- Honors Programs typically emphasize interdisciplinarity. Thus, such a program would be in keeping with the mission of UW-Green Bay.
- It will give our University more visibility in the community via the projects, leadership skills, and programming by and offered to our Honors students.

Benefits to Students and UW-Green Bay

- Increased opportunities to interact with like-minded students (including a designated floor in a Residence Hall).
- At least one small class every year.
- Individualized learning experiences via Honors Projects and Individualized Minors.
- Encouragement to present on campus in events such as the Academic Excellence Symposium.
- Encouragement to participate in community service and international travel.
- Small scholarships to help fund books and other school supplies (if funding is available).
- Academic prestige which may be useful for career and graduate school opportunities.
- Honors students typically are campus leaders. Thus, *all* students benefit by having such students on campus.
- Improved external perception of the academic rigor of the university.

An Ideal Fit with UW-Green Bay's Strategic Planning Themes

Some of the strategic planning themes proposed by Chancellor Harden which are resonant with a UW-Green Bay Honors Program are:

- Student success

- University identity and image
- Community connections
- Enhancement of the quality of academic programs
- Increase in student diversity
- Increased commitment to faculty and staff
- Support for the development of students

Admissions Criteria

- All first year students are invited to apply
- Application entails essays and teacher recommendations, minimum GPA of 3.3
- Selected for interview, based on essays. Interviews to take place on UW-Green Bay Honors Day, a day where potential candidates would be invited to campus, take classes, be paired an upper classman, and participate in group interviews.

Components of the Program

- First Year Seminar
- One General Education Honors class
- One Sophomore Seminar
- Service Learning course
- University scholars
- Interdisciplinary Honors Minor—student designed (18 credits)
- Honors Project
- Senior Seminar
- Travel course (strong encourage for an international experience but not required)
- Common residence

Semester by semester outline

(Travel course any time after freshman year)

- | | |
|-------------|--|
| Semester 1: | FYS seminar |
| Semester 2: | Honors Gen Ed course |
| Semester 3: | Honors Sophomore Seminar |
| Semester 4: | 1) University scholars program. Involves meeting once per month to discuss projects
2) Design individual interdisciplinary minor. |
| Semester 5: | Service Learning course: work on common community project |
| Semester 6: | Honors Project: Based on interdisciplinary minor. Involves meeting once per month to discuss projects. |
| Semester 7: | Complete Honors Project. Involves meeting once per month to discuss projects. |
| Semester 8: | Senior Seminar |

Additional Considerations

1. Faculty: Over a 4 year timeline this program will need five faculty members.

2. Attrition Concerns: Possible Ways to retain students:

- Careful individual advising
- Admissions based on motivation
- Raise GPA criteria to 3.3
- Small scholarship
- Preferential registration
- Preferential student housing
- Honors dinner and presentation of projects
- Involve career services to promote honors students for graduate schools and career opportunities
- Opportunities to go to professional conferences with funding for faculty and students.
- Opportunities to study at UW Madison in their Honors Program for a semester via the National Student Exchange Program.
- Offer two tracks—graduation with an Honors Program Certificate (no thesis) or University Honors Program Scholar Certificate (with thesis).
- Insure that incentives are present for all years of participation in the program.
- Required GPA to remain in the program—this will be evaluated every year at the end of the year.

3. Incentives for Faculty

- Course releases for X number of honors projects.
- Stipends to attend professional conferences.
- Titles from private donors: “So-and-so University Honors Program Scholar”

4. Potential Faculty originally interested in Honors program (in addition to Task Force members):

Chris Martin

John Luczaj

Susan Cooper-Twamley

Rebecca Meacham

Timothy Dale

Ekaterina Levintova

Sara Rinfret

Judy Martin

David Severtson

Current Honors Program Task Force Members: Professors Illene Noppe, David Radosevich, Jen Zapf, Angela Bauer-Dantoin, and Mike Schmitt, Academic Staff Representative.

Faculty Senate document #10-19 - Approved 4/13/2011

Recommendation on the Granting of Degrees

(Implemented as directed by Faculty Senate Document #89-6, March 21, 1990)

Be it resolved that the Faculty Senate of the University of Wisconsin-Green Bay, on behalf of the Faculty, recommends to the Chancellor and the Vice Chancellor of the University that the students certified by the Registrar of the University as having completed the requirements of their respective programs be granted their degrees at the spring 2011 Commencement.

Faculty Senate New Business 5a 4/13/2011

Faculty Senate document #10-20 - Approved 4/13/2011

Resolution Commending the UWGB Women's Basketball Team

Whereas the UWGB women's basketball team compiled a 34-2 record this year, winning both the regular season and the conference tournament championships of the Horizon League and advancing to the Sweet Sixteen of the NCAA tournament for the first time in school history, and

Whereas UWGB women's basketball teams have had 28 consecutive semesters of composite GPAs of 3.0 or higher, and UWGB's athletic teams as a whole have had 22 consecutive semesters of composite GPAs of 3.0 or higher,

Therefore be it resolved that the Faculty Senate of the University of Wisconsin at Green Bay commends UWGB athletes in general and the women's basketball team in particular for their athletic and academic achievements.

Faculty Senate New Business 5b 4/13/2011

Wisconsin Idea Partnership Resolution

Whereas the University of Wisconsin System has admirably served Wisconsin's citizens for the past forty years, and

Whereas the UW-System's share of the state budget has been consistently declining for the past twenty-five years, culminating in a proposed \$250 million cut for 2011-13, and

Whereas financial decisions at each institution are optimally made at a local level by those most familiar with the institution,

Therefore be it resolved that the Faculty Senate of the University of Wisconsin-Green Bay endorses the Wisconsin Idea Partnership, a plan which would extend to all UW-System institutions the financial and administrative flexibilities Governor Walker has advocated providing for UW-Madison, while keeping all current UW-System schools within the System.

Resolution on UW-Green Bay Adjuncts

Due to an increase in the number of courses (especially those with alternative delivery methods) taught by adjuncts, the University Committee proposes the following broad guidelines to be adhered to across campus:

“Be it resolved that all adjuncts teaching courses at UW-Green Bay be approved by the Unit responsible for that course. There must be Unit review of the adjunct’s course syllabi and course materials. In addition, all adjuncts must be evaluated, on an ongoing basis, by the approving Unit upon the completion of any course that said adjunct teaches.”

Code Changes on Elections

The proposal is to delete the struckthrough elements in the following sections of Code:

52.03 ELECTION OF SENATORS

B. District Senators Shall be Elected as Follows:

3. ~~Election shall be by unsigned, written ballot.~~ The results of the election shall be announced at the meeting. The results of the election ~~and the ballots~~ shall be transmitted to the Secretary of the Faculty and Academic Staff by December 15 for recording.

53.04 INTERDISCIPLINARY UNIT CHAIRPERSON: SELECTION

A. The chairperson shall be elected by a simple majority of the interdisciplinary unit members with the approval of the appropriate Dean(s) usually for a term of three years. In circumstances where both the Executive Committee and the Dean are in agreement, the term of appointment may be set for one to five years. There is no limit on the number of terms a chairperson may serve. The vote shall be ~~by written ballot~~ at an interdisciplinary unit meeting with the results to be counted and announced immediately at said meeting. The results of the election shall be transmitted to the appropriate Dean(s) for his/her approval. Removal of the chairperson by the appropriate Dean(s) during the term of office normally shall take place following a vote of no confidence. A vote to determine confidence in the chairperson may be held at any time upon petition of 50 percent of the interdisciplinary unit faculty or on request of the appropriate Dean(s).

53.09 DISCIPLINARY AND OTHER UNIT CHAIRPERSON: SELECTION

A. The chairperson shall be elected by a simple majority of the disciplinary or other unit members with the approval of the appropriate Dean(s) for a term of three years. There is no limit on the number of terms a chairperson may serve. The vote shall be ~~by written ballot~~ at a meeting of that unit with the results to be counted and announced immediately at said meeting. The results of the election shall be transmitted to the appropriate Dean(s) for his/her approval. Removal of the chairperson by the appropriate Dean(s) during the term of office normally shall take place following a vote of no confidence. A vote to determine confidence in the chairperson may be held at any time upon petition of 50 percent of the unit faculty or on request of the appropriate Dean(s).

52.07 ORGANIZATION OF THE FACULTY SENATE

B. The Speaker of the Senate shall be elected from among the senators ~~by written ballot~~ at a Senate meeting in the month of May. The Speaker of the Senate shall be the executive coordinator of the Senate. Term of office for the Speaker shall be one year. He/she shall be eligible to succeed himself/herself.

C. The Deputy Speaker of the Senate shall be elected from among the senators ~~by written ballot~~ at a Senate meeting before the month of November. The Deputy Speaker will be the Presiding Officer in the absence of the Speaker.

53.12 GRADUATE PROGRAM

C. Chairperson: Selection

1. The chairperson shall be elected by a simple majority of members of a graduate degree program with the approval of the Dean of Professional and Graduate Studies for a term of three years. There is no limit to the number of terms that a chairperson may serve. The vote shall be ~~by written ballot~~ at a graduate degree program meeting with the results to be counted and announced immediately at said meeting. The results of the election shall be transmitted to the Dean of Professional and Graduate Studies for approval. Removal of the chairperson by the Dean of Professional and Graduate Studies during the term of office normally shall take place following a vote of no confidence. A vote to determine confidence in the chairperson may be held at any time upon petition of fifty percent of the faculty of a graduate degree program or on the request of the Dean of Professional and Graduate Studies.

From the Faculty Handbook, but not in Code:

Faculty Elective Committees

Faculty members are elected to elective faculty committees from a slate of names presented by the Committee on Committees and Nominations. Annually the Committee on Committees and Nominations nominates at least two candidates for each elective committee position to be filled. The list of nominations shall be sent by the Secretary of the Faculty and Academic Staff to each member of the Faculty prior to the Faculty Senate meeting at which the Committee on Committees and Nominations reports. Additional nominations, made by petition of three members of the Faculty, must be received within 10 days of the report of the Committee on Committees and Nominations. Such nominations are made with approval of the nominee.

The election is held prior to the close of the academic year. Ballots are sent to each member of the Faculty from the Office of the Secretary of the Faculty and Academic Staff. Ballots shall be returned to the Office of the Secretary of the Faculty and Academic Staff for tallying. ~~The Secretary of the Faculty and Academic Staff, one observer from the Committee on Committees and Nominations, and/or one observer from the University Committee, count the ballots.~~ The Office of the Secretary of the Faculty and Academic Staff reports the results.

Faculty Senate New Business 4a 5/4/2011