

## AGENDA

### **UW-GREEN BAY FACULTY SENATE MEETING NO. 5**

Wednesday, February 17, 2010 3:00 p.m.

Alumni Rooms AB, University Union

Presiding Officer: Laura Riddle, Speaker

Parliamentarian: Clifford Abbott

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

#### **2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 4 January 27, 2010 [page 2]**

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

#### **4. CONTINUING BUSINESS**

a. Wisconsin's Disinvestment in Higher Education [page 6]

Presented by Brian Sutton

b. Creation of Joint Governance Committees - first reading [page 8]

Presented by Cliff Abbott

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

a. Requests for future Senate business

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

#### **7. UNIVERSITY COMMITTEE REPORT**

Presented by Brian Sutton, Chair

#### **9. OPEN FORUM ON COMMITTEE WORK FOR PRETENURED FACULTY**

Introduced by Illene Noppe

#### **10. ADJOURNMENT**

[draft]

## MINUTES 2009-2010

### UW-GREEN BAY FACULTY SENATE MEETING NO. 4

Wednesday, January 27, 2010

Phoenix Room C, University Union

Presiding Officer: Laura Riddle, 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), Peter Breznay (ICS), Toni Damkoehler (AVD), David Dolan (NAS-UC), Michael Draney (NAS-UC), Stefan Hall (HUS), Thomas Harden (Chancellor, *ex officio*), Tim Kaufman (EDU-UC), Mimi Kubsch (NUR), James Loebel (BUA), Michael McIntire (NAS), Karen Lacey (HUB alternate), Steve Meyer (NAS), Thomas Nesslein (URS), Illene Noppe (HUD-UC), Laura Riddle (AVD-UC), Jolanda Sallmann (SOCW), Christopher Martin (HUS), John Stoll (PEA), Brian Sutton (HUS-UC), Julia Wallace (Provost, *ex officio*), Jennifer Zapf (HUD)

ACADEMIC STAFF COMMITTEE: Brent Blahnik, Eric Craver, Lisa DeLeeuw, Katrina Hrivnak, David Kieper

NOT PRESENT: Andrew Austin (SCD), Kathleen Burns (HUD), Adam Gaines (AVD), Steve Kimball (EDU), John Lyon (NAS), Randall Meder (AVD)

GUESTS: Dean Scott Furlong, Interim Dean Derryl Block, Associate Provost Steve VandenAvond, Assistant Chancellor Dan Spielmann, Associate Provost Tim Sewall, Chris Sampson, Sue Bodilly, Paula Ganyard, Patricia Terry, Julie Schmidt (AFT rep)

**1. Call to Order.** Speaker Riddle called this joint meeting of the Faculty Senate and Academic Staff Committee to order at 3:04 p.m.

**2. Approval of Minutes of UW-Green Bay Faculty Senate Meeting No. 2, October 14, 2009.** Speaker Riddle called for corrections and, on hearing none, called the minutes approved. (Minor corrections already were made to the on-line version.)

**3. Chancellor's Report.** Chancellor Harden made several announcements. The residence building that had experienced a fire (Building 109) last summer has now been repaired and is occupied again. The new residence building - Keith Pamperin Hall - is now under construction (and in response to a question he reported that there is not an additional building under construction at this point). There will be a search to fill the Assistant Chancellor position (the one formerly held by Steve Swan and then Dan Spielmann as interim). We are at an all time high enrollment. Approximately two thirds of the most recent increase comes from additional funding received for the Growth Agenda and the rest from self-funded programs in Adult Degree, so the increase does not mean we added students without funds for them. The Chancellor also mentioned President Obama's initiative to increase the number of graduates and invited all with

ideas on how to accomplish this to talk to him. After a brief interlude of other business he returned to talk about the strategic planning he would like to see accomplished in the next several months, particularly the identification of strategic planning themes (SPT), big ideas that will express our values and drive budget planning. When asked for an example of such a theme, he provided one from his previous school where the theme of promoting quality instruction led to a budgetary decision to increase the percentage of full time faculty relative to adjuncts and part timers.

#### **4. Continuing Business.**

Speaker Riddle asked if there was any continuing business. The answer was no.

#### **5. New Business.**

a. Discussion on legislative outlook. Assistant Chancellor Dan Spielmann provided a handout with names and contact information for area legislators and made some comments on the fall elections including which seats are expected to be closely contested. There will likely be a series of forums in the fall bringing candidates to campus and he encouraged attendance at those as one way individuals can have an impact. He also mentioned the vehicle of writing to your legislator to express concerns as another way for an individual to have an impact. One letter may not have much impact, but as few as six on a topic very well may. One senator responded with a plea to have timely notice of the forums and Dan agreed that is important.

b. Discussion on a uniform style guide. Director of Marketing Sue Bodily gave a PowerPoint presentation on the need for standardization of the University's logo, wordmark, colors, and abbreviation (UW-Green Bay is preferred over UWGB for all but the most local references) on print and electronic media produced here. Standards exist but are not always used by units and departments and she argued that was bad practice. Senator Damkoehler objected that a previous agreement had allowed four areas (Weidner Center, Arts and Performances, the bookstore, and athletics) to use sub-brands, particularly because of their separate audiences and funding needs. She also objected that the wordmark was poorly designed, at least for some purposes it is now being expected to meet. The counter was that the stability of historical use might outweigh possibly-mediocre design. Another question was whether the thousands of web pages on the UW-Green Bay website will now be monitored for consistent design. The response was that that was an enormous task the new webmaster is just beginning to grapple with.

c. Discussion on governance committees. The Secretary of the Faculty and Academic Staff provided a handout listing the current governance committees and noted that it appeared to organize committees in three separate groups: some faculty, some academic staff, and some administrator committees. Many of the committees, however, have charges and memberships that don't necessarily align with those separate groups. The question posed for discussion was whether it made sense to formally recognize a category of joint governance committees where charges and memberships could be agreed upon by all three groups. Some existing committees might then be realigned. The response was that this seemed like a good idea. There followed discussion of how to get this accomplished until it became clear that this was not a job for this large a group.

d. Discussion on Wisconsin's Disinvestment in Higher Education. The presenter of this item, UC

Chair Brian Sutton, suggested the item should be postponed in the interests of time and there was no objection.

**6. Provost Report.** Provost Wallace observed that this seemed to be shaping up as the Year of Dialog what with strategic planning, shared governance, etc. She then introduced the new Associate Provost for Outreach and Adult Access, Steve VandenAvond, and mentioned that the search for a Dean of Students is now in progress. She reported that fall enrollment bears watching, but the number of graduates is projected to be up. She also talked about the Inclusive Excellence initiative, a System-wide diversity initiative we are likely to be hearing more about. She asked for questions and received a request not to forget about the childcare issue the University faces.

**7. Committee Reports.** Speaker Riddle asked for any comments or questions on the Academic Affairs Council Report that was attached to the agenda. There were none.

**8. University Committee Report.** UC Chair Sutton listed a set of issues under consideration: honors program, grade inflation, the functioning of the Senate Planning and Budget Committee, the reports from the Academic Affairs Council, and possible responses to the long term disinvestment of the state in higher education.

**9. Open Forum.** (Members of the administration absented themselves from the meeting at this point to allow a possibly freer discussion.) Speaker Riddle invited two guests, Professor Patricia Terry (TAUWP) and Julie Schmidt (AFT) to join the discussion. They provided a brief historical context on collective bargaining rights in Wisconsin. Questions followed. Among them were:

- What is the source of the FAQ sheet attached to the agenda? It comes from UW-System Vice President Al Christ, head of Human Resources, largely based on the work of an outside consultant. An alternative perspective is available at [www.afthighered.org](http://www.afthighered.org).
- What is the timeline for organizing? If employees wish to pursue collective bargaining, there should first be an organizing committee of about 10% of the employees. Then those organizers would ask for employees to sign cards calling for an election for representation by a union. When a certain number of employees sign cards (30% is the legal minimum but AFT recommends not proceeding with less than 60%), the election is held. Common practice is for the organizing committee to campaign for support and when it seems possible that the right percentage of employees is willing to sign cards, then the signing of cards should take place fairly quickly and the election follows soon afterwards - a matter of weeks.
- What are the costs so we might judge cost vs benefits? Individual dues are 1% of salary. Both anecdotal and general data were offered about possible benefits.
- Who else besides AFT is trying to organize university employees? The AFT rep did not know of others but one senator suggested SCIU as a possibility.
- Where can we find useful data on union success? The AFT rep suggested the AFT website and in particular mentioned it might be useful to look up the links there to actual contracts to get a sense of how they might work.
- Might unionization lead to a backlash in the state funding higher education? Past experience shows that unions share the interest in lobbying for increased funding from the state. The current lack of a union may make faculty and staff vulnerable in a state

context where others are unionized.

- What happens when the employees are unionized and some people object to participating? A majority of employees can vote for the “fair share” option that allows the union to levy dues on all members and non-members. Without that option in place the union cannot levy dues on non-members.
- What happens to the merit process? The merit process may continue and the contract can specify how it should be done along with other salary considerations, e.g. promotions, market adjustments, equity pay.

During the course of the open forum as the automatic adjournment time approached, **Senator Breznay moved (Senator Draney second) that the meeting be extended for half an hour. The motion passed (10-3-2).** After the vote Deputy Speaker Noppe filled in for the remainder of the meeting. During that time the quorum was lost but no mention was made of it and the meeting continued.

**10. Adjournment.** The meeting adjourned at 5:30 p.m.

Respectfully submitted,

Clifford Abbott, Secretary of the Faculty and Academic Staff

## Resolution

Over the past quarter century, the State of Wisconsin and its elected officials have decreased their financial support for students in Wisconsin's public universities. This policy of disinvestment in higher education has had a negative impact on Wisconsin's future and should be reversed immediately.

During the 1984-1985 school year, 25% of the UW System's GPR budget came from student fees, while 75% came from state appropriations. In other words, for every dollar students in the UW System had to pay for their education, the state provided three dollars.

By 2009-10, things had changed dramatically, with 48% of the UW System's GPR budget coming from student fees and 52% from state appropriations. In other words, the state now provides only about \$1.08 for every dollar provided by the students. If this trend continues, within the next year or two students, who a generation ago were responsible for only a quarter of the expenses of their education, will be responsible for more than half of those expenses.

Over the past twenty-five years, increases in state support for the UW-System have not kept pace with inflation, even though total student enrollment in the UW System has increased. In other words, the state is providing less support in constant dollars to the UW System, while asking the System to educate more students.

The results of this policy of disinvestment have been predictable. First, student tuition has increased at rates greatly exceeding inflation, making it extremely difficult for any but the wealthy to afford a college education. Those students who still do attend college often cannot devote adequate time and energy to their education, as they must balance full-time classes with nearly full-time jobs. This compromises their performance in the classroom and puts pressure on faculty to reduce the amount of material covered in the course, thus diluting the students' educations. And even when students combine full-time coursework with part-time jobs, increasing numbers of them are deeply in debt by the time they graduate, because they had to seek student loans.

Second, reduced budgets have forced UW-System schools to cut corners, reducing educational quality. The student-faculty ratio has risen as schools have been unable to afford to replace retiring faculty members, thus denying students the individual help and attention that maximizes student success and is the hallmark of quality education. In addition, faculty salary increases have lagged behind inflation, so that studies have found that UW faculty salaries are now at least 10% behind those at comparable institutions. While some politicians might see no need to increase faculty salaries, the current situation penalizes not only faculty but Wisconsin students as well: the UW System is increasingly at a disadvantage in its attempts to attract and retain quality faculty members, a factor which inevitably erodes the quality of the education students in the UW System receive. This, in turn, puts Wisconsin students at a disadvantage when they enter the work force, and undermines the state's economy.

All this has come at a time when a college education is more vital than ever, and in a place where college graduates are sorely needed.

According to Tamara Draut, director of a nonpartisan public policy research organization, the gap in expected lifetime earnings between college graduates and those with only high school diplomas has widened steadily in recent years. Moreover, politicians and past UW Chancellors alike have pointed out that if Northeastern Wisconsin were a state, it would rank below all other states except Mississippi in percentage of population holding college degrees. Yet while Wisconsin's political leaders call for a greater percentage of Wisconsin residents to earn college degrees, they simultaneously pursue fiscal policies which systematically exclude increasing numbers of worthy, but not wealthy, students from access to a college education.

Admittedly, it is difficult to justify increasing financial support for *anything* during hard economic times. Yet the financial climate need not determine the level of support: as the figures provided elsewhere in this message make clear, over the past quarter century Wisconsin's political leaders have often chosen to *decrease* financial support for higher education during *good* economic times. Moreover, education is one area where increased financial support is almost certain to be repaid by financial gains, in everything from reduced prison costs to a more robust economy through increased productivity. As a well-known book puts it, "Send out your bread upon the waters, for after many days you will get it back."

The UW-Green Bay Faculty Senate strongly urges the elected officials of Wisconsin to reverse their decades-long pattern of disinvestment in the University of Wisconsin System of Higher Education.

# A Proposal to Enable the Creation of Joint Governance Committees

Amend p. 45 of the Faculty Handbook by eliminating struck-through paragraphs and adding the bold-face paragraph:

## FACULTY COMMITTEE SYSTEM

### INTRODUCTION

~~Faculty governance at the University of Wisconsin Green Bay is implemented through Academic Units, the Faculty Senate, and a system of elected and appointed committees. Some committees are defined by the UWGB Codification. These include the executive committees of the interdisciplinary and disciplinary units (UWGB Chapters 53.03, 53.08, 53.13) and several other elected committees. A second group of committees are the standing elected or appointed committees established by the Faculty Senate. These will be described below.~~

~~A third group of committees includes committees established at the pleasure of the Senate, or by one or more of the Senior Administrators on campus. This would include search and screen committees, the professorial promotion advisory committees, and others with responsibilities defined in actions taken by faculty bodies. Others in this group serve to advise the Senate or various administrators on specific policy issues.~~

**Faculty governance at the University of Wisconsin - Green Bay is implemented through the Faculty as a whole, Academic Units and their executive committees, the Faculty Senate, and a system of governance committees. Some committees and councils are defined directly by UWGB Codification. Actions of the Faculty Senate have created additional standing committees that are either elected or appointed. Joint governance committees may also be created to represent the shared governance perspective of both the Faculty and Academic Staff to the administration. Additional special committees may be created by the Faculty Senate or by one or more of the senior administrators on campus in consultation with the Committee on Committees and Nominations.**

It is the policy of the Faculty of the University of Wisconsin-Green Bay that any of its members taking a sabbatical or leave of absence for any purpose and for one semester or more shall relinquish his/her right of participation in All-University governance during the remaining term of the governance unit to which he or she was elected or appointed. A letter of resignation from any All-University standing elected or standing appointed council or committee must be tendered to the Secretary of the Faculty and Academic Staff well in advance of the beginning of the fall semester of the academic year involved. (Faculty Senate Doc. #89-8, Approved 18 April 1990)

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...and adding the bold-face paragraph to the description of types of committees on p. 47-48:

### TYPES OF COMMITTEES

#### 1. Faculty Elective Committees

Faculty members are elected to elective faculty committees from a slate of names presented by the Committee on Committees and Nominations. Annually the Committee on Committees and Nominations nominates at least two candidates for each elective committee position to be filled. The list of nominations shall be sent by the Secretary of the Faculty and Academic Staff to each member of the Faculty prior to the Faculty Senate meeting at which the Committee on Committees and Nominations reports. Additional nominations, made by petition of three

members of the Faculty, must be received within 10 days of the report of the Committee on Committees and Nominations. Such nominations are made with approval of the nominee.

The election is held prior to the close of the academic year. Ballots are sent to each member of the Faculty from the Office of the Secretary of the Faculty and Academic Staff. Ballots shall be returned to the Office of the Secretary of the Faculty and Academic Staff for tallying. The Secretary of the Faculty and Academic Staff, one observer from the Committee on Committees and Nominations, and/or one observer from the University Committee, count the ballots. The Office of the Secretary of the Faculty and Academic Staff reports the results.

Terms of office begin in September of the following academic year.

Elected committee vacancies are filled for the remainder of the academic year in which the vacancy occurs by the candidate who has the next highest number of votes. If there is no such candidate, the position is filled by an election.

If there is no continuing chairperson in an elective committee, the Secretary of the Faculty and Academic Staff will act to convene the committee.

## 2. Faculty Appointive Standing Committees

Faculty members are appointed annually to appointive standing committees. Appointive responsibility has been delegated by the Chancellor to the Secretary of the Faculty and Academic Staff. The Committee on Committees and Nominations submits a panel of nominees to the Secretary of the Faculty and Academic Staff for consideration. Appointments are made with an effort to assure some continuity of membership from year to year. A convener is named by the Secretary of the Faculty and Academic Staff for each committee who may or may not be elected chairperson for the year. It is assumed that faculty members so appointed serve until such time as new appointments are made.

## 3. Special Faculty Committees

May be created, when a need arises, by the Faculty Senate or the University Committee in consultation with the Committee on Committees and Nominations, to perform specific tasks either a) of a limited duration, or b) for a function that requires special technical competence of its membership.

- a. Committees of limited duration will be given a specific written charge which shall be reviewed by the Committee on Committees and Nominations. Charges shall be examined to avoid duplication of function with existing or standing committees. Such a committee ceases to exist when it has completed its charge and makes its final report.
- b. Committees requiring special technical competencies shall be given a specific written charge which will be reviewed by the Committee on Committees and Nominations. Such committees are to be advisory on technical matters and they may be of limited duration or continuing committees. (Examples: Fringe benefits, Legislature, etc.)

## 4. Joint Governance Committees

**Members of the Faculty, Academic Staff, or administration may propose the creation of joint governance committees. The proposal must specify a charge, or set of responsibilities, and a method of determining membership (including number, distribution, terms, and voting rights). The proposal must secure the approval of the Faculty Senate with advice from the Committee on Committees and Nominations, the Academic Staff Committee, and an appropriate administrator in order to advise or act on behalf of shared governance.**