

AGENDA

UW-GREEN BAY FACULTY SENATE MEETING NO. 3

Wednesday, November 13, 2013

Alumni Rooms AB, 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. 2 October 2, 2013 [page 2]

3. CHANCELLOR'S REPORT

4. NEW BUSINESS

- a. International Student Admissions Policy [page 5]
Presented by Brent Blahnik
- b. Implementation of Courseleaf Software
Presented by Registrar Amanda Hruska
- c. Request for future business

5. PROVOST'S REPORT

6. OTHER REPORTS

- a. Academic Affairs Council [page 8]
- 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

7. OPEN FORUM Chancellor's Budget Presentation

8. ADJOURNMENT

[draft]

MINUTES 2013-2014
UW-GREEN BAY FACULTY SENATE MEETING NO. 2

Wednesday, October 2, 2013
Alumni Rooms, University Union

Presiding Officer: Greg Davis, Speaker of the Senate

Parliamentarian: Clifford Abbott

PRESENT: Francis Akakpo (SOWORK), Gregory Aldrete (HUS), Andrew Austin (DJS), Kimberly Baker (HUB), Dallas Blaney (PEA), Greg Davis (NAS-UC), Michael Draney (NAS), Heidi Fencil (NAS), Hernan Fernandez-Meardi (HUS), Adolfo Garcia (ICS), Thomas Harden (Chancellor, *ex officio*), Jenell Holstead (HUD), Ghadir Ishqaidef (BUA), Mimi Kubsch (NUR-UC), Arthur Lacey (EDU), J. Vincent Lowery (HUS), Michelle McQuade-Dewhirst (MUS), Steve Meyer (NAS-UC), John Mariano (Theatre and Dance alternate), Cristina Ortiz (HUS-UC), Adam Parillo (URS), Uwe Pott (HUB), Alison Stehlik (AND), Linda Tabers-Kwak (EDU), Patricia Terry (NAS), Christine Vandenhouten (NUR), Dean VonDras (HUD), Bryan Vescio (HUS-UC), Julia Wallace (Provost, *ex officio*).

NOT PRESENT: Forrest Baulieu (ICS), Michael Knight (BUA), Ryan Martin (HUD-UC), Chuck Rybak (HUS).

REPRESENTATIVES: Heba Mohammad, Student Government; Anne Buttke, Academic Staff

GUESTS: Scott Furlong, Sue Mattison, Andrew Kersten, Dan Spielmann, Kelly Franz, Dick Anderson, Rajeev Bukralia, Dan McCollum, Paula Ganyard, Jolanda Sallmann, Doreen Higgins, and Morgan Mason

1. CALL TO ORDER. Speaker Davis energetically called the Senate meeting to order right at 3:00 p.m. and welcomed the assembled participants.

2. APPROVAL OF MINUTES for Faculty Senate Meeting No. 1, September 11, 2013. Speaker Davis asked for approval of the minutes. **Senator Ortiz (Senator Meyer second) moved approval of the minutes and with no discussion the motion was passed (26-0-0).**

3. CHANCELLOR'S REPORT The Chancellor opted not to deliver his report from his seat as is his usual wont but to address the Senate from the Speaker's platform. The single item in his report was his disagreement with the Senate resolution calling for a faculty member on the Chancellor's Cabinet. He noted how rare it was in his years in administration to have such a disagreement, explained his reasoning, and offered an alternative. He explained that the Cabinet consists of his direct reports and he found its discussion and advice useful in its current form, a form he'd prefer not to alter. He recognized the legitimacy of the shared governance interest in planning and budget matters and admitted that his Planning and Budget Council hadn't entirely worked out. He proposed working with governance groups to reformulate that group, perhaps streamlining it so it could meet more frequently and putting its membership more under the control of governance groups. He further proposed that he be invited to report to the Senate each fall on the status of the budget and in the spring on the priorities under consideration for budget

preparation. Both of these reports could be guided by specific questions from governance groups. After presenting these possibilities, the Chancellor stood for questions. There were questions about access to information (and a bit of bristling over whether previous requests for information had simply “whitewashed” the transparency issue), whether the Cabinet was subject to the open meetings law (no), the current membership of the Planning and Budget Council (18 members with two slots for faculty), the voice of unit chairs in budget matters (they are represented by their deans and their unit representation on the Senate), and timeline (several thought a change in the Planning and Budget Council could happen fairly quickly). UC Chair Vescio and Provost Wallace also had suggestions for increasing openness - inviting chairs to Senate meetings at which the Chancellor might be making a budget presentation and making the agenda of a Planning and Budget Council (or its successor) more available in advance.

4. OLD BUSINESS

a. Code Change on General Education Council (second reading). UC Chair Vescio presented this item as identical to the version in the first reading but warned the Senate to anticipate proposals to amend it. **Senator Meyer (Senator Vandenhouten second) moved adoption of the proposal.** UC Chair Vescio proposed specific language for **an amendment (1): eliminate item #5 and alter #1 to read “The General Education Council shall provide advice to the Faculty Senate as well as to the Provost/Vice Chancellor, Associate Deans, and Deans on all aspects related to the general education curriculum.”** **Senator VonDras (Senator Kubsch second) moved adoption of the amendment** but warned the Senate to anticipate another amendment. **The Senate approved this amendment (1) unanimously (26-0-0).** **Senator VonDras (Senator Kubsch second) move a second amendment (2) to add the phrase “objective performance-based” before the word “assessment” in #2 of the GEC charge.** Discussion of this amendment trended against its adoption - it might limit more than strengthen the GEC; it was too specific; it was unnecessary given the Senate’s oversight of the GEC. **The amendment (2) was defeated (0-25-1).** Discussion now returned to the main motion as amended. A question was raised about whether it is the GEC’s job or the Senate’s job to advise the administration (the Senate has empowered most faculty committees to advise on its behalf). One senator tried to engage the Senate on the semantic differences between ‘shall’ and ‘may’ but the Senate didn’t take the bait and **voted its approval of the main motion as amended (25-0-1).**

5. NEW BUSINESS

a. Request for future business. The Speaker made the standard request. The Senate responded with no suggestions, but, perhaps having expended too much energy over wrestling with a doubly-amended motion, settled into the receptive mode of listening to reports.

6. PROVOST’S REPORT The Provost had three items. The first was to reassure everyone that the partial shutdown of the federal government has not yet disrupted our ability to continue operations. Let the Provost know when you see some negative impacts. The second was that UW-System is transitioning its internet services from WiscNet to a system of its own. The divorce from WiscNet was required by legislative action and the construction of a new system will be costly, although ultimately superior, and will require additional legislative action to alter

deadlines for the transition. The third item was on enrollment. It is generally down although ACT scores are high and underserved populations are up.

7. OTHER REPORTS

a. Faculty Rep's Report. Steve Meyer reported several items were under discussion at the Faculty Reps' meeting in Madison a week earlier. One was a set of aspirations for the next President of the UW-System (someone who can represent the entire System, be a superb advocate, communicate well, and convince the legislature to trust and love us). The System is formulating an overload policy for those campuses that don't already have one. The question is what is a reasonable limit to the amount faculty can do as an overload. System is thinking in terms of percentage of salary or a specific dollar amount. The Provost chimed in to explain UWGB already has a policy - generally the limit is one course per term. Another item under discussion was strategies for dealing with the state legislature - possibly increasing either the competency or quantity of people hired by the System to talk with legislators. There was talk of the salvos from the legislature against shared governance and a possible attack against course-loads, which the Provost is working very hard to reframe into a discussion of work-load.

b. University Committee Report. Current UC Chair Vescio reported on a long list of issues under discussion by the University Committee: the Chancellor's reaction to the Senate request about the Cabinet; concerns of the chairs in the College of Professional Studies over their role in budgetary decisions made over the summer; responses to the legislative attacks on shared governance (a Senate resolution may not be the best strategy); the Committee on Workload and Compensation's concerns with the compensation study; the distinction between the grades F and WF; a possible Code change in the charge to the Library and Instructional Technology Committee; a policy on self-authored texts; admission standards for international students; and a proposal for a research center.

c. Academic Staff Report. Anne Buttke reported that the Academic Staff Committee is currently reviewing issues of shared governance, possible barriers to career progressions and title changes, and a possible bylaw change in the handling of grievances. She reported that the academic staff committees have now been set and there was a recent welcoming reception for new members of the academic staff.

d. Student Government Report. Heba Mohammad reported that student government is working on a study of advising and a resolution against a proposed Walmart on Broadway. Student government is seeking a faculty rep and in general wants a better understanding of shared governance from the faculty and academic staff perspective. Another child care survey is also planned.

8. ADJOURNMENT The Speaker called for a motion to adjourn. Senator VonDras (Senator Lowery second) moved to adjourn and the assembly accepted the motion at 4:20 p.m..

Respectfully submitted,
Clifford Abbott, Secretary of the Faculty and Academic Staff

International Student Admissions Policy

October 23, 2013

Memorandum

TO: Sherri Arendt, Coordinator, Tutoring Services
Brent Blahnik, Director, International Education
Mona Christensen, Outreach
David Coury, Chair, Humanistic
Studies Mary Ellen Gillespie,
Athletics Director
Scott Furlong, Dean College of Liberal Arts and
Sciences Katherine Jarosz, International Recruiter
Debbie Kirch, Assistant Athletics Director
Michael Stearney, Dean, Enrollment Services
Steve Vanden Avond, Associate Provost for Outreach and Adult
Access FROM: Andrew Kersten, Associate Provost for Academic Affairs
SUBJECT: Summary of Additional Support Services Being Offered for International Students –
Revised for 2014-2015

This is a summary of the actions that address concerns about the English language proficiency of some of our international students.

1. Revised Placement Scores. Effective with the 2013-2014 Catalog, the minimum TOEFL score requirement for undergraduate admission to UW-Green Bay was set at a total score of 71. For graduate admission, the total score was set at 79. These changes took place on July 1, 2013, and they apply for international students and for international recruiting after that. For the 2013-2014

academic year and afterwards, undergraduate international students may be provisionally admitted. If they are, they are required to attend the ESL Summer Institute and take HUM STUD 220 in the fall and ENG COMP 164 in the spring. **This means that the University will not grant provisional admission for any spring semester.** Undergraduate and graduate students can be conditionally admitted. The University of Wisconsin-Green Bay works with a private ESL school in Madison, Wisconsin, called WESLI, St. Norbert College, and Fox Valley Technical College. For conditional admission, an undergraduate student must apply to UW-Green Bay and apply to WESLI, St. Norbert, or Fox Valley Technical College at the same time. Conditionally admitted graduate students can only attend WESLI and Fox Valley Technical College.

Notes:

Transfer Students: For undergraduates, English Proficiency Testing can be waived if prospective students have attended a U.S. university or an English-speaking university and earned a 2.5 GPA or higher on 15 transfer credits. For graduate students, language admission requirements can be deemed satisfied if the student has successfully completed 10 credits at an English-speaking institution of higher education at the graduate level.

Resources:

http://www.lsa.umich.edu/UMICH/eli/Home/Test%20Programs/MELAB/General%20Information/correspondance_table_05.pdf

http://www.umt.edu/grad/TA_RA_Information/TOEFL.pdf

http://www.ets.org/s/toefl/pdf/linking_toefl_ibt_scores_to_ielts_scores.pdf

Undergraduate and Graduate Admission Requirements for International Students Starting Fall 2013

Test	Undergraduate			Graduate		Scores Must be Sent From
	Conditional Admission	Provisional Admission	Full Admission	Conditional Admission	Full Admission	
International English Language Testing System (IELTS)	5.4 and below	5.5	6.0 or above	6.0	6.5	British Council
Test of English as a Foreign Language (TOEFL – iBT)	60 and below	61 –70	71 or above	71-78	79	ETS
Test of English as a Foreign Language (TOEFL – CBT)	172 and below	173 – 196	197 or above	197-212	213	ETS
Test of English as a Foreign Language (TOEFL – PBT)	499 and below	500 – 526	527 or above	527-549	550	ETS or letter from ESL Institute
Michigan Test of English Language Proficiency (MTELP)	68 and below	69 – 72	73 – 75	73 – 75	76	ESL Center & Letter of Recommendation
ACT	15 and below	16 (English)	17 (English)	n/a	n/a	ACT
SAT	419 and below	420-449 (Verbal)	450 (Verbal)	n/a	n/a	College Board
0 Levels	n/a	n/a	5 scores with C or higher	n/a	n/a	Cambridge, EDEXCEL, AQA

Responsible Individuals: Andrew Kersten, Pam Harvey-jacobs, and Amanda Hruska are primarily responsible for working out the details associated with instituting these new admission requirements including wording in recruitment brochures, catalog copy, and other information. Faculty governance will also be consulted.

2. Offering ESL Courses. Students, who are provisionally admitted or whose English language placement tests are low, are required to complete “HUM STUD 220 – ESL Listening and Speaking Across Cultures” in the fall semester and “ENG COMP 164 English as A Second Language: Composition” in the spring semester. These courses will be offered every year beginning with the 2013-2014 academic year to support our international students who need to improve their English proficiency. Students “Fully Admitted” with TOEFL Scores equivalent to 71 iBT or above are required to complete placement tests upon arrival. The results of those placement exams will determine their course enrollment. Note that successful completion of ENG COMP 164 would qualify a student for placement into ENGLISH 105.

Responsible Individuals: Scheduling of these courses will be the responsibility of the College of Liberal Arts and Sciences Dean, and it is anticipated that the cost will be covered by the College additional instruction budget. The Office of Academic Advising will handle advising on these ESL courses.

3. ESL Summer Institute. Provisionally admitted undergraduate students must complete the ESL Summer Institute the summer before enrolling in fall classes.

Responsible Individuals: Dean Furlong will work with David Coury as well as Andrew Kersten, Pam Harvey-Jacobs, Pam Gilson, and Mona Christensen to work out the details associated the development of the ESL Summer Institute.

4. Tutoring Support for International Students. Tutoring support for international students includes providing individual and small group tutoring services to international students, providing academic support and enhancement services across content areas to foster the success of international students, holding regular hours for general student assistance, and provide ongoing feedback to the Tutoring Services Coordinator, Office of International Education, and faculty regarding progress of students. We will explore also creating additional study tables and one-on-one mentoring.

Responsible Individuals: Brent Blahnik will work with Sheri Arendt to hire an appropriate individual and schedule the individual’s work hours. The tutor will be hired for the 2014-2015 academic year as a 50% time LTE for a total of 720 hours. The cost of providing this tutor (@ \$9,000) will come from the Office of the Provost. This will be a one-time allocation, subject to review and approval for the 2015-2016 academic year. The tutor will be hired through and housed in the Tutoring Services Center.

5. Conditional Admission. If international undergraduate or graduate students with less than provisional admission scores are offered deferred admission to the University, they will be required to attend WESLI or other affiliate ESL programs as part of our “Conditional Admission” process. At the successful conclusion of the affiliate ESL program, the student will be “fully Admitted” to UWGB. Please see our current conditional admission policy and procedure for international students: <http://www.uwgb.edu/admissions/apply/international/conditional.asp>.

cc: Julia Wallace, Provost and Vice Chancellor for Academic Affairs

Faculty Senate New Business 4a 11/13/13

Academic Affairs Council Report to the Senate – November 13, 2013

The Academic Affairs Council has recently approved the following:

- A licensure for the Professional Program in Education that provides an Early Childhood through Middle Childhood license (ages 0-11). This licensure will better serve the needs of school districts as they incorporate 4k programs into their elementary schools. A license in this range (Ages 0-11) would also allow students to teach from birth to grade 6.
- Inactivation of Music Ensemble 148 and 348 (Collegium Musicum). This ensemble had not been offered in several years.
- Inactivation of Music Ensemble 154 and 354 (Guitar Ensemble). This ensemble had not been offered in several years.
- Changes to the curriculum requirements for the Human Development major. These changes, (1) added a public policy course requirement, (2) reorganized and modified categories for the upper-level courses, and (3) eliminated the requirements for upper-level courses in Sociology, Anthropology, and Human Biology.
- Changes to the prerequisites for Math Statistics 260, such that students must complete Math 101 with at least a C grade or Math Placement of Math 101/260 or greater. Further, that credit would not be granted for both Math 260 and (Bus Adm 215, 216, or 217).
- Change of Prerequisites for Organic Chemistry Laboratory so that prerequisites are Chem 212 and 214 with at least a C grade; and Chem 302 with at least a C grade or concurrent enrollment; and Env Sci 207 with at least a C grade or concurrent enrollment or Human Biology 207 with at least a C grade or concurrent enrollment.
- Removal of the writing emphasis from Medical Nutrition Therapy II; there should be no impact on nutritional science students as there are already two additional upper-level writing emphasis courses that are required.
- Removal of the writing emphasis from Cell Biology; there should be minimal impact on students' course of study as there are other upper level writing emphasis courses in both Human Biology and Biology from which students can choose.
- New course entitled "Gender and Economic Justice". This course serves as an introduction into the field of contemporary feminist approaches to economics.
- Reactivation of the course "Ichthyology".
- New course entitled, "Designing Communities and Neighborhoods". This course allows students to engage and critically assess design elements that create places that foster community identity and addresses problems of residential, commercial, recreation and public use of areas in small cities.

- A new course entitled, “Service Learning in Conflict Resolution” in the Communication program. This course is designed to meet the upper-level requirement of the Communication emphasis in Conflict Resolution or the Culminating Application Experience requirement of the Peacebuilding and Conflict Resolution Certificate Program. The course integrates the students’ prior learning in alternative dispute resolution to applied settings. Students will participate in applied experiences in selected public or private organizations in the community or in campus-related programs to make use of their conflict resolution training.
- A new course entitled, “Concert Attendance” in the Music program. This course is offered for no credit hours and as pass/fail. Students are expected to attend concerts to develop listening skills and an appreciation for and awareness of the breadth of musical genres and repertory through attendance at music concerts. Attendance encourages the development of audience skills, aesthetic appreciation, and a sense of membership in a learning community of musicians.
- A new course entitled, “Junior Recital” in the Music program. This course is offered for no credit hours, but course listing will appear on student transcripts to meet accreditation agency requirements. Students will enroll in this course the same semester they plan to perform a junior recital. Students will be concurrently enrolled in 300-level applied lessons which have one contact hour per week with 14 hours per week of study outside of lesson time.
- A new course entitled, “Senior Recital” in the Music program. This course is offered for no credit hours, but course listing will appear on student transcripts to meet accreditation agency requirements. Students will enroll in this course the same semester they plan to perform a junior recital. Students will be concurrently enrolled in 300-level applied lessons which have one contact hour per week with 14 hours per week of study outside of lesson time.
- A change in prerequisite hours for the Business Administration major with regard to credits assigned to statistics courses that are accepted from transferring students to 15 to 16. The existing "supporting requirements" in the Business Administration major add up to 16 credits. This change accepts the 3-credit hour transferred course in statistics.
- A change in prerequisite hours for the Business Administration minor with regard to credits assigned to statistics courses that are accepted from transferring students to 15 to 16. The existing "supporting requirements" in the Business Administration minor add up to 16 credits. This change accepts the 3-credit hour transferred course in statistics.
- A new course entitled, “The U.S. and the World” in Democracy and Justice Studies. This course explores the United States’ interactions with the larger world, including its experiments with imperialism, interventionism, and multilateralism, from 1898 to

the present. This course will examine both U.S. foreign policy and the engagement of American citizens with global and transnational issues such as the spread of democracy, free trade, peace, human rights, and climate change, we will gain critical insights into the democratic ideals of the United States and their implications for the global community.

- A change in lower-level requirements for the Music major and minor, adding the new “Concert Attendance” course as a lower-level requirement for the Music major and minor.
- A change in lower-level requirements for the Music major and minor, adding the new “Junior Recital” course as an upper-level requirements for the Music major.
- A change in lower-level requirements for the Music major and minor, adding the new “Senior Recital” course as an upper-level requirement for the Music major.
- A change in required hours for the Business Administration major with regard to credits in residence. This change coincides with the change in the transferred 3-credit hour for a statistics course.

Respectfully submitted,
Dean D. VonDras, Ph.D.
AAC Chair