

AGENDA

UW-GREEN BAY FACULTY SENATE MEETING NO. 1

Wednesday, September 12, 2012

Phoenix Room C, 3:00 p.m.

Presiding Officer: Bryan Vescio, Speaker

Parliamentarian: Clifford Abbott

1. CALL TO ORDER

2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 10

May 2, 2012 [page 2]

3. CHANCELLOR'S REPORT

4. NEW BUSINESS

a. Election of Deputy Speaker of the Senate for 2012-13

b. General Education Reform (first reading) Presented by Lucy Arendt and Bryan Vescio [page 5]

c. Honors Program (first reading) Presented by Illene Cupit [page 8]

d. request for future business

5. PROVOST'S REPORT

6. OTHER REPORTS

a. Faculty Representative Report - Presented by Steve Meyer

b. University Committee Report - Presented by Derek Jeffreys

c. Academic Staff Representative Report - Presented by Kristi Aoki

d. Student Government Representative Report - Presented by Heba Mohammad

7. OPEN FORUM: [Flexible Degree](#) Presented by Derek Jeffreys

8. ADJOURNMENT

MINUTES 2011-2012
UW-GREEN BAY FACULTY SENATE MEETING NO. 10

Wednesday, May 2, 2012
Phoenix C, University Union

Presiding Officer: Derek Jeffreys, Speaker of the Senate
Parliamentarian: Clifford Abbott

PRESENT: Andrew Austin (DJS), Kimberly Baker (HUB), David Dolan (NAS-UC), Michael Draney (NAS-UC), Jorge Estevez (NAS), Clif Ganyard (HUS), Victoria Goff (ICS), Thomas Harden (Chancellor *ex officio*), Doreen Higgins (SOWORK), Ray Hutchison (URS-UC), Derek Jeffreys (HUS-UC), Tim Kaufman (EDU-UC), Young Jin Lee (BUA), Kaoime Malloy (AVD), Ryan Martin (HUD), Jennifer Mokren (AVD), Amanda Nelson (HUB), Cristina Ortiz (HUS), Adam Parillo (URS), Alma Rodriguez Estrada (NAS), Courtney Sherman (AVD), Christine Smith (HUD), John Stoll (PEA), Mussie Teclezion (BUA), Bryan Vescio (HUS-UC), Julia Wallace (Provost, *ex officio*).

NOT PRESENT: Franklin Chen (NAS), Adolfo Garcia (ICS), Mark Kiehn (EDU), Karen Lieuallen (EDU), Christopher Martin (HUS), and Christine Vandenhouten (NURS),

REPRESENTATIVES: Heba Mohammad, Student Government

GUESTS: Tim Sewall, Sue Mattison, Scott Furlong, John Katers, Lucy Arendt, Andrew Kersten, Tim Dale, Steve VandenAvond, and Paula Ganyard

1. Call to Order. Speaker Jeffreys, showing an admirable command of punctuality previously thought of as exclusively the Chancellor's, brought his final meeting of the year to order at exactly 3:00.

2. Approval of Minutes of Faculty Senate Meeting No. 9, April 25, 2012. Speaker Jeffreys asked for any corrections and/or comments and, hearing none, accepted the minutes.

3. Chancellor's Report. The Chancellor began by congratulating everyone on an exceptional year and reporting that the number of graduating students this term reaches a record 902. He then reported on three issues. The first was to urge all to pay attention to an anticipated announcement from the Governor's office on May 14th. This may involve Wisconsin's reaction to a model of education used by Western Governors University, characterized as all the credits you can take for a single low price. It was unclear whether the prime advocate was the Governor, the UW-Extension Chancellor, or Western Governors itself, but, according to Provost Wallace, the UW Provosts are uncomfortable with the model. The second issue was the effort to reform the UW personnel system. The Chancellor described the process over more than a year to come up with recommendations for change. A set of draft recommendations now exists and will be the subject of three open forums on this campus on May 15 and 16. The implementation date is July 2013. The third issue in the Chancellor's report was the set of changes concerning the Weidner Center. A formal season of performances will be announced on May 22 and changes are already in place to make the Center more accessible to University and community groups. (The Chancellor was asked whether there would be any faculty/staff discounts and he responded by saying it was something worth looking into.) Finally the Chancellor presented some tokens of recognition for the work this year of the

Speaker of the Senate, Derek Jeffreys, and the Chair of the University Committee, Michael Draney. The Senate showed its appreciation with several rounds of applause.

4. Continuing Business.

a. Code Change to create a Graduate Studies Council (second reading) Director of Graduate Studies Tim Sewall introduced the proposed change and the next one by saying there were no changes from the first reading and by asking for questions. There were none. **Senator Mokren (Senator Stoll second) moved adoption and with no discussion the Senate voted its unanimous approval (24-0-0).**

b. Code Change in Graduate Faculty Status (second reading). **Senator Draney (Senator Mokren second) moved adoption and again with no discussion the Senate voted its unanimous approval (24-0-0).**

c. Code Change in Periodicity of Senate Meetings (second reading) UC Chair Michael Draney presented a slightly altered version from the first reading and explained how the Code change would add a single meeting to next year's calendar (with an additional potential May meeting to be held only if needed). **Senator Ganyard (Senator Vescio second) moved adoption and with no discussion the Senate voted its unanimous approval (24-0-0).**

d. Proposal for an M.S. in Sustainable Management (second reading) John Katers introduced this item by reporting on the progress made and anticipated by the other campuses involved in the collaborative program. **Senator Higgins (Senator Estevez second) moved adoption and, clearly catching the rhythm of the afternoon, the Senate without discussion voted its unanimous approval (24-0-0).**

e. Requests for future business The Speaker made the standard request.

5. New Business.

a. Election of Speaker of the Senate for 2012-2013 Speaker Jeffreys announced that the UC was bringing forward Bryan Vescio as their candidate for Speaker of the Senate and asked for nominations. **Senator Dolan (Senator Kaufman second) made Senator Vescio's nomination official. With no other nominations the Senate voted its unanimous approval.**

6. Provost's Report. The Provost reported progress on two administrative searches. The search to replace Mike Marinetti as Assistant Vice Chancellor for Academic Administration is bringing candidates to campus this week and the search to replace Kathy Pletcher as Associate Provost for Information Services will bring three candidates to campus in the week of May 15th. The Provost also lauded the work of Tim Sewall throughout his career but especially over the last year for the work with graduate studies. The Senate responded with applause.

7. Other Reports.

a. Faculty Rep Report. Dave Dolan reported that the Faculty Reps will be meeting soon and on their agenda are at least two items: a review of the recommendations for changes to the UW personnel system and a proposal from UW-SP on salary compression.

b. University Committee Report. UC Chair Mike Draney reported on a recent meeting of the Chancellor's Leadership Council which dealt with the topics of: the recommended changes to the UW personnel system, where he registered concerns about the process and complained about the timing of the scheduled forums (although faculty are still under contract, many would not be available the week after exams); the slightly revised policy on rehiring annuitants (exceptional cases must now go through the Position Review Committee); and progress on the University's branding efforts (an ad agency is now under contract). He then announced that the UC had selected Derek Jeffreys as its chair for next year. He also graciously acknowledged and thanked: the members of the Senate, the University Leadership (for improved communication), the members of the University Committee (for their hard work and accomplishments), the SOFAS (for some perceived mentoring), and the audio support team (for listening to every minute of the Senate's meetings).

c. Student Government Report. Heba Mohammad thanked the Senate and University Committee and announced two items: that the students would be spending some of their sustainability funds on bike racks and that the vote on participation in the United Council appears, dependent on resolution of some charges of voter irregularities, to be going against UW-Green Bay's participation.

8. Open Forum on General Education Reform

Bryan Vescio and Cliff Abbott of the General Education Task Force presented a history of the Task Force and the process that led to the proposal for a new model (attached to the Senate agenda). They described the narrative that the new model works from, some reactions from units, and the next steps which involve deans working with unit leaders over the summer (if possible) to confront implementation issues of repurposing courses and constructing new courses for the program. The inclination of the University Committee was to bring the model to the Senate in the fall for two readings and a vote.

The senators posed a number of questions and the discussion was a bit free form since the Senate's speaker, the parliamentarian, and several guests joined in the discussion. The questions raised the following issues: what exactly has to change; how are transfers handled; are there reasonable enrollment limits on capstone courses; how are first year seminars in the model different from the first year seminars we currently have; is a first year experience necessary for everyone; will there be new faculty hires to accommodate low enrollment courses; will assessment methods (similar to those used in our current first year seminars) drive curricular structures; how much freedom will faculty have in course design for the new model, especially for first year seminars; are the key terms in the model's goal statements sufficiently well-defined to act upon (can contestable meanings still be coherent); is there enough time to consider the implications before a Senate vote in the early fall; will units have quota demands placed on them to supply new and repurposed courses for the model; will the amount of change sought be fairly distributed across units; does the proposal miss an opportunity to reform our writing requirements (writing emphasis courses); can the test-out procedures for the quantitative competency be put on a firmer basis than the instrument currently used; and can the institution ever overcome its inertia on general education.

9. Adjournment. At 4:56 p.m. the discussion seemed expended and the Speaker with near perfect timing called the meeting adjourned.

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

Resolution on General Education Reform

Resolved: The Faculty Senate supports the model of general education in the following materials (presented at an Open Forum at the Senate's May 2, 2012 meeting) with a target implementation date of fall 2014.

Goals of the General Education Task Force

At the end of the spring semester (2011), the Task Force agreed on a working model that would be used to discuss with the faculty in all of the interdisciplinary units during the fall semester (2011). As approved by the General Education Council and the Faculty Senate, the Task Force has proceeded in its discussions and development based the following purpose and mission statement.

General Education Purpose and Mission

The UWGB General Education Program supports the University's Select Mission by providing an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues in a multicultural and evolving world.

To that end, the UWGB General Education Program will help to develop liberally educated students and facilitate their living in an ever changing world by:

1. Introducing students to interdisciplinary education;
 - This goal relates most directly to the primary mission of UWGB and ensures that students have an introduction to interdisciplinarity and its importance early in their career.
2. Providing knowledge that includes disciplinary breadth;
 - Students must have adequate breadth of knowledge and course work that is representative of distinct ways of thinking.
3. Working with students to develop an understanding of critical social problems;
 - In order to have an appropriate understanding of problems and issues (e.g., sustainability) regardless of their eventual major, students must have background and/or a variety of experiences from global and multicultural perspectives. In addition, UWGB's select mission recognizes the importance of a university education to promote engaged citizens. The General Education program will help foster these elements of a student's education.
4. Supporting the development of important academic skills including communication, critical thinking, problem solving, and quantitative and information literacy.
 - Certain skills are critical for any liberally educated individual in order to promote life-long learning and understand the complexity of the issues and problems of our world.

Based on the above direction, research, and discussions, the Task Force developed its draft model that was discussed at the unit meetings (see Appendix A).

Advantages of the Draft Model

The Task Force sees this model as providing a number of advantages for our General Education program:

1. General Education should be reflective of our mission. What we're proposing does that, in accordance with what the Faculty Senate approved.
2. General Education should be distinctive to Green Bay. It needs to reflect what we do well. This proposal takes into account UWGB's distinctive competencies (e.g., focus on interdisciplinarity, problem-solving, and sustainability).
3. The proposed General Education better enables integration with the rest of the curriculum.
4. Conversations in higher education across the country argue for making college in general, and General Education in particular, more relevant to society. This proposal includes a focus on complex societal issues that require an informed citizenry to resolve.
5. The number of credits associated with this proposal is approximately the same as the existing number of required Gen Ed credits.
6. This proposal offers faculty members needed flexibility, in terms of courses to be taught and the categories in which they fit.
7. The proposed program is simpler to understand and explain than the current Gen Ed program.
8. The proposed program is a coherent package, with a beginning (first year seminar) and an end (capstone seminar or experience), and clearly delineated and understandable elements in between. It will be easier to explain our General Education program to incoming freshmen and their parents. The program starts with an interdisciplinary seminar that introduces students to UWGB's distinctive academic plan. In order to fully develop their capacity to engage in interdisciplinary problem-solving, students are next introduced to breadth in the disciplines. Then, students are asked to examine complex, societal issues from several perspectives (global, ethnic, sustainability). Throughout the Gen Ed program, students build the technical and personal skills needed to succeed in their advanced courses and careers. Finally, students complete a capstone seminar or capstone experience that integrates their Gen Ed and advanced courses into a cohesive whole.
9. This is a draft framework. The details about specific courses will be determined at the unit, domain, and governance levels.

Next Steps

The General education Task Force presented the framework to the Faculty Senate at its May 2012 meeting with an expectation of a vote this fall. The Task Force will continue to take feedback and consider changes. The Task Force has been working with the unit chairs on modeling resource implications. Governance will vote on the framework, and then considerable dialogue will ensue engaging all relevant parties in the discussion of details. The Task Force will not decide which courses fit where. That will be a mutual decision of units and the General Education Council, consistent with our code and practice.

General Education Task Force
Working Model

Gen Ed Element	Credits	Comments
First Year Seminar	3	The First Year Seminar would introduce interdisciplinarity and include other skill elements
Capstone Seminar or Experience	3	The upper level Seminar could be related to the major program; and other ways to meet this requirement such as honors project, internship, practicum, etc.
BREADTH		
The assumption is that these classes would be large in order to enable the smaller enrollments associated with the seminar and perspectives courses.		
Science Requirement	6	Minimum two courses from different programs
Social Science Requirement	6	Minimum two courses from different programs
Humanities Requirement	6	Minimum two courses from different programs
Fine Arts Requirement	3	One three credit course or accepted performance based courses (total = 3 credits)
PERSPECTIVES REQUIREMENTS		
The assumption is that these courses would have 40 students each. There will be some amount of writing associated with these classes.		
Global Perspectives	3	Minimum one course whose focus is primarily on issues outside of the US or a travel course experience or foreign language at the 225 level or above
Ethnic Studies Perspectives	3	Similar to what we do now
Sustainability Perspectives	3	Select one of a variety of existing courses such as: Intro to Env Science, Env and Society, Energy and Society, Sustainable Development, Business and its Environment
Quantitative Competency	3	Could do this through a series of courses such as Math 104 (or testing out at this level) and above, any stats course, accounting, logic
Other skills (critical thinking, written/oral communication, problem solving, information literacy) will not have specific credits dedicated to them. Rather, they will be incorporated into the above classes—although not necessarily all skill in all courses.		
Total Credits	39	

Faculty Senate New Business 4b 9/12/2012

UW-GB Honors Program
Revised program – “University Scholars”

Mission Statement: The University Scholars Program mission is to:

- enhance the learning environment for students at the University of Wisconsin – Green Bay by offering qualified applicants opportunities for advanced academic pursuits,
- foster an intellectually engaged community of students, staff, and faculty,
- seek students who desire to be active learners, pursue independent intellectual interests and who want to expand their leadership and service capacity beyond the classroom,
- promote a cohesive education that challenges students, more deeply cultivates their interdisciplinary thought and helps them to achieve skills that can be applied in new ways to address real world problems and issues. Students are further encouraged to expand their leadership abilities, increase their involvement in the campus through internships and research, enroll in study abroad programs, and participate in a variety of programs in the community,
- individualize and coordinate these learning opportunities for participating students, and
- enhance the overall quality of the student experience on campus as well as provide opportunities in each student’s professional and personal life.
- Create innovative learning experiences that may also be applied to students who do not participate in an Honors Program.

Components of the Program:

- First Year Seminar
- General Education course (one/semester for first two years)
- Service Learning group project/course
- Interdisciplinary Honors minor
- Honors project
- Senior capstone seminar
- Travel course (optional)

Program beginnings:

Fall 2012:

- Director named, one course release to begin planning and development
- Near the end of Fall 2012 semester, Director works with First Year Seminar instructors to compile list of students to form a University Scholars Student Advisory committee to help develop the program in the spring semester
- University Scholars Student Advisory committee members would become the Inaugural Class of University Scholars, starting in Spring 2013
- Director begins planning and preparations for recruiting second cohort; prepares mailings.

Spring 2013:

- Special section of Gen Ed for Inaugural University Scholars; course buyout to replace one Gen Ed section reserved for University Scholars
- Director, one course release; begins intensive recruitment of second cohort; advises first cohort; continues developing program; plans special June orientation for University Scholars

Expected program plan and basic budget:

Year one (2012-2013)

- Director 2 course buyout (one course per semester) (\$12,000 salary + fringe)
- Gen Ed backfill spring 2013 (\$6,000 salary + fringe)

Year two (2013-2014)

- Director 2 course buyout (\$12,000 salary + fringe)
- Gen Ed 2 course backfill (\$12,000 salary + fringe)
- First Year Seminar (no buyout required; already small sections)

Year three (2014-2015)

- Director 4 course buyout, to include developing and advising student service learning course (\$24,000 salary + fringe)
- Gen Ed 2 course backfill (\$12,000 salary + fringe)
- First Year Seminar (no buyout required)

Year four and each year thereafter (2015-)

- Director 4 course buyout; to include service learning course and capstone experience (\$24,000 salary + fringe)
- Gen Ed 2 course backfill (\$12,000 salary + fringe)
- First Year Seminar (no buyout required)
- Capstone experience (above)

Additional expenses:

NCHC conference travel every other year (\$4,000)

Wisconsin conference travel every other year (\$2,000)

S&E (\$500)

Total expenses:

Year one: \$20,500

Year two: \$28,500

Year three: \$38,500

Year four and thereafter: \$38,500 - \$40,000

When budget is no longer an issue, reconfigure program to become a full-fledged Honors Program.

Faculty Senate New Business 4c 9/12/2012