

AGENDA

UW-GREEN BAY FACULTY SENATE MEETING NO. 4

Wednesday, December 8, 2021

3:00 p.m.

Presiding Officer: Joan Groessler, Speaker

Parliamentarian: Steve Meyer

1. CALL TO ORDER

2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 3

November 10, 2021 [page 2]

3. CHANCELLOR'S REPORT

4. OLD BUSINESS

- a. None

5. NEW BUSINESS

- a. Change to the Faculty Handbook: UWGB Faculty Document on Tenure (first reading) [page 7]
Presented by Personnel Council Chair Dana Atwood
- b. Resolution on the Granting of Degrees [page 11]
Presented by Speaker of the Senate Joan Groessler
- c. Request for Future Business

6. PROVOST'S REPORT – Provost Burns is unavailable today (UW System Provost's meeting)

7. OTHER REPORTS

- a. Academic Affairs Report – Submitted by David Voelker, Chair [page 12]
- b. Graduate Academic Affairs Report – Submitted by Gail Trimberger, Chair [page 14]
- c. University Committee Report – Presented by UC Chair Heidi Sherman
- d. Faculty Rep Report – Presented by Jon Shelton
- e. Academic Staff Report – Presented by Virginia Englebert
- f. University Staff Report – Presented by Kim Mezger [page 15]
- g. Student Government Report – Presented by Ted Evert

8. ADJOURNMENT

[draft]

MINUTES 2021-2022
UW-GREEN BAY FACULTY SENATE MEETING NO. 3
Wednesday, November 10, 2021

Presiding Officer: Joan Groessl, Speaker of the Senate

Parliamentarian: Steve Meyer, Secretary of the Faculty and Staff

PRESENT: Riaz Ahmed (RSE), Tanim Ahsan (RSE), Mike Alexander (Chancellor, *ex-officio*), Dana Atwood (PEA), Gaurav Bansal (BUA), Nolan Bennett (ALTERNATE-DJS), Devin Bickner (RSE-UC), Kate Burns (Interim Provost, *ex-officio*), Thomas Campbell (TND), Gary Christens (A&F), Marcelo Cruz (PEA), Tara DaPra (HUS), Greg Davis (RSE), William Dirienzo (ALTERNATE-NAS), William Gear (HUB), Joan Groessl (SOCW-UC), Lisa Grubisha (NAS), Richard Hein (Manitowoc Campus), Todd Hillhouse (PSYCH), Elif Ikizer (PSYCH), James Kabrhel (NAS), Mark Kiehn (EDUC), Mark Klemp (NAS), Michelle McQuade-Dewhirst (MUSIC), Paul Mueller (HUB), Val Murrenus-Pilmaier (HUS), Rebecca Nesvet (HUS), Aniruddha Pangarkar (M&M), Matthew Raunio (Sheboygan Campus), Jolanda Sallmann (SOCW), Heidi Sherman (HUS-UC), Patricia Terry (RSE-UC), Christine Vandenhouten (NURS), Sherry Warren (SOCW), Sam Watson (AND), and Aaron Weinschenk (PEA-UC),

NOT PRESENT: Bill Sallak (MUSIC), Jon Shelton (DJS-UC), and Joseph Yoo (CIS)

REPRESENTATIVES: Virginia Englebert (ASC), Sue Machuca (USC), Ted Evert (SGA)

GUESTS: Scott Ashmann (Assoc. Dean, CHESW), Pieter deHart (Assoc. Vice Chancellor-Graduate Studies), Matt Dornbush (Dean, AECSOB), Paula Ganyard (Library Director), Susan Grant Robinson (Cabinet Liaison, Internal Affairs), Ben Joniaux (Chief of Staff), John Katers (Dean, CSET), Holly Keener (Provost Asst.), Ryan Martin (Assoc. Dean, CAHSS), Kim Mezger (SOFAS Asst.), Megan Olson Hunt (Assoc. Prof., RSE), Mary Kate Ontaneda (Executive Assistant, University Leadership), Rasoul Rezvanian (Assoc. Dean, AECSOB), Chuck Rybak (Dean, CAHSS), Courtney Sherman (Interim Assoc. Provost), Wendy Woodward (Assoc. Vice Chancellor/CIO), Jennie Young (Assoc. Prof., Writing Foundations), and Mike Zorn (Assoc. Dean, CSET)

1. CALL TO ORDER.

We love to see consistency in our Faculty Senate Speaker, so once again at 3:01 p.m., with a quorum reached, Joan Groessl called to order the third Faculty Senate meeting of the 2021-2022 academic year

2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 2, October 13, 2021

Faculty Senate approved the October minutes by consensus.

3. CHANCELLOR'S REPORT

Chancellor Alexander related that following discussion at last month's Faculty Senate meeting, he visited with the University Committee regarding compensation and the Position Review Committee. The challenge is basically trying to match the size of the institution with the funding

of the institution, and trying to use the available resources as wisely as possible. Similar to employers around the country, the university is not immune to the current labor/workforce problems. As a result, we've had to deal with some emergencies around compensation. Broadly, we will try to address the issue (which was identified as one of the recommendations of the Comprehensive Review Program) by coming up with a long-term compensation strategy. This is a tricky problem to try to fix given our fixed, finite funding source(s); it really boils down to "how much are we willing risk to fix compensation?" which needs to be a conversation between administration and shared governance. We can use some resources generated by our growth, however, much of our growth is occurring on the "non-traditional side." Growth on the non-traditional side has different implications for our budget. Acute compensation emergencies have recently occurred in three areas: University Police, Facilities, and Purchasing. As a result, compensation in these three areas had to be adjusted quickly in order for us to continue to function. To get us through this crisis, "We have found \$500K that we don't really have, that we are going to use to bet on our future." We will take this from revenue producing sources to start addressing this problem. A plan is in the works, including discussion with governance groups over the coming weeks, to decide how to use that money. The goal is that by 16 January 2022 we will have implemented a method to spend \$500K, that will span across staff and faculty. Intra-institutional research has examined recent failed searches due to unacceptable starting salaries, resignations that are the salary-related, and where the outside market relative to the university market is not in alignment. Those will be the starting points.

Chancellor Alexander next spoke to the importance of having a Position Review Committee in previous years when our budget had been cut numerous times. But now that we are growing, we need a different structure in place to make decisions regarding positions. Conversations have been initiated with the Deans and the UC. Something in writing will be brought to shared governance (the UC and Senate) to talk through a transparent personnel process – how positions are approved (or not), who makes those decisions and when, what should be internal to the college-level and what should remain at the university-level, etc.

Recently, Chancellor Alexander, Provost Burns, and Vice Chancellors King and Werner visited each of the Locations (Sheboygan, Manitowoc, and Marinette) for productive conversations regarding how we leverage the power of each campus being a regional comprehensive university. Enrollment at the Locations across the UW System was down 42% this year, this decrease includes the enrollment growth at each of the UW-Green Bay Locations – we had the only three Locations within the System to show a growing enrollment. Chancellor Alexander wants us to begin leveraging the power of each UWGB campus being a regional comprehensive university by refraining from referring to the Green Bay campus as the "main campus," it is simply the Green Bay campus. We are one university, we work together, and it's important that we all understand the potential of the Locations and what they mean for us as one university.

Finally, the Chancellor addressed the current status of the pandemic as it relates to UWGB. In January there is the opportunity for all faculty and staff to get booster shots on the Green Bay campus. Our overall student vaccination rate is now at 74%, students in the residence halls are vaccinated at the rate of 78%, and faculty/staff are at 80%. Over the last few weeks, our positivity rates for COVID have been below 0.5%. However, in the region and state we are beginning to see another increase in COVID cases, so we can't let our guard down.

Faculty took advantage of a short Senate agenda to converse with the Chancellor. That conversation focused on the Chancellor's discussion of the four campuses working together to be one university. Some of the thoughts that were shared included: the restructuring of programs' curricula that will be required (basically a complete change in academic culture); replacement faculty who retire/resign (especially at the Locations); how do we offer (in-person) courses at the Locations without the needed faculty when we cannot afford the faculty without a critical mass of students at the Locations; collaborating and team teaching with colleagues at the Locations has been great, but some students from the Locations are confused about their relationship with the Green Bay campus; there is not one person who oversees the curriculum as a whole, the voices of the Unit Chairs, Program Chairs, and Associate Deans are not synchronized when trying to develop the curricula across the four campuses; we are maxed out on the number of DE courses we can offer; we need more communication in departments between faculty at the Green Bay campus and the Locations.

4. OLD BUSINESS

a. Changing the UWGB Writing Competency from WF100 to WF105 (second reading)

Jennie Young, Director of the Writing Foundations Center, prepared a revision of the document she shared with senate a month ago. The revised document addressed some of the questions the senate raised in October. The revision addressed citation skills (not only APA will be taught) and examined the writing competencies requirements at all of the respective UW campuses.

Senator Davis moved to accept the proposal to change UWGB's Writing Competency requirement from WF100 to WF105, Senator Sallmann seconded. In general, faculty were very supportive of the proposal. However, discussion brought to light a number of thoughts and concerns, including: staffing issues and whether the business model would generate the needed tuition dollars to cover that additional staffing (if these credits are taken within the tuition plateau, they would not generate more tuition dollars); how this would impact the 120 credits required for graduation (one less course taken somewhere else?); the number of required courses we are making students take in order to graduate, we need to be wary of potentially pushing beyond the "time to degree"; can we continue to have a conversation regarding focused writing courses substituting for WF105?; be sure to gather data on this new requirement (assuming it passes) as we build an assessment culture; the number of courses students are already required to take in their first two years (e.g., the sciences) may make it difficult to fit in another 3 credits; we need to keep in mind the "bigger question" of how this fits in with courses the students take early in their academic career – gen ed, supporting courses in the major, FYS, etc.; and could existing courses that meet the learning outcomes of WF105 (ENV SCI 339 Scientific Writing) be used as a substitute for WF105? After everyone had spoken their peace, **the motion passed 28-0-2.**

5. NEW BUSINESS

a. Request for future business

In November it often is heard

How big is your Thanksgiving bird?

Dark meat or white?

We'll feast tonight

Dessert? You bet, I'll take a third

(there was no new business brought forward by the senators this month)

6. PROVOST'S REPORT

In enrollment news, UWGB has a 9% increase in headcount (equating to a 3% increase in FTE). The sources of the increase were primarily from the Rising Phoenix program, the Graduate Program, and CCIHS. Spring 2022 enrollment continues to trend upward, we are at 116% for new freshmen compared to last year. Fall 2022 enrollment is also looking positive.

We received the draft HLC report and it was overwhelmingly positive. Two areas of improvement that were identified include assessment (surprise, surprise) and syllabi. HLC appreciated the assessment structure we have put into place, now we need to establish the proof of implementation. HLC was happy to see the implementation of a syllabus template, but now we need to demonstrate consistency regarding stated learning outcomes across multiple sections of a course and across multiple modalities.

A General Education Reform working group has been established. Valerie Murrenus Pilmaier will chair the group and Ryan Martin will act as the administrative liaison. The working group will have representation from each of the four voting districts and one at-large member. The rationale behind the gen ed reform stems from the HLC identifying our gen ed program as an area in need of improvement. It is also one of recommendations of the Comprehensive Program Review. However, we have also had three big changes to our university since the last time we reformed our gen ed program: 1) we now have four colleges, 2) we are now one university with four campuses, and 3) we now have an open access mission. The Provost's charge to the working group is four-pronged: 1) review the current gen ed offerings, 2) revise our gen ed offerings according to our access mission (our 435 current gen ed offerings is not reflective of an easy pathway for students to understand, it needs to be shrunk to around 100), 3) reflect on the key competencies, knowledge, and skills that students need to leave with, and 4) have an assessment procedure in place for our gen ed curriculum. The timeline starts with the UC providing names to the Provost to constitute the working group; the working group will then convene before the end of the Fall 2021 semester; and the bulk of the work would take place Spring 2022 and be completed by May 2023 (the working group would be compensated for work completed in summer 2022).

Lastly, the Provost addressed student success as it relates to the sophomore experience. Our sophomores have not had a traditional college experience due to COVID, as a result there's been a dip in retention of this class of students. The Provost asks that we check in with our sophomores to see how things are going for them – do they have that sense of connection to their campus and their major?

7. OTHER REPORTS

a. Academic Affairs Report. Written report found on page 31 of the agenda.

b. Graduate Academic Affairs Report. Written report found on page 34 of the agenda.

c. University Committee Report. Chair Heidi Sherman let senate know that the UC is almost ready to present the proposal on the Review of Administrators. The UC encourages all Units to have a discussion with their Deans regarding the proposal to raise course caps. The mandatory masking signage is up, if anyone thinks there is not enough signage in their physical areas, let the

UC know. If you would like to be considered for the Gen Ed Reform working group, let anyone on the UC know and they will forward your name to the Provost.

d. Faculty Rep Report. Faculty Rep Jon Shelton was not in attendance today.

e. Academic Staff Committee Report. Virginia Englebert, Chair of the ASC, mentioned that the Academic Staff appreciates the funding received for professional development opportunities. The Academic Staff Assembly will meet Tuesday, 7 December 2021, from 2:30-4:00 via Zoom. Contact the ASC if you would like a link to the assembly.

f. University Staff Committee Report. Sue Machuca, Chair of the USC, let senate know that University Staff added four new members (as the Chancellor noted in his report, staffing is becoming an issue on campus). The annual University Staff conference was canceled due to lack of interest stemming from COVID concerns. If any faculty would like to speak at a professional development conference, please let Sue know. [SOFAS note: since this Faculty Senate meeting, Sue informed us she is leaving the university. We all owe Sue a debt of gratitude for the way in which she unselfishly gave of her time in service to shared governance. Thank you, Sue, and best of luck in your future endeavors! You will be sorely missed!]

g. Student Government Association Report. The student senate received an update on the union remodel from Matt Suwalski along with an update on snow removal from facilities. A joint meeting was held with UWSP's SGA regarding their proposal to revitalize statewide student representation for Fall 2022.

Bill Dirienzo asked about SGA being restructured into one body and what that would look like in terms of student orgs and segregated fees for the different campuses. Ted Evert replied that the System wants one SGA President for UWGB (all four campuses). There will still be one leader per campus, but only one President (who could be from any of the four campuses). Segregated fees are complex, one single fee would be unfair given the resources available to students on the Green Bay campus compared to the resources available to students on the other three campuses.

8. ADJOURNMENT at 4:27 p.m.

Respectfully submitted,

Steve Meyer, Secretary of the Faculty and Staff

UWGB FACULTY DOCUMENT ON TENURE

Promotion or appointment to the rank of Associate Professor or Full Professor normally carries tenure at the University of Wisconsin-Green Bay. Tenure is viewed as an acknowledgment in the academic community of the commitment and contribution of the individual to **his/her** **their** profession and the University for the mutual benefit of each. Tenure also is a formal acknowledgment of a reciprocal responsibility between the University and the fully qualified individual.

In granting tenure at UWGB, assessment shall be made of professional performance, contributions, and future potential of the individual. Such evaluations and judgments should be made in the context of the mission of the University with its emphases on **interdisciplinary**, **problem-focused** learning and research, innovation in curriculum, **deep commitment to diversity and inclusion** and excellence in teaching as the foundation of its undergraduate degree programs. Tenure implies responsibilities and obligations of leadership for maintaining academic excellence in the University and of professional participation in activities outside the University.

If a faculty member has been on probationary status for more than seven years because of one or more reasons set forth in UWGB Chapter 3.06 (5) and (6), the faculty member shall be evaluated as if he or she had been on probationary status for seven years.

Evaluation of the qualifications of a faculty member for tenure shall be made by consideration of activities in the following categories:

A. TEACHING

1. Array of courses taught, including undergraduate and/or graduate level, independent study, and graduate student supervision (major professor).
2. Evidence of involvement with other academic programs and interdisciplinary teaching.
3. Evidence of course development, special techniques of instruction developed, and instructional improvement.
4. Evaluation of teaching effectiveness will be based upon the following:

Peer evaluation by classroom visitation

Course
syllabi

Reading
lists

Narrative self-evaluation

Examinations

Student evaluation continues to be an important mechanism for assessing teacher effectiveness. Additionally, however, evidence from the above areas must also be available and be suitably representative of the diversity and frequency of courses taught during the years (e.g., lower level, upper level, graduate, interdisciplinary unit, disciplinary unit, etc.). Classroom visitation by peers obviously cannot be accomplished for all courses but a representative sampling can provide useful evidence. The courtesy of advance notification of the visitation should be exercised.

B. SCHOLARLY ACTIVITY AND CREATIVE ACCOMPLISHMENT

1. Articles published in refereed journals.
2. Performances, recitals, exhibitions as appropriate to the major field including evaluative evidence of originality or creativity.
3. Books and monographs; manuscripts if accompanied with evidence of peer review and evaluation.
4. Professional work in other media such as service journals, laboratory manuals, educational films or video tapes, or related materials including evidence of peer review and evaluation.
5. Professional contributions at regional, national, and international meetings or organizations.
6. Grants solicited and received; awards or other honors received.
7. At least one external letter from an expert in the faculty member's field evaluating the contributions of the candidate's scholarly activity and/or creative accomplishments.
8. Current activities.

C. UNIVERSITY AND COMMUNITY SERVICE

1. Evidence of contributions to and participation on elected and appointed committees.
2. Evidence of contribution to program development and curricular innovations within and among academic units.
3. Evidence of professional orientation of activities and service outside the University at local, regional, national, and international levels, including but not limited to:
 - a. committee participation

- b. organization involvement
- c. non-credit teaching
- d. community research, evaluation, development, and planning
- e. workshops and presentations

The following considerations are intended to clarify the application of these criteria:

1. Achievement of a record of high quality in each of the categories of Teaching, Scholarship, and University and Community Service is necessary for the awarding of tenure.
2. If service at another institution is to be considered, evidence of performance and evaluation of activities there must be available.
3. Ordinarily no faculty member should be recommended for promotion to tenure with less than one academic year's experience at this university.
4. Evidence of sustained contributions and future potential shall be assessed along with considerations of merit review comments related to the candidate's past activities.

D. PROGRAMMATIC AND OTHER INSTITUTIONAL CONSIDERATIONS IN PERSONNEL DECISIONS

The Faculty of UWGB have primary responsibility for decisions to retain or promote probationary faculty. Four categories of performance constitute the basis for faculty personnel evaluation. Teaching, scholarly, or creative activity, institutional development, and community outreach, are to be assessed in terms of the candidate's performance and in terms of the program needs the individual serves within UWGB's institutional priorities. It is the responsibility of unit executive committees reviewing candidates to assess the programmatic significance of the candidate's qualifications and record of performance at UWGB.

The evaluation of a probationary faculty member for purposes of retention or promotion should take careful and specific account of the candidate's contribution to the unit's goals and to the related institutional missions as specified in the unit's current planning and review documents. For the Faculty to discharge its personnel review responsibilities effectively, units must be informed by the Office of Academic Affairs in a regular and timely fashion of programmatic or institutional concerns that could negatively affect decisions on the retention or tenuring of probationary faculty.

Neither programmatic nor other institutional considerations shall be applied without the careful evaluation of faculty records in teaching, scholarly or creative activity, institutional development, and community outreach. That is, programmatic and institutional considerations shall be interpreted in terms of candidates' records of performance. Faculty are entitled to regular personnel review by their peers, to be informed of the findings and recommendations of their peers, and to have their service to their programs and to the institution assessed on the basis of their performance in the four areas of their professional responsibility.

No administrative denial of retention or tenure on the basis of programmatic or other institutional considerations shall be made prior to consultation by the Administration with the unit(s) affected and with the Academic Affairs Council. Specific reasons for denial in these cases will be provided to the candidates at their request.

Personnel Council Approved 1978-1979

Personnel Council Revised and Approved 8 November 2021

UWGB Faculty Senate Revised and Approved 12 May 1982

UWGB Faculty Senate Revised and Approved 9 October 1985

Faculty Senate New Business 5a 12/8/2021

RESOLUTION 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 Provost and Vice Chancellor of Academic Affairs 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 2021 Commencement.

Faculty Senate New Business 5b 12/8/2021

UWGB Academic Affairs Council (AAC)
 Report of Curricular Actions for Faculty Senate
 Dec. 1, 2021
 Prepared by Prof. David Voelker, AAC Chair

The AAC met on Nov. 11.

In addition to the course and program changes noted below, the AAC approved a new global course number (494) and description for a 1-3 credit Co-op course.

Request Type Key:

CC=Course Change, NC=New Course, D=Deactivation, PC=Program Change, NP=New Program

| Course/Program | Request Type | Outcome |
|--|--------------|---|
| ACTU SCI-I : Actuarial Science Minor | PC | Approved |
| BUS ADM 201 : Principles of Sustainability in Business | CC | Approved |
| ENGR 260 : Introduction to Engineering Ethics | CC | Approved |
| ENGR 408 : Finite Element Analysis | CC | Approved |
| ENV SCI 320 : The Soil Environment | CC | Approved |
| ENV SCI 432 : Hydrogeology | D | Deactivation for de-crosslisting. Approved |
| ENV SCI 467 : Capstone in Environmental Science | CC | Approved |
| ET 207 : Parametric Modeling | CC | Approved |
| ET 320 : The Soil Environment | D | Deactivation for de-crosslisting. Approved |
| GEOSCI 421 : Geoscience Field Trip | CC | Approved |

| | | |
|---|----|----------------------------|
| HIMT : Certificate of Degree in Health Information Management | NP | Approved |
| ORG LEAD 301 : Rising Leadership | NC | Approved |
| ORG LEAD 346 : Organizational Research and Statistics | CC | Approved |
| PSYCH 478 : Honors in the Major | CC | Approved |
| PU EN AF 315 : Public and Non-Profit Management | CC | Approved |
| PU EN AF 407 : Service in the Public Sector | CC | Approved |
| PU EN AF 408 : Public Policy Analysis | CC | Approved |
| PU EN AF 415 : Public and Nonprofit Budgeting | CC | Approved |
| SCM 434 : Logistics Management | NC | Approved |
| SCM 334 : Logistics Management | D | Replaced by 434. Approved. |
| SCM 381 : Operations Management | CC | Approved |
| SCM 383 : Enterprise Resource Planning | CC | Approved |

**Graduate Academic Affairs Committee Report to the Senate
December 8, 2021**

The Graduate Academic Affairs Council met on November 18, 2021, and accomplished the following tasks.

Approved the following new course proposals in Courseleaf:

- AT 602: Foundational Skills in Athletic Training
- AT 701: Evidence Based Practice II
- AT 797: Internship
- AT 798: Independent Study
- SOC WORK 723: Trauma Informed Care
- SOC WORK 724: Motivational Interviewing

Approved the following course change proposals in Courseleaf:

- AT 561: Health Promotion Through the Lifespan
- AT 601: Foundations of Athletic Training
- AT 700: Evidence Based Practice I
- GEOSCI 621: Geoscience Field Trip
- NUT SCI 753: Biostatistics and Research Methods

Discussed the need to create a syllabus for GRAD 693 and develop a similar course for the EdD program as soon as possible. The GAAC expects to review these proposals for the next catalog.

Respectfully submitted,

Gail Trimberger
GAAC Chair

**University Staff Committee
Faculty Senate Meeting Report
December 8, 2021**

- Congratulations to Monika Pynaker for winning the inaugural Regent's University Staff Excellence Award. The award recognizes exceptional service to the University.
- Loss of staff has left many open committee positions. We are reviewing and deciding which committees need immediate replacement.
- There has been a change to the University Staff Committee. Unfortunately, Sue Machuca has left the University, therefore Kim Mezger has assumed the position on Dec. 3rd.
- Personnel Committee is preparing for any T&TC appeals.
- The USC's next monthly meeting will be Thursday, December 16, 2021 at 10:00am virtually via Microsoft Teams.

Respectfully submitted,

Kim Mezger, Chair
University Staff Committee