UW-GREEN BAY FACULTY SENATE MEETING NO. 3
Wednesday, November 12, 2008
Phoenix Room C, 3:30 p.m.

Presiding Officer: Illene Noppe, Speaker
Parliamentarian: Clifford F. Abbott

1. CALL TO ORDER

**2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 2,
    October 15, 2008** [page 2]

3. CHANCELLOR'S REPORT

4. CONTINUING BUSINESS
   a. Revised Proposal to Develop Faculty Senate Caucuses [page 5]
      Presented by Illene Noppe
   b. Proposal to Revise the Interdisciplinary Requirement - First Reading [page 7]
      Presented by Brian Sutton

5. NEW BUSINESS
   a. Memorial Resolution for Bruce LaPlante, presented by William Shay [page 8]
   b. Resolution on the Granting of Degrees [page 11]
   c. Resolution to Support UW-Oshkosh's Request of the Legislative Fiscal Bureau
        [page 12], presented by Steven Meyer
   d. Requests for future business

6. UNIVERSITY COMMITTEE REPORT
   Presented by Steven Meyer, Chair

7. ADJOURNMENT

UW-GREEN BAY FACULTY SENATE MEETING NO. 2
Wednesday, October 15, 2008
Rose Hall 220

Presiding Officer: Illene Noppe, Speaker of the Senate
Parliamentarian: Clifford Abbott, Secretary of the Faculty and Academic Staff

PRESENT: Scott Ashmann (EDU), Lucy Arendt (BUA), Andrew Austin (SCD), Peter Breznay (ICS), Kathleen Burns (HUD), Matthew Dornbush (NAS), Susan Gallagher-Lepak (NUR), Stefan Hall (HUS), William Laatsch (Interim Provost, *ex officio*), Catherine Henze (HUS), Curt Heuer (AVD), Steve Kimball (EDU), Karen Lacey (HUB alternate), James Loebel (BUA), John Lyon (NAS), Michael McIntire (NAS alternate), Randall Meder (AVD), Daniel Meinhardt (HUB), Steven Meyer (NAS-UC), Tim Meyer (ICS), Thomas Nesslein (URS), Illene Noppe (HUD-UC), Laura Riddle (AVD-UC), Ellen Rosewall (AVD), Meir Russ (BUA-UC), Jolanda Sallmann (SOCW), Brian Sutton (HUS-UC), David Ward (Interim Chancellor, *ex officio*), David Voelker (HUS), Dean VonDras (HUD-UC), Jill White (HUD)

NOT PRESENT: John Stoll (PEA)

REPRESENTATIVES: Dan McIver (Academic Staff Committee), Jamie Froh (Student Government)

GUESTS: Associate Provost Tim Sewall, Dean Scott Furlong, Dean Fritz Erickson, Associate Provost Jan Thornton, and Senior Executive Assistant to the Chancellor Scott Hildebrand

1. Call to Order. With a quorum present, Speaker Noppe called the Senate to order at 3:00 p.m. and welcomed the senators with a few references to Senate House Rules.

2. Approval of Minutes of UW-Green Bay Faculty Senate Meeting No. 1, September 17, 2008. On a motion by Senator Sutton (second by Senator Steven Meyer) the minutes were **approved by voice vote**.

3. Chancellor's Report. Interim Chancellor Ward praised the recent Phuture Phoenix day, set out a goal of developing an enrollment strategy for the next 5-10 years, and reported on the strategic planning goals of UW-Stevens Point shared at a recent Regents meeting.

4. New Business.
a. Proposal to Develop Faculty Senate Caucuses. **Senator Steve Meyer (second by Senator Riddle) moved that the Senate adopt caucuses.** Speaker Noppe introduced an agenda attachment on some alternative ways of implementing caucuses and asked for discussion. More than two thirds of the senators contributed to the discussion. Two threads emerged, one about the need for caucuses and the other about implementation issues. On the need, some senators questioned whether the Senate was a large enough body to profit from caucuses, whether caucuses would reduce efficiency by taking up more time, whether they would provide encouragement for pretenured senators to speak more freely and whether that encouragement was even needed, whether caucuses might create new constituencies that might compete with existing unit constituencies, and whether the use of an Open Forum couldn't accomplish the aims of a caucus just as well. Despite these concerns many

senators expressed general support for the idea and raised issues of implementation. Here the issues raised were: how to decide (and who decides) which issues before the Senate would require a caucus discussion, the degree of formality or structure needed in a caucus, the membership of a caucus (specifically the need for people across disciplines and with some institutional history in each caucus), the use of electronic discussion as part of a caucus, appropriate ways to use student and staff perspectives in caucuses, and the timing so that senators could consult both their unit constituents and their caucus colleagues. **Senator Russ (second by Senator Rosewall) moved to table the motion so the University Committee could bring forth a revision of the caucus proposal with more specificity of implementation. The motion to table and revise passed (26-2-0).**

b. Requests for future business. Senator Arendt requested a Senate discussion on the Growth Agenda and in particular faculty input to enrollment management.

5. Provost's Report. Interim Provost Laatsch reported on two issues. The first was on ongoing efforts to produce a strategy for enrollment management for the next five to ten years. Currently the efforts are in a data collection phase in an attempt to learn more about target audiences. These will include bringing to campus representatives (deans) from the area UW-Colleges and the area Technical Colleges. The second issue was the need to give some attention to and stabilize the work of the American Intercultural Center in supporting our minority students. The Provost stood for questions and fielded two. When should the Senate have a discussion on enrollment strategy? (Probably when the Provost can supply the Senate with better background information.) Will enrollment management be coupled with increases in faculty resources? (The issues are intimately connected.)

6. University Committee Report. UC Chair Meyer listed the issues the UC is currently discussing: appointments for committee vacancies, the requirement that students take an interdisciplinary program, possible ways to honor former Chancellor Shepard, administrator evaluations, the effectiveness of the Senate Planning and Budget Committee, the possible amalgamation of Chapters 3 and 51 in Code, and the Growth Agenda.

7. Open Forum. The Speaker introduced the topic of eliminating the graduation requirement that all students complete an interdisciplinary program (major or minor) and referred to the agenda attachments from Senator Sutton arguing in favor of elimination and Senator Noppe arguing against it. She then invited discussion and more than half the senators contributed. In the middle of the discussion just before 5 p.m. on **a motion by Senator Austin (seconded by Senator Riddle) the Senate approved a half hour extension of the meeting to accommodate the discussion (25-2-0).**

Senator Sutton led off the discussion with a complaint that the commitment to interdisciplinarity in our curriculum has eroded, that what we now have is not as distinctive as it once was, and that the graduation requirement was a burden to at least some students. Other senators joined in to elaborate the complaint: there is some arbitrariness in the current distinctions between disciplinary and interdisciplinary programs; we lack criteria for making that distinction clearer; there are too many interpretations of what interdisciplinarity means; the bureaucracy that supports the current distinction is often burdensome to faculty; the distinction is too static and there is no easy mechanism for making it more dynamic; and many faculty lack enough understanding of how the requirement originated to be able to defend it to students. Many senators were at pains to distinguish their willingness to join in the complaint from their unwillingness to abandon the goals of interdisciplinarity. There were additional points made about the value of interdisciplinarity to faculty scholarship and how important the freedom implicit in interdisciplinarity may be to recruiting and retaining faculty. There was also discussion of the historic roots of interdisciplinarity at UW-Green Bay in the commitment to problem-focused

education.

Several senators admitted a problem but expressed opposition to elimination of the requirement as the best way to solve it. Some alternative suggestions included: bring back things we have lost from the past, e.g. senior seminars; ask programs to defend the interdisciplinarity of their curricula or their problem-focus; infuse specific courses with interdisciplinarity so the requirement could shift from a program base to a course base (as in writing emphasis courses); allow new combinations of disciplinary programs to count as interdisciplinary; develop shared criteria for interdisciplinarity; explore multiple ways a student could achieve an interdisciplinary experience; educate faculty on the issues and history of interdisciplinarity; find alternative terminology.

8. Adjournment. At 5:30 p.m. lacking a motion to further extend it, the meeting automatically expired.

Respectfully submitted,

Clifford Abbott, Secretary of the Faculty and Academic Staff

University Committee
Revised Proposal to Develop Faculty Senate Caucuses

Introduction:

The Open Forum of the Faculty Senate meeting of September 17 2008 considered the question of how to foster participation and Senator engagement in the faculty governance process. Although many Senators have taken their Senate duties to heart and discuss Senate-related issues with their units, it is sometimes difficult to get more of an all-university perspective other than during the Senate meetings themselves. Furthermore, some issues that are of vital importance to one sector of the campus may not be to others, and without such input some Senators may fail to see the significance of some of the issues brought before that body. Finally, there is concern that discussion of controversial issues may inhibit some pre-tenured faculty from full participation on the Senate floor. In order to address these concerns, this document proposes that the Senate be organized into caucuses that would typically meet during a Senate meeting when *it is deemed necessary or helpful to do so* by the University Committee.

Implementation of Caucus Structure:

The thirty Senators shall be divided into at least five groups. These groups should have both tenured and pre-tenured representatives, and be members from different units.

There would be five caucuses with 6 Senators. Group membership would initially be determined via random assignment, with not more than three Senators from the same domain. The final groups would be adjusted so that pre-tenured faculty (N = 9) would be represented in each group. Depending upon the issue discussed, the University Committee reserves the right to determine if the additional input of representatives from Student Government and/or Academic staff would be helpful during caucusing.

Process:

The University Committee would determine *a priori* whether a Senate agenda item should go into caucus, and Senators would be informed via the Senate agenda. Caucus items would typically be those that meet the following criteria:

- Of University-wide interest.
- Involve the resolution of potentially controversial or conflicting concerns.
- Have significant implications for the UW-Green Bay academic program
- Benefit significantly from small group discussion.

Thus, the decision to caucus would be made sparingly and with careful consideration during the UC meeting. A request to caucus in a future meeting may also come from a Senator to the UC. Caucuses would *not* be a regular feature of the Senate agenda. Prior to the discussion of the relevant agenda item, caucuses would meet for thirty minutes of the Senate meeting. *This change in procedure would require for the Senate to vote to amend the Faculty Senate House Rules to allow for the possibility of caucuses.* Caucus members may be asked

to respond to a series of structured questions, prepared by the UC that would be publically discussed once the Senate moves back into ful session. Examples are such questions (courtesy of Senator Karen Lacey) are:

> What do we know about the needs of the University and its constituents with regard to this issue?
> What do we know about the resources of UW-Green Bay in terms of its ability to address this issue?
> What are some of the impediments and creative solutions to solving the problems related to this issue?

Evaluation:

In order to determine if the new system of caucusing is a successful way to promote Senator involvement, a brief survey will be administered to all Senate participants when at least three caucuses have been experienced.

Draft Proposal
to Revise the Interdisciplinary Requirement

I. To graduate, students may satisfy the interdisciplinarity requirement in either of two ways:

A. By satisfying the current requirement of having either an interdisciplinary major or an interdisciplinary minor, or

B. By satisfying an interdisciplinarity-across-the-curriculum requirement, structured as follows:

- Students satisfying this requirement must take at least six courses designated as interdisciplinary (three upper-division, three lower-division). As is the case with the writing-emphasis requirement, the requirement of lower-division interdisciplinary classes may be waived for transfer students.
- For a course to receive the "interdisciplinary course" designation, it must receive approval for this designation from the General Education Council. The sponsoring area must submit to the GEC a form specifying how the course is problem-focused and interdisciplinary, along with a sample syllabus demonstrating the course's commitment to a problem-focused, interdisciplinary approach.
- In order to gain GEC approval, courses should fit within one of the following categories:
  --Disciplinary courses informed by other disciplines (example: a literary theory course taught as an English class, with units on Psychological Criticism, Historical Criticism, Sociological/Marxist Criticism, Feminist Criticism, Cultural-Studies Criticism, etc.)
  --Courses that link disciplines (example: an Environmental Studies class dealing with the biology and chemistry of sustaining or restoring certain ecosystems)
  --Courses that cross disciplines (example: a course in Psychological Perspectives and Nursing Care in End of Life Issues)
  --Courses without a compelling basis in a traditional discipline (example: Introduction to Women's Studies, if Women's Studies isn't viewed as a "traditional discipline")
- All disciplines and interdisciplinary areas will be encouraged to offer courses satisfying the interdisciplinarity requirement, whether through creating new courses, modifying existing courses, or continuing to offer in their current form courses which already satisfy the aims of the requirement.
- As with the writing emphasis requirement, courses satisfying the interdisciplinary-course requirement may also count toward other general-education requirements and may count toward students' majors or minors.
- Also as with writing-emphasis courses, courses satisfying the interdisciplinary-course requirement will be specified as such in the Timetable and the Catalog.
- We hope resources will be made available to allow for team teaching of certain interdisciplinary-requirement courses and to create grants or reassignments for new course development.
- We also hope that students will be encouraged to take a senior seminar as one of the courses satisfying either the interdisciplinary-course requirement or the interdisciplinary major or minor.

II. Programs seeking revision of their status from disciplinary to interdisciplinary, or vice versa, may present to the Academic Affairs Council their case for reclassification, and the AAC will either approve or reject the requested change.

**MEMORIAL RESOLUTION OF THE UNIVERSITY OF WISCONSIN-GREEN BAY ON THE
DEATH OF BRUCE LA PLANTE,
LECTURER IN THE INFORMATION AND COMPUTING SCIENCES PROGRAM**

Bruce La Plante, Lecturer in Information and Computing Sciences, died on September 2, 2008 as a result of esophageal cancer. Survivors include two children, Jessica (Paul) La Plante-Wikgren, Sean La Plante; a stepson, Logan Meyers; his wife, Janet; three brothers, Kevin (Kathy) La Plante, Grant (Debbie) La Plante, Scott La Plante; two sisters, Suzanne (Peter) Neerdaels, Linda La Plante; nieces, nephews, other relatives and friends. He was preceded in death by his first wife, Judy; a stepson, Austin Meyers; and his parents.

He was born Mar. 24, 1954, to Ralph and Beverly (Mommaerts) La Plante. He graduated from Green Bay West High School and the University of Wisconsin-Green Bay with a Bachelor of Science with emphases in mathematics and computer science and was also a Master of Science candidate at UWGB. He had previously been employed as a systems analyst and database analyst at WPS, University of Minnesota, Kimberly-Clark, and Shopko and was most recently employed as a Lecturer in the Computer Science Program at UWGB. Bruce was also a district representative and committee chairman for the Democratic Party of Brown County and was a founding member and vice president of the Green Bay Chess Association.

Bruce will be most remembered for his unselfish giving of his time, his jovial personality, and his tireless activities toward providing his students with an academic experience reflecting his unending quest for knowledge and his years of professional experience. Though Bruce had been employed by the university for a relatively short period of seven years, his contributions to the university began in 1978 when he was a student. At the time, UWGB was hiring for a faculty position in computer science and Bruce, though he was going to graduate soon, wanted to be a part of the process that hires new faculty. He selflessly volunteered his time to be part of a student group that met with interviewing candidates. After he graduated in 1980 he continued to volunteer his time by returning to the classroom as a guest lecturer in order to talk with students and provide insights based on his experiences as a computing professional.

He moved to Minneapolis to continue developing his career as a database analyst and administrator and worked at the University of Minnesota and B. Dalton Book Store. After his return to Green Bay about ten years later he entered the Master of Science program at the university and reinitiated his connection to the university's computer science department by taking additional course work. He also resumed his role as a volunteer guest speaker in class. He valued education and wanted students to make the connection between their academic experience and their future professional lives. According to Linda Peacock-Landrum, Director of Career Services at UWGB:

> *Bruce always saw the big picture and wanted students to understand the world of computer science beyond the academic world.… Bruce was supportive of students in every sense of the word – in the classroom, out of the classroom and on a personal level as needed.*

Bruce had taught two introductory programming classes at UWGB as an ad hoc instructor. Shortly after, in the fall semester of 2001 he was hired as a Lecturer in the Information and Computing Sciences unit. It was immediately clear that Bruce's contributions to the Information and Computing Sciences programs would go far beyond teaching. He was a scholar in every sense of the word. He enthusiastically investigated new technologies and was always looking for ways to use them in the continuing evolution of our programs. In an area when constant change can be intimidating, Bruce saw it as a challenge and an academic pursuit. According to Professor Hosung Song:

> *There was a demand for new technology and he answered it with a lot of enthusiasm. … When I was visiting him last summer before his surgery (or maybe after the surgery), he was still learning the systems and enjoying them. He loved to share with me what he learned.*

Others from the computer science faculty echo similar thoughts. He was seen as an innovator and educator. He

would frequently share his knowledge and findings with others in computer science during department meetings or our more informal monthly "literary society" meetings at the Titletown Brewing Company. He could progress seamlessly from a discussion of the merits of their Rail Yard Ale vs. the Johnny "Blood" Red brew to a discussion of a new technology he might have discovered recently. He was a pleasure to work and socialize with.

His impact on the both the Computer and Information Sciences programs was significant. He used his private sector experience to further both programs' goals and propose significant changes in our courses. He developed a new course in Systems Analysis and Project Management and frequently brought in Computing Professionals to lend their insights to students. He enthusiastically volunteered to teach the "Information, Computing, and Society" course when the developer of that course retired.

His collegiality and collaborations extended beyond those in Computer Science. All that knew Bruce found him an excellent colleague and a joy to work with. Here are some thoughts from colleagues in other areas.

> *Though I did not know him long I can say that he was helpful, welcoming, and kind when I first arrived at UWGB.* (Adolfo Garcia: Assistant Professor in Communication)

> *I knew him best through his tireless work as a volunteer and administrative council member for the Democratic Party of Brown County. ... People in the organization had great respect for him. They saw him as smart, kind, funny, and best of all, honest.* (Ryan Martin, Assistant Professor of Human Development and Psychology)

> *Bruce was a superb colleague. ... He was patient and always willing to work with you. He will be sorely missed.* (Timothy Meyer, Professor and Chair of Communication)

> *Bruce LaPlante was a kind, gentle man and cherished and generous colleague.* (Victoria Goff, Associate Professor of Communication)

> *Bruce encountered multiple hardships in his final 10 months and faced them with courage and strength. Bruce's greatest impact on my life occurred the day he introduced me to his daughter Jessica, who would become my wife. I am proud to say that she continues to carry on Bruce's spirit.* (Paul Wikgren, UWGB IS Business Automation Specialist and Bruce's son-in-law).

Bruce was also well liked and respected by his students. They respected the high value he put on the academic experience and appreciated his approachability and willingness to help and share his professional experiences. Students sought him out as an advisor and as a faculty contact for internships. Because of his combination of academic and private sector credentials, he was in a unique position to advise students in career opportunities. This same combination of talents also made him a natural for students needing a faculty advisor for their internships.

According to Kimberly Simendinger:

> He *was an amazing man that could spark any person's interest in a class room by his colorful personality, vast amount of knowledge, and enthusiasm to teach. He was truly an inspiration to me and had a huge impact on my decision to go toward this particular field of study. He was always extremely helpful, genuinely happy and such a pleasure to talk with. He was truly a remarkable teacher, mentor, and friend that will be extremely missed and never forgotten*

And from John Klak:

He was able to empathize with students unlike any professor I've ever met. He not only understood the topics which he taught, but he also understood the people whom he taught. It is easy to see why Bruce LaPlante was such a well-respected and likeable instructor.

And from Kurt Wondra

Bruce LaPlante never wore any expression short of a smile on his face. His enthusiasm helped to inspire his students and give them more fuel to advance in their educational understanding. I was very much so looking forward to his return to the classroom this fall and am deeply saddened that it was not possible. However, he still has made a lasting impact with the UWGB family and will never be forgotten.

Bruce La Plante served many roles. He was a colleague, friend, advisor, resource person, mentor, educator, liaison, volunteer, father, husband, and a great person. He will be missed but we will continue to benefit from his tireless activities and contributions he made to better the program, faculty, and most of all, our students.

Bill Shay

RECOMMENDATION ON THE GRANTING OF DEGREES

(Implemented as a Faculty Senate Document #89-6, March 21, 1990--action to be taken in advance of each commencement exercise and in the following language--dated as appropriate):

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 2008 Commencement.

Faculty Senate New Business 5(a)
12 November 2008

Resolution on the Endorsement of the UW-Oshkosh Faculty Advocacy Committee's Request for a White Paper on Faculty Salaries

Be it resolved that the Faculty Senate of UW-Green Bay endorses the request of the UW-Oshkosh Faculty Advocacy Committee for the Legislative Fiscal Bureau to commission a white paper on faculty salaries.

Dear Representative Hintz,   October 10, 2008

As you know, the state university system has not fared well in recent biennia. We have borne the brunt of disproportionate cuts. We, the Faculty Advocacy Committee, a duly constituted committee of the University of Wisconsin - Oshkosh's Faculty Senate, hope to work with you to reverse this disturbing trend.

The budgetary hits the university system have been forced to absorb induce larger class sizes, greater use of adjunct faculty (many of whom are not as highly trained as permanent staff), a decline in faculty morale due to poor raises and salary inversion, and a diminished ability to hire and retain quality faculty. When we hire replacements we typically cannot replicate their quality. Thus the caliber of our university system is at stake. We are animated by the belief that the higher the quality of our university system, the better it is for the state of Wisconsin, economically and otherwise. Continuing to drain the university of state support undermines our tradition of educational excellence and it squanders an opportunity to investment in the future.

We urge you to ask the Legislative Fiscal Bureau to commission a white paper on the issue of faculty salaries, along the lines of what it did on tuition in January 2007 (Informational Paper #37). This informational paper should compile information and statistics relevant to university funding issues, and specifically faculty salaries.

We suggest that this paper present *yearly data from 1995-2008 for the following variables*:

Personnel and Budgeted Salaries
　　　　-total full time tenured and tenure track employees for every 4-year institution
　　　　-total full time equivalent positions filled by non-tenured employees by institution
　　　　-total compensation per full time equivalent position
　　　　-total state contribution to the UW system in dollars and percent of total budget

Retention and Raises
　　　　-losses of tenured and tenure track employees by school
　　　　-faculty given counteroffers; percent of counteroffers accepted (broken down by school)
　　　　-base salary raises; Wisconsin inflation/cost of living data

Faculty Senate New Business 5(c)
12 November 2008

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Economic Impact and Operating Capital
      -endowment/permanent operating capital for every 4-year school
      -estimates on positive economic impact to state of UW system for each institution

Benefits
      -health and dental care coverage and premiums
      -pension contributions

Comparative Data
      -percentage of the state budget appropriated to major sectors (e.g. corrections, university,
          K-12 instruction, technical colleges, etc.)
      -average compensation for full time, permanent technical college employees
      -average compensation for professors at universities in comparable state systems (e.g.
          Michigan, Illinois, and Minnesota).

      The summary statistics provided in an informational paper will be helpful, but we also hope to have access to the raw data used to compile the paper. Our intention is to assemble a thorough assessment of faculty salaries and benefits, so that we may participate in budgetary discussions from an informed position. We have asked the UW-Oshkosh Faculty Senate to contact the other Faculty Senates to invite them to join our effort.

Sincerely,

David Siemers, chair
Merlaine Angwall, Theatre
James Chaudoir, Music
Ryan Haley, Economics
Alan Lareau, Foreign Languages and Literatures
George Philip, Management Information Systems
Ken Price, Mathematics