

AGENDA

UW-GREEN BAY FACULTY SENATE MEETING NO. 2

Wednesday, October 17, 2007, 3:00 p.m.

Phoenix Room C, University Union

Presiding Officer: Kevin Roeder, Speaker

Parliamentarian: Professor Clifford F. Abbott

1. CALL TO ORDER

2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 1, September 19, 2007 [page 2]

3. CHANCELLOR'S REPORT

4. NEW BUSINESS

- a. Code Changes to UWGB Chapter 54 (first reading) [page 4]
Presented by Professor Dean VonDras
- b. Requests for future business

5. PROVOST'S REPORT

Attachments:

Proposed Revisions to the Policy on Student Feedback on Instruction [page 6]

Recommendations Regarding Comprehensive Assessment of Teaching [page 7]

6. UNIVERSITY COMMITTEE REPORT

Presented by Professor Dean VonDras, Chair

7. OPEN FORUM

On the validity of CCQ as a method of evaluating teaching effectiveness

8. ADJOURNMENT

MINUTES 2007-2008
UW-GREEN BAY FACULTY SENATE MEETING NO. 1
Wednesday, September 19, 2007
Phoenix Room C, University Union

Presiding Officer: Kevin Roeder (SOCW-UC), Speaker
Parliamentarian: Clifford Abbott, Secretary of the Faculty and Academic Staff

PRESENT: Kathleen Burns (HUD), Matthew Dornbush (NAS), Susan Gallagher-Lepak (NUR), Stefan Hall (HUS), Sue Hammersmith (Provost, *ex officio*), Catherine Henze (HUS), Tian-you Hu (NAS), Steve Kimball (EDUC alternate), Ann Kok (SOCW), Pao Lor (EDU), Kaoime Malloy (AVD), Daniel Meinhardt (HUB), Steven Meyer (NAS-UC), Thomas Nesslein (URS alternate), Kim Nielsen (SCD), Illene Noppe (HUD-UC), Terence O'Grady (AVD-UC), Debra Pearson (HUB), Laura Riddle (AVD-UC), Ellen Rosewall (AVD), Meir Russ (BUA), Denise Scheberle (PEA), Jeanellyn Schwarzenbach (ICS alternate), Bruce Shepard (Chancellor, *ex officio*), David Voelker (HUS), Dean Von Dras (HUD-UC), Jill White (HUD)

NOT PRESENT: Curt Heuer (AVD) and vacant seats in NAS and BUA

REPRESENTATIVES: Dan McIver (Academic Staff Committee), Ricky Staley (Student Government)

GUESTS: Associate Provost Tim Sewall, Dean Fritz Erikson, Director of News Scott Hildebrand, Dean Scott Furlong, Associate Dean Donna Ritch, Professor Lynn Walter

1. Call to Order. With a quorum present, Speaker Roeder called the Senate to order at 3:10 p.m.

2. Approval of Minutes of UW-Green Bay Faculty Senate Meeting No. 10, May 9, 2007.
On a motion by Senator Steve Meyer (second by Sue Hammersmith) the minutes were approved unanimously with one announced correction.

3. Chancellor's Report

The Chancellor began by expressing his relish for Senate meetings and applauding last year's Senate. He then commented on the current **construction** projects on campus and announced that planning is in very preliminary stages for a new academic building for 2011-2012. The **capital campaign** is now at 80% of its goal and the University will be moving to fill two new professorships in interdisciplinarily-defined areas of business and education, i.e., not necessarily in any specific units, plus two new graduate assistantships in Environmental Science and Policy. He then took a stab at allaying fears over new rules on **sick leave** reporting by the political forces at play to balance accountability and preservation of an important job benefit. On the **budget** process, he offered his typically candid read of the political maneuverings and pointed out which were not in the University's best interests. He then announced that we would soon be hearing about new efforts for **strategic planning** in which university-wide planning will be driven by academic planning. At this point he stood for questions. He got two. Senator Gallagher-Lepak asked about planning for budget cuts she had heard on at UW-Madison. The Chancellor would not recommend such planning at this point and the administration on this campus has not been doing budget reduction planning. Senator Riddle asked about the effect of the stalled state budget on student financial aid and the Chancellor responded that the aid from the Wisconsin Higher Education Board had not been able to make its awards and consequently some students (best guess is about 200 across the UW-System) had not been able to register this fall.

4. Continuing Business

a. Election of Senate Deputy Speaker for 2007-2008. Senator Von Dras nominated (second by Senator Riddle) Senator Illene Noppe for the Deputy Speaker and the Senate approved with a voice vote.

b. Code Change for Committee of Six and Personnel Committee. University Committee Chair Von Dras introduced the second reading of this change in Codification. He invited Senator Noppe to elaborate on the history and rationale for the change, which she did. Senator O'Grady moved (second by Senator Steve Meyer) the change and without discussion the **Senate voted its approval (23 in favor-0 against-2 abstentions).**

5. New Business

a. Memorial Resolution for Associate Professor Emerita Alice Goldsby. Professor Lynn Walter read the memorial which will be entered in the record kept in the SOFAS office.

b. Requests for future business. Senator Hu asked for a group to investigate the Course Comments Questionnaire, widely used in personnel reviews. The Provost and Associate Provost noted that the Institutional Assessment Committee had already begun such an investigation.

6. Provost's Report

A written version had been circulated earlier. The Provost added there might be a need for some rumor control to correct misunderstandings and reduce angst, especially on the issues surrounding the state budget and rules for reporting sick leave. She urged individuals to check with chairs and supervisors to control such rumors and that both would be featured at the next Faculty Forum. She also would welcome any additions to the agenda of that Forum. Finally the Provost mentioned her candidacy for the presidency of Bloomberg University, a decision on which is expected in November.

7. 2006-2007 University Committee Annual Report

The written report was available to the Senate, so its author, former UC Chair Scott Furlong, mentioned a few highlights and invited questions. There were none.

8. University Committee Report

Current UC Chair Von Dras noted the following items that the UC has been working on: the possibility of rethinking the relation of the Academic Affairs Council and the General Education Council to the Senate; the procedures for faculty evaluation of administrators; the advisability of contextualizing GPAs (on this issue the UC was advised that this was unusual at other campuses but can be done on a student's request so the UC is not advocating any change); and the procedures and goals for program reviews.

9. Adjournment

Senator Nielsen moved adjournment and the meeting broke up before 4:00 p.m.

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

PROPOSED CODE CHANGES TO UWGB CHAPTER 54 UNIVERSITY COUNCILS

54.01 UNIVERSITY COUNCILS DEFINED

The ~~Academic Affairs Council, Personnel Council, and General Education Council~~ **are is a** University-wide 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 University-wide councils reporting to and working with the Faculty Senate and its executive committee, the University Committee. They inform the Provost/Vice Chancellor for Academic Affairs and, as appropriate, the Dean(s) either directly or through duly appointed Associate Deans on curricular matters of all-University concern.

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 approval or disapproval of all such courses and programs shall be forwarded to the Faculty Senate through the University Committee. The Faculty Senate will publish all actions taken by the Academic Affairs Council in the minutes of its monthly meetings. In a case where the Academic Affairs Council registers disapproval of a new course or program, the initiator of that course or program may appeal the decision for reconsideration back to the Academic Affairs Council, providing new arguments or supplementary evidence in support of its 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 Faculty Senate through the University Committee is possible. In such cases the University Committee may either choose to investigate the appeal themselves or establish an ad hoc committee to do so. If the University Committee chooses to overturn the original nonapproval decision, the results of that deliberation will be reported to the entire Senate and published in the Senate minutes.** Its recommendations shall be forwarded to the Provost/Vice Chancellor for Academic Affairs. ~~for his/her action.~~

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 of the Council shall be forwarded to the Provost/Vice Chancellor for Academic Affairs for his/her action.
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.

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.

Unit Responsibilities:

1. Student comments on teaching performance ~~should~~ **shall** be obtained in every course taught by means of ~~an approved written student feedback process.~~ **a standardized, university-wide student feedback instrument. The CCQ shall be used by all units and teaching personnel on campus, with pilot use of the Rutgers University Student Instructional Rating Form to be conducted and evaluated within two years. 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 for merit, retention, and promotion decisions of student ratings as part of the data considered regarding teaching, **and in accordance with norms and research done on each item on the instrument.**(1) **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 January 1997

¹ Available at www.uwgb.edu/assessment/teaching/evaluations_norms.html, <http://cat.rutgers.edu/sirs/>, and <http://www.comm.ucsb.edu/faculty/rrice/teachcon.htm>.

Recommendations Regarding COMPREHENSIVE ASSESSMENT OF TEACHING

The executive committee of each academic budgetary unit shall establish a procedure for evaluation of teaching which is broader than exclusive use of a student feedback questionnaire, and which clearly establishes guidelines and process by which such evaluation is used formatively for improvement of teaching separate from the process by which it is used in personnel decisions.

Units are encouraged to adopt the recommendations of the Task Force on Teaching Evaluation (September, 1998), which can be found on the web at (http://www.uwgb.edu/assessment/teaching/taskforce_recommendations.html).

At the least, each unit's Teaching Evaluation Plan must examine the following elements for evaluation of every faculty member:

1. Objective evidence of teaching effectiveness
2. Evidence of teaching development
3. Evidence obtained through student-feedback
4. Report of how results of the previous evaluation were used for teaching improvement

Units should use flexibility in establishing evidence to be provided in each category so that the evidence is relevant to the individual's assignment. Suggestions include:

<i>Teaching Effectiveness</i>	<i>Teaching Development</i>	<i>Student Feedback</i>	<i>Teaching Improvement</i>
<ul style="list-style-type: none"> • Peer visits and review • Student Assessment of Learning Gains Instrument • Scores on standardized tests used in the discipline • External evaluation such as internship assessment • Student performance in later courses 	<ul style="list-style-type: none"> • Participation in Teaching Scholars • Attendance at on-campus teaching events • Attendance at teaching conferences • Self-report on individual approach to development 	<ul style="list-style-type: none"> • CCQ or Rutgers instrument (required for all units) • Additional questions chosen by the unit or individual • Results of mid-term evaluations 	<ul style="list-style-type: none"> • Self-assessment narrative

The Personnel Council and Committee of Six shall clearly state policies for personnel decisions which reflect the recommendations of the Task Force on Teaching Evaluation and include examination and use of the four specified areas of evidence.