

UW-GREEN BAY FACULTY SENATE ACTIONS AND RESOLUTIONS - 2012-13

<u>Number</u>	<u>Name</u>	<u>Date Approved</u>
#12-1	University Scholars Honor Program	10/3/2012
#12-2	General Education Reform	10/3/2012
#12-3	Resolution #1 on the Flexible Degree	10/3/2012
#12-4	Resolution #2 on the Flexible Degree	10/3/2012
#12-5	Change in Charge of Committee on Workload and Compensation	11/14/2012
#12-6	Code Change for Academic Affairs Council	11/14/2012
#12-7	Granting of Degrees Recommendation	11/14/2012
#12-8	Proposal to Establish a Joint Governance Committee	3/7/2013
#12-9	Nominees for 2013-14 Faculty Elective Committees	3/7/2013
#12-10	Resolution on Transparency for Professional Advancement	4/3/2013
#12-11	Approval of Electrical Engineering Technology Major	4/3/2013
#12-12	Approval of Environmental Engineering Technology Interdisciplinary Major	4/3/2013
#12-13	Approval of Mechanical Engineering Technology Major	4/3/2013
#12-14	Granting of Degrees Recommendation	4/3/2013
#12-15	UWGB-United's Resolution on Workload and Compensation Study	4/3/2013
#12-16	UWGB Social Work Professional Programs Resolutions	5/8/2013

**UW-GB University Scholars Honors Program
Revised Program**

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.

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	

Incorporating Skills into General Education

In order to support UW-Green Bay’s General Education Purpose and Mission statement particularly the following point (4) where the “General Education program will help to develop liberally educated students and facilitate their living in an ever changing world by:

Supporting the development of important academic skills including communication, critical thinking, problem solving, quantitative literacy and information literacy,”

The General Education Task Force is recommending that courses within the General Education curriculum incorporate certain skills that are appropriate for the category of classes in which the course falls within the General Education curriculum.

<u>GENERAL ED CATEGORY</u>	<u>LEARNING OBJECTIVES/SKILLS</u>
First Year Seminar	Interdisciplinarity Communication Information Literacy
Capstone Seminar/Experience	Interdisciplinarity Problem-focused Communication
Breadth	
Science Social Science Humanities Fine Arts	 Information Literacy in the context of the content
Global Perspectives Ethnic Studies Perspectives Sustainability Perspectives	 Critical Thinking Communication

Points to Consider:

- These represent the minimum skill elements for the courses. Faculty can choose to do more if they wish.
- In most cases it is not the role of General Education to ensure mastery of these skills. It is to introduce and then build upon the introduction.

Faculty Senate Old Business 4b 10/3/2012

Faculty Senate Document #12-03 – Approved 10/3/2012

Resolution on the Flexible Degree Proposal #1

Whereas the UWGB faculty has concerns about the process by which the Flexible Degree program is being implemented; and

Whereas the UWGB faculty doubts that the Flexible degree program will meet the academic standards of a university education; and

Whereas the UWGB faculty holds that a college experience rather than merely a list of competencies is important; therefore be it

Resolved that the University of Wisconsin - Green Bay Faculty Senate disapproves of the current University of Wisconsin System proposal to establish a Flexible Degree.

Faculty Senate New Business 5a 10/3/2012

Faculty Senate Document #12-04 – Approved 10/3/2012

Resolution on the Flexible Degree Proposal #2

Whereas a member of the UW Flexible Degree Committee would help gauge how or whether UWGB should be involved in the Flexible Degree Program; and

Whereas the Flexible Degree Committee would provide input to help formulate the Flexible Degree; therefore be it

Resolved that the University of Wisconsin - Green Bay Faculty Senate recommends that the University Committee appoint a representative to the Flexible Degree Committee.

Faculty Senate New Business 5b 10/3/2012

Proposal to Change Charge of Committee on Workload and Compensation

The proposal is to add the boldface items to the charge below:

Committee Charge:

1. The Joint Committee on Workload and Compensation (CWC) shall be composed of six members. The Academic Staff Committee (ASC) shall appoint three Academic Staff representatives, and the University Committee shall appoint three tenured faculty representatives: one from the College of Professional Studies, one from the College of Liberal Arts and Sciences, and one at-large, subject to the condition that at least one of the three members shall also be a member of the Graduate Faculty. These members shall serve three year terms (eventually, but not initially, to be staggered terms). In addition, the Director of Institutional Research, one representative from the ASC, **one representative from the Classified Staff Advisory Council (CSAC) to be appointed by the Classified Staff Advisory Committee**, and one from the UC shall serve as *ex officio* (non-voting) members of the CWC, and shall each serve one year terms, or be re-appointed annually for the duration of their service on the ASC, **CSAC**, or UC.
2. The chair of said committee shall attend a meeting of the UC and the ASC at least once per semester to update them and report on plans and progress.
3. The CWC is charged with both reporting and action responsibilities:
 - a. In light of prevailing fiscal conditions, the committee is charged with:
 - I. identifying the various existing and potential components of workload and forms of compensation for faculty and academic staff,
 - II. identifying areas of concern and stress among personnel relating to workload and compensation, and
 - III. formulating options for remedying perceived workload and compensation shortcomings, dysfunctional procedures, or inequities on this campus.

Rather than creating formal reports, the committee is asked to simply advise the UC and the ASC on an ongoing basis (per item 2, above).

- b. On an ongoing basis, and at least once per semester, the committee is asked to present proposals (relating to 3a) to the Academic Staff Committee and the Faculty Senate for action.

Faculty Senate Document #12-06 – Approved 11/14/2012

Proposal to Code Change on Academic Affairs Council Functions

The intent of this change is to remove the duplication created last year when the Senate gave the Graduate Studies Council authority over courses and curriculum at the graduate level. The intent of that change was to make the GSC parallel to the Academic Affairs Council in approving courses and curricular changes. Authority was added to the GSC but not removed from the AAC. This proposal removes references to graduate courses and curriculum in the Code section on the AAC.

54.03 Functions of the Councils

A. Academic Affairs Council

1. Upon request of the appropriate Dean(s), the Academic Affairs Council shall approve or disapprove of all new programs or on modification to existing programs (majors and/or minors), and on all new credit courses or modifications to existing credit courses at ~~both the undergraduate and graduate~~ levels.

2. The Academic Affairs Council shall have the responsibility and authority for review of all credit courses and all academic programs at ~~both the undergraduate and graduate~~ levels. Its official response, including its decision, shall be forwarded to the Faculty Senate through the University Committee. The Faculty Senate will publish all curricular decisions made by the Academic Affairs Council in the minutes of its monthly meetings and forward them along with copies of all official Academic Affairs Council correspondence to the Provost/Vice Chancellor for Academic Affairs.

In a case where the Academic Affairs Council does not approve a new course or program, the initiator of that new course or program may ask the Academic Affairs Council for reconsideration of the decision, providing new arguments or supplementary evidence in support of the claim or making appropriate modifications in the proposal to meet the Academic Affairs Council's published objections. If this initial appeal fails to produce a satisfactory conclusion in the view of the initiator, a second appeal to the University Committee is possible. In such cases the University Committee may investigate the appeal themselves or establish an ad hoc committee to do so. If the University Committee chooses to overturn the second no approval decision, the results of that deliberation will be reported to the Senate, published in the Senate minutes and forwarded to the Provost/Vice Chancellor for Academic Affairs.

3. The Academic Affairs Council shall have the responsibility for examining the interrelationships among program areas in the University and for overseeing for the faculty the total academic plan and its various programs and components. This examining and overseeing function shall include, but not be limited to, the reviewing of course titles and content for duplication, and the monitoring of records pertaining to enrollments in lower division courses, upper division courses, ~~the graduate program~~, and career and adult education courses. The final decision of the Council shall be forwarded to the Faculty Senate through the University Committee. The Faculty Senate will publish all curricular decisions of the Academic Affairs

Council in the minutes of its monthly meetings and forward them along with copies of all official Academic Affairs Council correspondence to the Provost/Vice Chancellor for Academic Affairs.

4. On its own initiative, or upon request of the University Committee, the Academic Affairs Council may advise the Faculty Senate about issues of educational policy and implementation that fall within the jurisdiction of the Faculty.

5. The Academic Affairs Council shall annually provide the Secretary of the Faculty and Academic Staff, for inclusion in the Faculty Governance Handbook, a current list of: 1) Interdisciplinary Units and 2) approved academic programs (including majors, minors, emphases, ~~graduate programs~~, and certificate programs).

Faculty Senate Old Business 4b 11/14/2012

Faculty Senate Document #12-07 – Approved 11/14/2012

Recommendation on the Granting of Degrees

Be it resolved that the Faculty Senate of the University of Wisconsin-Green Bay, on behalf of the Faculty, recommends to the Chancellor and the Vice Chancellor of the University that the students certified by the Registrar of the University as having completed the requirements of their respective programs be granted their degrees at the fall 2012 Commencement.

Faculty Senate New Business 5b 11/14/2012

Proposal to Establish a Joint Governance Committee

Committee on Student Misconduct

1. The Committee on Student Misconduct shall be composed of three faculty representatives serving three-year staggered terms, three academic staff representatives serving three-year staggered terms, and three student representatives serving single-year terms. Faculty representatives are appointed by the Chancellor or designee on the advice of the Committee on Committees and Nominations. Academic staff representatives are appointed by the Chancellor or designee on the advice of the Academic Staff Committee. Student representatives are appointed by the Student Government Association President.
2. Members attend regularly scheduled trainings during the academic year. These are provided by the Dean of Students Office and provide members with background on handling misconduct issues both academic governed by UWS 14 and non-academic governed by UWS 17.
3. Members serve as a pool of individuals from which a hearing examiner or a hearing committee can be appointed by the Chancellor or designee when required by UWS 14 or UWS 17.
 - a) For academic misconduct cases, a student academic misconduct hearing committee shall consist of at least three persons, including a student or students, and the presiding officer shall be appointed by the Chancellor or designee. The presiding officer and at least one other member shall constitute a quorum at any hearing held pursuant to due notice. A hearing examiner shall be selected by the chancellor or designee from the faculty and staff of the institution.
 - b) For non-academic misconduct cases, a hearing committee shall consist of at least three persons, including at least one student, except that no such committee shall be constituted with a majority of members who are students. The presiding officer shall be appointed by the Chancellor or designee. The presiding officer and at least one other member shall constitute a quorum at any hearing held pursuant to due notice.
4. The Committee on Student Misconduct also advises the Dean of Students on misconduct policies and submits an annual report to the Secretary of the Faculty and Academic Staff.

NOMINEES FOR 2013-14 FACULTY ELECTIVE COMMITTEES

The Committee on Committees and Nominations, the University Committee, and the Personnel Council have prepared the following slate of candidates for open 2013-14 faculty elective committee positions. Further nominations can be made by a petition of three voting faculty members. These nominations must have consent of the nominee and must be received by the Secretary of the Faculty and Academic Staff no later than March 18th.

ACADEMIC AFFAIRS COUNCIL

5 tenured members: 1 from each of the 4 voting districts and one at-large member. Members are elected by voting districts, except for the at-large member who is elected by the faculty as a whole.

Continuing members are:

Dean VonDras, SS; Franklin Chen, NS; Steven Kimball, PS

Kaoime Malloy, AH, will be on Sabbatical in Fall of 2013; Sarah Meredith Livingston, AH, to replace Kaoime for the 2013-14 year.

Nominees for 1 faculty slot

One at-large, 3-year term: Adam Gaines, AH and Forrest Baulieu, NS

PERSONNEL COUNCIL

5 tenured members: 1 from each of the 4 voting districts and one at-large member. Members are elected by voting districts, except for the at-large member who is elected by the faculty as a whole.

Continuing members are:

Georjeanna Wilson-Doenges, SS; Christine Style, AH; Scott Ashmann, PS; Michael Zorn, NS

Nominees for 2 tenured faculty slots

One at-large, 3-year term: Adolfo Garcia, AH and John Luczaj, NS

One from AH, 1-year replacement term: Toni Damkoehler and David Voelker

GENERAL EDUCATION COUNCIL

6 tenured members: 1 from each of the 4 voting districts, plus two at-large members (with no more than 2 from a single voting district). Members are elected by voting districts, except for the at-large members who are elected by the faculty as a whole.

Continuing members are:

Heidi Fencl, at-large NS; Jeff Entwistle, at-large AH; William Lepley, PS; Woo Jeon, NS

Nominees for 2 faculty slots

One from AH, 3-year term: Hye-Kyung Kim and Alison Gates

One from SS, 3-year term: Kate Burns and Christine Smith

GRADUATE STUDIES COUNCIL

2 tenured members of the graduate faculty from different programs; may not serve consecutive terms.

Continuing member is:

David Dolan, ES&P

Nominees for 1 slot - tenured graduate faculty only

3-year term: Susan Gallagher-Lepak (Nursing) and James Coates (Applied Leadership)

UNIVERSITY COMMITTEE

6 **tenured** members: 1 from each of the voting districts, plus two at-large (with no more than 2 from a single voting district).

Continuing members are:

*Bryan Vescio, at-large AH; Greg Davis, at-large, NS; Mimi Kubsch, PS; Ryan Martin, SS;
Steve Meyer, NS*

Nominees for 1 faculty slot

One from AH, 3-year term: Clif Ganyard and Cristina Ortiz

COMMITTEE OF SIX FULL PROFESSORS

6 **tenured**, full professor members: 1 from each of the voting districts, plus two at-large (with no more than 2 from a single voting district).

Continuing members are:

Angela Bauer-Dantoin, at-large NS; Robert Howe, NS; Jeff Entwistle, AH; Regan Gurung, SS

Nominees for 2 faculty slots – cannot be a member of NS

One at-large, 3-year term: Carol Emmons, AH and Laura Riddle, AH

One from PS, 3-year term: John Stoll, SS and Meir Russ, PS

COMMITTEE ON COMMITTEES AND NOMINATIONS

5 members nominated by the Personnel Council with **professorial rank** only: One from each of the 4 voting districts, plus one at-large. No member is eligible for more than one consecutive term.

Continuing members are:

Adolfo Garcia, at-large AH; Katia Levintova, SS; Kim Baker, NS; Pao Lor, PS

Nominees for 1 faculty slot

One from AH, 3-year term: J. Vincent Lowery and Ellen Rosewall

COMMITTEE ON RIGHTS AND RESPONSIBILITIES

5 **tenured** members nominated by the University Committee: one from each of the 4 voting districts, plus one at-large. Members may serve up to 3 consecutive terms.

Continuing members are:

Kristin Vespia, SS; Jennifer Mokren, AH

*Kathleen Burns, at-large SS, will be on sabbatical in Spring of 2013; Tim Kaufman, at-large PS
to replace Kathleen during that semester.*

Nominees for 2 slots – tenured faculty only

One from NS, 3-year term: Michael Draney and Debra Pearson

One from PS, 3-year term: Tim Kaufman and Janet Reilly

Faculty Senate New Business 4a 3/6/2013

Resolution on Transparency for Professional Advancement

WHEREAS, the success and reputation of UW-Green Bay depends on the effective recruitment, retention, and advancement of talented employees; and

WHEREAS, information is essential to increase capacity and productivity across UW-Green Bay; and

WHEREAS, faculty and staff are professionally and personally reliant upon information provided to them by administration;

THEREFORE, BE IT RESOLVED, that the UW-Green Bay Faculty Senate, Academic Staff Committee, the Classified Staff Advisory Council, and the Compensation and Workload Committee support the establishment of a website titled **Professional Advancement** with a link on the Human Resources web page. This website will contain the university's Compensation Philosophy, summary data regarding UWGB employee advancement as well as readily accessible documents including any and all requirements, information, and steps needed for all employees to enter into the promotion process or seek salary increases. This information will include measurable steps or benchmarks for all employment areas; and,

BE IT FURTHER RESOLVED, the administration should publish a summary of recruitment, retention, and advancement outcomes by division in UW-Green Bay's annual Accountability Report to the University of Wisconsin System with specific reference to the goals outlined in the Compensation Philosophy. In addition, an advisory committee of equal representation should be established to identify barriers and recommend proposed changes to facilitate progression for faculty, academic, and classified staff.

Faculty Senate Document #12-11 – Approved 4/3/2013

Be it resolved that the Faculty Senate approve the major in Electrical Engineering Technology that would meet the standards for accreditation.

Faculty Senate Old Business 4b 4/3/2013

Faculty Senate Document #12-12 – Approved 4/3/2013

Be it resolved that the Faculty Senate approve an interdisciplinary major in Environmental Engineering Technology that would meet the standards for accreditation.

Faculty Senate Old Business 4c 4/3/2013

Faculty Senate Document #12-13 – Approved 4/3/2013

Be it resolved that the Faculty Senate approve a major in Mechanical Engineering Technology that would meet the standards for accreditation.

Faculty Senate Old Business 4d 4/3/2013

Faculty Senate Document #12-14 – Approved 4/3/2013

RECOMMENDATION ON THE GRANTING OF DEGREES

Be it resolved that the Faculty Senate of the University of Wisconsin-Green Bay, on behalf of the Faculty, recommends to the Chancellor and the Vice Chancellor of the University that the students certified by the Registrar of the University as having completed the requirements of their respective programs be granted their degrees at the spring 2013 Commencement.

Faculty Senate New Business 5a 4/3/2013

**UWGB-United’s Resolution to Faculty Senate
on Workload and Compensation Study**

Whereas, UW-Green Bay administration has worked with the Joint Committee on Workload and Compensation (CWC) to initiate an external study on campus workload, compensation, and staffing issues, and

Whereas, a preliminary report by the consultant has been issued to the campus community, and that the data show significant compensation misalignment across many of our employment categories, and

Whereas, UW-Green Bay administration has expressed a definite commitment to rectifying these inequities wherever it is financially possible to do so, and

Whereas, UW-Green Bay administration, together with the CWC, has established a campus compensation philosophy wherein transparency of process is identified as a paramount feature of our campus strategy going forward,

Therefore be it resolved, that the UW-Green Bay Faculty Senate requests that the Chancellor allow the University Committee to appoint one of its members as a liaison between the Chancellor’s Cabinet and the UW-Green Bay faculty. The Senate further requests this appointee be invited to observe all Chancellor’s Cabinet meetings with the aim of providing direct feedback between that Cabinet and UW-Green Bay faculty.

Faculty Senate New Business 4a 4/24/2013

University of Wisconsin-Green Bay
Social Work Professional Programs

**Resolution in Support of Collaborative Master of Social Work Program
Dissolution and
Development of an Independent Master of Social Work Program**

Whereas the UW-Green Bay/Oshkosh Collaborative Master of Social Program (MSW) has successfully operated an accredited Program since 2003, and

Whereas the Program has successfully met the region's demand for preparation of Master's prepared social workers since its inception in 2003, and

Whereas the Program has experienced considerable growth in student demand, and

Whereas the Program has developed and maintained strong community partnerships throughout northeast Wisconsin, and

Whereas, the Program has grown in its capacity to offer a fully viable and independent MSW Program,

Therefore, be it resolved that the Faculty of the University of Wisconsin-Green Bay supports the dissolution of the Collaborative MSW Program in support of an independent, UW-Green Bay Master of Social Work Program.

Faculty Senate New Business 4b 5/8/2013