

AGENDA

UW-GREEN BAY FACULTY SENATE MEETING NO. 6

Wednesday, February 16, 2011

Alumni Rooms AB, 3:00 p.m.

Presiding Officer: Michael Draney, Speaker

Parliamentarian: Clifford F. Abbott

1. CALL TO ORDER

2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 5 January 26, 2011 [page 2]

3. CHANCELLOR'S REPORT

4. CONTINUING BUSINESS

- a. Resolution on Creating a Partner-Friendly University for Faculty
presented by Illene Noppe [page 4]
- b. Policy on College Student Bereavement
presented by Illene Noppe [page 6]

5. NEW BUSINESS

- a. Memorial Resolution for Professor Emeritus Jack Norman
presented by Professor Emeritus Charles Rhyner [page 9]
- b. Election of Speaker of the Senate for 2011-2012
- c. Resolution on the Governor's Budget Repair Bill [page 10]
presented by Brian Sutton
- d. Requests for future business

6. PROVOST'S REPORT

7. OTHER REPORTS

- a. Academic Affairs Council Report [page 12]
- b. Faculty Rep's report - presented by Brian Sutton
- c. University Committee Report - presented by Illene Noppe
- d. Student Government Report - presented by Heba Mohammad

8. ADJOURNMENT

MINUTES 2010-2011
UW-GREEN BAY FACULTY SENATE MEETING NO. 5
Wednesday, January 26, 2011
Alumni Room, University Union

Presiding Officer: Michael Draney, Speaker of the Senate

Parliamentarian: Clifford Abbott, Secretary of the Faculty and Academic Staff

PRESENT: Lucy Arendt (BUA), Scott Ashmann (EDU), Kimberly Baker (HUB), Caroline Boswell (HUS), Toni Damkoehler (AVD), Michael Draney (NAS-UC), Adam Gaines (AVD), Adolfo Garcia (ICS), Thomas Harden (Chancellor, *ex officio*), Derek Jeffreys (HUS-UC), Tim Kaufman (EDU-UC), Mark Kiehn (EDU), Mimi Kubsch (NUR), James Loebel (BUA), Kaoime Malloy (AVD), Christopher Martin (HUS), Michael McIntire (NAS), Amanda Nelson (HUB), Illene Noppe (HUD-UC), Jolanda Sallman (SOWORK alternate), Christine Smith (HUD), Brian Sutton (HUS-UC), Patricia Terry (NAS), Amy Wolf (NAS), Jennifer Zapf (HUD)

REPRESENTATIVES: Linda Parins (academic staff); Heba Mohammad (student government)

NOT PRESENT: Andrew Austin (SCD), David Dolan (NAS-UC), Viki Goff (ICS), Thomas Nesselin (URS), Heidi Sherman (HUS), John Stoll (PEA), Julia Wallace (Provost, *ex officio*)

GUESTS: Tim Sewall, Derryl Block, Donna Ritch

1. Call to Order. Speaker Draney called the meeting to order at 3:05 p.m.

2. Approval of Minutes of UW-Green Bay Faculty Senate Meeting No. 4, December 8, 2010. Speaker Draney asked for corrections or objections. The SOFAS offered one late change and, hearing no other changes, the Speaker declared the minutes approved.

3. Chancellor's Report. The Chancellor shared his pleasure over the well-attended gatherings of the previous week and offered his best wishes for the coming semester. He had nothing new to report about the budget prospects although the UW Chancellors will be meeting together with the Governor later this week. Beyond that he repeated his optimism that the institution is well prepared for likely budget cuts, provided we are granted flexibility in meeting them. Priorities remain in protecting instruction and positions.

4. New business

a. Policy on College Student Bereavement - first reading. UC Chair Noppe introduced his item by talking about the need for such a policy, the research behind it, its effect on student retention, and how a policy will provide students with a protocol to follow. Senator Sutton added that this is considered a first reading because the proposed policy is also before the Student Senate. Senators raised issues of timing (why one week; when does the week start; can a leave be delayed; how is the choice between standard and leave options made), financial impacts (can tuition be reimbursed; what is the impact on financial aid), and general flexibility (can case by case negotiations work). The UC will consider these issues and the reactions from the Student Senate and bring the proposed policy back for a second reading at the next meeting.

b. Resolution on Creating a Partner-Friendly University for Faculty UC Chair Noppe introduced

this item as well. The issue is accommodating the academic spouse or partner of an individual being recruited for a faculty position. Other schools have partner-hire policies, but they are dependent on having resources to create positions in an ad hoc way, something that doesn't seem very feasible here. This proposal is to create an unpaid affiliation instead of a paid position for the partner. With this introduction **Senator Malloy (Senator Damkoehler second) moved adoption of the resolution**. Senators wanted clarification on several issues: the definition of "home unit" for the partner (how is this determined; can it be any unit or just budgetary units), the promise of space and other support (can this be negotiated), and the inclusion of daycare if this ever becomes available to regular faculty. Feeling the need to clarify the proposal but fearful of having the Senate do it on the spot, **the Senate tabled the motion unanimously on a motion by Senator Boswell (Senator Malloy second) 24-0-0**.

5. Provost's Report Since the Provost was unavailable, this report was dispensed with.

6. Other Reports

a. Faculty Rep's Report. Faculty Rep Sutton reported that UW-System has finally agreed to the desire of most campuses to depool the extra-mural fringe benefit costs as this Senate had urged back in September. System, however, will implement this very slowly over several years. The Senate was shocked (shocked, I tell you!) that Senator Sutton was so bold as to suggest that System was acting slowly in order to give itself time to find a way to reverse the implementation. The Faculty Reps will be meeting in the following week and our Rep invited senators to propose issues for their discussion.

c. University Committee Report. UC Chair Noppe confessed to not having attended any UC meeting since the last Senate meeting (there was only one) but with the help of her colleagues was able to list several issues the UC will be talking about: unionization, the report of the Interdisciplinarity Task Force, faculty morale, and the items on today's agenda. She lavished praise on her colleagues on the UC.

7. Adjournment. The Speaker then praised the Senate for being a good group to work with and **adjourned the meeting at 3:52 p.m.**

University Committee UW-Green Bay
Proposal: Creating a "Partner-Friendly" University for Faculty

Introduction

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

Restrictions

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

"Qualifications of a Domestic Partnership

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

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

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

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

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

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

"Honorary Associate/Fellow

Appointment Status: Other

Compensation Category: D

Salary Range: None

Title Code: Z90NN

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

Faculty Senate Continuing Business 4a 2/16/2011

Policy on College Student Bereavement
University Committee – Spring 2011

I. Introduction and Rationale

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

“Rationale for Policies to Support Bereaved Students

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

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

Perception of Institution as Responsive to Students Needs

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

Quality of Student Life

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

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

Resource/Economic

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

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

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

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

II. Student Bereavement Policy

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

these should be discussed with individual course instructors and/or the DOS.

- The DOS will contact the student's advisor, and faculty and academic staff of the student's courses.
- Faculty and academic staff will be advised that extensions must be granted to the student for the period of one week of excused absence.
- Further extensions may be negotiated with the student when he or she returns to campus. Students are encouraged to discuss options with their instructors.

4. Leave of Absence Bereavement Procedure:

- Students may be allowed to withdraw from the semester in which the death occurs.
 - The Bereavement Leave of Absence is for one semester only.
 - Students who have opted to take the "Bereavement Leave of Absence" and have already attended classes for the semester of the leave will be allowed to re-enter the following semester without having to reapply to the university. Students who wish to take the leave of absence *prior* to the beginning of the semester will be required to reapply for the following semester.
 - For students who are in good academic standing, they will be given the opportunity to successfully complete the credits for the semester in which they return. Students will consult with the DOS, on a case by case basis, as to whether they should withdraw from their courses during this leave of absence or to request incompletes from the faculty member.
 - Given that there may be a potential impact on financial aid, students who receive financial aid and who take the "Bereavement Leave of Absence," upon arrangement with the DOS, will meet with a financial aid advisor prior to taking this option.
5. As an option, and in consultation with the DOS, students may take the Leave of Absence Bereavement after the Standard Bereavement.
6. Reference to the Student Bereavement Policies will be noted on course syllabi.

Memorial Resolution for Professor Emeritus Jack C. Norman

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

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

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

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

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

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

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

— *Charles R. Rhyner*

RESOLUTION ON GOVERNOR'S BUDGET REPAIR BILL

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

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

First, let us consider the amount of financial sacrifice Wisconsin teachers are being asked to make, compared to the savings resulting from that sacrifice. Under the Governor's plan, Wisconsin's teachers would lose 5.8% of their salary from an increased contribution toward their pensions, and would also pay a substantial portion of the costs of their health plans. While the exact amount of lost earning power will vary by salary and health care plan, it appears that the average UWGB faculty member supporting a family and having a health-care plan for that family would lose over \$5,000 per year. Primary and secondary school teachers would lose only slightly less. Many teachers would experience a de facto pay cut of over ten percent.

Governor Walker has stated that these changes will save Wisconsin \$30 million dollars over a three-month period, an impressive sum. However, this sum should be considered in the context of savings to each individual citizen of Wisconsin. After all, as Assembly Majority Leader Suder put it, "We're all going to have to share the pain," so perhaps we should consider how much each individual would have to pay to gain the same 30 million dollars for the state. Based on July 2009 Census Bureau data, \$30 million dollars works out to about \$5.30 per citizen of Wisconsin. UWGB faculty members would argue that cutting Wisconsin teachers' earning power by an average of over \$5,000 per person is an outsized penalty to save Wisconsin citizens from paying five dollars and change every three months. The entire budget shortfall, estimated at \$3.6 billion by Governor Walker last week, equals slightly over \$600 per Wisconsin citizen. While that number is admittedly substantial, UWGB faculty would presumably be paying their fair share through a one-time-only loss of slightly over \$600, not by losing around \$5,000 per year for the rest of their working lives. Although Majority Leader Suder claims we all must share the pain, it appears that Wisconsin teachers are being targeted for a much larger share of pain than other Wisconsin citizens.

The governor's proposal, if enacted, will inevitably discourage people from entering or staying in the teaching profession. Wisconsin's brightest students will avoid going into teaching; Wisconsin's brightest teachers will either leave the profession of teaching or leave the state of Wisconsin. Wisconsin's children will have to endure a sharply declining educational system, and eventually Wisconsin's competitive position in the workforce will be compromised. This seems a stiff price to pay in order to save the average Wisconsin citizen a little over five dollars per three-month period.

While the governor's proposals would spark an exodus from teaching at all levels, it would be particularly disastrous for Wisconsin's universities. A study by the 2010 Competitive University

Workforce Commission found that the average salaries for faculty at UW-System comprehensive institutions lagged behind pay at peer institutions in other Midwestern states by over 10% at the assistant professor level, over 17% at the associate professor level, and exactly 20% at the full professor level. A de facto cut of over 10% in faculty pay will widen this gap and render it nearly impossible for Wisconsin's universities to recruit and retain highly qualified faculty members.

Of course, it has been argued that state employees such as public school teachers and UW-System faculty have long benefited from unusually good benefits packages and should be required to pay the same as everyone else. This argument would be legitimate if Wisconsin's teachers had been paid a competitive wage. But instead, for decades the excellent benefits packages have been used as an argument for keeping teachers' pay at substandard levels. To undermine the benefits package without bringing pay up to competitive levels is inexcusable.

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

Governor Walker advocates permanently abolishing collective bargaining rights for teachers in all areas except salaries. But of course, Governor Walker's proposal involves a cut of close to 10% in the average Wisconsin teacher's take-home pay without officially cutting salaries. Thus, we have reason to doubt that being able to negotiate salaries will be sufficient to protect us from financial setbacks. In addition, the governor's proposal requires that any requests for a salary increase higher than the consumer price index increase would have to be approved by referendum, in effect leaving teachers with only the right to negotiate how much further their spending power will deteriorate with each passing year.

It is worth noting that the governor's proposal, if enacted, would greatly undermine the influence of most unions, and that most unions did not support Governor Walker and his fellow Republicans in the recent election. To quote from Patrick Marley's article this week in the *Milwaukee Journal-Sentinel*, "The bargaining law changes would apply to all public workers except polices, firefighters, and state troopers. The unions for state troopers, Milwaukee police officers and Milwaukee firefighters all endorsed Walker, while most other unions endorsed his Democratic opponent. Given that the provisions restricting unions have no apparent connection with alleviating the immediate problem with the deficit, one might speculate that the governor may be using the budget crisis as an opportunity to weaken groups which might provide organized opposition to him and others like him in future elections.

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

Faculty Senate New Business 5c 2/16/2011

Academic Affairs Council Report

Course actions:

- URS, change Geography 341 to URS 341. Moved, Style; seconded, Jeon, passed 5-0.
- HUB/NAS, add Biology 308 lab as a requirement if Biology 307 is used to satisfy requirements. Moved, Dutch; seconded, Kubsch, passed 5-0.
- HUD, create Psychology 460 (Child Psychology). Moved, Style; second, Dutch, passed 5-0.
- NAS, Add Organic Chemistry to Biology requirements. Moved, Dutch; seconded, Kubsch, passed 5-0.

The English narrative is being reviewed by the group and will be ready to go as soon as the chair gets his (overdue) written response to us. We reviewed Mathematics yesterday and have scheduled Environmental Science for March 2.

- submitted by Prof. Steve Dutch, Chair, AAC