

UW-GREEN BAY FACULTY SENATE ACTIONS AND RESOLUTIONS – 2007-08

<u>Number</u>	<u>Name</u>	<u>Date Approved</u>
#07-01	Code Change to Committee of Six Full Professors and Personnel Council Regarding Recusals.	09/19/2007
#07-02	Code Changes to Chapters 53.11 [General Education Programs] and 54.01 and 54.03 [University Councils] [see 2/20/08 below for revision to 54.03 A.5]	11/14/2007
#07-03	Resolution on the Granting of Fall Degrees (Document #89-6 used each year)	11/14/2007
#07-04	Revised Policy on Student Feedback on Instruction	01/23/2008
#07-05	Code Change to Chapter 54.03 A.5 – Academic Affairs Council	02/20/2008
#07-06	Slate of Nominees for 2008-09 Elective Committees	02/20/2008
#07-07	New Major in Arts Management	03/12/2008
#07-08	New Major in Design Arts	03/12/2008
#07-09	Resolution on the Granting of Fall Degrees (Document #89-6 used each year)	04/16/2008
#07-10	Resolution on Advantage Wisconsin	04/16/2008
#07-11	Code Changes to Chapter 53.05 A.2. and 53.08 B. - Course Responsibilities	05/14/2008
#07-12	Resolution in Support of Student Government Association U-Pass Program	05/14/2008
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Memorial	Resolution for Professor Emerita Alice Goldsby	09/19/2007
Memorial	Resolution for Professor Anne Kok	04/16/2008

CODE CHANGES ON COMMITTEE RECUSALS

[Strikethrough language to be deleted and boldface language to be added]

Committee of Six Full Professors

UWGB Faculty Senate Revised 16 March 1988; Revised 9 May 2001 (2); 19 September 2007

1. The Committee consists of six tenured full professors elected by the Faculty, no more than two of whom shall be from a single domain voting district: i.e., one from each voting district and two at-large. Members serve three years and two new members are elected annually. A faculty member shall not serve on the Committee of Six and the Personnel Council or Committee on Rights and Responsibilities at the same time.
2. ~~A member of the Committee of Six shall not take part in the deliberations or voting of the Committee in the review of a candidate if the Committee member is also a member of any other unit, program, or committee which is responsible for reviewing the candidate. When the operation of this rule reduces the active membership of the Committee below five, the University Committee will designate alternative members to fill all vacancies caused by recusal.~~ **While serving on the Committee of Six, a member shall not take part in the deliberations or voting on a candidate for promotion in any review body other than the Committee of Six.**
3. The committee will review and advise the appropriate Dean(s) for promotion to the rank of full professor [Chapter 3.08 (4) (c) (d)].

54.03 B. Personnel Council

1. The appropriate Dean(s) shall seek the advice of the Personnel Council whenever a candidate for appointment or promotion is to receive tenure.
2. The Council shall develop written criteria to be used in providing its advice.
3. ~~A member of the Personnel Council shall not take part in the deliberations or voting of the Council in the review of a candidate if the Council member is also a member of any other unit, program, or committee which is responsible for reviewing the candidate. When the operation of this rule reduces the active membership of the Council, the University Committee will designate alternative members to fill all vacancies caused by recusal.~~ **While serving on the Personnel Council, a member shall not take part in the deliberations or voting on a candidate for promotion in any review body other than the Personnel Council.**
4. On its own initiative, or upon the request of the University Committee, the Personnel Council may advise the Faculty Senate about issues of personnel policy and implementation that fall within the jurisdiction of the Faculty.

CODE CHANGES TO FACULTY HANDBOOK CHAPTER 53 AND 54

[Strikethrough language to be deleted and boldface language to be added]

53.11 GENERAL EDUCATION PROGRAMS

A. General Education Programs. General Education Programs consist of those courses and programs developed to satisfy or support the Breadth, Ethnic Studies, Other Culture, and All-University Proficiency Requirements.

B. Associate Provost for Academic Affairs. The Associate Provost for Academic Affairs is appointed by the Provost/Vice Chancellor for Academic Affairs using the codified Search and Screen Procedures for Administrative Appointments. The Associate Provost is a member of the Office of the Provost/Vice Chancellor for Academic Affairs.

C. Faculty. The General Education faculty includes all members of the Faculty of the University. For purposes of governance of General Education, the faculty includes four groups: the Humanities and Fine Arts Domain, which includes Humanistic Studies, ~~Communication and the Arts~~ **Arts and Visual Design**, half from Information and Computing Science; the Natural Sciences Domain, which includes Human Biology, Natural and Applied Sciences, and half from Information and Computing Science; the Social Sciences Domain, which includes Human Development, Social Change and Development, Urban and Regional Studies, and Public and Environmental Affairs; the Professional Programs, which include Business Administration, Education, Nursing, Physical Education, and Social Work. For purposes of General Education governance, faculty members may vote in each group to which they belong by these definitions.

D. General Education Council. The General Education Council will advise ~~the Provost/Vice Chancellor for Academic Affairs and the appropriate Dean(s) through the Associate Provost for Academic Affairs~~ **the Faculty Senate** on all matters pertaining to General Education, including but not limited to courses appropriate to the General Education Curriculum.

E. Curriculum Review. Course proposals to fulfill General Education requirements will be approved by interdisciplinary units in the usual manner. Such units may collaborate in any manner they see fit in developing course proposals. The Council shall determine and regularly review the suitability of any course for adoption or continuation as a General Education course, and so advise the ~~Provost/Vice Chancellor and appropriate Dean(s) through the Associate Provost~~ **Faculty Senate**. **The Faculty Senate will publish all curricular decisions made by the General Education 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 General Education Council does not approve a course for adoption or continuation as a General Education course, the initiator of that course may ask the General Education 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 General Education 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.

All new courses shall be submitted to the Academic Affairs Council for its normal review.

54.01 UNIVERSITY COUNCILS DEFINED

~~The Academic Affairs Council, Personnel Council, and General Education Council are is a University-wide Faculty councils~~ which advises the Provost/Vice Chancellor for Academic Affairs and, as appropriate, the Dean(s). ~~either directly or through duly appointed Associate Deans on matters of all University concern.~~

The Academic Affairs Council and General Education Council are Faculty councils reporting to and working with the Faculty Senate and its executive committee, the University Committee.

54.03 FUNCTIONS OF THE COUNCILS

A. Academic Affairs Council

1. Upon request of the appropriate Dean(s), the Academic Affairs Council shall ~~provide the Provost/Vice Chancellor for Academic Affairs with its recommendation on the approval~~ **approve or disapprove** of all new programs or of modification to existing programs (majors and/or minors), and of all new credit courses or modifications to existing credit courses at both the undergraduate and graduate levels ~~and provide this information to the Provost/Vice Chancellor for Academic Affairs.~~
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 recommendations~~ **final decision** of the Council shall be forwarded to ~~the Provost/Vice Chancellor for Academic Affairs for his/her action.~~ **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) and the Interdisciplinary Units responsible for them.

B. Personnel Council

1. The appropriate Dean(s) shall seek the advice of the Personnel Council whenever a candidate for appointment or promotion is to receive tenure.
2. The Council shall develop written criteria to be used in providing its advice.
3. While serving on the Personnel Council, a member shall not take part in the deliberations or voting on a candidate for promotion in any review body other than the Personnel Council.
4. On its own initiative, or upon the request of the University Committee, the Personnel Council may advise the Faculty Senate about issues of personnel policy and implementation that fall within the jurisdiction of the Faculty.

C. General Education Council

1. The General Education Council shall provide advice to the Faculty Senate and its executive committee, the University Committee. ~~Vice Chancellor, Associate Deans, and Deans.~~
2. The General Education Council may establish sub-committees for each General Education program component without an otherwise established governance or administrative structure. Such sub-committees will have delegated responsibilities for curriculum development and regular course review.
3. Changes in General Education requirements may be initiated by the General Education Council, after consultation with the faculty groups and sub-committees affected, and are subject to approval by the Faculty Senate.

The General Education Council will advise the Faculty Senate on all matters pertaining to General Education, including but not limited to courses appropriate to the General Education Curriculum (See 53.11 D and 53.11 E).

4. On its own initiative, or upon the request of the University Committee, the General Education Council may advise the Faculty Senate about issues of General Education requirements that fall within the jurisdiction of the Faculty.

RECOMMENDATION ON THE GRANTING OF DEGREES

(Implemented as a Faculty Senate Document #89-6, March 21, 1990--action to be taken in advance of each commencement exercise and in the following language--dated as appropriate):

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 2007 Commencement.

**RESOLUTION IN SUPPORT OF THE 2009-2011 BUDGET INITIATIVE
“ADVANTAGE WISCONSIN: GROWING THE RESEARCH INFRASTRUCTURE”**

Language for a resolution in support of the 2009-2011 budget initiative for “Advantage Wisconsin: Growing the Research Infrastructure” which increases access to electronic information for students, faculty and staff. Drafted by the LaCrosse campus, presented to the UW-Green Bay University Committee by Leanne Hansen and Kathy Pletcher, March 26, 200.

RESOLUTION:

WHEREAS the lifeblood of academic research is authoritative information and UW System libraries are purveyors of that content; and

WHEREAS information is essential in increasing research capacity and productivity across the UW System; and

WHEREAS information sources available “virtually” are essential so that faculty, staff, and students can use them from their computer at work, at school, at home for distance and lifelong learning; and

WHEREAS the information marketplace has exploded in response to growth in new areas of knowledge; and

WHEREAS the recruitment and retention of talented faculty and students, which is influenced by the availability of resources that support their academic success, is paramount for the success and reputation of the UW system; and

WHEREAS UW has not received new funding for the acquisition of library resources since the 1999-2001 biennium;

THEREFORE, BE IT RESOLVED that the UW-Green Bay Faculty Senate supports the request for funding to increase electronic access to information to benefit students, faculty/staff, and all Wisconsin residents.

POLICY ON STUDENT FEEDBACK ON INSTRUCTION

Affirming the centrality of teaching to faculty performance and therefore the need to provide ~~adequate~~**effective** evaluation of teaching, the faculty of the University of Wisconsin-Green Bay has always recognized that student response to teaching is one important source of information for that purpose, **and is especially important for providing information about the instructor's classroom demeanor, conduct and professionalism.** The faculty reaffirms its policy on the use of student feedback on teaching to provide data for (a) the improvement of instruction; (b) retention, promotion and tenure decisions; and (c) merit increase deliberations. These policies are expressed in terms of faculty and unit responsibility and the University's use of the students' comments, and are in accordance with Regent Policy #868-20-2

Unit Responsibilities:

1. Student comments on teaching performance ~~should~~**shall** be obtained in every course taught by means of ~~an approved written feedback process.~~**a standardized, university-wide student feedback instrument. Each unit shall also include a list of questions or a separate instrument pertinent to additional teaching issues deemed important by that unit.** A standardized technique for administering the student feedback process, established by the instructor's unit, ~~should~~**shall** be implemented. The process should encourage students to write open-ended comments. End-of-course feedback ~~should~~**shall** not be shown to the instructor until grades are submitted.
2. The executive committee of each academic budgetary unit ~~should~~**shall** establish guidelines for the use of a student feedback process, in conformity with Board of Regents and University of Wisconsin-Green Bay policy requiring use of student ratings for merit, retention, and promotion decisions as part of the data considered regarding teaching, **and in accordance with norms and research done on each item on the instrument. Each unit's policy shall be submitted to the Provost's Office and made available in writing to all members of the unit.** These guidelines ~~should~~**shall** also include provisions to ensure that:
 - a. for all untenured and teaching academic staff, results are reviewed annually
 - b. for all tenured faculty, results are reviewed at least biennially
3. To enlarge the information base used in evaluation of teaching performance, faculty members should be encouraged to place in their personnel files (a) a list of courses taught, (b) a current syllabus for each course taught, (c) a copy of a representative assessment tool to measure student performance for each course taught, and (d) samples of other materials distributed to students.
4. Positive recommendations for promotion, retention, or annual merit increases must be supported by evidence of teaching effectiveness, including but not limited to data from a student feedback process.

UWGB Faculty Senate Approved March 1976 and 1980

UWGB Faculty Senate Revised and Approved June 1989

UWGB Faculty Senate revised and approved January 1997

CODE CHANGE
FACULTY HANDBOOK CHAPTER 54.3 A.5

54.03 FUNCTIONS OF THE COUNCILS

A. Academic Affairs Council

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). ~~and the Interdisciplinary Units responsible for them.~~

FACULTY AND ACADEMIC STAFF GOVERNANCE OFFICE

February 20, 2008

TO: Voting Faculty
FROM: Clifford Abbott, Secretary of the Faculty and Academic Staff
SUBJECT: **NOMINEES FOR 2008-09 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 2008-09 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 February 29.

THIS IS NOT A BALLOT

ACADEMIC AFFAIRS COUNCIL

5 **tenured** members: one from each voting district, plus one at-large member.

Continuing members: Lloyd Noppe (at-large SS), 2-year term; John Lyon (NS) and Patricia Ragan (PS), 1-year term

Outgoing members: Mark Everingham (SS) and Jennifer Ham (AH)

2 to be elected for a 3-year term: 1 from AH; 1 from SS

Nominees: Kaoime Malloy, AH
Christine Style, AH
Dennis Lorenz, SS

PERSONNEL COUNCIL

5 **tenured** members: one from each voting district, plus one at-large member.

Continuing members: Linda Tabers-Kwak (PS) and Patricia Terry (NS), both 1-year terms

Replacement term: Aeron Haynie (at-large AH), 2-year term. On sabbatical

Outgoing members: Jeffrey Entwistle (AH) and William Niedzwiedz (SS)

2 to be elected for a 3-year term: 1 from AH and 1 from SS

1 to be elected for 2-year replacement term from at-large

Nominees: Allison Gates, AH
Rebecca Meacham, AH
Andrew Kersten, SS
Thomas Nesslein, SS

Derryl Block, at-large replacement PS
Debra Pearson, at-large replacement NS

GENERAL EDUCATION COUNCIL

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

Continuing members: Catherine Henze (AH) and Georjeanna Wilson-Doenges (SS), both 2-year terms; Gregory Aldrete (at-large AH) and Heidi Fencel (NS); both 1-year terms

Outgoing members: William Lepley (PS) and Debra Pearson (at-large NS)

2 to be elected for 3-year term: 1 from PS and 1 from at-large

Nominees: Mimi Kubsch, PS
Steven Muzatko, PS
Andrew Austin, at-large SS
Brian Merkel, at-large NS

UNIVERSITY COMMITTEE

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

Continuing members: Laura Riddle (AH), 2-year term; Steven Meyer (NS) and Kevin Roeder (PS) and Dean VonDras (at-large SS), all 1-year terms

Outgoing members: Illene Noppe (SS) and Terence O'Grady (at-large AH)

2 to be elected for a 3-year term: 1 from SS and 1 from at-large

Nominees:	Illene Noppe, SS	Forrest Baulieu, at-large NS
	John Stoll, SS	Brian Sutton, at-large AH

COMMITTEE OF SIX FULL PROFESSORS

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

Continuing members: Robert Howe (at-large NS) and Judith Martin (PS), both 2-year terms; Laura Riddle (AH), 1-year term.

Outgoing members: Gregory Davis (NS), Cheryl Grosso (at-large AH), and Larry Smith (SS)

2 to be elected for a 3-year term: 1 each from NS, SS, and at-large

Nominees:	Gregory Davis, NS	Lloyd Noppe, SS
	Tian-you Hu, NS	Larry Smith, SS
	Jeffrey Entwistle, at-large AH	
	E. Nicole Meyer, at-large AH	

COMMITTEE ON RIGHTS AND RESPONSIBILITIES

5 **tenured** members: one from voting district, plus one at-large. Members may serve up to three consecutive terms.

Continuing members: John Lyon (NS) and Marilyn Sagrillo (PS), both 2-year terms; Cristina Ortiz (AH), 1-year term

Outgoing members: Tian-you Hu (at-large NS) and Andrew Austin (SS)

2 to be elected for 3-year term: 1 from SS and 1 from at-large

Nominees:	Dennis Lorenz, SS	Woo Jeon, at-large NS
	Kim Nielsen, SS	Kaoime Malloy, at-large AH
	Denise Scheberle, SS	

COMMITTEE ON COMMITTEES AND NOMINATIONS

5 members of **professional rank:** one from each voting district, plus one at-large member. No member is eligible for more than one consecutive term.

Continuing members: Jennifer Mokren (AH), 2-year term; Heidi Fencel (NS) and Judith Martin (PS), both 1-year terms

Outgoing members: Illene Noppe (SS) and Kaoime Malloy (at-large AH)

2 to be elected for a 3-year term: 1 from SS and 1 from at-large

Nominees:	Regan Gurung, SS	William Lepley, at-large PS
	Laurel Phoenix, SS	Rebecca Meacham, at-large AH

LIBRARY AND INSTRUCTIONAL TECHNOLOGY COMMITTEE

4 faculty members, **3-year term:** one from each of the 4 voting districts

Continuing members: Sarah Detweiler (AH) and Mark Kiehn (PS), both 1-year terms

Outgoing members: Franklin Chen (NS) and Andrew Kersten (SS)

2 to be elected for 3-year term: 1 from NS and 1 from SS

Nominees: Atife Caglar, NS
Julie Lukesh, NS

Kathleen Burns, SS
Katia Levintova, SS

GRADUATE FACULTY BOARD OF ADVISORS

2 tenured members: at-large (no more than one member from any one graduate program on the Board) and 5 chairs. At-large members are elected by Graduate Faculty only. May not be elected for consecutive term. **3-year term**

Replacement term: John Katers, (at-large), Environmental Science & Policy, 1-year term. -- **On sabbatical**

Outgoing member: Marilyn Sagrillo

1 to be elected for a 3-year term; 1 to be elected for a 1-year replacement term

Nominees: James Coates, 3-year term, Applied Leadership in Teaching & Learning
Meir Russ, 3-year term, Masters of Management

Laurel Phoenix, 1-year replacement term, Environmental Science & Policy
Michael Zorn, 1-year replacement term, Environmental Science & Policy

Faculty Senate Document #07-07, Approved 3/12/08

A New Major in Arts Management

http://www.uwgb.edu/sofas/facgov/facsenate/Agendas/Major_Arts_Mgmt.pdf

Faculty Senate Document #07-08, Approved 3/12/08

A New Major in Design Arts

http://www.uwgb.edu/sofas/facgov/facsenate/Agendas/Major_Design_Arts.pdf

RECOMMENDATION ON THE GRANTING OF DEGREES

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**RESOLUTION IN SUPPORT OF THE 2009-2011 BUDGET INITIATIVE
“ADVANTAGE WISCONSIN: GROWING THE RESEARCH INFRASTRUCTURE”**

Language for a resolution in support of the 2009-2011 budget initiative for “Advantage Wisconsin: Growing the Research Infrastructure” which increases access to electronic information for students, faculty and staff. Drafted by the LaCrosse campus, presented to the UW-Green Bay University Committee by Leanne Hansen and Kathy Pletcher, March 26, 200.

RESOLUTION:

WHEREAS the lifeblood of academic research is authoritative information and UW System libraries are purveyors of that content; and

WHEREAS information is essential in increasing research capacity and productivity across the UW System; and

WHEREAS information sources available “virtually” are essential so that faculty, staff, and students can use them from their computer at work, at school, at home for distance and lifelong learning; and

WHEREAS the information marketplace has exploded in response to growth in new areas of knowledge; and

WHEREAS the recruitment and retention of talented faculty and students, which is influenced by the availability of resources that support their academic success, is paramount for the success and reputation of the UW system; and

WHEREAS UW has not received new funding for the acquisition of library resources since the 1999-2001 biennium;

THEREFORE, BE IT RESOLVED that the UW-Green Bay Faculty Senate supports the request for funding to increase electronic access to information to benefit students, faculty/staff, and all Wisconsin residents.

CODE CHANGE

FACULTY HANDBOOK CHAPTER 53.05 AND 53.08

53.05 INTERDISCIPLINARY UNIT CHAIRPERSON: RESPONSIBILITIES AND DUTIES

The interdisciplinary unit chair shall have leadership and administrative responsibilities in relation to the faculty and the Executive Committee of the unit. The chair's primary responsibility is to organize faculty discussion of key intellectual and practical issues concerning the unit and the institution as a whole, and to work with the unit faculty to address them effectively. These functions are carried out on behalf of the executive committee and unit faculty and are particularly evident in five major areas.

A. Program/Curriculum Planning.

1. In this area leadership responsibilities include initiating and organizing the unit's curriculum planning and program development processes. These activities are coordinated with the preparation and implementation of the unit's Program Development Plan and Program Assessment Plan.

2. The chairperson has leadership responsibilities to approve, schedule, and staff courses, subject to negotiation with other interdisciplinary units, relevant disciplines and programs.

53.08 DISCIPLINARY AND OTHER UNIT EXECUTIVE COMMITTEES: MEMBERSHIP AND FUNCTIONS

B. The disciplinary or other unit executive committee has authority to evaluate a faculty member of that disciplinary or other unit concerning appointment, dismissal and promotion according to Faculty Personnel Policy Procedures. The executive committee has the authority to make recommendations **through the appropriate Dean(s) to the Academic Affairs Council and Provost** concerning the curriculum and programs within the disciplinary or other unit.

RESOLUTION IN SUPPORT OF THE STUDENT GOVERNMENT ASSOCIATION'S U-PASS PROGRAM

Language for a resolution endorsing and pledging promotional support for Student Government Association's U-Pass Program. Drafted by Ricky Staley, President of Student Government Association, and presented to the UW-Green Bay University Committee on May 7, 2008.

WHEREAS, environmental sustainability and engaged citizenship are two goals in the University of Wisconsin – Green Bay's mission statement;

WHEREAS, it is the goal of the Student Government Association Environmental Affairs Committee to see that affects to the natural environment are considered in all matters taken up by the University;

WHEREAS, mass transit is a cornerstone of environmental sustainability;

WHEREAS, Student Government Association's U-Pass Program will aid in engaging students in the Green Bay community through easier and increased access to locations outside of the University;

WHEREAS, the U-Pass Program will benefit all students, faculty, and staff of the University of Wisconsin – Green Bay;

THEREFORE BE IT RESOLVED, the Faculty Senate fully endorse and support the U-Pass Pilot Program;

BE IT FURTHER RESOLVED, the members of the UW – Green Bay Faculty Senate pledge to promote utilization of the program to their colleagues and students.

**MEMORIAL RESOLUTION
OF THE UNIVERSITY OF WISCONSIN-GREEN BAY
ON THE DEATH OF ASSOCIATE PROFESSOR EMERITA ALICE GOLDSBY**

Dr. Alice Ingham Goldsby, Associate Professor Emerita of Natural and Applied Sciences (Microbiology), died on June 19, 2007, after a brief illness. She is survived by cousins, Evelyn Henderson and Lea Rawlinson of Georgia and Major George W. Cherry of Virginia.

Alice was born in Charlestown, West Virginia, on December 4, 1919. Her childhood and youth were spent following her father's career moves from one southern state to another, in the process acquiring a southern accent and a taste for mint juleps that she never lost, even after nearly 60 years of living in the North Country.

She earned her baccalaureate degree in biology and English from Lynchburg College in Virginia in 1942 and then worked for two years at Virginia Polytechnic Institute in Blacksburg, Virginia, as a research assistant in bacteriology and parasitology. Although discouraged from pursuing a degree in chemistry by a faculty member who thought the field to be inappropriate for a woman, she persisted in her goal of becoming a professional scientist. In 1944 she accepted a position as a parasitologist and veterinary assistant at North Dakota State University in Fargo. Her job there took her all over the state working with farmers and veterinarians, experiences that were the subject of many of Alice's tales of driving in North Dakota weather and vaccinating sheep. This was a formative experience because she loved her work and decided to pursue graduate science training, taking a sabbatical leave to complete a master's degree in zoology from Utah State University in 1952. In 1953 she moved to Madison, Wisconsin, where she worked briefly for American Scientific Laboratories before beginning her doctoral studies at the University of Wisconsin-Madison in veterinary sciences and pathology. Her doctoral dissertation, which she completed in 1962, was on *Chemical and Bionomical Factors Influencing Swine Nematode Populations*. Those who knew UW-Madison appreciated the story Alice told of how her doctoral research, which necessitated toting pig entrails from Oscar Mayer to the lab, got her a coveted on-campus parking space. In 1958, while continuing to write her dissertation, she became the head of the parasitology department of Jensen-Salsbery Laboratories in Kansas City, Missouri. And in 1963, she accepted a research scientist position at Loyola University in Chicago.

The time from the beginning of her work at North Dakota State University through her doctoral studies and position at Loyola University was a very productive period of research resulting in 49 published research papers in such journals as the *Journal of Parasitology*, *Veterinary Medicine*, the *Canadian Journal of Comparative Medicine and Veterinary Science*, *Cornell Veterinarian*, and *North American Veterinarian*.

In 1964, when Dr. Goldsby decided to focus her talent on the next generation of scientists, she accepted a faculty position at the University Center-Green Bay Campus, where she received tenure and promotion to Associate Professor in 1966. When the new four-year University of Wisconsin-Green Bay campus opened in 1968, she became a member of its founding faculty. After 26 years of service, she retired as Associate Professor Emerita in May of 1990.

At the University of Wisconsin-Green Bay, where she taught microbiology and other sciences courses, Dr. Goldsby was known for her devotion to undergraduate and graduate students who, like her, had a passion for science. As then Dean Donald Larmouth noted in his support of her emeritus status, "Dr. Goldsby has shown a singular devotion to her students which has taken many forms, perhaps most significantly in the large number of independent studies and graduate thesis projects with which she has been involved...she has been responsible for sparking an interest in microbiology and related studies for many of our students in the life sciences. While some would make laboratory science esoteric and distant, she has made it accessible and

exciting...” Many students remember her with great affection and appreciation for the encouragement she gave them to pursue their own careers in the sciences. The fact that her students have gone on to enjoy distinguished careers in science, medicine, and education is a tribute to her talent and dedication and to her insistence upon the highest standards of science education.

Former students June Dobberpuhl and Dr. Melanie R. Maas are representative of the many who valued Dr. Goldsby’s generosity with her time, talent, and resources. June appreciated the times they got together to talk about science, the environment, and life in general--in Madison in Alice’s last years and earlier in Green Bay, where Alice always offered her a place to stay whenever work brought her back to town. Melanie, who graduated from UWGB with a B.S. in Ecosystems Analysis with a concentration in Biology in 1972, remembers that: “As a freshman at UW-Green Bay Center I indicated an interest in microbiology as a career choice and after that point Dr. Goldsby took a special interest in the growth and development of all aspects of my career. Personally, the most influential aspects of her mentorship were the excursions to professional meetings. Dr. Goldsby would load several students into her car, and we would take off for far-flung meetings across the country. During these trips I observed areas of the country I had never seen before and learned about their ecology from Dr. Goldsby’s vast store of knowledge. One was a trip to Philadelphia for the meeting of AAAS (American Association for the Advancement of Science), which was always held between Christmas and New Year’s Day. Alice took two students to this meeting; and along the way we spent Christmas at an old friend of hers in Lynchburg, Virginia (the home of Dr. Goldsby’s alma mater) and had an old fashioned Virginia Christmas dinner complete with a Virginia baked ham. During this trip Alice gave us two students the use of her car so we could explore the Blue Ridge Mountains. We also stopped at Colonial Williamsburg and received a history lesson from Alice. At the meeting I had the opportunity to meet Dr. Paul Ehrlich (The Population Bomb) and Dr. Margaret Mead. Seeing all those famous scientists and listening to them debate scientific issues had a huge impact on my academic goals. This was my first professional meeting and after attending it, I decided that obtaining a Ph.D. in microbiology was my ultimate goal. This goal was fulfilled in 1979 when I received my Ph.D. in Biology/Ecology from Utah State University. Due greatly to the mentoring and support of Dr. Alice I. Goldsby throughout my career, I continue to have a successful and rewarding career in microbiology.”

Dr. Goldsby was supportive of all interested students, especially returning adult students, women, and minority students, who she thought needed some extra encouragement to study science. In part because of her own experience as one of a very few women in the sciences and in part in response to the requests by women students, she developed a course on women in the sciences and devoted energy and time to the women and science projects of the UW-System.

She often said that she liked working with the “sixties” students because they raised new questions about who should do science and what kind of science should be done. Particularly important to her were the questions about the environment that came up at that time. The new field of environmental science would become the focus of her own teaching, research, and service for the rest of her life. It even shaped the way she looked at her own death. In a 2003 statement, Alice requested that her body be cremated so that it might quickly be “...recycled many times, adding to diversity, and hopefully the world will be greener, adequately wet and filled with people who are bent upon betterment of all living things rather than dominating and belittling the poor and weak of the world.”

Her lifelong attention to the environment, animals, and veterinary medicine was reflected in her life outside the laboratory and the classroom. She was known as a person who would adopt stray animals, nurse them back to health, and give them a good home. Strays--four-legged and two-legged--who found their way to Alice’s house were fortunate indeed.

Lynn Walter

**MEMORIAL RESOLUTION
OF THE UNIVERSITY OF WISCONSIN-GREEN BAY
ON THE DEATH OF ASSOCIATE PROFESSOR ANNE C. KOK**

Dr. Anne Carol Kok, Associate Professor and Chair of Social Work Professional Programs, died on February 4, 2008, in a tragic automobile accident. She is survived by her husband Paul of Sturgeon Bay; daughter Kristen and son-in-law Brian of Minneapolis; son Scott, daughter in law Leslie, and grandchildren Mezi and Jordan of New Brighton, MN; her mother Kathleen Hammink of Brooklyn Center, MN and siblings Terry (Minneapolis), Jean (St. Paul), James (Denmark), Bill (Washington, D.C.) and Lori (St. Paul). She was preceded in death by her father, Gerard Hammink.

Dr. Kok was born in Minneapolis, Minnesota on April 9, 1947. Her youth was spent with her parents and siblings who created a family culture of caring, engagement, and dedication to service. Dr. Kok's first job was at her father's bakery shop. This was the first in a long line of jobs she loved. Although, this job was unique because she got to spend time with her family and with tasty baked goods. According to her daughter, Kristen, "this is where it all began."

Dr. Kok earned her Bachelor of Arts degree in sociology from Calvin College in Grand Rapids, Michigan in 1965 and then embarked on a career in which service to others was first and foremost. She was a Peace Corp Volunteer from 1969 to 1971 and served as an English teacher and established a library in Kombolcha, Ethiopia. Later, she was a Self-help Project Relief Coordinator with the Christian Reformed World Relief Committee in Amman, Jordan. In this role, she worked to empower physically disabled Palestinian refugees. Between 1976 and 1977 Dr. Kok was an English language instructor with the Jordan Department of Statistics. During her time in the Middle East, Dr. Kok became devoted to peace in the region, a goal she worked toward throughout her life.

She returned to the United States with her husband and two young children in the late 70s and began work on a Master of Arts degree in Social Work at the University of Chicago, with a concentration in policy, planning, administration and community organizing. After completing her M.A. in 1979, Dr. Kok worked with the Blue Gargoyle Youth Services Center in Chicago as the Campus Community Program Director and later on as the Interim Executive Director. In 1985, she and her husband decided to relocate to Door County, as they wanted their children to grow up in a small-town environment. Dr. Kok was hired as the Executive Director of HELP of Door County in Sturgeon Bay, where she oversaw the implementation of crisis intervention, domestic violence, and runaway services for the community.

While working at HELP, Dr. Kok met Dr. Rolfe White, Professor Emeriti and former Chair of the social work program at UWGB, and thus she began her relationship with the University, which lasted for more than 21 years. Dr. Kok started out volunteering as a student field placement supervisor and eventually became an Ad Hoc lecturer in 1987. She was promoted to Instructor in 1989 and became an Assistant Professor in 1994. From 1997 to 1998, Dr. Kok returned to the role of Lecturer, as she was working on her doctoral degree and was commuting to the University of Wisconsin-Milwaukee. Still, she also found time to work as a Family Living Specialist and Lecturer with UW Extension/Cooperative Extension. She earned a Ph.D. in Urban Studies in 1998. Her dissertation, "Shelter Workers and the Battered Women's Movement" gave attention to domestic violence, an area of study and practice about which she was extremely passionate. In 1998, Dr. Kok returned full time to the social work program as a Lecturer and Interim Chair. In 2000, she was promoted to Assistant Professor. In June of 2001, she was awarded tenure and promoted to Associate Professor and was formally installed as the Chair of the program. According to Rolfe White, Professor Emeriti,

This "home grown" faculty member has made remarkable contributions as the longest sitting chair of the Social Work Professional Program. The abrupt and tragic ending of Anne's stellar career leaves behind the love and admiration of so many whose lives she has touched. Through all the frustrations

and struggles of administering a complex program and the sacrifice of delaying personal goals to do so, Anne's testimony to me has always been about "what is in the best interest of the student."

Dr. Kok was instrumental in working to establish a Collaborative Master of Social Work (MSW) program with the University of Wisconsin-Oshkosh. Shortly after she became interim chair, she set a goal of building an MSW program. Because Wisconsin had only two MSW programs at the time (UW Madison and Milwaukee), the region was desperately in need of an MSW program of its own. Dr. Kok enlisted the support of the community and the university system in her quest to offer graduate social work education in Northeastern Wisconsin. The Collaborative MSW Program was officially accredited by the Council on Social Work Education in 2005, and the program graduated its first class of MSWs in December of 2005. Northeastern Wisconsin has benefitted in countless ways as a result of the program, as our graduates have taken the lead in providing advanced practice services to the most vulnerable members of our region. Most recently, in the Fall of 2007, Dr. Kok was recognized by the University Founders Association and received the Award for Excellence in Collaborative Achievement in honor of her work in developing and maintaining the MSW program with the UW Oshkosh. Dr. Quintin Sullivan, Associate Professor and Chair of the Social Work Program at UW Oshkosh provided a window into Dr. Kok's enthusiasm for collaboration and her joy in working with colleagues, in describing the genesis of the MSW program:

Anne deserves more of the credit for the development of the MSW than anyone else. I found a proposal from the 1960s in our file cabinet that proposed the MSW. Why did it take so long? We all know that it takes a huge amount of teamwork, negotiation, patience, hard work, and money to make a huge venture like this happen. She really put all that together - finally. She was smart enough, determined enough, and cared enough to finish a job that started 40 or more years ago. That is no small achievement. Not only did she do it, she did it with a grace, style, and wit unmatched.

Dr. Kok also provided distinguished service to the University and professional community. She was a member of the Faculty Senate since 1996, a member of the University Leadership Council (since 1999), and the Professional Program Chairs Committee (since 1998). She also served on numerous ad hoc committees throughout the years. She was a member of the National Association of Social Workers, the Council on Social Work Education, the Wisconsin Council on Social Work Education, and the Social Work Baccalaureate Program Directors Association. She was a member of the Academy of Certified Social Workers and licensed as a Wisconsin Certified Independent Social Worker. Dr. Kok was also a member of the Board of Directors of HELP of Door County (since 1997).

Dr. Kok's interest in family violence and child welfare benefitted both students and the community. She actively sought out government funding through the Title IVE Education and Training Program, which provides tuition stipends for students who agree to work for public or Tribal child welfare agencies upon graduation. Currently, most of the child welfare agencies in Northeastern Wisconsin have at least one (some many more) graduates of our program. As a result of Dr. Kok's commitment to providing high quality child welfare education, the children of Northeastern Wisconsin are safer, and their families are stronger. Ursula Bunnell, a graduate of the BSW program and Director of Golden House Client Services, shared that

Anne had a way of guiding students into making sense out of what would otherwise not be understood. Her understanding of the dynamics of domestic abuse is what has kept me working passionately at Golden House for 13 plus years. Anne would always tell us that you could only help those that are ready to be helped. She helped me understand the value of giving victims options and resources and knowing that even when victims returned to the abuse that I have indeed planted a seed.

Dr. Kok's scholarly work reflected her abiding interest in shedding light on the plight of oppressed populations and developing strategies that would lead to change through acts of social justice. One of her most influential articles, "Toward a Taxonomy of Batterers" (Moore, Greenfield, Wilson & Kok, 1997), examined domestic violence and was published in *Families in Society*. Her work on food insecurity in Green Bay resulted in multiple publications and presentations, including the article "A Community Food Security Survey and Action Plan" (Kok, Early & Dethlofs, 2000), which was published in the *Journal of Extension*. Her work with the Wisconsin Coalition Against Domestic

Violence also resulted in monographs, presentations, and the publication, “Economic Advocacy for Survivors of Domestic Violence” (Kok, 2001) in *Affilia: The Journal of Women and Social Work*. Dr. Kok’s list of invited presentations, reports commissioned by federal and state agencies, and activities as Principal Investigator of various federal grant programs is indeed vast. She was well-known within the social work academic and practice communities as someone who added to the knowledge base and advanced the level of discourse. Tammy Snortum, a former student of Anne’s (BSW) and now the Child Welfare Training Manager with the Northeastern Wisconsin Child Welfare Training Partnership, shares her memories:

Anne Kok lit the halls of academia with incomparable radiance. Her strength was in her ability to remain a humble scholar, mentor, colleague and friend. Anne radically stepped across barriers with quiet conviction, refusing to be bound by conventional norms and viewing all those around her as life teachers, regardless of their status. She demonstrated unbridled passion and dedication to her students, the social work profession, and touching the world with gentle hands. Although an unsurpassed leader, Anne preferred to travel life’s journey side by side – sharing the triumphs, disappointments and laughter as a companion. I have been honored in traveling life’s journey with Anne – she was my educator, mentor, colleague and friend. Communities around the world have been touched and changed by her radiance – may we continue to carry the brilliant and beautiful torch that has been passed.

Dr. Kok’s commitment to fostering peace, developing understanding and creating educational opportunities in the Middle East never wavered. In the summer of 2007, she went to Amman, Jordan as part of the UWGB International Project Office’s “Journey to Jordan” program, which gave high school students the opportunity to learn Arabic and immerse themselves in Jordanian culture. Dr. Kok returned from this trip invigorated, wanting to do as much as she could to help empower those people struggling in the Middle East. To that end, she applied for and was awarded a sabbatical for the Fall of 2008, in which she planned to collaborate with the University of Jordan to develop educational programs that would foster peace and social justice. Dr. Iptesam Al Atiyat, a visiting Jordanian Fulbright Scholar in residence at UWGB during the 2005-2006 academic year, reflected on Dr. Kok’s ability to create immediate comfort, as well as her focus on global well-being:

My very first encounter with Anne was during convocation. It was my second day in Green Bay, so far away from my family, home and environment. God only knows how I felt then. And there she was, crossing the crowd finding her way to me with a big smile and open arms. With a hug and three kisses on the cheeks she immediately made me feel like meeting someone from back home. She and I felt connected due to the fact that she had spent some time in Jordan. She would spend hours talking about her experiences, and how much she loved Jordan and Amman. Her warm spirit pushed her to start a program in Jordan too. People here speak highly of her passion, enthusiasm and, on the top of all, her deep respect and appreciation to people from different backgrounds.

To say that Dr. Kok loved teaching and interacting with students would be an understatement. She was truly in her element in front of a classroom and advising students. She instilled in students an appreciation for the need to analyze policies and programs, challenge the status quo, demonstrate professional social work behavior, honor the profession’s ethical code, and engage in acts of social change. Becki Heitpas, a UWGB BSW and MSW graduate, gives voice to Dr. Kok’s talent and skill as an educator:

What I remember most about Anne as an educator was her passion. Anne stood out as one of the best educators I’ve ever had, because her tremendous love for the field was contagious... There was never a doubt in my mind how much Anne cared about me as a student, almost willing me with her enthusiasm and overwhelming confidence for me to do well. She is one of the people who inspired me to go on to graduate school, and her passion will clearly live each day in the work that I do with each and every one of my families.

Dr. Anne Kok was an enthusiastic educator, an active and valued member of the community, a leader among social workers at home and abroad, a champion of peace and justice, a loving and beloved family member, a true friend,

and a cherished colleague. Her legacy will live on in a myriad of ways. Since her death, we have heard from so many students who were profoundly touched by her teaching abilities, who credit Dr. Kok with getting them energized about exploring their passions as social workers. They are now working to make the world a better place, and thousands have benefitted. We have consistently heard from members of the local and global community who were touched by Dr. Kok's fairness, tolerance, joy for life, and human kindness. Those of us who had the pleasure of working side-by-side with her have vowed to carry on the traditions that she established: devotion to students, commitment to providing high quality social work education, engagement in the community, empowerment of the oppressed, and dedication to social change. She was a remarkably strong woman, and we are lucky to have known her, to have worked with her, to have been cared for by her, and to have cared for her. Her service to the University of Wisconsin-Green Bay and beyond will never be forgotten.

Melinda Gushwa