

UW-GREEN BAY FACULTY SENATE ACTIONS AND RESOLUTIONS – 2006-07

<u>Number</u>	<u>Name</u>	<u>Date Approved</u>
#06-01	Code Change to UWGB 3.09 (2) Nonrenewal of Probationary Appointments - Reconsideration Procedure	09/13/2006
#06-02	First Nations Studies Major [See Faculty Senate Agenda on September 13, 2006, Continuing Business 5(b), for all attachments]	09/13/2006
#06-03	Resolution of the Several Faculties of the University of Wisconsin System [for Board of Regents on UWS 7 -] Dismissal of Faculty in Special Cases] welcoming an alternative proposal which addresses Senate concerns. [see #06-09 for final resolution forwarded to Board of Regents]	09/27/2006
#06-04	Curriculum Planning and Procedures Guide [a working document to be continually updated as needed] Approved - 10/18/2006 http://www.uwgb.edu/provost/curriculum/Guidebook.pdf	
#06-05	Code Change to Awards and Recognition Committee	11/15/2006
#06-06	Search and Screen Procedures for Administrative Appointments	11/15/2006
#06-07	Global Studies Minor approved as described in the proposal (attachments to March 15, 2006, Senate agenda) along with the recommendations of the Global Studies Ad Hoc Committee [attachment to November 15, 2006, Senate agenda]	11/15/2006
#06-08	Resolution on the Granting of Fall Degrees (Document #89-6 used each year)	11/15/2006
#06-09	Resolution of the Several Faculties of the University of Wisconsin System Regarding the Proposed UWS 7	12/03/1006
#06-10	Revision of 53.11 General Education Programs	02/14/2007
#06-11	Humanistic Studies General Education Programs	02/14/2007
#06-12	Slate of Nominees for 2007-08 Elective Committees	02/14/2007
#06-13	Resolution in Support of Domestic Partner Benefits for State Employees	02/14/2007
#06-14	Approval of Bachelor of Applied Science degree	03/21/2007
#06-15	Eliminate the Student Affairs Committee	04/18/2007

#06-16	Revision of the Mission Statement – Board of Regents Approved 9/7/07	04/18/2007
#06-17	Resolution on the Granting of Spring Degrees (Document #89-6 used each year)	04/18/2007
#06-18	Resolution on Criteria for Approval of Wisconsin Technical College System Collegiate Transfer Programs Policy	04/18/2007
#06-19	Approval of Criminal Background Checks	04/18/2007
#06-20	Resolution of Sympathy to campus community and grieving families of Virginia Tech	04/18/2007

Memorial Resolution for Professor Emeritus W. Werner Prange	04/18/2007
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Proposed Code Change to UWGB 3.09 2

NONRENEWAL OF PROBATIONARY APPOINTMENTS

The purpose of this change is to be clearer about the Reconsideration Procedure and bring UWGB code more into alignment with UWS 3.07.

1. Statement of Reasons

In cases of a negative recommendation, if requested in writing by the faculty member within 10 days of the receipt of a decision, a more detailed explanation of the reasons will be provided in writing to the faculty member within 10 days of the receipt of the request by the chairperson of the interdisciplinary unit executive committee, the appropriate Dean(s), or the Chancellor, depending upon the level at which a decision was reached.

2. Reconsideration Procedure

Every faculty member for whom a negative recommendation is made will have the right of reconsideration upon written request of the faculty member within 15 days of receipt of written reasons. The reconsideration review shall be held within 20 days of the written request for reconsideration. ~~The reconsideration committee or office will either be the interdisciplinary unit executive committee, the appropriate Dean(s), or the Chancellor, depending upon the level at which the decision was reached.~~

(a) The purpose of reconsideration of a non-renewal decision shall be to provide an opportunity to a fair and full reconsideration of the nonrenewal decision, and to ensure that all relevant material is considered.

1. The reconsideration committee or office will either be the interdisciplinary unit executive committee, the appropriate Dean(s), or the Chancellor, depending upon the level at which the decision was reached. **Such reconsideration shall include, but not be limited to, adequate notice of the time of reconsideration of the decision, an opportunity to respond to the written reasons and to present any written or oral evidence or arguments relevant to the decision, and written notification of the decision resulting from the reconsideration.**
2. Reconsideration is not a hearing, or an appeal, and shall be nonadversarial in nature.
3. The format and conditions will be as outlined for the original review--see UWGB 3.08(5). The faculty member will be notified in writing of the decision of the chairperson of the reconsideration committee, the appropriate Dean(s), or the Chancellor, within 20 days, with a copy to all levels of review within UWGB.
4. In the event that a reconsideration affirms the nonrenewal decision, the faculty member may appeal under the procedures specified in UWGB 3.10 **and UWS 3.08.**

Date: March 22, 2006

To: Sally Dresdow
Chairperson of University Committee

From: Fergus Hughes
Interim Dean of Liberal Arts and Sciences

Re: First Nations Studies Major

On March 21, 2006, I received a recommendation of the Academic Affairs Council concerning the implementation of a major in First Nations Studies at the University of Wisconsin-Green Bay. I am enclosing the proposal for the major, the Academic Affairs Council's recommendation, and relevant supporting materials. The proposal will need the review and approval of the Faculty Senate. If the Senate approves the proposal, we will then proceed with efforts to obtain an entitlement from UW System to offer the major.

Cc: Sue K. Hammersmith, Provost and Vice Chancellor for Academic Affairs
John Lyon, Chairperson of Academic Affairs Council
Lisa Poupart, Chairperson of First Nations Studies

Faculty Senate Document #06-02 (cont'd)

March 13, 2006

To: Fergus Hughes, Dean, Liberal Arts and Science
From: John M. Lyon, Chair, Academic Affairs Council
Subject: Proposal for Major in First Nations Studies

The Academic Affairs Council has reviewed the proposal requesting approval of a First Nations Studies Major at UWGB. In our review of the proposal we have researched other "First Nations" majors in the United States and we have discussed the proposal with the faculty members of First Nation Studies and the chair of Humanistic Studies. In our review of this proposal we considered the need for the program at UWGB, the proposed curriculum of the major, the ability of the faculty to deliver the program and the impact that this major would have on other units on campus.

The University of Wisconsin Green Bay has had a history of scholarship and teaching in First Nations Studies that goes back to 1972. The program began with faculty working with native communities to preserve and teach the Oneida language and has evolved to one where all aspects of the history and culture of indigenous communities are explored. The cultures of the faculty members involved with the program have also changed significantly over the past 30 years. Initially, the program was staffed predominately by faculty members from non-indigenous cultural backgrounds. Today, the majority of the faculty members in the program have cultural backgrounds that are strongly rooted in indigenous communities. This transformation of the program has resulted in a restructuring of the curriculum and the incorporation of the teaching methods that have been traditionally used by indigenous communities. The program has evolved from one with traditional western teaching methods and research activities to one that strongly resembles one that would be found in what the Institute for Higher Education Policy calls a Tribal College.

Currently, the opportunity to engage in the study of American indigenous communities is offered through an independent interdisciplinary First Nations Studies minor and as an interdisciplinary American Indian Studies emphasis in Humanistic Studies. This proposal seeks to combine these two opportunities into one program that is under the sole direction of the faculty members of First Nations Studies and which offers both the interdisciplinary major and the interdisciplinary minor. The proposal presents seven reasons for the creation of a First Nations Studies major at UWGB. Each of these reasons is compelling. The AAC is swayed by these arguments to not apply the traditional measure of demand as a criterion for the evaluation of the need for the program. Based upon the arguments presented in the proposal the AAC concurs with the faculty members of First Nations Studies that now is the correct time for the establishment of a major in First Nations Studies at UWGB.

The proposed curriculum of the program and the ability of the faculty to deliver the program were reviewed by the AAC. The curriculum is designed around 30 learning outcomes that are listed under 6 knowledge areas. The requirements for the major are designed to address each of these learning outcomes and to do so in an academic program requiring a minimum of 9 credits

of supporting courses work and 27 credits of upper-level course work. The major looks to be well designed and efficiently delivered. The AAC was concerned by two issues identified by Duane Champagne, an outside reviewer of the program from the Native Nations Law and Policy Center at UCLA. The first concern expressed by Mr. Champagne was with the requirement of an oral examination in the program and the second concern addressed the extensive use of elders in the delivery of the program. We have learned that the program is sensitive to the needs of its students as individuals and that a student who could not complete an oral exam would be given an alternative method to demonstrate their development as a student of the program at the end of their studies. We have also learned that even students with apprehensions regarding the oral exam requirement going into the program have embraced the opportunity to perform the oral exam at the end of their studies. The faculty members of First Nations Studies contribute this to their reliance on the use of Elder Epistemology and Oral Traditions throughout the program.

The belief expressed by Duane Champagne that \$1000, the amount of additional S&E funds requested in the proposal, would not buy enough direct contact with Elders to make the proposed program work was also rejected by the faculty members of FNS. During the presentation by the faculty members of FNS to the AAC we learned how Elders contributed to the program and how they were compensated for their contributions. We were presented with the concept that when tribal members become Elders that one of the ways that they have traditionally contributed to the community is through teaching. We have learned that this role of the Elder in the tribal community is one taken by the Elder by their own free will. The First Nations Studies program has created a way for the tribal Elders to exercise this role as a teacher in the greater community to both native and non-native students. The expectation being that by increasing the understanding of the history and culture of the American Indian in both native and non-native communities that these two communities will be drawn together. We learned that the funds used by FNS to support the work by Elders in the program was not for teaching stipends, but for the reimbursement of Elders expenses and for the offering of honorariums to them as is expected by tribal tradition.

From our understanding of the curriculum of the program only the Elder Knowledge and Epistemology option, FNS 399, requires a significant contribution by tribal elders. The faculty members of FNS who spoke with us confidently stated that the current arrangement for the contribution of elders to this course is working fine and that they could not foresee a time when the contribution of elders to this course would not be available. Though this may be true, it's been the experience of many that building programs that depend heavily on those with no vested interest in the university is fraught with danger. We encourage the faculty members of FNS and the administration to nurture and protect this relationship such that future growth in the program does not exceed the capacity of tribal elders to meet the needs of the program. The suggestion made by Mr. Champagne to provide an appropriate recognition to Elders who contribute to the program should be strongly considered.

The request for the authority to offer a major in FNS states that 2.43 full time equivalent faculty positions are required to deliver the major. Based upon the number and periodicity of the courses offered for the major this number accurately reflects the faculty resources that are currently being used to teach the FNS courses. The number of faculty members who would contribute to this program is greater than the number required to teach the courses in the major.

Four faculty members, Clifford Abbott, Rosemary Christensen, Lisa Poupart, and Denise Sweet are listed in the proposal as the faculty of the new major. In addition, Peter Kellogg has taught courses for FNS in the past. The AAC believes that the university currently has sufficient expertise among its faculty members to adequately support a major in First Nations Studies.

If the proposed major in First Nations Studies is made available to students it is expected that the American Indian Studies emphasis in Humanistic Studies would be discontinued. The number of students in this emphasis in HUS is very small and the faculty members of FNS believe that the new FNS major would be an appropriate alternative for these students. We do not think that a significant shift in the enrollment of patterns of HUS courses will result as a result of the proposed restructuring of curriculum of American Indian Studies emphasis in HUS into a separate FNS major. We also do not foresee any other academic program being significantly impacted by the creation of the proposed major.

Additional comments on the proposal.

The faculty members of First Nations Studies proposes that this interdisciplinary major should be offered by the faculty members of First Nations Studies acting as an independent faculty unit. The unit would have its own S&E budget for the direct operation of some aspects of the program, namely the reimbursement of the expenses of Elders who participate in the program, but it would not be considered a budgetary home to any faculty lines. The faculty members contributing to the program will remain attached to their current budgetary units and would expect to continue to function as full members of those budgetary units. This type of relationship is common at UWGB as all disciplinary majors have a number of faculty members who are responsible for the academic issues of the major and who are also members of a separate budgetary unit. While this structure can provide strength of numbers and valuable academic exchanges, it has a potential structural problem. The relationship between interdisciplinary budgetary units and disciplinary academic units provides a synergistic relationship. The budgetary unit as a whole benefits from the strength of the disciplinary units. The disciplinary units can often draw upon the expertise of faculty from other disciplines to strengthen each other academically. By creating this major as an independent academic unit we are creating a situation where no budgetary unit benefits from the success of this program. Besides good will, what would be the incentive for any budgetary unit to seek to hire a faculty member or to assign faculty load to contribute to the FNS major? If this program is to have any stability it must be able to expect the continued contribution of an appropriate level of staffing to the program. The direct assignment of faculty load to the program is one way for the administration to make a gesture of support to the program.

Our last question regarding the proposal deals with its interdisciplinary status. The curriculum of the proposed major is very broad and examines the history and culture of indigenous societies and the relationships between these societies and those based upon more recent emigrations. We do not think that anyone would expect a curriculum in First Nations Studies to include any more. The original intent of interdisciplinary studies at UWGB was to foster academic pursuits across traditional disciplinary boundaries in an attempt to prepare students to think about the world in new and creative ways. Our use of interdisciplinary studies as a foundation of our educational mission was innovative when our founding principles were developed. It was and continues to

be a good idea. Today, our use of interdisciplinary studies is no longer innovative. In the review of academic programs on campus it is often difficult to understand why one program is considered to be disciplinary while another is interdisciplinary. Perhaps it is time to stop trying to make the distinction and time for all us to include interdisciplinary themes in all majors.

Resolution of the Several Faculties of the University of Wisconsin System

Resolution Concerning Proposed Chapter UWS 7, Wisconsin Administrative Code Procedures for Dismissal of Faculty in Special Cases

The University of Wisconsin - Green Bay Faculty Senate, along with faculties at other UW campuses, recognizes the need to terminate the employment of those convicted of certain serious criminal offenses. However, we are concerned with the apparent absence of due process and possible unconstitutionality of the proposed UWS 7, particularly subsections .02 and .06. We welcome an alternative proposal which addresses our concerns.

Faculty Senate Document #06-04, Approved 10/18/06

CURRICULUM PLANNING AND PROCEDURES GUIDE

UNIVERSITY OF WISCONSIN - GREEN BAY

Approved by the
University Committee and Faculty Senate

October 18, 2006

Available as a 75-page pdf file found at:

http://www.uwgb.edu/sofas/facGov/facsenate/agendas/Curriculum_Guide9-15-06.pdf

This is a working document to be continually updated as needed.

Introduction

The purpose of this Guide is to provide an overview of UW-Green Bay curriculum approval procedures ranging from the establishment of new degrees to minor modifications of existing courses.

The curriculum approval procedures have been structured to comply with existing UW-Green Bay and UW System policies and procedures while at the same time encouraging faculty and the administrative leadership to creatively develop and refine the University's curriculum and academic programs to improve quality and maximize students' learning opportunities.

The Guide is divided into three major parts. Part I provides a description of the step-by-step process that must be followed to obtain approval for a particular curricular modification. Each of the sections in Part I are intended to be a "stand alone" description of the approval process. The user of this Guide should refer to the Table of Contents to locate the page(s) containing a description of the curricular modification that needs to be approved.

Part II contains copies of all relevant UW-System policies and procedures documents. These documents are referenced in the step-by-step procedures section of the Guide as appropriate.

Part III contains copies of all curriculum approval forms referenced in the Guide.

If you have questions, contact the Associate Provost for Academic Affairs or the Secretary of the Faculty and Academic Staff.

PROPOSED CHANGE TO COMMITTEE ON AWARDS AND RECOGNITION

To ensure continuity, change one-year membership terms to staggered two-year terms.

Committee on Awards and Recognition

1. The Committee on Awards and Recognition is composed of four appointed faculty members, with no more than two from one domain voting district, three appointed Academic Staff members, one appointed Classified Support Staff member, and two appointed student members.
2. **Appointment to the committee shall be for a term of two years with the terms of faculty and academic staff staggered so as to ensure continuity of membership. Student members are appointed annually.**
3. The committee coordinates with the Provost/Vice Chancellor and Chancellor in nominating candidates for awards and recognitions.
4. The committee nominates for the following awards: Faculty Award for Excellence in Teaching; Faculty Award for Excellence in Scholarship; Academic Support Award for Excellence; University Award for Excellence in Institutional Development; University Award for Excellence in Community Outreach; University Award for Excellence in Collaborative Achievement; Classified Staff Award for Excellence
5. The committee advises the Chancellor as to candidates for non-academic awards.
6. The committee advises on matters of public events and aids in arranging commencements, honors convocations, and other convocations and public functions as requested by the Chancellor.
7. The committee recommends names for buildings and other physical facilities and features of the campus.

NOTE: The faculty members on the committee constitute the core of the Honorary Degree Committee.

PROPOSED CHANGES TO SEARCH AND SCREEN PROCEDURES FOR ADMINISTRATIVE APPOINTMENTS

The procedure for selecting Vice Chancellors, academic deans, and any other institution-wide administrative position which affects a major portion of the academic activities of the University as determined from time to time by the Chancellor and the University Committee, will be as follows:

~~2-~~ **1.** The job description for the position shall be developed jointly by the Chancellor (or his/her designee) and the University Committee, and, if the position directly impacts their respective areas, the Academic Staff Committee and/or Student Association. [Section moved from 2nd page, #2]

~~4-~~ **2.** The Chancellor shall appoint a Search and Screen Committee normally consisting of no more than nine members whose composition and names of appointments shall include the participation of women, minorities, and other under-represented classes as follows:

- a. The Chancellor shall request that the Speaker of the Senate with the advice and consent of the University Committee provide a reasonable number of names of faculty members who would constitute a majority in the Search and Screen Committee.
- b. The Chancellor will request the Academic Staff Committee to submit a reasonable number of names from which two persons will be selected for membership on the Search and Screen Committee.
- c. The Chancellor will request the Student Association to submit the name of a student (or the names of two, if special circumstances warrant that two students serve) for membership on the Search and Screen Committee.
- d. The Chancellor in consultation with the University Committee may name one (or under special circumstances, two) at-large member(s) from the community.
- e. The Chairperson of the Search and Screen Committee will be chosen by members of the Search and Screen Committee.
- f. ~~The Chairperson of the Search and Screen Committee will be held accountable for the responsibility of appropriate consultation with the Special Assistant to the Chancellor for Affirmative Action and the Chancellor (or his/her designee) regarding the following approval stages:~~

- ~~1. Position Announcement and Recruitment Plan~~
- ~~2. Selection Criteria and Interview Format~~
- ~~3. Applicant Roster~~
- ~~4. Interview Pool~~
- ~~5. Final Candidate Pool~~

g. **f.** The Special Assistant to the Chancellor for Affirmative Action **A representative of the Human Resources Office** will serve as an *ex officio* non-voting member on all administrative search and screen committees.

~~2. The job description for the position shall be developed jointly by the Chancellor (or his/her designee) and the University Committee, and, if the position directly impacts their respective areas, the Academic Staff Committee and/or Student Association. [Section moved to #1.]~~

~~3. The Search and Screen Committee, using the job description, will, in consultation with the Special Assistant to the Chancellor for Affirmative Action, develop an announcement of the vacancy that meets affirmative action guidelines and will then publish that announcement in a manner that will elicit wide spread interest among potential candidates.~~

4. **3.** The Search and Screen Committee shall follow established procedures for unclassified searches.

5. **4.** The Search and Screen Committee shall be charged by the Chancellor or his/her designee to develop a list of three to five unranked candidates who would be acceptable for the position.

If none of the slate of candidates so recommended is acceptable to the Chancellor, President, or the Board of Regents, or if all acceptable candidates decline, the Search and Screen Committee may be requested to submit a new list of acceptable candidates, or ~~a new Search and Screen Committee will be appointed~~ **the search may be closed.**

The procedure for selecting a Chancellor will follow the Regent policy adopted on 3 November 1972 (Regent Resolution #325).

UWGB Faculty Senate Document #87-18 Approved 18 May 1988

Revised, 18 January 1989

Revised 15 November 2006

Interdisciplinary Minor in Global Studies Curricular Proposal (September 2005)

Global forces transcend geographic, political and cultural boundaries and generate profound paradoxes. The increase in the number and scope of global actors challenges state authority in ways that make it more difficult for governments to protect and provide for citizens. Economic integration and trade liberalization produce greater material wealth, yet they pose serious threats to ecological integrity, biodiversity and human sustainability. Advanced technologies in communication, information, and transportation connect diverse communities, but elicit cultural resistance from peaceful expressions to extreme reactions. The positive effects of globalization like democratic transitions, open borders, and economic competition are vitiated by the negative consequences of greater human migration and dispersion in response to political tyranny, tribal conflict, environmental decay, and extreme poverty. In turn, citizens of diverse affected societies come to share common concerns for remedies and solutions.

An interdisciplinary minor in global studies encourages students to become aware of how contemporary political, economic, social, and environmental problems affect vast regions and diverse communities. The curriculum links global awareness to local concerns, emphasizes the responsibilities of democratic citizenship, and engages the challenges of human rights and justice, values and ethics, resource flows, cultural resistances, and environmental crises. The requirements of 24 credits complement general education at the introductory level, promote sharp thematic study in the upper-level core, and offer opportunities and experiences outside the classroom. Students ask frequently: *What is globalization?* The answer is multifaceted but also raises more practical questions: *What accounts for the phenomena of globalization? When did the world's polity, economy, environment, culture, and society become global? What analytical tools exist to help students understand globalization's influence on politics, cultures, values and ecosystems?*

An interdisciplinary introduction provokes students to think about how globalization touches their lives and to analyze distinct responses to globalization's effects on societies, governments and natural resources. Introductory courses are drawn from existing general education requirements with categories listed in parentheses. **Students should check carefully the prerequisites for upper level courses in the minor before choosing lower level general education courses. 9 credits total are required.**

[See March 15, 2006, Senate Agenda for all attachments to the Global Studies Minor proposal]

Summary of Global Studies Ad Hoc Committee Report (completed by Scott Furlong)

This provides a summary of the major decisions reached by the ad hoc committee. University Committee recommendations, regarding issues raised in the Report, are also provided. Additional details are found in the Report.

- The Global Studies minor should be free-standing and not affiliated with any unit.
- The International Education Council should examine whether the University should continue to offer the International Studies Certificate

- The Global Studies executive committee should continue to examine the learning outcomes of the minor and adapt as necessary. A majority of the ad hoc committee adopted these initial outcomes:
 1. Students will understand interdisciplinary approaches and multiple perspectives on the study of globalization.
 2. Students will examine geographical, political, economic, social, cultural and environmental aspects of globalization related to local, regional, and national concerns.
 3. Students will acquire knowledge about global forces that enables practical application to their chosen fields of academic study and preferred vocational interests.
 4. Students will develop critical tools and cultural skills to navigate increasingly competitive job markets and to participate in increasingly diverse communities as a result of globalization.
- The Committee recommends that a foreign language not be a requirement of the Global Studies minor.
- The Committee strongly recommends that the executive committee of the global studies minor work with the economics faculty to identify any current courses and/or develop new courses in economics appropriate for the minor
- The Committee voted to maintain the name of minor as "Global Studies."
- The University Committee provides the following recommendations:
 - A budget similar to existing minors (\$500) be provided for S&E purposes.
 - Agrees that the procedures for admitting faculty to the minor, selection of courses, adding and dropping of courses, etc. shall be done using the same rules that budget units use.
 - Potential reassignment for the chair of the minor should follow guidelines currently being developed.
 - The chair of the minor needs to consult with his/her interdisciplinary chair to determine if the existing unit's administrative support can cover the additional responsibilities of Global Studies.

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 2006 Commencement.

**RESOLUTION OF THE SEVERAL FACULTIES
OF THE UNIVERSITY OF WISCONSIN SYSTEM
REGARDING THE PROPOSED UWS 7**

December 14, 2006

TO: Mr. David G. Walsh, University of Wisconsin Board of Regents President
FROM: Scott R. Furlong, Chair, University of Wisconsin-Green Bay University Committee
SUBJECT: UW-Green Bay Resolution on UWS 7

On December 13, 2006, the University of Wisconsin-Green Bay faculty Senate passed the following resolution by a vote of 23 in favor, 0 opposed and 2 abstentions.

Resolution of the Several Faculties of the University of Wisconsin System
Regarding the Proposed UWS 7

Whereas, s. 36.13 (3), Wisconsin Statutes, provides:

RULES. The board and its several faculties after consultation with appropriate students shall promulgate rules for tenure and probationary appointments, for the review of faculty performance and for the nonretention and dismissal of faculty members. Such rules shall be promulgated under ch. 227 [Wisconsin Statutes]; and,

Whereas, s. 36.13(5), Wisconsin Statutes, provides:

PROCEDURAL GUARANTEES. Any person having tenure may be dismissed only for just cause and only after due notice and hearing. Any person having a probationary appointment may be dismissed prior to the end of the person's contract term only for just cause and only after due notice and hearing. The action and decision of the board in such matters shall be final, subject to judicial review under ch. 227 [Wisconsin Statutes]. The board and its several faculties shall develop procedures for the notice and hearing which shall be promulgated by rule under ch. 227[Wisconsin Statutes]; and,

Whereas, the board and the several faculties of the University of Wisconsin System affirm the importance and necessity of working together to develop rules relating to faculty dismissal; and

Whereas, the board and the several faculties of the University of Wisconsin System endorse the importance and necessity of rules that will deal effectively with those infrequent cases when faculty members are involved in serious criminal activity that substantially impairs the safety, operation, or integrity of the university; and,

Whereas, the board and the several faculties agree that prompt and expedited attention to such cases of serious criminal activity best serves the state, its citizens, the university, the faculty, and the faculty member concerned; and

Whereas, the board and the several faculties believe that in cases involving serious criminal activity the proposed UWS 7 is appropriate in, among other things, specifying just cause for dismissal, ensuring due process, and protecting academic freedom;

Therefore, be it resolved that the faculty of the University of Wisconsin-Green Bay joins with the Board of Regents of the University of Wisconsin System to endorse and approve the promulgation of rules in ch. UWS 7, Wisconsin Administrative Code, as proposed by the board at its December 8, 2006 meeting (a copy of the proposed board order follows), and including such non-material amendments as may result through the process under ch. 227, Wisconsin Statutes, (Administrative Procedure and Review).

[texts of UWS 7 and UWS 11]

If you have any questions, please do not hesitate to contact me at (920) 465-2061.

53.11 GENERAL EDUCATION PROGRAMS

Proposed Revision: Currently, the Faculty Handbook states that the General Education Council advises the Provost through the Associate Dean of Liberal Arts and Sciences on all matters pertaining to the General Education Program. The only change being proposed is to substitute the Associate Dean of Liberal Arts and Sciences position with the Associate Provost for Academic Affairs position.

- A. General Education Programs. General Education Programs consist of those courses and programs developed to satisfy or support the Breadth, Ethnic Studies, Other Culture, and All-University Proficiency Requirements.
- B. Associate ~~Dean~~ Provost for Academic Affairs. The Associate ~~Dean of Liberal Arts and Sciences~~ **Provost for Academic Affairs** is appointed by the Provost/Vice Chancellor for Academic Affairs ~~on the recommendation of the appropriate Dean(s)~~ using the codified Search and Screen Procedures for Administrative Appointments. The Associate ~~Dean~~ **Provost** is a member of the Office of the Provost/Vice Chancellor for Academic Affairs.
- C. Faculty. The General Education faculty includes all members of the Faculty of the University. For purposes of governance of General Education, the faculty includes four groups: the Humanities and Fine Arts Domain, which includes Humanistic Studies, Communication and the Arts, half from Information and Computing Science; the Natural Sciences Domain, which includes Human Biology, Natural and Applied Sciences, and half from Information and Computing Science; the Social Sciences Domain, which includes Human Development, Social Change and Development, Urban and Regional Studies, and Public and Environmental Affairs; the Professional Programs, which include Business Administration, Education, Nursing, Physical Education, and Social Work. For purposes of General Education governance, faculty members may vote in each group to which they belong by these definitions.
- D. General Education Council. The General Education Council will advise the Provost/Vice Chancellor for Academic Affairs and the appropriate Dean(s) through the Associate ~~Dean of Liberal Arts and Sciences~~ **Provost for Academic Affairs** on all matters pertaining to General Education, including but not limited to courses appropriate to the General Education Curriculum.
- E. Curriculum Review. Course proposals to fulfill General Education requirements will ~~originate in~~ **be approved by** interdisciplinary units, ~~Professional Programs, and Educational Support Services~~ in the usual manner. Such units may collaborate in any manner they see fit in developing course proposals. ~~The Associate Dean of Liberal Arts and Sciences shall, on the advice of the Council, identify or solicit courses and curricula for the General Education Programs.~~ The Council shall determine and regularly review the suitability of any course for adoption or continuation as a General Education course, and so advise the Provost/Vice Chancellor and appropriate Dean(s) through the Associate ~~Dean~~ **Provost**. All new courses shall be submitted to the Academic Affairs Council for its normal review.

BACKGROUND REGARDING THE HUMANISTIC STUDIES GENERAL EDUCATION PROPOSAL

1. The UWGB General Education Outcomes for the Humanities state that students should acquire an understanding of the humanities, including the following:

- The significance and chronology of major events and movements in Western civilization;
- Knowledge about a range of different literature representative of different literary forms and historical contexts;
- The role of the humanities in identifying and clarifying individual and social values in a culture and understanding the implications of decisions made on the basis of those values.

2. UWGB students are required to take 9 credits of general education courses in the Humanities. Currently, they must satisfy this requirement by taking one course from each of the following categories:

- H-1 Introduction to Western Culture I, origins through Renaissance
(Courses: either HUM STUD 101, Foundations of Western Culture I, or
HUM STUD 201, Introduction to the Humanities I)
- H-2 Introduction to Western Culture II, seventeenth century to modern era
(Courses: either HUM STUD 102, Foundations of Western Culture II, or
HUM STUD 202, Introduction to the Humanities II)
- H-3 Role of Humanities in Social Issues
(Courses: Close to 25 to choose from, including courses in English, History, Philosophy, and
Humanistic Studies)

While one might expect the H-1, H-2, and H-3 courses to correspond respectively to the first, second, and third Humanities Gen Ed learning outcomes, there is no one-to-one correspondence between the course categories and the outcomes. The H-3 courses presumably correspond primarily to the third learning outcome, while the H-1 and H-2 courses (especially the Foundations of Western Culture sequence) probably correspond mainly to the first learning outcome.

3. Humanistic Studies proposes replacing the H-1, H-2, and H-3 requirements with courses from Group A, Group B, and Group C. These courses are listed on the next two pages. Group A courses are intended to correspond primarily to the first learning outcome, Group B courses primarily to the second learning outcome, and Group C courses primarily to the third learning outcome. The HUS proposal includes the following:

- Students must take one course each from Group A, Group B, and Group C.
- At least one must be interdisciplinary, in the sense of having the HUM STUD prefix. (First Nations Studies courses within Humanistic Studies are cross-listed as HUM STUD, and thus satisfy this requirement.)
- At least one must be disciplinary—that is, it must be designated by course prefix as being a course in either English, French, German, History (the list includes only those courses taught by historians housed within the Humanistic Studies unit), Philosophy, or Spanish.
- If students take disciplinary courses for two of their three HUS Gen Ed courses, those courses must be from different disciplines.

Sorting of HUS Interdisciplinary and Disciplinary Courses Under the Three HUS General Education Learning Outcomes:

A. First Humanities Learning Outcome (A): *The significance and chronology of major events and movements in Western civilization*

PHIL 213: History of Philosophy I (Pre-Modern)	F
PHIL 214: History of Philosophy II (Modernity)	S
HUS 101: Foundations of Western Culture I	FS
HUS 102: Foundations of Western Culture II	FS
HUS 218: World Literature I	
HUS 219: World Literature II	

B. Second Humanities Learning Outcome (B): *Knowledge about a range of literature representative of different literary forms and historical contexts*

HUS 201: Introduction to the Humanities I	FS
HUS 202: Introduction to the Humanities II	FS
GERM 329: Representative German Authors	F
GERM 333: German Literary Themes	SE
GERM 335: German Literary Eras	SE
GERM 350: German Drama	SO
GERM 351: Major German Prose Fiction	FE
GERM 352: Major German Poetry	SO
ENG 101: Introduction to Film	S
ENG 104: Introduction to Literature	FS
ENG 212: Introduction to Creative Writing	FS
ENG 214: Introduction to English Lit. I (Anglo-Saxon to 1800)	F
ENG 215: Introduction to English Lit. II (1800-present)	S
ENG 216: Introduction to American Lit. I (exploration narratives to Melville)	F
ENG 217: Introduction to American Lit. II (Melville to present)	S
ENG 338: World Literatures	F
ENG COMP 105: Expository Writing	FS
SPAN 329: Representative Spanish and Latin American Authors	F
SPAN 351: Major Spanish and Latin American Fiction	S
SPAN 438: Major Spanish and Latin American Authors	SO
FREN 329: Representative French Authors	S
FREN 333: Literary Themes	FO
FREN 355: Le Monde Francophone	SE
HIST 205: U.S. History 1600-1865	F
HIST 206: U.S. History 1865-Present	S
FREN 354: France Today	FE
GERM/HUS 356: German Culture	FO
GERM/HUS 357: German Cinema	FE
SPAN 361: Cultures of Spain	SO
SPAN 355: Spanish and Latin American Cinema	SE
SPAN 358: Latin America Today	FE
SPAN 359: Cultures of the Americas	SO
SPAN 360: Spain Today	FO
FNS 372: American Indian Mythology and Literature	S

C. Third Humanities Learning Outcome (C): *The role of the humanities in identifying and clarifying individual and social values in a culture and understanding the implications of decisions made on the basis of those values (understood here to include critical thinking amongst the relevant individual and social values)*

PHIL 101: Introduction to Philosophy	FS
PHIL 102: Problems in Ethics	FS
PHIL 105: Introduction to Social and Political Philosophy	S
PHIL 111: Elementary Logic	F
PHIL 208: Science and Human Values	F
PHIL 210: Philosophy of Culture	FS
PHIL 211: Philosophy of Art	S
PHIL 212: Philosophy, Religion, and Science	S
PHIL 216: Introduction to Asian Philosophy	S
PHIL 217: Introduction to the Philosophy of Religion	F
HIST 207: Roots of Black America	FS
HIST 209: U.S. Immigration History	F
ENG 206: Women in Literature	F
ENG 333: Literary Themes	S
SPAN 362: Travel Course: Mexico	SO
SPAN 363: Travel Course: Spain	S
SPAN 485: Study Abroad: Spain and Latin America	FS
GERM 355: Deutsche Kultur und Landeskunde	SE
GERM 361: Travel Course: Germany	
GERM 485: Study Abroad: Germany	FS
FREN/HUS 366: Travel Course: Paris	
FREN 367: Business French	SO
HIST 208: History of Science	F
HUS 335: Perspectives on Human Values (Medieval)	S
HUS 336: Perspectives on Human Values (Renaissance)	F
HUS 337: Perspectives on Human Values (Age of Reason)	S
HUS 382: Perspectives on Human Values (Romanticism to Modernism)	F
HUS 383: Perspectives on Human Values (Contemporary)	F
HUS 384: Perspectives on Human Values (Other Cultures)	FE
HUS 385: Perspectives on Human Values (American Indian Nations)	S
HUS 326: Non-Western Religions	SE
HUS 327: Religion and the Social Order	SE
HUS 350: Interdisciplinary Study of Great Works	FS
HUS 351: Interdisciplinary Themes in Humanistic Studies	FS
FNS 210: American Indians in Film	
FNS 224: First Nations Tribal Religion	FS
FNS 374: Wisconsin American Indian Ethnohistory	S
FNS 391: First Nations Studies Seminar	F
FNS 392: First Nations Justice and Tribal Governments	SO
FNS 393: American Indians and Educational Policy	F

FACULTY AND ACADEMIC STAFF GOVERNANCE OFFICE

February 14, 2007

TO: Voting Faculty
FROM: Clifford Abbott, Secretary of the Faculty and Academic Staff
SUBJECT: **NOMINEES FOR 2007-08 FACULTY ELECTIVE COMMITTEES**

The Committee on Committees and Nominations, the University Committee, and the Personnel Council have prepared the following slate of candidates for open 2007-08 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 February 22.

THIS IS NOT A BALLOT

ACADEMIC AFFAIRS COUNCIL

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

Continuing members: Patricia Ragan (PS), 2-year term; Mark Everingham (SS) and Jennifer Ham (AH), both 1-year terms

2-year replacement term: Forrest Baulieu (NS) on sabbatical

Outgoing members: Angela Bauer-Dantoin (at-large)

1 to be elected for 3-year term from at-large; 1 to be elected for 2-year replacement from NS

Nominees:	Lloyd Noppe (SS), at-large	Peter Breznay, NS
	Laurel Phoenix (SS), at-large	John Lyon, NS

PERSONNEL COUNCIL

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

Continuing members: Linda Tabers-Kwak (PS) and Patricia Terry (NS), both 2-year terms; Jeffrey Entwistle (AH) and William Niedzwiedz (SS), both 1-year terms

Outgoing member: Steve Dutch (at-large)

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

Nominees:	Aeron Haynie (AH), at-large
	Curt Heuer (AH), at-large

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: Gregory Aldrete (AH) and Heidi Fencl (NS); 2-year terms; William Lepley (PS) and Debra Pearson (at-large NS), both 1-year terms

Outgoing members: Brian Sutton (AH) and Larry Smith (SS)

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

Nominees:	Catherine Henze, AH	Illene Noppe, SS
	Rebecca Meacham, AH	Georjeana 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: Donna Ritch (NS) and Kevin Roeder (PS), both 2-year terms; Scott Furlong (SS) and Terence O'Grady (at-large AH), both 1-year terms

Outgoing members: Christine Style (AH)

1 to be elected for 3-year term from AH

Nominees: Curt Heuer, AH
Laura Riddle, AH

COMMITTEE OF SIX FULL PROFESSORS

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

Continuing members: Laura Riddle (AH), 2-year term; Gregory Davis (NS), Cheryl Grosso (at-large AH) and Larry Smith (SS); all 1-year terms

Outgoing members: Judith Martin (PS) and Illene Noppe (at-large)

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

Nominees: William Conley, PS
Judith Martin, PS
Robert Howe, at-large
William Shay, at-large

COMMITTEE ON RIGHTS AND RESPONSIBILITIES

5 **tenured** members: one from voting district, plus one at-large. Members may serve up to three consecutive terms.

Continuing members: Cristina Ortiz (AH), 2-year term; Tian-you Hu (at-large NS) and Andrew Austin (SS) 1-year terms

Outgoing members: Brian Merkel (NS) and Derryl Block (PS)

2 to be elected for 3-year term: 1 from NS and one from PS

Nominees: Peter Breznay, NS
John Lyon, NS
Mimi Kubsch, PS
Marilyn Sagrillo, 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: Heidi Fencl (NS) and Judith Martin (PS), both 2-year terms; Kaoime Malloy (at-large AH), and Illene Noppe (SS), both 1-year term

Outgoing members: E. Nicole Meyer (AH)

1 to be elected for 3-year term from AH

Nominees: Victoria Goff, AH
Jennifer Mokren, AH

**RESOLUTION IN SUPPORT OF
DOMESTIC PARTNER BENEFITS FOR STATE EMPLOYEES**

WHEREAS thousands of private employers nationwide now offer domestic partner benefits, including well over 100 such employers in the state of Wisconsin such as Alliant Energy, American Family Insurance, CUNA Mutual Insurance Group, General Motors, Kimberly Clark, Lands' End, Oscar Mayer, and Walgreens, among others; and

WHEREAS all of the other institutions in the Big 10 offer domestic partner benefits to their employees, as do nearly 300 other colleges and universities nationwide, and 13 state governments, including Iowa and Illinois; and

WHEREAS state and University employees in committed, unmarried families often face significant economic hardship when one of the partners cannot provide health insurance for the other, or for that partner's children; and

WHEREAS the University of Wisconsin-Green Bay values the contributions of all its employees, and in the progressive tradition of this state, steadfastly affirms the principle of equal compensation for equal work; and

WHEREAS it is the state's and the university's interests to affirm the diversity of its employees' social and cultural backgrounds as a means of promoting a productive workforce committed to generating the variety of perspectives required to find creative and innovative solutions to issues that benefit the global community; and

WHEREAS a diverse workforce facilitates and advances the university's efforts to recruit, retain, and educate its future graduates, and prepare them to succeed in the increasingly diverse global community in which they will live and work; and

WHEREAS a lack of benefits for its employees' unmarried domestic partners negatively affects the University of Wisconsin-Green Bay's ability to recruit and retain the most talented workforce possible, which ultimately impedes the university's tripartite mission of teaching, research, and outreach;

NOW THEREFORE BE IT RESOLVED, that the Faculty Senate of the University of Wisconsin-Green Bay strongly urges the Wisconsin State Legislature and the governor to extend state health insurance benefits to unmarried domestic partners of all state employees qualified for such benefits.

Proposal to Eliminate the Student Affairs Committee as described in the Faculty Handbook

Student Affairs Committee

UWGB Faculty Senate Approved 14 April 1999

1. The Student Affairs Committee shall be composed of ten (10) persons. Four (4) members will be elected faculty, with no more than one from a domain voting district; three academic staff members; and two students. Faculty and academic staff will serve 3-year staggered terms. Students will serve 1-year terms. The Associate Provost for Student Affairs, or her/his designee, will also serve *ex officio* as a non-voting member. The chair of the Committee may also request that one or more student affairs Directors and/or the University Counsel attend select meetings to provide advice and consultation.
2. Faculty members are elected from a slate prepared by the Committee on Committees and Nominations; academic staff members are elected from a slate prepared by Nominating Committee; and student candidates are selected by the Student Government Association.
3. Student Affairs Committee activities are coordinated by a chairperson elected by Committee members at the beginning of each academic year. Secretarial support for Committee activities will be provided by the Associate Provost for Student Affairs.
4. The Student Affairs Committee is advisory to the Chancellor, Provost and Vice Chancellor for Academic Affairs, and the Associate Provost for Student Affairs and has responsibility for examining admission standards and their application as well as the interrelationships among student life programs, extracurricular activities, support services and student conduct.
5. Any recommendations the Committee makes for modification of admission standards or policies must be brought to the Faculty Senate for approval via the Chairperson of the University Committee.
6. The Student Affairs Committee has the following functions:
 - a. Advises the Associate Provost for Student Affairs and Directors of Admissions and Financial Aid on matters pertaining to high school/college relations, admission standards and practices, recruitment, financial aid, and orientation.
 - b. Advises the University Committee on matters pertaining to student affairs.
 - c. Studies and makes recommendations regarding student conduct policies, whether substantive, structural, or procedural, and considers recommendations which originate from the administration or any other source.
 - d. Hears appeals from students and makes recommendations regarding their residency classification.
 - e. Acts as a representative and advocacy body for the concerns of special student populations.
7. The Student Affairs Committee shall provide a report of its activities at least annually to the Faculty Senate.

Select Mission of the University of Wisconsin-Green Bay

Our Mission

*The University of Wisconsin-Green Bay provides an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues in a multicultural and evolving world. The University enriches the quality of life for students and the community by embracing the educational value of diversity, promoting environmental sustainability, **encouraging engaged citizenship**, and serving as an intellectual, cultural, and economic resource.*

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 spring 2007 commencement.

Resolution on Criteria for Approval of Wisconsin Technical College System Collegiate Transfer Programs

Whereas, at its 9 February 2007 meeting, the University of Wisconsin System Board of Regents passed the “Criteria for Approval of Wisconsin Technical College System Collegiate Transfer Programs” (Education Committee Resolution A); and,

Whereas, the faculty at the University of Wisconsin-Green Bay (UWGB) are committed to providing students access to academic programs and curriculum that are of quality and meet students’ educational needs; and,

Whereas, ACIS-1.2 provides for Wisconsin Technical College System (WTCS) Collegiate Transfer Programs to be developed, including Pre-Professional and Liberal Arts Programs, involving WTCS institutions currently not designated as having either Pre-Professional or Liberal Arts authority (also called “Collegiate Transfer Offerings” and, formerly, “College Parallel Programs”) under State law; and,

Whereas the Faculty “have the primary responsibility for academic and educational activities” (Wis. Stat. 36.09(4)); and,

Whereas the Criteria do not make clear the role of the faculty in reviewing and approving either the curriculum of the Liberal Arts Programs or the Pre-Professional Programs for transfer from the Wisconsin Technical College System;

Therefore, be it resolved that the faculty of UWGB expect our campus administration to seek the review and support of the appropriate faculty governance structures including, but not necessarily only, the Academic Affairs Council, the General Education Council and the UWGB Faculty Senate before committing UWGB to any Pre-Professional or Liberal Arts Programs involving WTCS institutions currently without mandated authority to offer “Collegiate Transfer Programs.”

**UNIVERSITY OF WISCONSIN-GREEN BAY
CRIMINAL BACKGROUND CHECK POLICY**

Area: Human Resources

Date of Last Update: May 1, 2007

Purpose

To ensure that UW-Green Bay's mission is supported by qualified employees who foster a safe and secure environment for all members of the university community. This policy will also allow the University to take meaningful and reasonable actions to protect its funds, property and other assets.

Policy

Except as otherwise provided in the UW System Criminal Background Check Policy or in this policy, UW-Green Bay shall conduct a criminal background check on each new hire filling a vacancy and certain temporary hires associated with a University position.

- A "new hire" shall be defined as any prospective employee that is not currently a UW-Green Bay employee or an employee of another UW System institution and any type of employee working for the University's Office of Residence Life. Exceptions to this policy include: Adjunct instructors, ad hoc program specialists, classified limited term employees (LTEs), visiting faculty and visiting scholars, all other short term or temporary employees, student employees, interns, vendors and contractors and unpaid volunteers. The excluded positions will be subject to criminal conviction or similar background checks when required by state or federal law or when hired into position identified as risk or trust sensitive. The attached guidance outlines job duties that are risk or trust sensitive. Hiring Authorities (Chancellor, Vice Chancellors and Human Resource Director) are responsible for determining which positions are at risk or trust sensitive.
- Current UW-Green Bay employees or employees of other UW System institutions who are moving to a position within UW-Green Bay, through transfer, promotion, or otherwise, will not be subject to a criminal background check unless such a check is otherwise required by law (e.g., the fiduciary responsibility law or caregiver law) or the position has been identified as at risk or trust sensitive.
- Employees who end their employment and return within three years from the date of the criminal background check will not require a new criminal background check.
- Criminal background checks shall be conducted on candidates recommended for hire, either prior to the extension of an offer of employment, or as part of an offer of employment that is made contingent upon a successful criminal background check. Individuals may not commence employment until they have successfully completed a criminal background check, except under special circumstances.

- If an individual being considered for a position has a criminal conviction or pending charge, the University will then apply the factors listed in Section 3 to determine if there is a substantial relationship between the offense and the job responsibilities. If a substantial relationship exists, the University may decide that individual should not be employed in the respective position. If an offer has already been extended or, due to the presence of special circumstances as described in the preceding bullet or otherwise, employment has commenced, the offer will be rescinded and the appointment terminated.
- Information collected in connection with the background check will be treated confidentially to the extent permitted by the Wisconsin Public Records Act and other applicable laws. Individuals in Human Resources are designated as responsible for all aspects of conducting criminal background checks.
- The University will comply with the Wisconsin Fair Employment Act and other applicable laws to ensure individuals are not discriminated against because of arrest or conviction records.

**MEMORIAL RESOLUTION
OF THE FACULTY OF THE UNIVERSITY OF WISCONSIN-GREEN BAY
ON THE DEATH OF PROFESSOR EMERITUS WERNER W. PRANGE**

Werner W. Prange, Professor Emeritus of German and Humanistic Studies, died unexpectedly on December 3, 2006, at the age of 79, following a brief illness. He was born on May 3, 1927, in Fusshollen, Germany, near Bonn in the state of North Rhine-Westphalia. Werner served in World War II, married an American nurse Mary Louise Benham, and relocated to her home state of Michigan where he joined the faculty of Aquinas College in Grand Rapids. Mary preceded him in death on January 4, 1988. Werner is survived by his wife, Edelgard Monfils, whom he married on April 20, 1991, and by his five children and her four children. Werner Prange joined UW-Green Bay in 1967 and was one of many who helped to establish and shape our institution in its earliest days when it was still a UW Center on Deckner Avenue. Werner Prange served the University both as a faculty member and in a variety of administrative capacities, among them as director of Learning Resources, as Dean of Instructional Services, and as Vice Chancellor of the University under Edward Weidner from 1976-1978. Werner was well-known throughout the larger Green Bay community and was a highly dedicated and long-time active member of the German-American Society of Green Bay. He retired from UW-Green Bay in 1997.

As a completely bilingual faculty member of what was then the Literature and Language program, Werner established the UW-Green Bay German Program and a semester-long German Immersion course at the Language House on our campus. An innovative teacher, particularly with regard to classroom technology, Werner taught a wide array of courses in the German Program, from introductory language courses to courses on German literature, history and culture and was instrumental in developing what is now one of the strongest German Programs in the UW System. Indeed, he was an inspiration to many students. As one of the very first Fulbright Scholars, Werner was deeply committed to broadening students' perspectives beyond Wisconsin and the United States and was one of the first individuals at UW-Green Bay to introduce an international dimension to the UW-Green Bay curriculum. He established our academic exchange with Kassel University in Germany, one of the first travel courses at UW-Green Bay, as well as the UW-Green Bay International Education certificate program. His research interests also reflect his involvement with international perspectives on higher education as evidenced by his published articles and co-authored book *Tomorrow's Universities: A Worldwide look at Educational Change* (Westview Press). Throughout his career - whether taking students down the Rhine, ironing out credit equations with our counterparts in Germany, or researching global perspectives on education - and his life, spanning two continents, several political regimes and different cultures and languages, Werner Prange remained an unforgettably energetic, optimistic and engaging presence in the lives of students, colleagues, administrators and staff members, both here and on the other side of the Atlantic.

Jennifer Ham
Modern Languages