

## AGENDA

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

Wednesday, April 9, 2014

1965 Room, University Union, 3:00 p.m.

Presiding Officer: Greg Davis, Speaker

Parliamentarian: Clifford Abbott

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

#### **2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 7**

March 12, 2014 [page 2]

#### **3. CHANCELLOR'S REPORT**

#### **4. OLD BUSINESS**

a. Policy on Assigning Self-authored Texts (currently tabled) [page 6]  
Presented by Bryan Vescio

b. Essential Job Functions (first reading) [page 7]  
Presented by Sheryl Van Gruensven and/or David Coury

#### **5. NEW BUSINESS**

- a. Resolution on Granting Degrees [page 8]
- b. Designation of Engineering Technology programs as Professional [page 9]  
presented by Scott Furlong and Patricia Terry
- c. Requirements for Minors (first reading) [page 10] - presented by Cliff Abbott
- d. Code Change for Graduate Faculty (first reading) [page 11]  
presented by Matt Dornbush
- e. Policy Change on Promotion to Full Professor (first reading) [page 12]  
presented by Jeff Entwistle
- f. Administrative Evaluation Process [page 13] - presented by Bryan Vescio
- g. Request for future business

#### **6. PROVOST'S REPORT**

#### **7. OTHER REPORTS**

- a. Academic Affairs Council [page 15]
- b. Faculty Rep's Report - Presented by Steve Meyer
- c. University Committee Report - Presented by Bryan Vescio
- d. Academic Staff Report - Presented by Anne Buttke
- e. Student Government Report - Presented by Heba Mohammad

#### **8. ADJOURNMENT**

[draft]

**MINUTES 2013-2014**  
**UW-GREEN BAY FACULTY SENATE MEETING NO. 7**  
Wednesday, March 12, 2014  
Alumni Room AB, University Union

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

PRESENT: Francis Akakpo (SOWORK), Gregory Aldrete (HUS), Andrew Austin (DJS), Greg Davis (NAS-UC), Michael Draney (NAS), Heidi Fencl (NAS), Hernan Fernandez-Mearidi (HUS), Adolfo Garcia (ICS), Jenell Holstead (HUD), Ray Hutchison (URS), Ghadir Ishqaidef (BUA), Mimi Kubsch (NUR-UC), Arthur Lacey (EDU), J. Vincent Lowery (HUS), Kaoime Malloy (Theatre and Dance), Ryan Martin (HUD-UC), Michelle McQuade-Dewhirst (MUS), Steve Meyer (NAS-UC), Cristina Ortiz (HUS-UC), Debra Pearson (HUB), Uwe Pott (HUB), Chuck Rybak (HUS), Alison Stehlik (AND), Linda Tabers-Kwak (EDU), Patricia Terry (NAS), Christine Vandenhouten (NUR), Dean VonDras (HUSD), Elizabeth Wheat (PEA alternate).

NOT PRESENT: Forrest Baulieu (ICS), Thomas Harden (Chancellor, *ex officio*), William Lepley (BUA), Bryan Vescio (HUS-UC), Julia Wallace (Provost, *ex officio*).

REPRESENTATIVES: Heba Mohammad, Student Government

GUESTS: Andrew Kersten, Yunsun Huh, Regan Gurung, Scott Furlong, Sue Mattison, Morgan Mason.

**1. CALL TO ORDER.** Speaker Davis called the Senate meeting to order as soon as a quorum was present at 3:02 p.m.

**2. APPROVAL OF MINUTES for Faculty Senate Meeting No. 6, February 19, 2014.** Speaker Davis asked for approval of the minutes. **Senator Meyer (Senator Martin second) moved approval of the minutes and with no discussion the motion passed (22-0-0).**

**3. CHANCELLOR'S REPORT.** Since the Chancellor was not in attendance, his report was dispensed with.

**4. OLD BUSINESS**

a. Policy on Assigning Self-authored Texts. The second reading of this proposal was presented by Ryan Martin with the final sentence of this agenda's version slightly altered from the first reading. The Senate's handling of the proposal was somewhat akin to Odysseus' return from the Trojan War although individual senators will no doubt disagree on who was practicing the sorcery of Circe and who had the limited vision of the Cyclops. The formal route proceeded as follows.

**Senator Meyer (Senator Ortiz second) moved the proposal as it appeared in the agenda. The discussion led to a motion by Senator Hutchison (Senator Pott second) to amend the motion by deleting the last two sentences. This motion failed (6-18-4).**

Senator Rybak suggested deleting the second sentence and since the original mover and seconder agreed, the Senate then debated the motion in this form:

*Because faculty members are scholars contributing to their academic fields as well as teachers, as part of its commitment to academic freedom UW-Green Bay affirms the right of faculty to assign works they themselves have authored in courses they teach. To prevent conflicts of interest, faculty members at UW-Green Bay may not profit from the assignment of materials to students without the approval of the Executive Committee of their budgetary unit and the Committee on Rights and Responsibilities for each semester in which those materials are assigned.*

After some discussion **Senator Austin (Senator Pott second) moved a substitute motion in the following form**, said to have derived from a policy at UW-Madison:

*Whereas UW-Green Bay is committed to academic freedom and affirms the right of faculty to determine the content of the courses they teach,*

*Whereas the standards of academic freedom hold that choice of textbooks is the prerogative of the instructor or the budgetary unit or some delegation therein,*

*Whereas it is not in the best interest of students to prohibit instructors from assigning textbooks they have written, given that such materials may be the most appropriate materials available,*

*Whereas the faculty recognizes that an apparent conflict of interest may be perceived when education materials produced by an instructor are required for a class that instructor teaches,*

*The instructor and the budgetary unit to which that instructor is assigned may therefore consider at their discretion any of the following:*

*Accommodate students who choose not to purchase the materials by placing copies on reserve in the library or by making the materials electronically available for the duration of the semester.*

*Confer with the department or department chair to establish that these materials are, indeed, the most appropriate materials to students.*

*Donate royalties derived from those texts assigned to students in the instructor's course to a cause or entity of the instructor's choice.*

**The act of replacing the original motion with the substitute was accepted by the Senate (16-12-0).** This motion now before the Senate was altered by the process commonly called “friendly amendment” [this is not a formal parliamentary procedure but a collaborative effort to get the wording right as long as the mover and seconder agree]. The motion at this point had the following form:

*Whereas UW-Green Bay is committed to academic freedom and affirms the right of faculty to determine the content of the courses they teach,*

*Whereas the standards of academic freedom hold that choice of course materials is the prerogative of the instructor or the budgetary unit or some delegation therein,*

*Whereas it is not in the best interest of students to prohibit instructors from assigning course materials they have written, given that such materials may be the most appropriate materials available,*

*Whereas the faculty recognizes that an apparent conflict of interest may be perceived when education materials produced by an instructor are required for a class that instructor teaches,*

*The instructor and the budgetary unit to which that instructor is assigned will therefore implement one or more of the following:*

*Accommodate students who choose not to purchase the materials by placing copies on reserve in the library or by making the materials electronically available for the duration of the semester.*

*Confer with the department or department chair to establish that these materials are, indeed, the most appropriate materials to students.*

**Senator Hutchison (Senator Lowery second) moved to table the proposal and the Senate approved (19-7-2).** Senator Hutchison added his intention that the University Committee consider possible revisions based the discussion. This all took about an hour and a half which only felt like the decade Odysseus took getting home from the war.

There was, of course, considerable discussion along this journey. Among the issues raised were the following:

Several people urged a separation of the issue of freedom to assign texts from the issue of how to deal with income from texts but others argued they were interdependent. Some of the amending was seen as an attempt to remove apparent contradictions within the resolution.

Some saw the role of the Committee on Rights and Responsibilities as problematic if it were to serve both as an ethics committee and as a group to hear appeals on ethics. It was also questioned whether the CRR as an external body should be involved in any decision about the appropriateness of a text to field. The role of a dean in that decision was both questioned and supported.

There was a disagreement over whether assigning a self-authored text should automatically be presumed a conflict of interest and thus establish a burden of proof or should a conflict of interest be a basis for individual-initiated complaint.

A parallel was drawn between how an individual might profit from a self-authored text and how the university might profit from bookstore sales. This raised the question of degrees of profitability and ultimate costs to students.

A number of questions arose concerning legalities - copyright restrictions, taxes on income from self-authored texts, due process in removing property rights of faculty, and whether a faculty resolution was the appropriate level for policy.

If there is to be a route for exceptions, what should be the grounds for that exception and what should be the period of review - every semester or less frequently?

There were disagreements on whether there might be a solution in providing alternatives to an assigned self-authored text for students.

b. Academic Actions Committee. Yuhsun Huh, chair of the Academic Actions Committee, presented the second reading of a proposal to modify the structure of that committee. Senator Garcia, chair of the Committee on Committees and Nominations, weighed in that the version in the agenda was not the version preferred by the CCN. Their preferred version had one student (rather than two) and two staff members (rather than one). **It was that revised version that Senator Kubsch (Senator Meyer second) moved** (along with the appropriate grammatical number agreements in the second paragraph). There was some discussion, questioning of the student government position, and reviewing of experience from other campuses before the Senate completed this journey home and **voted its approval (24-2-2)**.

## 5. NEW BUSINESS

a. Essential Job Functions (first reading). Human Resources Director Sheryl Van Gruensven presented the historical context for this proposal. In the past a list of essential job functions has been needed to help a medical review of individuals coping with illness and disabilities to determine their ability to perform their job. An ad hoc list of such essential job functions has been used in the past. The list presented in this proposal is a slightly modified version offered for faculty approval. Before any discussion, since the time was nearing the Senate's automatic cut off hour of 5:00, **Senator Garcia (Senator Pott second) moved to table this proposal and the Senate voted its unanimous support.**

b. Requirements for Minors (first reading). In the interests of time the Speaker postponed this issue until the next meeting.

c. Call for future business. Like Jello there is always room for this item. The call received no response.

**6. PROVOST'S REPORT** The Provost being absent, the Speaker skipped over this item.

## 7. OTHER REPORTS

a. Academic Affairs Council Report. The report was attached to the agenda and the AAC's chair, Senator VonDras, offered that the AAC had been busy, particularly with inactivating courses no longer being taught. He also noted the end of the Anthropology minor.

b. University Committee Report. UC member Ryan Martin stood in for the absent chair to announce a conference being planned for April 11<sup>th</sup> on shared governance - 11-4:30 with lunch included. Details are to follow.

c. Academic Staff Report. The Speaker skipped this report since no representative from the Academic Staff was able to make this meeting.

d. Student Government Report. Heba Mohammad mentioned a fruitful discussion with a consultant on childcare, the upcoming SGA elections in early April, and an initiative for a self-operated dining system being negotiated.

**8. ADJOURNMENT** The Speaker adjourned the meeting within seconds of the clock doing it for him.

Respectfully submitted,

Clifford Abbott, Secretary of the Faculty and Academic Staff

## **UWGB Policy on Assigning Self-Authored Texts**

(currently tabled)

Whereas UW-Green Bay is committed to academic freedom and affirms the right of faculty to determine the content of the courses they teach,

Whereas the standards of academic freedom hold that choice of course materials is the prerogative of the instructor or the budgetary unit or some delegation therein,

Whereas it is not in the best interest of students to prohibit instructors from assigning course materials they have written, given that such materials may be the most appropriate materials available,

Whereas the faculty recognizes that an apparent conflict of interest may be perceived when education materials produced by an instructor are required for a class that instructor teaches,

The instructor and the budgetary unit to which that instructor is assigned will therefore implement one or more of the following:

Accommodate students who choose not to purchase the materials by placing copies on reserve in the library or by making the materials electronically available for the duration of the semester.

Confer with the department or department chair to establish that these materials are, indeed, the most appropriate materials to students.

**Faculty Senate Old Business 4a 4/9/2014**

## **Proposal to Define Essential Job Functions of Tenured/Tenure-Track Faculty**

1. Designs and teaches, in a classroom setting and environment, required courses assigned by the Dean or Department Chair.
2. Prepares, reviews, orders teaching materials, and updates course outlines and syllabi.
3. Meets all scheduled classes, and uses scheduled classroom time appropriately.
4. Demonstrates commitment to the institutional mission, goals and objectives.
5. Adheres to University policies and procedures that reflect updated Federal, state and local legislation that governs the educational process.
6. Maintains accurate student records for grading and attendance purposes; submits grade reports within college deadlines.
7. Schedules and maintains office hours as assigned.
8. Attends departmental and other meetings as designated by the Department Chair or administrative official.
9. Assists in the development, implementation, and evaluation of divisional and departmental program goals.
10. Serves on university committees to which elected or appointed.
11. Supervises, monitors, and evaluates student teachers performance when assigned to do so.
12. Establishes a scholarly research focus and engages in research and other scholarly projects, resulting in peer-reviewed publications or other scholarly output appropriate to the faculty member's budgetary unit.
13. Performs academic and professional service to advance the university, college and community.
14. Participates in faculty governance.
15. Demonstrates a professional attitude, philosophy, and commitment that promote student growth and learning.
16. Uses instructional technology and is familiar with appropriate software and hardware.
17. Has the ability to stand or sit for extended periods of time.
18. Transports oneself independently to various on and off campus locations when required.
19. Communicates effectively with students, colleagues, staff and the public.

**Faculty Senate Old Business 4b 4/9/2014**

## **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 spring 2014 Commencement.

**Faculty Senate New Business 5a 4/9/2014**



## **Proposal to Designate Engineering Technology Programs as Professional**

The Faculty Senate agrees to designate the Mechanical Engineering Technology program and the Electrical Engineering Technology program as professional programs.

**Faculty Senate New Business 5b 4/9/2014**

## **Proposal to Change University Requirements for Minors**

The current requirement:

Minors will consist of a minimum of 18 credits with at least 12 credits at the upper level. The three exceptions are Music, Art, and Theatre.

The proposed requirement:

Minors will consist of a minimum of 18 credits.

**Faculty Senate New Business 5c 4/9/2014**

## Code Change for Graduate Faculty

The proposal is to delete the struck-through parts and add the boldface parts to the existing Code:

### *53.12 Graduate Program*

#### *A. Graduate Degree Programs: Membership, Responsibilities, Appointment Process.*

*1. Membership. The faculty of a graduate program shall consist of those UW-Green Bay faculty members holding professorial rank and Lecturers with faculty status who have been appointed to that program by the Provost/Vice Chancellor for Academic Affairs on the recommendation of the appropriate dean and the graduate program executive committee. ~~A faculty member may have a split appointment or assignment with another graduate program but may vote in only one program.~~ **A faculty member may have a split assignment with another program and may vote in more than one.***

**Faculty Senate New Business 5d 4/9/2014**

## **Proposal to Change Policy on Promotion to Full Professor**

Current policy on Criteria and Procedure for Promotion to Full Professor (page 100 of the current Faculty Handbook) includes the following two paragraphs:

### Scholarly Activity

*This is attested to by articles in refereed scholarly journals, an outstanding scholarly book, publication of book reviews in refereed scholarly journals, oral presentations at national, area, and sectional meetings of various professional associations and societies, appointment as referee and/or reader for scholarly publications. For faculty whose creative scholarly work is not usually manifested in this manner--e.g. faculty in the visual arts and the performing arts such as drama, music, and dance--exhibitions and performances provide the evidence of scholarly and creative activity.*

*Candidates should be judged on their own merits and should have exhibited substantial and/or continuous advance and progress beyond those scholarly activities which warranted promotion to the rank of Associate Professor. Historically, one or two significant scholarly works have been sufficient to assure promotion to the rank of Associate Professor. For promotion to the rank of Professor the level of performance should appreciably exceed this.*

The proposal is to substitute the following

### Scholarly Activity

*Candidates should be judged on their own merits and should have exhibited substantial scholarly activity, which should appreciably exceed the scholarly expectations that warranted promotion to the rank of Associate Professor.*

*Substantial scholarly activities are exemplified by articles in refereed academic journals; an outstanding scholarly book; juried or invited exhibitions and public performances; and consequential applications of academic ideas to solving social or technical problems. Supplementary scholarly activities include publication of book reviews; oral presentations at national, area, and sectional meetings of professional associations and societies; or appointment as referee, editor, or reader for scholarly publications, but are not by themselves sufficient for promotion. In cases where traditional mechanisms of scholarly review are not applicable, strong validation by external sources is required.*

**UW-GREEN BAY**  
**ADMINSTRATOR REVIEW PROCESS**  
**April 2014**

**Purpose**

UWGB seeks to assure that all the members of its community have accurate information as to performance expectations and assessments of that performance. Members of the faculty and the administrative staff have annual processes for the development and communication of information about goals, accomplishments, and assessments. The Regents and the President have policies for the annual review of chancellors and those annual reviews include evaluations involving all direct reports to the UWGB Chancellor and the leaders of the UWGB governance organizations.

UWGB seeks to complement these annual review procedures with reviews which more formally and systematically incorporate broader input from faculty and other members of the university community, including student leaders, as appropriate, to the scope of responsibilities associated with the position. The procedure that follows applies to the UWGB Chancellor, Provost, and Deans.

**Policy**

UWGB's policy is as follows:

- I. All administrators to whom this policy applies participate in annual evaluations, as already established. These annual evaluations provide an important means by which the employee and her or his supervisor share information about appropriate goals for the coming year and about the degree of achievement of goals for the preceding year. This process will supplement, not replace, those annual evaluations by soliciting feedback from the larger campus community in an attempt to improve the health and the strength of the institution.
- II. Prior to the completion of the third year and every three years thereafter, the performance of the academic or administrative leader will be evaluated through a participatory process. Completion of this review will be the responsibility of the Administrative Evaluation Committee (AEC) appointed by the University Committee and the Academic Staff Committee. The function of the committee will be the coordination/administration of the administrator evaluation process.
- III. The AEC, in coordination with the Secretary of the Faculty and Academic Staff, will be responsible for the development and distribution of the applicable questionnaire to all personnel in all units reporting to the administrator under evaluation. A selected list of other constituents may be included as appropriate for the purpose of soliciting feedback about the performance of

the administrator (e.g., student leadership in the review of a Dean of Students). The position description for the position being reviewed will accompany the questionnaire. The AEC will have the authority to develop a timeline and a questionnaire as appropriate to the responsibilities and challenges of a particular position.

IV. Members of the AEC, with the help of the Secretary of the Faculty and Academic Staff, will use the completed evaluations materials to compile a comprehensive report of the results of the submitted evaluations. The report will include the number and percentage of faculty reporting. The summary of questionnaire responses will be prepared so as to assure the confidentiality of respondents. The comprehensive report will only be distributed to the administrator(s) being evaluated. The AEC will meet with the administrator being evaluated to review and discuss the comprehensive report.

V. The comprehensive report should be considered a confidential personnel document and should only be shared with those individuals who have a legitimate need to see the report. Consistent with sound practices for effective personnel development, results of the review are shared only with the employee under review, the supervisor, and, as these are key line administrative positions, with the Chancellor. Other access to the results of the review process would be governed by applicable statutes, relevant case law, and the policies of the University of Wisconsin.

VI. The AEC will prepare a final summary report for distribution to the administrator, his/her supervisor and the appropriate governance groups. Once the process is complete, the questionnaires upon which the summary is based will be destroyed.

VII. The Administrator will be asked to respond to the University Community, in writing, to both the comprehensive and final summary reports as well as the evaluative process.

VIII. The Office of the Secretary of the Faculty and Academic Staff will maintain records regarding the year of the most recent review of each administrator. If an administrator is due for a review in a given year, the SOFAS Office will alert both the administrator and the AEC by the fourth week of fall semester.

## Academic Affairs Council Report to the Senate – April 2014

The Academic Affairs Council has recently approved the following:

- Approved reactivation of Composition and Conversation II (SPAN 226), and added it to the supporting area for the Spanish major and minor. By adding this course to the supporting area, students will complete SPAN 225 Composition and Conversation I and SPAN 226 Composition and Conversation II before entering upper-level division courses in Spanish. The completion of the composition and conversation courses will ensure better preparation from the students entering the major and minor by further developing their conversational skills and their ability to write substantial essays in the target language.
- Approved extensive modification of the Arts Management curriculum.
- Approved changing the Spanish major's name to Spanish and Latin American Studies. The "Spanish" program at UW-Green Bay structures its curriculum to provide students with knowledge of the language, literatures and cultures of the Spanish-speaking world. However, the current name of the program, "Spanish," gives the inaccurate impression that programmatic goals and learning outcomes are exclusively linked to linguistic acquisition and proficiency in the target language. This new name will make more explicit that linguistic as well as literary, artistic, cultural and historical competences are acquired.
- Approved multiple changes to the Communications curriculum: Changes in requirements from at least 15 credits of core supporting courses in Communication, to at least 15 credits of core supporting courses in Communication or at least 12 credits of core supporting courses in Communication with a declared major in IST with Applied Communication area of emphasis. A recent change in the prerequisite structure for upper level courses in Communication had the impact of nearly doubling the credit requirements for the Corporate Communication area of emphasis in IST. A revised area of emphasis, renamed Applied Communication can manage with a more reasonable number of credits provided access to the upper level courses in communication is slightly relaxed for IST students. The change in prerequisites will affect the following courses: COMM 302, 303, 306, 307, 308, 309, 333, 335, 336, 340, 353, 366, 380, 381, 382, 403, 430, 445, 453, 477, and 480.
- Approved changes in the International Business minor that adds Globalization and Cultural Conflict (HUM STUD 360) as part of the cultural emphasis of the international component of the minor. This change will allow students who are not majoring or minoring in the languages to complete the International Business minor.
- Approved modification of the Public Relations area of emphasis in the Communication major by adding a new course entitled Social Media Strategies (COMM 477) that supplants the less essential Information Technologies (COMM 308).
- Approved modification of the Mass Media area of emphasis in the Communication major by adding a new course entitled Social Media Strategies (COMM 477) that supplants the less essential Media Planning and Selling (COMM 366).
- Approved renaming the French major and minor to "French and Francophone Studies". The "French" program at UW-Green Bay structures its curriculum to provide students

with a knowledge of the language, literatures and cultures of the French-speaking world. Its course array reflects this thoroughly interdisciplinary and multicultural approach.

This new name reflects not only the linguistic approach, but the literary, cultural, artistic, historical and service-learning knowledge of the francophone (French-speaking) world that extends far beyond the hexagon (France) and one discipline (language acquisition).

- Approved renaming and changes to the course catalog for Ecological and Environmental Methods and Analysis (ENVSCI 467). These modifications include renaming the course Capstone in Environmental Science (ENVSCI 467), and changing catalogue description from: “Overview of current theory and practices of ecological sampling and analysis for terrestrial systems with field and laboratory experiences in these methods.” To, “A project-based course in which students address a practical application of scientific and mathematics skills in the environmental sciences. Topics vary.”
- Approved the new course Scientific Writing (ENVSCI 339): This course focuses on key elements of scientific writing, including grammar, attention to audience, and building a logical argument. Students will develop their writing skills through mock grant applications, reports, and journal articles.
- Approved a Senior Capstone Course (PSYCH 494) for Psychology: This Senior Capstone Course explores a particular topic pertaining to psychology from an interdisciplinary perspective. The topic will vary from semester to semester.
- Approved changing Fundamentals of Physics (PHYS 104) to a writing emphasis course.
- Approved the new course Global Health, Ethics and Human Rights (NURS 492) in the Nursing program: This new course will provide an overview of the broad field of global health. It will explore the ethics and human rights issues related to disparities in financial, educational, technological, environmental, and political resources available to support healthy populations across the globe.
- Approved the re-activation of Myth, Ritual, Symbol, and Religion (ANTHRO 320), as this course in Anthropology will continue to be taught in Fall 2014.
- Approved modification of the Design Arts Major curriculum: Changes include adding Introduction to Painting (ART 210), and Introduction to Printmaking (ART 270), Communication Skills: Language as a Metaphor (DESIGN 375), Women, Art and Image (ART 378), and History of Photography (ART 380) at the lower level, and adding Practicum in Literary Publishing (ENGLISH 324) at the upper level, while removing Communication Law (COMM 380), Information, Media and Society (COMM 430), Advanced Writing (COMM 303), and Communication Skills: Language as a Metaphor (DESIGN 375) from the upper level.

Respectfully submitted,  
Dean D. VonDras, AAC Chair