

## AGENDA

### **UW-GREEN BAY FACULTY SENATE MEETING NO. 6**

Wednesday, February 23, 2022

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. 5**

**January 26, 2022** [page 2]

#### **3. CHANCELLOR'S REPORT**

#### **4. OLD BUSINESS**

- a. Change to the Faculty Handbook: 53.01-53.10 (second reading) [page 9]  
Presented by Chair of the Council of Unit Chairs Prof. Patricia Terry

#### **5. NEW BUSINESS**

- a. Memorial Resolution for Tonya Estebo, Senior Lecturer [page 20]  
Presented by Cindy Bailey, CEO, UW-Green Bay|Marinette Campus
- b. Request for Authorization to Implement a Major in Sociology and Anthropology at the University of Wisconsin-Green Bay (first reading) [page 21]  
Presented by Dean Chuck Rybak and Prof. Dana Atwood
- c. Slate of Candidates for the Faculty Elective Committees [page 31]  
Presented by Prof. Bill Dirienzo, Chair, Committee on Committees and Nominations
- d. UW-Green Bay Administrator Feedback Survey Process (first reading) [page 33]  
Presented by Prof. Aaron Weinschenk
- e. Proposed Revision to the Institutional Learning Outcomes (first reading) [page 37]  
Presented by Prof. Val Murrenus Pilmaier
- f. Request for Future Business

#### **6. PROVOST'S REPORT**

#### **7. OTHER REPORTS**

- a. Academic Affairs Report – Submitted by David Voelker, Chair [page 41]
- b. Graduate Academic Affairs Report – Submitted by Gail Trimmerger, Chair [page 47]
- 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 47]
- g. Student Government Report – Presented by Ted Evert

#### **8. ADJOURNMENT**

[draft]

**MINUTES 2021-2022**  
**UW-GREEN BAY FACULTY SENATE MEETING NO. 5**  
Wednesday, January 26, 2022

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), Devin Bickner (RSE-UC), Kate Burns (Provost, *ex-officio*), Thomas Campbell (TND), Gary Christens (A&F), Marcelo Cruz (PEA), Tara DaPra (HUS), Greg Davis (RSE), Christin DePouw (ALTERNATE-EDUC), 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), Daniel Kallgren (Locations-UC), Mark Klemp (NAS), Michelle McQuade-Dewhirst (MUSIC), Eric Morgan (DJS), Paul Mueller (HUB), Val Murrenus-Pilmaier (HUS), Rebecca Nesvet (HUS), Aniruddha Pangarkar (M&M), Matthew Raunio (Sheboygan Campus), Jolanda Sallmann (SOCW), Jon Shelton (DJS-UC), Heidi Sherman (HUS-UC), Karen Stahlheber (NAS), Patricia Terry (RSE-UC), Christine Vandenhouten (NURS), Sherry Warren (SOCW), Sam Watson (AND), Aaron Weinschenk (PEA-UC), and Joseph Yoo (CIS)

NOT PRESENT: William Sallak (MUSIC)

REPRESENTATIVES: Virginia Englebert (ASC), Kim Mezger (USC) and Ted Evert (SGA)

GUESTS: Scott Ashmann (Assoc. Dean, CHESW), Pieter deHart (Assoc. Vice Chancellor-Graduate Studies), Susan Gallagher-Lepak (Dean, CHESW), Susan Grant Robinson (Cabinet Liaison, Internal Affairs), Ben Joniaux (Chief of Staff), John Katers (Dean, CSET), Holly Keener (Executive Assistant II), Samantha Meister (Asst. Prof., EDUC), Melissa Nash (Senior HR/AA Officer), (Amanda Nelson (Assoc. Dean, CSET), Mary Kate Ontaneda (Executive Assistant, University Leadership), Scott Piontek (Environmental Health, Safety & Emergency Manager), Rasoul Rezvani (Assoc. Dean, AEC SOB), Jen Schanen-Materi (Senior Lecturer & BSW Field Coordinator), Courtney Sherman (Interim Assoc. Provost), Sheryl Van Gruensven (Senior Vice Chancellor, Institutional Strategy), Kris Vespia (Interim Director, CATL), and Mike Zorn (Assoc. Dean, CSET)

**1. CALL TO ORDER.**

Always right on top of things, Faculty Senate Speaker Joan Groessl called to order the fifth Faculty Senate meeting of the 2021-2022 academic year at 3:00 p.m.

**2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 4, December 8, 2021**

Faculty Senate approved the December minutes by consensus.

**3. CHANCELLOR'S REPORT**

Chancellor Alexander had four items to share with Faculty Senate this month. Jay Rothman has been selected as the next UW System President. The Chancellor thanked Jon Shelton for his

service on the search committee. Chancellor Alexander has his first full conversation with the new System President next week. There will be a brief period between the time that Interim President Tommy Thompson leaves in mid-March and incoming President Rothman takes the reins 1 June 2002. Mr. Mike Falvo, a former UW Regent President and member of the search committee, will be the Interim President for 2.5 months before President Rothman arrives.

Between salary and fringe benefits, a total of \$533K in compensation adjustments were provided to 120 employees. Some of those funds were also used to increase the starting salaries of 16 vacant positions. The Chancellor will meet twice more this semester with the Committee on Workload and Compensation to discuss reimagining our compensation philosophy and to make sure we have a clear blueprint on addressing compensation and making salary adjustments going forward.

Initial meetings have taken place regarding the Cofrin Library's conversion to the Cofrin Technology and Education Center. An architect has been selected and they are working on the scope of work with the Department of Administration – this should be completed in March. At the beginning of April, the architects will begin to engage the campus in helping to design the building. The final plans will take a little over a year to produce.

In the coming weeks, the Chancellor, along with Chief Business Officer and Senior Vice Chancellor of Institutional Strategy Sheryl Van Gruensven, Provost Kate Burns, and Chief of Staff Ben Joniaux will meet with the University Committee to go over a presentation describing how UWGB is funded in the UW System. UW-Green Bay Administration will try to make their case that we are underfunded relative to our peers based on our current size, current trajectory, and the impact we are having on our region. There is a clear pattern of data over time to make our argument. The presentation will be shared with the University Committee, and the UC will be asked for their opinion regarding how this ought to be disseminated across the campus. Administration is not asking that funding be taken away from other campuses, rather they are looking for System to invest in the growth taking place on our campus.

#### **4. OLD BUSINESS**

##### **a. Change to the Faculty Handbook: UWGB Faculty Document on Tenure**

Dana Atwood, Chair of the Personnel Council (PC), began by stating that the PC incorporated comments from senators at the proposal's first reading in December and have brought a modified proposal of the Document on Tenure to senate for the second reading. The proposed changes include modifying the language pertaining to "interdisciplinary" (the PC defaulted to the University's mission statement on this subject) and item B. 7 ("requiring 1-5 external letters from experts in the faculty member's field evaluating their scholarly activity and/or creative accomplishments"). **Senator Sallmann moved to accept the Personnel Council's proposed changes to the UWGB Document on Tenure, the motion was seconded by Senator Shelton.** One concern raised from the senate floor was that the required external letter(s) only addressed scholarship, not the entire portfolio (i.e., teaching and service); any external letter ought to address all three aspects of faculty activity. [Response by PC Chair Atwood: the PC felt the Unit will have already done its due diligence in evaluating the tenure candidate's teaching and service.] Another senator desired language specifying that the external letter(s) be solicited by the Unit Chair and not the candidate themselves. [Response by PC Chair Atwood: the PC would just include that in a memo to the tenure candidate and the Unit Chair.]

Senator Dirienzo relayed the feelings of his home unit, calling for a specific number of external letters and allowing the candidate to solicit those letters. So, at this time, **Senator Dirienzo moved (seconded by Senator Stahlheber) that the language be amended to read “One external letter from an expert in the faculty member’s field solicited by the candidate to assist in evaluating the contributions of the candidates’ scholarly activity and/or creative accomplishments.”** Based on experience serving on the Personnel Council, one senator disagreed with “One external letter.” Sometimes the Council solicits external letters and does not receive responses to those solicitations, so it is better to solicit more than you need. Another senator thought that requiring only one letter puts the candidate in a high-risk situation for a number of reasons (external reviewer doesn’t submit the letter, doesn’t understand the type of institution we are, etc.); in addition, requiring at least two letters provides the opportunity for corroboration. Most other senators who weighed in on this amendment believed that more than one letter ought to be required, and a range was better than a specific number. One senator believed external letters were not necessary, asking senate colleagues if they knew of any candidate who was denied tenure or given tenure specifically based on the outside letter of recommendation. **This motion to amend the proposed changes to the UWGB Document on Tenure failed by a vote of 10-23-4.**

Next, **Senator Bansal moved (seconded by Senator Sallmann) that the proposed changes to the Document on Tenure include a requirement that the external letter writer “Disclose their relationship with the applicant and establish their credentials as reviewer.”** Some senators argued that these are procedural details that could be indicated in the directions given to the external writer. **This motion to amend the proposed changes to the UWGB Document on Tenure failed by a vote of 15-19-1.**

This brought us back to the initial motion. **With no further discussion, the motion passed 26-13.**

## **5. NEW BUSINESS**

### **a. Open Access Policy**

Library Director Paula Ganyard was unable to join us for senate today. This agenda item may be deferred to a future senate meeting.

### **b. EDI-Mentor (information item)**

Senator Terry presented her proposed Faculty/Lecturer Mentor Model as part of her EDI Consultant Project through CATL. She focused her mentor model on non-majority and international faculty because those two groups have lower retention rates nationally as they have a more difficult time assimilating into a university setting. In a review of the literature, Senator Terry found one option used at a number of universities to help these faculty employ a multiple mentor model. A senior mentor in the unit would guide the faculty member through the tenure process. A junior mentor in the unit would help the faculty member integrate into the department and the campus culture. A third mentor would be someone from outside the unit to whom the faculty member could speak in confidence. A fourth mentor, if possible, would be someone who themselves are non-majority or international and could share a unique perspective (unless this creates an undo service burden on the mentor). Another alternative is the creation of a mentor group that meets monthly in a social setting (coffee, lunch, etc.). Senator Terry shared

her proposed model with the Provost, who offered feedback. Mentor training would be handled through the Provost's office via CATL. Senator Terry then met with Deans Rybak, Gallagher-Lepak, and Katers, all of whom were supportive. Although the Deans expressed a desire to standardize the model, some wondered how the size of units in their respective colleges would affect the ability to employ a mentor model. Another concern related to faculty workload. However, if we can increase retention, if we can increase inclusivity, and if we can create a better working atmosphere for faculty, then we wouldn't need to run as many time-consuming searches. If everyone is onboard with this model, the literature recommends that such models be codified or else it will likely die. Senator Terry provided some sample language (page 18 of the agenda) that could potentially be included in Chapter 3 of the Faculty Handbook.

Many senators appreciated the efforts of Senator Terry's mentoring proposal, but also noted that the lack of retention of non-majority and international faculty is sometimes due to the fact that Green Bay does not offer/satisfy the cultural needs of those particular faculty or, perhaps even more so, their family's needs – there is not much we can do to address those shortcomings. One senator offered that it may be more cost/labor effective to look at mentoring models that already exist and pay for a membership (e.g., the National Center for Faculty Development and Diversity). Some suggested that mentoring extend beyond the non-majority and international faculty member to include their spouse and family too. There was also a suggestion to start with one specific group of faculty because the challenges faced by non-majority and international faculty as a whole are not homogenous.

c. Changes to Faculty Handbook 53.01-53.10 (first reading)

Continuing the Patricia Terry Show, Senator Terry presented changes to Chapter 53 of the Faculty Handbook that the Council of Chairs has been addressing. As background, Senator Terry shared that when Chancellor Alexander was hired he asked all Budgetary Chairs to form a council, develop their own agenda, and come back to him with any issues on an as-needed basis. The council met for brainstorming sessions; discussed common challenges, issues, and potential solutions (in some cases, they were able to facilitate change); and they generally used each other as sounding boards – there were even substantiated accounts of the sharing Kringle even now and then. One item in particular that led to ongoing discussions between Deans and Unit Chairs related to the responsibilities and duties of a Chair and how that language is spelled out in the Faculty Handbook. In an effort to be proactive, a group of six Budgetary Chairs (Christine Vandenhouten, Joan Groessl, Georjeanna Wilson-Doenges, Jennifer Ham, Courtney Sherman, and Patricia Terry) took on all of Chapter 53, revising the language into something that was agreeable to the Deans and Chairs.

One of the main efforts in modifying Chapter 53 was cleaning up the language regarding what we call ourselves. The terms "Budgetary" and "Interdisciplinary" Units are often used interchangeably. However, while aspects of the Chair responsibilities relate to budget management, chairs deal more with personnel issues. Also, not all Budgetary Units are Interdisciplinary Units, and vice-versa. Therefore, the first modification made was renaming (or retitling) Budgetary/Interdisciplinary Units as "Academic Units." There were virtually no changes made with regard to membership and executive committees, as that language was correctly stated. Minor edits were made to clarify the responsibilities and duties of the Academic Unit Chairs. Disciplinary Units were renamed/retitled "Academic Programs" because they fall under the umbrella of the Academic Unit.

The Provost called a meeting that included herself, the core group of the Council of Chairs, the Deans, and the SOFAS to discuss the modifications to Chapter 53. In true shared governance fashion, a collegial meeting took place in which common ground was found after compromises were made on both sides. Chapter 53 was then brought back to the Council of Chairs who voted unanimously that the new wording was a positive change in clarification of who we are and what we do.

Discussion on this agenda item included a request for a marked-up version of Chapter 53 so senators would know exactly what changes were made. Senator Groessl mentioned that discussion in the Council of Chairs included a need to not be so specific in all of the language because there are often differences between Units. One senator wondered if there are any programs that span multiple units because, as written, all Academic Programs would have to be housed within an Academic Unit and any Program that does span multiple units would be disallowed by this language.

#### d. UW System Update

UWGB Faculty Representative Jon Shelton shared some thoughts regarding recent events at the System level as they relate to governance. Jay Rothman was recently named the new UW System President. Coming from outside academia, Mr. Rothman's appointment has some people feeling a little nervous. Senator Shelton, who was a member of the search committee, feels President Rothman is a sincere booster of the UW System and he understands that this is pretty much a political position. In his opinion, Senator Shelton feels the President does not have to be from an academic background to be successful in this position. Rothman gives the impression he can talk about academic freedom and tenure in a "compelling way" and the UW Faculty Reps feel they can work with Rothman to cultivate an understanding of shared governance.

Next, Senator Shelton shared some potential concerns regarding the future of the UW System and the state of higher education. Starting to think about these concerns now is the best way to prepare us for the future. If the next election makes this a "trifecta Republican state" (Governor, Senate, Assembly), there are a number of potential changes that could significantly impact the UW System, including: a significant budget cut to GPR; an increased workload/teaching load; if no budget cut, then budget dollars may be connected to performance-based funding metrics, likely tied to the needs of employers (recently proposed bills have tried to address the workforce shortage); a bill to eliminate any barriers to what technical colleges could offer, including A.A. and A.S. degrees which would have UW directly competing with the technical colleges (which are subsidized by property taxes so their tuition is lower); a bill prohibiting critical race theory (race and sex stereotyping) under penalty of diminished funding by 10% and forced posting of syllabi online; and the regionalization of campuses (i.e., the Roth Report), which would require the support of the Board of Regents, however, only two of Governor Evers' Regent appointees have been confirmed, six others have not been confirmed and likely won't be confirmed unless they support the Roth Report. If not confirmed, those six Regent appointees would be replaced if Evers loses the next election). Reorganization/regionalization of the UW System would lead to a consolidation of campuses and a reevaluation of program offerings at each UW institution.

#### e. Request for future business

An arrow went flying awry

Right passed my heart it whizzed by  
His aim is no good  
As you expect it would  
Cupid, improve that “old college” try

(there was no new business brought forward by the senators this month; although Senator Davis made an impassioned plea that information tied to any senate business that will require a future vote be provided to senators with enough time to discuss it in their units and on the senate floor, lest we reach the vote prematurely)

## **6. PROVOST’S REPORT**

Provost Burns provided updates on a number of items. Our January enrollment is the highest ever; head count is up 1.5%, student credit hour FTE is up close to 4%. Spring enrollment numbers are still coming in, but we are still waiting on our CCIHS figures; we are anticipating a 1-2% increase. We are working on MOU agreements with NWTC and Lakeshore TC, partnering to offer A.A. and A.S. degrees. There is great news on the accreditation front, we received the final memo from the HLC; we will be on the open pathway (which was our choice); there were a couple of areas of concern (assessment and syllabi) that were shared last Fall. The Provost encouraged all to check out the 20 January 2022 blog post on CATL regarding tips on how to be equitable in terms of accommodations in these times of COVID.

## **7. OTHER REPORTS**

a. Academic Affairs Report. Written report found on page 24 of the agenda.

b. Graduate Academic Affairs Report. Written report found on page 30 of the agenda.

c. University Committee Report. Chair Heidi Sherman offered condolences on behalf of the UC and Faculty Senate to the family of Tonya Estebo, a lecturer in our Math program on the Marinette campus, who passed away due to complications related to COVID. She was a huge part of the Marinette community and an award-winning instructor who was beloved by many students.

The UC has been working with the Provost on the restructuring of CATL, along with working on the position description for the new CATL Director. Chair Sherman assured senate that the UC will take up Senator Davis’ concerns.

d. Faculty Rep Report. Please see item 5e above.

e. Academic Staff Committee Report. Virginia Englebert was pleased to mention that the names of two Academic Staff colleagues were submitted to UW System as nominees for the Academic Staff Excellence Awards.

f. University Staff Committee Report. Kim Mezger informed senate that the University Staff election cycle is in preparation. There are lots of openings on University Staff committees.

g. Student Government Association Report. President Ted Evert reported that SGA is preparing for the next state election by creating a statewide governance group who would advocate on the

statewide level. By spring break there should be a student government system set up for all four UWGB campuses. SGA is also looking to create a Student Workers Assembly, it is anticipated this will take a couple of years to establish.

**8. ADJOURNMENT** at 4:58 p.m.

Respectfully submitted,

Steve Meyer, Secretary of the Faculty and Staff

## UWGB CHAPTER 53 ACADEMIC UNITS

### 53.01 ~~Interdisciplinary~~ Units

- A. A Unit ~~may~~ shall consist of faculty members from one or more related academic programs ~~organized into a single governance structure. diverse disciplines, but with a shared problem orientation.~~
- B. Recommendations concerning the establishment, the merger, or the discontinuance of Units can be initiated by the faculty members concerned, the appropriate Dean(s), or the Provost/Vice Chancellor for Academic Affairs. Such recommendations must be reviewed by the faculty concerned, the Academic Affairs Council and the Personnel Council, meeting jointly, and the University Committee, and shall receive the approval of the appropriate Dean(s), the Faculty Senate, the Provost /Vice Chancellor for Academic Affairs and the Chancellor, to be transmitted to the President and the Board of Regents.

### 53.02 Unit Faculties: Membership

- A. All University faculty members as defined in 50.01 holding appointments in ~~an interdisciplinary~~ a Unit, excluding those university administrators without teaching assignments, shall be defined as members of that ~~interdisciplinary~~ Unit and shall have the right to vote and otherwise participate in the governance of that Unit.
- B. Appointment is made by the Provost/Vice Chancellor for Academic Affairs upon the affirmative recommendation of the appropriate Dean(s) and the Unit executive committee. A faculty member may have a split appointment or assignment with another Unit but may vote in only one ~~interdisciplinary~~ Unit.

### 53.03 ~~Interdisciplinary~~ Unit Executive Committees: Membership and Functions

- A. The ~~interdisciplinary~~ Unit executive committee shall consist of all tenured members of the ~~interdisciplinary~~ Unit. The executive committee shall consist of no ~~less~~ **fewer** than five members. When there are ~~less~~ **fewer** than five tenured members in ~~an interdisciplinary~~ Unit to form an executive committee, the members shall, in consultation with the appropriate Dean(s), designate the remaining members from other academically related ~~interdisciplinary~~ Units.
- B. The ~~interdisciplinary~~ Unit executive committee has the responsibility to make recommendations concerning appointments, dismissals, promotions and salaries of the members of the ~~interdisciplinary~~ Unit and on other budget matters which are transmitted to the appropriate Dean(s) and to the Provost/Vice Chancellor for Academic Affairs. The executive committee has the authority to determine the internal affairs of the Unit.

- C. Executive committee members, through their Chair, have the responsibility to share with individual faculty members information, opinions, and concerns about their professional performance throughout the year. The Chair will see that such matters are communicated orally whenever possible, in writing when deemed necessary, and these matters, as well as any follow-up or resolution, may be considered at future personnel reviews. These collegial functions shall be performed in accordance with affirmative action, inclusivity, and equal opportunity principles.

#### 53.04 ~~Interdisciplinary~~ Unit Chair: Selection

- A. The Chairperson shall be elected by a simple majority of the ~~interdisciplinary~~ Unit members, with the approval of the appropriate Dean(s), usually for a term of three years. In circumstances where both the executive committee and the Dean are in agreement, the term of appointment may be set for one to five years. There is no limit on the number of terms a Chairperson may serve. The vote shall be at an ~~interdisciplinary~~ a Unit meeting with the results to be counted and announced immediately at said meeting. The results of the election shall be transmitted to the appropriate Dean(s). Removal of the Chairperson by the appropriate Dean(s) during the term of office normally shall take place following a vote of no confidence. A vote to determine confidence in the Chairperson may be held at anytime upon petition of 50 percent of the ~~interdisciplinary~~ Unit faculty or on request of the appropriate Dean(s).
- B. The Chairperson must have the tenured rank of associate or full professor and shall be elected from among the members of the Unit.

#### 53.05 ~~Interdisciplinary~~ Unit Chair: 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. **The following is a list of duties that are often common to all Chairs or like designees (e.g., directors, graduate program directors, etc.). It is not intended to be an all-inclusive list of Chair duties. Chairs should consult with their Dean about the specific expectations for their college and/or Unit or program.**

- A. ~~Program~~/Curriculum Planning.
- ~~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.~~

Leadership responsibilities include working with academic program chairs (if applicable) to initiate and organize the Unit's curriculum planning and program development. This includes working with the Dean's Office and the Registrar's Office on processes related to the scheduling and staffing of courses, as well as the modification or development of courses, majors, and minors.

### B. Personnel Leadership

~~Leadership responsibilities in this area include promoting a sense of intellectual esprit and institutional purpose among faculty, staff and students. The Chair encourages faculty in their professional growth and development and their sense of contribution to the Unit and its programs. As a resource and guide, the chair helps ensure that faculty seeking tenure and promotion are appropriately mentored, and receive timely, formative feedback regarding their professional development. The Chair is also responsible for helping to align faculty expertise with the needs of the Unit. establishing a direction for the unit through discussion of intellectual issues related to the teaching and research of the unit; and the development of faculty/staff positions and appropriate recruitment strategies~~ As a resource and guide, the Chair helps ensure that faculty seeking tenure and promotion are appropriately mentored, and receive timely, formative feedback regarding their professional development. The Chair coordinates and presides over personnel reviews for the faculty and staff in the Unit, and is responsible for forwarding the appropriate documentation to the Dean.

### C. Resource Planning/Allocation

Planning and management of the Unit's resources is a key responsibility of the Chair. Leadership responsibilities in this area include ~~the development and the regular updating of the unit's Program Development Plan, which is the basis for requests for funds and other resources to support program enhancement initiatives;~~ working with Deans and other administration to obtain the resources and support required to successfully run the Unit, and to monitor and approve expenditures.

### D. Unit Representation/Advocacy

The Chair is the Unit's advocate within and outside of the University, **servicing as the official channel of communication with University officials and offices.** The Chair is also the official Unit representative at all institutional meetings, official University functions, and in the community.

E. Student Learning Experiences Recruitment and Success

Chair responsibilities regarding student learning experiences involve facilitating a process of open communication between faculty and students (e.g., by facilitating student-faculty discussions; involving students in curricular planning and review) include enhancing the opportunity for students to engage in and contribute to high quality learning and facilitating a process of open communication between faculty and students.- The Chair also guides the Unit in contributing to student recruitment and retention plan efforts, and participation in UW-Green Bay information and orientation programs collaborates with Academic Advising on mentoring students.

F. Summer

Unit Chairs are issued a summer contract to serve as the administrative point of contact for the Unit while faculty are off contract.

In carrying out the leadership responsibilities of the position, the chair of the interdisciplinary unit also has the following duties:

A. Serves as the official channel of communication for all matters affecting the unit as a whole, between the unit and the Chancellor, the Provost and Vice Chancellor for Academic Affairs, the appropriate Dean(s), and other University officials, units and offices (e.g., Registrar, Admissions, General Studies).

B. Calls and presides over meetings of the interdisciplinary unit faculty and of the executive committee, including scheduling merit, tenure and promotion meetings. He/she shall call a meeting at the request of any two members of the interdisciplinary unit. Each interdisciplinary unit shall meet at least once every semester.

C. Prepares all official correspondence of the interdisciplinary unit, including memoranda, reports, brochures and other documents that describe the programs, services and activities under the auspices of the unit. He/she also ensures that the performance standards established by the unit are maintained, and that all necessary records of faculty activities are properly recorded.

D. Submits all official copy for the timetable, catalog and other University publications.

E. Monitors and maintains course periodicity and submits, through the Dean, the paperwork associated with the development of new courses, major revisions of existing courses and deletion of courses proposed by the interdisciplinary unit for action by the Academic Affairs Council and the Provost and Vice Chancellor for Academic Affairs.

~~F. Monitors and approves expenditures charged to the unit's account(s). The chair is also responsible, in consultation with the Dean, for the preparation of an annual planning and budget document for the unit.~~

~~G. Assists students with the pursuit of their educational goals through the organization and implementation of an effective unit advising system, dealing effectively with student complaints, and supporting student organizations that complement the unit's student learning outcomes and goals.~~

53.06 ~~Disciplinary and other~~ **Programs within Units**

- A. ~~A disciplinary or other unit~~ An academic program shall consist of faculty members with a common or closely related academic interest **servicing majors or minors in a program housed within or between Units.**
- B. Recommendations concerning the establishment, the merger, or the discontinuance of ~~disciplinary or other units~~ **programs** can be initiated by the faculty members concerned, the Unit Chair, the appropriate Dean(s), or the Provost/Vice Chancellor for Academic Affairs. Any actions taken on such recommendations must be reviewed by the faculty concerned, the Unit, the Academic Affairs Council (or the Graduate Academic Affairs Council in the case of graduate programs) and Personnel Council, meeting jointly, and the University Committee, and shall receive the approval of the appropriate Dean(s), the Faculty Senate, the Provost/Vice Chancellor for Academic Affairs, and the Chancellor.

53.07 ~~Disciplinary and Other Units~~ **Program** Faculties: Membership

- A. All University Faculty members as defined in 50.01 holding appointments in a ~~disciplinary or other unit~~ **program**, excluding those university administrators without teaching assignments, shall be defined as members of that ~~disciplinary or other unit~~ **program** and shall have the right to vote and otherwise participate in the governance of that program. Appointment is made by the Provost/Vice Chancellor for Academic Affairs upon the affirmative recommendation of the appropriate Dean(s), the program executive committee, and the Unit executive committee. A faculty member may have a split assignment with another ~~disciplinary or other unit~~ **program** and may vote in more than one.

53.08 ~~Disciplinary and Other Units~~ **Program** Executive Committees: Membership and Functions

- A. The ~~disciplinary or other unit~~ **program** executive committee shall consist of all tenured members. The executive committee shall consist of no fewer than three members. When there are fewer than three qualified members in a ~~disciplinary or other unit~~ **program** to form an executive committee, the qualified members shall, in

consultation with the appropriate Dean(s), designate the remaining members from academically related ~~disciplinary or other unit~~ **programs**.

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

#### 53.09 ~~Disciplinary and Other~~ Program **Chair**: Selection

- A. **The Chair shall be selected in the manner described above for Unit Chairs, in 53.04.**

~~A. — The chairperson shall be elected by a simple majority of the disciplinary or other unit members with the approval of the appropriate Dean(s) for a term of three years. There is no limit on the number of terms a chairperson may serve. The vote shall be at a meeting of that unit with the results to be counted and announced immediately at said meeting. The results of the election shall be transmitted to the appropriate Dean(s) for his/her approval. Removal of the chairperson by the appropriate Dean(s) during the term of office normally shall take place following a vote of no confidence. A vote to determine confidence in the chairperson may be held at any time upon petition of 50 percent of the unit faculty or on request of the appropriate Dean(s).~~

- B. ~~The chairperson must have the tenured rank of associate or full professor and shall be elected from among the members of the disciplinary unit or other program.~~

#### 53.10 ~~Disciplinary and Other Unit~~ **Program** Chair: Duties

- A. The Chair of the program shall perform all or **some** of the duties as described for Unit Chairs above in 53.05.

~~The chairperson of the disciplinary or other unit has the following duties:~~

~~A. Serves as the official channel of communication for all matters affecting the disciplinary or other unit as a whole, between that unit and the Chancellor, the Provost/Vice Chancellor for Academic Affairs, the appropriate Dean(s), and other University officials or units.~~

~~B. Calls meetings of the disciplinary or other unit faculty and of the executive committee, and presides over the meetings. He/she shall call a meeting at the request of any two members of the unit. Each unit shall meet at least once every semester.~~

~~C. Has charge of all official correspondence of the disciplinary or other unit, and of all unit matters included in the catalog or other University publications.~~

~~D. Determine that all necessary records of faculty activities within the disciplinary or other unit are properly recorded.~~

~~E. Reports to the appropriate Dean(s) regarding the activities and needs of the unit.~~

F. Submits through the appropriate Dean(s), new courses, major revisions of existing courses, and deletion of courses proposed by the disciplinary or other unit for action by an appropriate interdisciplinary unit, the Academic Affairs Council, and the Provost/Vice Chancellor for Academic Affairs.

G. Acts as the chief executive of the disciplinary or other unit

## UWGB CHAPTER 53 ACADEMIC UNITS

### 53.01 Units

- A. A Unit may consist of faculty members from one or more related academic programs organized into a single governance structure.
- B. Recommendations concerning the establishment, the merger, or the discontinuance of Units can be initiated by the faculty members concerned, the appropriate Dean(s), or the Provost/Vice Chancellor for Academic Affairs. Such recommendations must be reviewed by the faculty concerned, the Academic Affairs Council and the Personnel Council, meeting jointly, and the University Committee, and shall receive the approval of the appropriate Dean(s), the Faculty Senate, the Provost /Vice Chancellor for Academic Affairs and the Chancellor, to be transmitted to the President and the Board of Regents.

### 53.02 Unit Faculties: Membership

- A. All University faculty members as defined in 50.01 holding appointments in a Unit, excluding those university administrators without teaching assignments, shall be defined as members of that Unit and shall have the right to vote and otherwise participate in the governance of that Unit.
- B. Appointment is made by the Provost/Vice Chancellor for Academic Affairs upon the affirmative recommendation of the appropriate Dean(s) and the Unit executive committee. A faculty member may have a split appointment or assignment with another Unit but may vote in only one Unit.

### 53.03 Unit Executive Committees: Membership and Functions

- A. The Unit executive committee shall consist of all tenured members of the Unit. The executive committee shall consist of no fewer than five members. When there are fewer than five tenured members in a Unit to form an executive committee, the members shall, in consultation with the appropriate Dean(s), designate the remaining members from other academically related Units.
- B. The Unit executive committee has the responsibility to make recommendations concerning appointments, dismissals, promotions and salaries of the members of the Unit and on other budget matters which are transmitted to the appropriate Dean(s) and to the Provost/Vice Chancellor for Academic Affairs. The executive committee has the authority to determine the internal affairs of the Unit.
- C. Executive committee members, through their Chair, have the responsibility to share with individual faculty members information, opinions, and concerns about their professional performance throughout the year. The Chair will see that such matters are communicated

when deemed necessary, and these matters, as well as any follow-up or resolution, may be considered at future personnel reviews. These collegial functions shall be performed in accordance with affirmative action, inclusivity, and equal opportunity principles.

#### 53.04 Unit Chair: Selection

- A. The Chair shall be elected by a simple majority of the Unit members, with the approval of the appropriate Dean(s), usually for a term of three years. In circumstances where both the executive committee and the Dean are in agreement, the term of appointment may be set for one to five years. There is no limit on the number of terms a Chair may serve. The vote shall be at a Unit meeting with the results to be counted and announced immediately at said meeting. The results of the election shall be transmitted to the appropriate Dean(s). Removal of the Chair by the appropriate Dean(s) during the term of office normally shall take place following a vote of no confidence. A vote to determine confidence in the Chair may be held at anytime upon petition of 50 percent of the Unit faculty or on request of the appropriate Dean(s).
- B. The Chair must have the tenured rank of associate or full professor and shall be elected from among the members of the Unit.

#### 53.05 Unit Chair: Responsibilities and Duties

The 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. **The following is a list of duties that are often common to all Chairs or like designees (e.g., directors, graduate program directors, etc.). It is not intended to be an all-inclusive list of Chair duties. Chairs should consult with their Dean about the specific expectations for their college and/or Unit or program.**

- A. Curriculum Planning.  
Leadership responsibilities include working with academic program chairs (if applicable) to initiate and organize the Unit's curriculum planning and program development. This includes working with the Dean's Office and the Registrar's Office on processes related to the scheduling and staffing of courses, as well as the modification or development of courses, majors, and minors.
- B. Personnel

The Chair encourages faculty in their professional growth and development and their sense of contribution to the Unit and its programs. The Chair is also responsible for helping to align faculty expertise with the needs of the Unit. As a resource and guide, the Chair helps ensure that faculty seeking tenure and promotion are appropriately mentored, and receive timely, formative feedback regarding their professional development. The Chair coordinates and presides over personnel reviews for the faculty and staff in the Unit, and is responsible for forwarding the appropriate documentation to the Dean.

C. Resource Planning/Allocation

Planning and management of the Unit's resources is a key responsibility of the Chair. Leadership responsibilities in this area include working with Deans and other administration to obtain the resources and support required to successfully run the Unit, and to monitor and approve expenditures.

D. Unit Representation/Advocacy

The Chair is the Unit's advocate within and outside of the University, serving as the official channel of communication with University officials and offices. The Chair is also the official Unit representative at all institutional meetings, official University functions, and in the community.

E. Student Recruitment and Success

Chair responsibilities include enhancing the opportunity for students to engage in and contribute to high quality learning and facilitating a process of open communication between faculty and students. The Chair also guides the Unit in contributing to student recruitment and retention efforts, and collaborates with Academic Advising on mentoring students.

F. Summer

Unit Chairs are issued a summer contract to serve as the administrative point of contact for the Unit while faculty are off contract.

53.06 Programs within Units

- A. An academic program shall consist of faculty members serving majors or minor in a program housed within or between Units.
- B. Recommendations concerning the establishment, the merger, or the discontinuance of programs can be initiated by the faculty members concerned, the Unit Chair, the appropriate Dean(s), or the Provost/Vice Chancellor for Academic Affairs. Any actions taken on such recommendations must be reviewed by the faculty concerned, the Unit, the Academic Affairs Council (or the Graduate Academic Affairs Council in the case of graduate programs) and Personnel Council, meeting jointly, and the

University Committee, and shall receive the approval of the appropriate Dean(s), the Faculty Senate, the Provost/Vice Chancellor for Academic Affairs, and the Chancellor.

53.07 Program Faculties: Membership

- A. All University Faculty members as defined in 50.01 holding appointments in a program, excluding those university administrators without teaching assignments, shall be defined as members of that program and shall have the right to vote and otherwise participate in the governance of that program. Appointment is made by the Provost/Vice Chancellor for Academic Affairs upon the affirmative recommendation of the appropriate Dean(s), the program executive committee, and the Unit executive committee. A faculty member may have a split assignment with another program and may vote in more than one.

53.08 Program Executive Committees: Membership and Functions

- A. The program executive committee shall consist of all tenured members. The executive committee shall consist of no fewer than three members. When there are fewer than three qualified members in a program to form an executive committee, the qualified members shall, in consultation with the appropriate Dean(s), designate the remaining members from academically related programs.
- B. The program executive committee has authority to evaluate a faculty member of that program concerning appointment, dismissal, and promotion according to Faculty Personnel Policy Procedures. The executive committee has the authority to make recommendations through the Unit and appropriate Dean(s) to the Academic Affairs Council and Provost concerning the curriculum within the program.

53.09 Program Chair: Selection

- A. The Chair shall be selected in the manner described above for Unit Chairs, in 53.04.

53.10 Program Chair: Duties

- A. The Chair of the program shall perform all or some of the duties as described for Unit Chairs above in 53.05.

**Faculty Senate Old Business 4a 2/23/2022**

## Memorial Resolution for Tonya Estebo, Senior Lecturer

Senior Lecturer Tonya Estebo died unexpectedly on Monday, January 24, 2022 at the age of 46. Tonya began her career at UW-Marquette in 2011 in the department of mathematics. She was a UW-Marquette alumna who grew up in Menominee, Michigan. Prior to her appointment on the Marquette Campus, her experience included eleven years of teaching math in public schools and teaching online courses. Tonya's experience in working with math students of all ages and learning styles drove her to continuously improve her teaching methods. In addition to her appointment with UW-Green Bay, Marquette Campus, she was also teaching part-time for NWTTC Marquette.

During her early time on campus, Tonya researched, assessed, and single-handedly launched the use of the Hawkes modularized, mastery-based approach to teaching pre-collegiate mathematics. She transformed the way mathematics was taught at the Marquette Campus. She devoted countless hours to redesigning her courses and utilizing assessment tools to track student progress in the new framework. She also provided personalized instruction to students as they worked their way through the modules and the results were extraordinary. Not only did she get students excited to learn math, but the gathered data demonstrated increased student success and persistence to degree.

For her innovative and dedicated work, Tonya received many awards and accolades from students and peers. In 2013-14, she was voted as the "Instructional Academic Staff of the Year" by the Marquette student body; she was selected by her UW-Marquette peers as the 2104 Kaplan Fellow (an award given to a Marquette Campus faculty or staff member who used innovation to transform their work or experience in the classroom); and she was selected as the recipient of the 2014 Statewide UW Colleges Chancellor's Award for "Excellence in Teaching for Instructional Academic Staff".

We would like to share just a tiny portion of the impact Tonya made through the words of her students, both past and present:

- *"I entered her classroom feeling defeated after not passing my previous math class, and left feeling so confident and assured of myself. She was an incredible instructor, a fierce friend, and such a proud mother."*
- *"Without her help and tutoring, I would have never understood math. She is part of why I am the teacher I am today."*
- *"Tonya was an amazing math instructor that went above and beyond to help out her students. I know I'm not the only student who she made a huge impact on."*
- *"She taught me that you can succeed at anything if you are willing to put in the work, and she is one of the reasons I continued my college career after becoming a mom."*
- *"Without her, I wouldn't have gotten through the required math classes and that's not an exaggeration. She was always so kind and empowering."*

Throughout her career, Tonya devoted countless hours to campus service and professional development. She was a gifted teacher, scholar, active member of the campus community, valued colleague, and, for all of the Marquette Campus faculty and staff, a true friend. We will miss her kindness, conversations, innovative work, and passion for helping others. We are forever grateful to have had Tonya Estebo as a member of the Marquette Campus Community.

**Faculty Senate New Business 5a 2/23/2022**

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A MAJOR  
IN SOCIOLOGY AND ANTHROPOLOGY  
AT UNIVERSITY OF WISCONSIN-GREEN BAY  
September 30, 2021**

**ABSTRACT**

The program proposed is a disciplinary major in Sociology & Anthropology to be housed in the Unit of Public and Environmental Affairs. The major will be supported by existing courses from the Sociology & Anthropology minor. We expect to develop new courses and expand modalities over the next several years. As course offerings in other social science majors has changed (for example, elimination of the Human Development major), we expect to offer an alternative for students with interest in Family Studies and Childhood and Adolescence. And with the long-term change in federal and state programs brought about by Covid, there will be many more reasons for students to look to Sociology & Anthropology for their future careers. The proposed curriculum is unique for the UW-System campuses. Students will take introductory coursework in both Sociology (Introduction to Sociology) and Anthropology (Varieties of World Culture) as well as required upper-level courses in Sociological Theory and Anthropological Theory. They will also have a common set of courses in methodology (Social Science Statistics and Foundations of Social Research.) Upper-level elective course work will be divided between existing sociology and anthropology courses representing subareas and applied areas of study within each discipline. The disciplinary major in Sociology & Anthropology will offer graduates several career opportunities that have not been available previously. In addition to graduate study in Sociology & Anthropology, graduates will have opportunities for careers in public, private, and non-profit businesses and organizations. The proposed date of implementation of the Sociology & Anthropology Major is Fall 2022.

**PROGRAM IDENTIFICATION**

**Institution Name:** University of Wisconsin-Green Bay

**Title of Proposed Academic Program:** Sociology & Anthropology

**Degree Designation(s):** Major

**Mode of Delivery**

The major in Sociology & Anthropology will be awarded by UW-Green Bay. The program will be a mixture of in-person, hybrid, and online course delivery. The program will use existing courses from the curriculum as well as several courses that will be newly developed over the next two years. Using existing, internal resources, we expect this degree to be accessible in online, DE formats in three years.

**Department or Functional Equivalent:** Public and Environmental Affairs (interdisciplinary budgetary unit)

**College, School, or Functional Equivalent:** College of Arts, Humanities, and Social Sciences

**Proposed Date of Implementation:** Fall 2022

### **Projected Enrollments and Graduates by Year Five**

The expected enrollment pattern (Table 1) is based on the timely nature of this major (i.e., pandemic) and knowledge of enrollments in social science disciplinary majors (such as political science and psychology) at UW-Green Bay. This program will draw from recent high-school graduates, non-traditional career changers, transfer students, and students transitioning from another major. Continuing students in Year 1 (Table 1) reflect anticipated interest from students already enrolled at UW-Green Bay. Program enrollments are not dependent upon a cohort model and students can enter the major at any time.

**Table 1: Five-Year Academic Program Enrollment Projections**

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	20	20	25	25	30
Continuing Students	0	18	35	50	59
Total Enrollment	20	38	60	75	89
Graduating Students	0	0	5	10	20

The above table assumes a 90% retention rate. Informal discussions with advisees suggest that approximately half of the current Sociology & Anthropology minors expressed interest in declaring a major in Sociology & Anthropology. We would also expect several criminal justice minors to be interested in complementing their minor with a Sociology & Anthropology major.

### **Tuition Structure**

On the Green Bay campus, the current UW-Green Bay tuition is \$262.43/credit for resident students. No tuition increase is anticipated for the next budget year. The cost and revenue model presented here anticipates a majority of residential students. Tuition and fees for a full-time Wisconsin resident is \$7,873 for the academic year. The nonresident tuition rate is \$670.47/per credit/per semester (includes segregated fees) or \$16,091.00 for the academic year. No additional program or course fees are planned. Segregated Fees are assessed for all credits up to a maximum of 12 credits for undergraduate students. The current full-time segregated fee is \$787.56 per semester on the main campus. A standard distance education fee of \$25.00 per credit is applied to online courses. Additional costs students need to cover include books/supplies (estimate of \$800); housing, if used (\$11,050); and a meal plan, if used (\$2,790) for the academic year.

## **DESCRIPTION OF PROGRAM**

### **Overview of the Program**

This major is being planned within the 120-credit requirement for graduation. Based on the proposed curriculum, the Sociology & Anthropology major will include 10 credits of lower-level coursework (two introductory courses and one statistics class) as well as 25 credits of upper-level coursework (two social theory courses, one research methodology course, and 15 elective credits). Courses meet a number of general education objectives including social sciences, ethnic studies, global culture, environmental sustainability, and enhance general education offerings at UWGB to include a broader array of majors in the social sciences. The curriculum will be enhanced by high-impact practices, including opportunities for students to work on independent study and research with faculty, and for student internships in public, private, and non-profit groups and organizations in the surrounding community.

### **Student Learning and Program Outcomes**

The Sociology & Anthropology program supports the mission of the University of Wisconsin-Green Bay and the College of Arts, Humanities and Social Sciences to “serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities; scientific, professional, and technological expertise; and a sense of value and purpose.” And as is further stated: “Inherent in this mission are methods of instruction, research, extended education, and public service designed to educate people and improve the human condition.” Additionally, we aim to better our community regarding understanding of diversity, enhancing social inclusivity, and supporting methods of sustainability. Toward that end, while the program houses two different disciplines emerging from distinct intellectual traditions, the Sociology & Anthropology program has a shared mission and several specific learning objectives:

- Describe and critically evaluate the historical development of the disciplines of anthropology and sociology.
- Understand how the various paradigms of each discipline contributes to the unified whole and how they contribute to the improvement of cultural and social policy.
- Identify, evaluate, and apply sociological and anthropological concepts and theories to contemporary cultural, environmental, or social issues on a global scale.
- Compare cultural and social systems (past and present) using an inclusive, cross-cultural, relativistic, and scientific approach.
- Evaluate current and historical scientific, social, cultural, environmental, and political theories, issues, and policies.
- Describe and evaluate social and cultural factors that impact attitudes, practices, and behaviors.
- Understand and critically assess the role of race, ethnicity, social class, gender, sexual orientation, ability, age, and other indices of privilege in culture and social structure.
- Recognize, explain, and critically evaluate both quantitative and qualitative methods in the analysis of sociological and anthropological data and theory.
- Demonstrate knowledge of theory and method by conducting and presenting empirical research.
- Identify ethical principles used in scientific research.

- Understand, critically analyze, and engage in principles of inclusivity and intersectionality in everyday life and policy.
- Engage in service to the university, the local community, and the region through research and service.
- Prepare to be civically minded and responsible citizens of a vastly diverse global community.

## Program Requirements and Curriculum

**Table 2: Program Curriculum**

### Proposed Curriculum for Sociology & Anthropology Major

<b>Supporting Courses</b>		<b>10</b>
<i>Complete <b>both</b> of the following supporting courses:</i>		<u>6</u>
ANTHRO 100	Varieties of World Cultures	3
SOCIOL 101	Introduction to Sociology	3
<b>Core Courses</b>		
<i>Choose <b>one</b> of the following statistics courses</i>		<u>4</u>
MATH 260	Introductory Statistics	4
PSYCH 205	Social Science Statistics	4
BUS ADM 220	Business Statistics	4
<b>Upper-Level Core</b>		<b>9</b>
<i>Complete <b>all</b> of the following upper-level core courses</i>		<u>9</u>
COMM SCI 301	Research Methods for the Social Sciences	3
ANTHRO 307	Anthropological Theory	3
SOCIOL 307	Sociological Theory	3
<b>Upper-Level Electives</b>		<b>21</b>
<i>Choose <b>seven</b> of the following upper-level elective courses: *Two courses (6 credits) must be either SOCIOL or ANTHRO</i>		
ANTHRO 298	Independent Study	3
ANTHRO 304	Family, Kin, & Community	3
ANTHRO 306	Environmental Anthropology	3
ANTHRO 314	Cultures of the World	3
ANTHRO 320	Myth, Ritual, Symbol & Religion	3

ANTHRO 348	Economic Anthropology	3
ANTHRO 497	Internship	3
SOCIOL 302	Class, Status, & Power	3
SOCIOL 303	Race & Ethnic Relations	3
SOCIOL 304	Deviant Behavior	3
SOCIOL 308	Sociology of the Family	3
SOCIOL 310	Urban Sociology	3
SOCIOL 311	Collective Behavior & Social Movements	3
SOCIOL 315	Street Gangs in America	3
SOCIOL 320	Sociology of Religion	3
SOCIOL 321	Topics in Sociology	3
SOCIOL 335	Social Psychology	3
SOCIOL 355	Environmental Sociology	3
SOCIOL 375	Sociology of Sexual & Intimate Relationships	3
SOCIOL 404	Criminology	3
SOCIOL 497	Internship	3
SOCIOL 498	Independent Study	3
SOCIOL 499	Travel Course	3
<i>The following courses are encouraged but do not count toward the Major</i>		3
ANTHRO 495	Teaching Assistantship	(3)
SOCIOL 495	Teaching Assistantship	(3)
<b>Total Credits</b>		40

### Assessment of Outcomes and Objectives

The Sociology & Anthropology curriculum committee, in conjunction with the department chair, will have the responsibility for oversight of program specific student learning outcomes and objectives. A regular assessment cycle will be conducted as identified by the University Assessment program. Individual faculty will be responsible to assess course outcomes and student learning objectives in regard to course-specific materials. The academic program assessment procedures will also conform to the University Plan as identified by the [University Assessment Program - Assessment - UW-Green Bay \(uwgb.edu\)](http://uwgb.edu)

## Mission Relevance

Sociology & Anthropology has a challenging and politically applicable curriculum that fosters the overall mission of UW-Green Bay, such as enhancing critical thought and civic responsibility. It is a major that helps students understand, analyze, and address current social issues, while also fostering the ability to understand, create, and evaluate quantitative and qualitative scientific evidence. Both employers and graduate programs value students who have these skills.

Most everything we do is relevant to the university mission. We aim to “improve student success and retention” by supporting our students’ educational investment, encouraging critical thought, and pursuing civic engagement. We offer a diverse curriculum that involves classroom students both individually and in groups, while extending learning to offer activities that engage students in the community. We offer various teaching formats: in-person online, and hybrid. We engage students to think critically about their lives and social issues at all stages of their lives.

Our program is uniquely situated to foster the mission of inclusivity. Most of our courses (and our program mission) involves fostering diversity and exploring issues of inclusivity. We have many racial and ethnic studies courses, programs, and events. We offer an LGBTQ+ certificate and teach courses that focus on LGBTQIA+ issues. We are currently creating a social movements course that explores current diversity issues. We aim to engage students in analysis of class, status, and power in almost every course, while also offering courses that focus specifically on these themes.

We are embracing a culture of digital transformation through the concerted development of our distance-education curriculum. Using existing, internal resources, we expect this degree to be accessible in online, DE formats in three years.

## Projected Time to Degree

The Sociology & Anthropology Major can be completed within the student’s four-year college experience. If accounting for only fall and spring semesters (fully understanding that winterim and summer options are also available), we would expect students to following the timeline shown here:

**Table Three: Time to Degree**

Year One	<u>Fall Semester</u>	<u>Spring Semester</u>
	Introduction to Sociology	Varieties of World Culture
Year Two	<u>Fall Semester</u>	<u>Spring Semester</u>
	200-level Sociology	200-level Anthropology
	Social Science Statistics	Foundations for Social Research
Year Three	<u>Fall Semester</u>	<u>Spring Semester</u>

	Sociological Theory	Anthropological Theory
	300-level Sociology Elective	300-level Anthropology Elective
Year Four	<u>Fall Semester</u>	<u>Spring Semester</u>
	300-level Sociology Elective	300-level Anthropology Elective
	300-level Student Internship	

### **Program Review**

The review of all undergraduate programs in under the purview of University’s Academic Affairs Council (AAC). In compliance with the Universities Academic Program Review and Student Learning Outcome Policy, the major in Sociology & Anthropology will be reviewed every five years by the department, Dean, AAC, and the Provost. The AAC forwards recommendations and advice on education policy and practice to the Faculty Senate. Program chairs, in collaboration with their faculty, develop a report for review to the Academic Program Assessment Subcommittee of the University Accreditation and Assessment Committee. Feedback from the review process is used to enhance the program.

### **Accreditation**

The Sociology & Anthropology Major is not an accredited degree program.

## **JUSTIFICATION**

### **Rationale and Relation to the Mission**

The Sociology & Anthropology program supports the mission of the University of Wisconsin-Green Bay and the College of Arts, Humanities and Social Sciences to “serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities; scientific, professional, and technological expertise; and a sense of value and purpose.” Further stated, “Inherent in this mission are methods of instruction, research, extended education, and public service designed to educate people and improve the human condition.” In addition, we aim to better our community in nurturing diversity, enhancing inclusivity, and supporting methods of sustainability.

### **Other Programs in the University of Wisconsin System**

This program falls in the CIP code 45 (Social Sciences) in the subcode of 45.13 (Sociology & Anthropology).

While other UW schools have programs in Sociology OR Anthropology, the only other combined Sociology & Anthropology offering is UW-Stout’s B.S. in Applied Social Science, which includes a Sociology & Anthropology emphasis/concentration. Furthermore, UWGB’s proposed degree is a B.A. rather than B.S.

### **Need as Suggested by Current Student Demand**

The Sociology & Anthropology minor was created two years ago and offered for the first time during the 2018-2019 academic year. Student response has been strong and the minor, now at 76 students, has the third largest enrollment of all social science minors.

### **Need as Suggested by Market Demand**

Anthropology and Sociology have historically been linked to careers in public, private, and non-profit businesses and organizations including state and local government, social service agencies, community organizations, and the like. Because of the coursework focus on ethnic and racial groups and other under-represented populations, Anthropology and Sociology graduates are increasingly sought by employers who want both to diversify their workforce, and to have employees with greater knowledge of and (empathy) for these groups. Common careers identified by the American Anthropological Association and the American Sociological Association (the two professional groups representing the disciplines) include Social Service Workers, Counselors, and those involving administrative support for various organizations and governmental agencies. Anthropologists are also helping those in need through education, curation, social service agencies, disaster relief and research. According to the U.S. Bureau of Labor Statistics, “anthropologists typically work in research organizations, government, and consulting firms; in the private sector, anthropological research is often used to gain a better understanding of consumer demand within specific cultures or social groups. Anthropologists also will be needed to analyze markets, allowing businesses to serve their clients better or to target new customers or demographic groups.” According to the U.S. Bureau of Labor Statistics, the top five occupations for college graduates with a sociology degree were social service workers, elementary and middle school teachers, administrative assistants, managers, and counselors.

(<https://www.bls.gov/careeroutlook/2017/article/liberal-arts.htm> )

Other careers highlighted in various web searches include community and environmental organizer, housing coordinator, public health, consulting and research, market research, data analyst, guidance counselor, and child development.



(Source: Best Jobs for Graduates With a Sociology Degree The Balance/Careers, March 15, 2021)

**UNIVERSITY OF WISCONSIN-GREEN BAY  
COST AND REVENUE PROJECTIONS NARRATIVE  
Bachelor of Arts in Sociology & Anthropology**

**Introduction**

The Sociology & Anthropology major will rely heavily on current curriculum from the Sociology & Anthropology minor. We will also be drawing from current faculty and staff for the minor. As such, there is a relatively low cost and high rewards to begin this new program.

**Section I – Enrollment**

Table 1 depicts an expected enrollment pattern for Sociology & Anthropology based and assumes a 90% retention rate.

**Section II – Credit Hours**

Table 2 depicts the degree’s courses and credit-hour calculations.

The proposed curriculum for Sociology & Anthropology includes 40 credits in the major. There are six credits of support courses (Varieties of World Culture, Introduction to Sociology), 13 credits for the lower and upper core (Social Science Statistics, Foundations for Social Research, Sociological Theory, and Anthropological Theory). There are 21 upper elective credits that

students are required to complete, splitting them between anthropology and sociology. Many of these courses meet the social science general education requirement. We also regularly contribute to other general education courses, including Writing Emphasis (Urban Sociology, Family, Kin & Community, and Myth Ritual, Symbol and Religion); Global Communities (Varieties of World culture, Family, Kin & Community, and Myth Ritual, Symbol and Religion); Ethnic Studies Perspective (Racial & Ethnic Identities); and of course, Social Science (Introduction to Sociology, Contemporary Social Problems, Varieties of World Culture, Family, Kin & Community). Many more of our courses will be going through the process of filling the general education program status as they objectively meet the standards required.

**Section III – Faculty and Staff Appointments**

Dana Atwood, Sociology (Public and Environmental Affairs)  
 Andrew Austin, Criminal Justice (Democracy and Justice Studies)  
 Ray Hutchison, Sociology (Public and Environmental Affairs)  
 New Faculty Position, beginning Fall 2022, Sociology (Public and Environmental Affairs)

**Section IV – Program Revenues**

Tuition revenue per student is described in the above section titled “Tuition Structure.”

**Section V – Program Expenses**

Current total salary dollars for full-time faculty who are members of the Sociology & Anthropology faculty: \$200,543

Projected salary for incoming Sociology hire: \$55,000-\$60,000

Other costs include standard Supplies & Expenses allocation to department and faculty members, as well as marketing expenses to publicize the program.

CAHSS Dean’s office may add funds for Distance Education course development.

**Section VI – Net Revenue**

Referring back to Table 1, the below includes tuition costs that assumes 80% enrolled are paying beneath the tuition plateau and that 90% of those paying students are paying the in-state rate. Finally, the revenue totals project a 12-credit per year average.

**Table 4: Revenue Projection**

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	20	20	25	25	30
Continuing Students	0	18	35	50	59
Total Enrollment	20	38	60	75	89
Projected Revenue	\$58,221	\$110,620	\$174,663	\$218,328	\$259,083

## NOMINEES FOR 2022-2023 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 2022-2023 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 Staff no later than 6 March 2022.

### UNIVERSITY COMMITTEE

Seven tenured members: one from each of the four voting districts, two at-large, and one from the Additional Locations; no more than two from a single voting district (unless the third is one from the Additional Locations). Members are elected by voting districts; at-large members who are elected by the faculty as a whole; the Additional Locations member is elected by the Additional Locations faculty.

*Continuing members are:*

*Devin Bickner, at-large, NS; Joan Groessl, PS; Dan Kallgren, Additional Locations; Patricia Terry, NS; Aaron Weinschenk, SS*

#### ***Nominees for two tenured faculty slots (2022-25)***

One from at-large: Christin DePouw (PS); Kris Vespia (SS)

One from AH: Clifton Ganyard; Mark Karau

### COMMITTEE OF SIX FULL PROFESSORS

Six full professors: one from each voting district plus two at-large; no more than two from a single voting district. Members are elected by voting districts; at-large members are elected by the faculty as a whole.

*Continuing members are:*

*Mark Karau, AH; Patricia Terry, NS; Christine Vandenhouten, at-large, PS; Aaron Weinschenk, SS*

#### ***Nominees for two full-professor faculty slots (2022-25)***

One from at-large: Kaoime Malloy (AH); Amy Wolf (NS)

One from PS: Sampath Kumar; John Stoll

### ACADEMIC AFFAIRS COUNCIL

Five tenured members: one from each of the four voting districts and one at-large member. Members are elected by voting districts; the at-large member is elected by the faculty as a whole.

*Continuing members are:*

*Rebecca Abler, NS; Heather Clarke, PS; David Voelker, AH*

#### ***Nominees for two tenured faculty slots (2022-25)***

One from at-large: Vince Lowery (AH); Dinesh Yadav (AH)

One-year replacement (2022-2023) (SS): Ray Hutchison

### PERSONNEL COUNCIL

Five tenured members: one from each of the four voting districts and one at-large member. Members are elected by voting districts; the at-large member is elected by the faculty as a whole.

*Continuing members are:*

*Michelle McQuade Dewhirst, AH; Eric Morgan, SS; Maruf Hossain, NS; Jolanda Sallmann, PS*

***Nominees for one tenured faculty slot (2022-25)***

One from at-large: David Helpap (SS); Megumi Onoda (NS); Rebecca Stone Thornberry (AH)

**GENERAL EDUCATION COUNCIL**

Six tenured members: one from each of the four voting districts, plus two at-large members; no more than two from a single voting district. Members are elected by voting districts; at-large members are elected by the faculty as a whole.

*Continuing members are:*

*Breyawn Lybbert, NS; Tetyana Malysheva, at-large, NS; Matt Raunio, PS; Dean VonDras, at-large, SS*

***Nominees for two tenured faculty slots (2022-25)***

One from AH: Randy Meder; Michael Rector

One from SS: Kerry Kuenzi; Jon Shelton

**GRADUATE ACADEMIC AFFAIRS COUNCIL**

Five tenured members of the graduate faculty, one from each college housing a graduate program and one at-large.

*Continuing members:*

*Jenell Holstead, CAHSS; Allen Huffcutt, AECSOB; Jeremy Intemann, CSET*

***Nominees for two tenured graduate faculty slots (2022-25)***

One from at-large: Alan Chu (CAHSS); Karen Stahlheber (CSET)

One from CHESW: Myunghee Jun; Lisa Poupart

**COMMITTEE ON COMMITTEES AND NOMINATIONS**

Five faculty: one from each voting district and one at-large. Members are elected by voting districts; the at-large member is elected by the faculty as a whole.

*Continuing members are:*

*William Dirienzo, at-large, NS; Tim Kaufman, PS; Kerry Kuenzi, SS; Karen Stahlheber, NS*

***Nominees for one faculty slot (2022-25)***

One from AH: Sarah Detweiler; Minkyu Lee; Maria Yakushkina

**COMMITTEE ON RIGHTS AND RESPONSIBILITIES**

Five tenured faculty: one from each voting district, plus one at-large. Members are elected by voting districts; the at-large member is elected by the faculty as a whole.

*Continuing members are:*

*J.P. Leary, at-large, AH; William Sallak, AH; Christine Smith, SS*

***Nominees for two tenured faculty slots (2022-25)***

One from NS: Michael Draney; Amy Kabrhel

One from PS: Gaurav Bansal; Myunghee Jun

**Faculty Senate New Business 5c 2/23/2022**

**UW-GREEN BAY**  
**ADMINISTRATOR FEEDBACK SURVEY PROCESS**  
**February 2022**

**Purpose**

UWGB seeks to assure that all members of its community have accurate information as to performance expectations and assessments of that performance. In accordance with [SYS 1254: Performance Management](#), faculty and staff have annual processes for the review of accomplishments, goals, and possible areas for improvement. Because of the leadership roles of administrative positions, the University Committee seeks to complement existing annual review procedures for administrators with a feedback process that more formally and systematically incorporates broader input from faculty, staff, and other members of the university community. The review of university administrators has been recommended by American Association of University Professors since at least 1974. According to the AAUP, “Institutions should develop procedures for periodic review of the performance of presidents and other academic administrators. The purpose of such periodic reviews should be the improvement of the performance of the administrator during his or her term of office. This review should be conducted on behalf of the governing board for the president, or on behalf of the appointing administrator for other academic administrators. Fellow administrators, faculty, students, and others should participate in the review according to their legitimate interest in the result, with faculty of the unit accorded the primary voice in the case of academic administrators.” The process that follows applies to the UWGB Chancellor, Provost, and Deans.

UWGB’s process is as follows:

- I. All administrators to whom this process applies participate in annual evaluations governed by [SYS 1254: Performance Management](#). These annual evaluations provide an important means by which the employee and their supervisor share information about appropriate goals for the coming year and about the degree of achievement of goals for the preceding year. This process will supplement, not replace, those annual evaluations required under [SYS 1254: Performance Management](#) by soliciting feedback from the larger campus community in an attempt to improve the health and the strength of the institution.
  
- II. Surveys will be staggered so that all administrators listed above are not going through this process simultaneously. The scheduling of surveys is included as part of the timeline below. Following their initial survey process, each administrator will undergo this process every three years thereafter. In the case of administrator turnover, a newly appointed administrator will have a survey conducted prior to the completion of the third year and every three years thereafter. The survey will be conducted through a voluntary and participatory process. Creation and distribution of the survey will primarily be the responsibility of the University Committee (UC). The UC will coordinate and distribute the administrator feedback survey.

- III. The UC, in coordination with the Secretary of the Faculty and Academic Staff, will be responsible for the development and distribution of the applicable questionnaire to all personnel in all areas reporting to the specific administrator. Prior to circulation, Human Resources must review and approve the questionnaire to ensure that all queries are appropriate under UWSA Personnel Policy. A selected list of other constituents may be included, as deemed appropriate by the UC, for the purpose of soliciting feedback about the performance of the administrator. The position description for the administrator will accompany the questionnaire. The administrator/entity who is tasked with conducting a given review will have the opportunity to examine and provide feedback on the questionnaire prior to dissemination. However, the final decision about the content of the questionnaire will rest with the UC and Human Resources. The timeline included below is recommended, and it may be modified as is necessary to align with the formal evaluation timeline.
- IV. To ensure confidentiality of responses and enable the feedback survey to be utilized as a part of the structured performance evaluation (in accordance with [SYS 1254: Performance Management](#)), the Office of Human Resources and Workforce Development will use the submitted survey responses to compile a comprehensive report of the results of the submitted surveys. The report will include the number and percentage of faculty and staff reporting. The summary of questionnaire responses will be prepared to assure the confidentiality of respondents.
- V. The comprehensive report for each administrator is to be considered a confidential personnel document and will only be shared with those individuals who have a legitimate need to see the report. Human Resources will be the only party with access to raw data from the survey. Consistent with sound practices for effective personnel development, the comprehensive report document will only be shared with the employee under review, their supervisor, and, as these are key administrative positions, with the Chancellor. The feedback survey results may be attached to the formal performance evaluation as documentation within ePerformance by the employee and/or supervisor.
- VI. The survey shall be compiled by HR not less than one month prior to the formal annual review of the employee and the UC shall have the opportunity to review the aggregate report for the Chancellor and Provost in a closed session meeting after the report has been shared with the employee/supervisor but before the performance review is finalized. Given that they are not institution-wide administrative positions, the Dean reports will only be shared with the applicable Dean, Provost, and Chancellor.
- VII. When conducting annual reviews, supervisors will discuss the results of

comprehensive report with the employee being reviewed, with the goal of constructive feedback on performance, leadership, and administrative skills. As noted above, information from the comprehensive report is intended to supplement information that is currently used when conducting reviews. It will not be used as a primary source of information when conducting reviews, nor supersede the review criteria established through [SYS 1254: Performance Management](#).

- VIII. The Office of the Secretary of the Faculty and Academic Staff will maintain records regarding the year of the most recent survey for each administrator. If an administrator is due for a survey in a given year, the SOFAS Office will alert the administrator, their supervisor, Human Resources, and the UC by the fourth week of Spring semester.

## **SUGGESTED SURVEY TIMELINE**

### **SPRING SEMESTER:**

- Week 4: The Secretary of the Faculty and Academic Staff (SOFAS) informs administrators who are to be reviewed (and their supervisor).
- Week 6: UC begins to develop/refine questionnaire that can be used to obtain feedback for administrative positions that are to be reviewed.
- Weeks 6-10: UC shares questionnaire with supervisor of the administrator being reviewed & HR, considers any feedback, and finalizes questionnaire(s).

### **FALL SEMESTER:**

- Week 7-8: UC, with the help of HR/SOFAS Office, distributes questionnaire via Qualtrics.
- Weeks 9-11: Faculty and staff are given several weeks to complete questionnaire (with at least two e-mail reminders).
- Week 12: All data due back.
- Weeks 12-14: Human Resources compiles data into a comprehensive report and confidentially sends copies of comprehensive report to the reviewed administrator, their supervisor, and the Chancellor.

## **TIMING OF SURVEYS**

2022-2023 Academic Year: Deans of CAHSS and CHESW surveys

2023-2024 Academic Year: Deans of CSET and CSB surveys

2024-2025 Academic Year: Chancellor and Provost surveys

After the initial survey process, administrators will go through this process every three years. In the case of administrator turnover, the newly appointment administrator will have a survey conducted prior to the completion of the third year and every three years thereafter.

**Faculty Senate New Business 5d 2/23/2022**

# ORIGINAL

## UWGB's Institutional Learning Outcomes

In 2017, the University of Wisconsin-Green Bay adopted a set of Institutional Learning Outcomes (ILOs) with the purpose of more clearly aligning the mission-level outcome identified by the [MLLO Project](#) with the University's General Education Program as well as its academic program and co-curricular activities. The ILOs adopted by the University were based on the AAC&U's LEAP Initiative and Lumina's Degree Qualifications Profile (DQP)

### Institutional Learning Outcomes

Upon completion of their education at the University of Wisconsin-Green Bay, students will have

1. demonstrated the **specialized knowledge, skills and perspectives** in their chosen field or fields of study.
2. demonstrated **broad and integrative knowledge** across a variety of fields of study.
3. developed a variety of **intellectual skills**, including analytic inquiry, information literacy, diverse perspectives, ethical reasoning, quantitative fluency, and communicative fluency.
4. engaged in **applied and collaborative learning activities**, in both academic and non-academic settings.
5. demonstrated **engaged citizenship** in the United States and the world.
6. developed an understanding of and appreciation for environmental and cultural **sustainability**.
7. demonstrated the ability to **identify and address problems** from an **interdisciplinary perspective**.

4/7/2016	Academic Affairs Council (AAC)
5/12/2016	Graduate Academic Affairs Committee (GAAC)
11/9/2016	General Education Council (GEC)
2/27/2017	Provost
3/8/2017	University Committee (UC)
3/29/2017	Faculty Senate

## Proposed Revision

## UWGB's Institutional Learning Outcomes

In 2017, the University of Wisconsin-Green Bay adopted a set of Institutional Learning Outcomes (ILOs) with the purpose of more clearly aligning the mission-level outcome identified by the [MLLO Project](#) with the University's General Education Program as well as its academic

program and co-curricular activities. The ILOs adopted by the University were based on the AAC&U's LEAP Initiative and Lumina's Degree Qualifications Profile (DQP). Inspired by the AACU Essential Learning Outcome Rubric, in 2021 the University updated their ILOs.

### Institutional Learning Outcomes

In the course of their education at the University of Wisconsin-Green Bay, students will\*\*\*\*

1. demonstrate the **specialized knowledge, skills and perspectives** in their chosen field or fields of study.
2. demonstrate **broad and integrative knowledge** across a variety of fields of study.
3. develop a variety of practical and **intellectual skills**, including inquiry and analysis\*\*, critical and creative thinking\*\*, oral and written communication\*\*, quantitative literacy\*\*, information literacy, teamwork, and problem-solving\*\*
4. be anchored in **personal and social responsibility skills\*\***, as demonstrated by engaged citizenship with a commitment to equity and inclusion\*\*\*, knowledge of environmental and cultural sustainability, intercultural knowledge\*\*, global learning\*\*, ethical reasoning, interdisciplinarity\*\*\*, and foundations for lifelong learning\*\*.
5. engage in **applied, collaborative and integrated \*\*learning**, in both academic and non-academic settings.

\*\*Denotes additions/language change based upon AAC&U's Essential Learning Outcomes Rubric

\*\*\*Denotes GEC revision 4/21/21

\*\*\*\*Denotes AAC revision 4/22/21

Institutional Learning Outcomes			
Rubric mapping			
Section		<u>Assessment</u>	<u>Area or Courses</u>
1	<b>Specialized Knowledge, Skills, and Perspectives</b>	Program Learning Outcomes	PLOs

2	<b>Broad and Integrative Knowledge Across a Variety of Fields of Study</b>	Capstone Rubric*	Capstone
3	<b>Practical and Intellectual Skills (including:)</b>		Institutional
	Inquiry & Analysis	Inquiry & Analysis Rubric**	
	Critical & Creative Thinking	Critical Thinking Rubric** Creative Thinking Rubric**	
	Oral & Written Communication	Oral Communication Rubric** Written Communication Rubric**	
	Quantitative Literacy	Quantitative Literacy Rubric**	
	Information Literacy	Information Literacy Rubric**	
	Teamwork and Problem solving	Teamwork Rubric** Problem Solving Rubric**	
4	<b>Personal and Social Responsibility (including:)</b>		UL/Co-Curricular
	Engaged Citizenship	Civic Engagement Rubric**	
	Knowledge of Environmental and cultural sustainability	Sustainability Rubric*	

	Intercultural knowledge	Intercultural Knowledge Rubric**	
	Global Learning	Global Learning Rubric**	
	Ethical Reasoning	Ethical Reasoning Rubric**	
	Interdisciplinarity***	Integrative Learning Rubric**	FYS, Capstone
	Foundations and skills for lifelong learning	Lifelong Learning Rubric**	Capstone
<b>5</b>	<b>Applied, Collaborative, Integrative Learning Activities in both Academic and Non-academic settings</b>	Integrative Learning Rubric** Applied Learning Rubric* Teamwork Rubric**	Capstone and Co-Curricular

\*Denotes a rubric that will be created by the University Assessment Committee

\*\*Denotes a rubric adapted from the AAC&U's Value Rubrics

\*\*\*Denotes GEC revision 4/21/21

**Faculty Senate New Business 5e 2/23/2022**

UWGB Academic Affairs Council (AAC)  
 Report of Curricular Actions for Faculty Senate  
 Feb. 15, 2022  
 Prepared by Prof. David Voelker, AAC Chair

The AAC met on January 27, February 3, and February 10, 2022.

The AAC took action on the course and program changes noted below. Additionally, the AAC approved a request for authorization to implement a major in Sociology and Anthropology.

Request Type Key:

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

Course/Program	Request Type	Outcome
NURSING 255 : Health Assessment for Nursing Practice	NC	Approved
NURSING 305 : Healthy Aging and Chronic Care Management	NC	Approved
NURSING 310 : Health Assessment for Nursing Practice	D	Approved
NURSING 330 : Health & Illness Concepts I: Advanced Nursing Skills/Simulation/Practicum	D	Approved
NURSING 331 : Health & Illness Concepts I: Advanced Nursing Skills/Simulation	NC	Approved
NURSING 332 : Health & Illness Concepts I: Practicum	NC	Approved
ACCTG-I : Accounting Minor	PC	Approved
BIOLOGY 306 : Principles of Ecology	NC	Approved
ENV SCI 302 : Principles of Ecology	D	Approved
BIOLOGY 365 : Aquatic Invertebrates	CC	Approved

BIOLOGY 469 : Conservation Biology	NC	Approved
ENV SCI 469 : Conservation Biology	D	Approved
BIOLOGY ANIMAL : Animal Biology Emphasis	PC	Approved
BIOLOGY ANIMAL_ACC : Accelerated Animal Biology Emphasis	PC	Approved
BIOLOGY AQUACUL : Aquaculture Emphasis	PC	Approved
EDUC 340 : Supporting Learning and Behavior in the Classroom	CC	Approved
EDUC 425 : The Early Years of Literacy and Language Development	CC	Approved
ENGLISH 303 : Advanced Poetry Writing Workshop	CC	Approved
ENGLISH 305 : Novel Writing Workshop	CC	Approved
ENGLISH 306 : Novel Revision Workshop	CC	Approved
ENGR 236 : Technical Writing	NC	Approved
ENGR 322 : Engineering Measurements Lab	CC	Approved
ENV POL PL : Environmental Policy & Planning Core	PC	Approved
ENV SCI 337 : Environmental GIS	CC	Approved
ENV SCI ENVSCI_ACC : Accelerated Emphasis in Environmental Science	PC	Approved
ENV SCI : Environmental Science Major	PC	Approved
ET 390 : Mechatronics	CC	Approved
ETHIC_CERT : Certificate in Professional Ethics	PC	Approved
FIN 345 : Risk Management and Insurance	CC	Approved

GEOSCI GEO_ACC : Accelerated Geoscience Emphasis	PC	Approved
HISTORY 309 : United States Immigration History	CC	Approved
HRM : Human Resource Management Major	PC	Approved
HUM DEV 478 : Honors in the Major	D	Approved
HUM DEV 494 : Capstone	D	Approved
INFO SCI 443 : Game Development	NC	Approved
ITADS DATA : Data Science Emphasis	NP	Approved
ITADS GAME : Game Studies Emphasis	NP	Approved
MECH ENGR : Mechanical Engineering	PC	Approved
MGMT : Management Major	PC	Approved
MKTG : Marketing Major	PC	Approved
MUS APP 69 : Elementary Guitar	CC	Approved
NURS_TRAD : Nursing (traditional 4yr)	PC	Approved
NURSING 290 : Foundations of Nursing Practice: Practicum/Experiential Learning	CC	Approved
NURSING 300 : Pharmacology for Nursing Practice	CC	Approved
NURSING 350 : Professional Development I: Nursing Theory, Image and Ethics	CC	Approved
NURSING 360 : Health & Illness Concepts II	CC	Approved
NURSING 380 : Alterations in Health & Illness II: Practicum/Lab/Simulation	CC	Approved
NURSING 390 : Leadership for Sustainable Healthcare: Health Disparities, Health Equity, & the Nursing Profession	CC	Approved

NURSING RN_BSN : RN-BSN Emphasis	PC	Approved
NURSING RN_BSN_ACC : Accelerated RN-BSN Emphasis	PC	Approved
NUT SCI 270 : Sport and Performance Nutrition	NC	Approved
ORG LEAD 198 : Introduction to Leadership	CC	Approved
ORG LEAD 347 : Budgeting and Financial Management	CC	Approved
ORG LEAD 348 : Organizational Behavior Across Sectors	CC	Approved
ORG LEAD 301 : Rising Leadership	CC	Approved
ORG LEAD 400 : Organizational Leadership Capstone	CC	Approved
ORG LEAD 420 : Mindful Leadership	NC	Approved
ORG LEAD EC EDUC : Early Childhood Educatin Emphasis	PC	Approved
BUS ADM ENTREPREN : Entrepreneurship Emphasis	PC	Approved
BUS ADM GENERAL : General Business Emphasis	PC	Approved
BUS ADM SUPPLY : Supply Chain Management Emphasis	PC	Approved
HUM BIOL HUB-GEN : General Human Biology Emphasis	PC	Approved
GERMAN GENERAL: German Emphasis	PC	Approved
GERMAN-I EDUC LICEN: German Emphasis for Students Seeking Teaching Certification	PC	Approved
GERMAN-I GENERAL: German Emphasis	PC	Approved
PHILOS 212 : Philosophy, Religion, and	CC	Approved

Science		
PHILOS 213 : Ancient Philosophy	CC	Approved
PHILOS 220 : Environmental Ethics	CC	Approved
PHILOS 227 : Business Ethics	CC	Approved
PSYCH : Psychology Major	PC	Approved
PU EN AF 344 : Leadership in Organizations	PC	Approved
PUB ADM EMER MGNT : Emergency Management Emphasis	PC	Approved
PUB ADM PUB_NP_MGT : Public & Nonprofit Management Emphasis	PC	Approved
SOCIOL 246 : Juvenile Delinquency	CC	Approved
SUPPLY : Certificate in Supply Chain Management	PC	Approved
SUSTAIN-I : Sustainability Minor	PC	Approved
THEATER DESIGN-TEC : Design/Technical Theatre Emphasis	PC	Approved
THEATER MUSICAL : Musical Theatre Emphasis	PC	Approved
THEATER PERFORM : Performance Emphasis	PC	Approved
THEATER STUDIES : Theatre Studies Emphasis	PC	Approved
Theatre Studies Minor	PC	Approved
THEATRE 100 : Theatre Gateway	CC	Approved
THEATRE 131 : Acting I		Approved
THEATRE 220 : Stage Management	CC	Approved
THEATRE 224 : Introduction to Theatre	CC	Approved

Design		
THEATRE 372 : American Musical Theatre Dance	CC	Approved
WATER_SCI GENERAL : Water Science	PC	Approved
WATER_SCI WATER_ACC : Accelerated Water Science Emphasis	PC	Approved
WF 105 : Research and Rhetoric	CC	Approved
WF 200 : Professional Writing for Business Majors	CC	Approved

**Graduate Academic Affairs Committee Report to the Senate  
February 23, 2022**

Activities from the February 22, 2022, meeting of the Graduate Academic Affairs Council will be reported at the next Senate meeting.

Respectfully submitted,

Gail Trimberger  
GAAC Chair

**University Staff Committee Faculty Senate Meeting Report  
February 23, 2022**

- University Staff Professional Development Committee is investigating holding an in-person fall 2022 conference. An interest survey has been distributed to all UW campuses and a new venue has been identified. Stay tuned!
- Spring election Interest/Preference survey is being developed for distribution.
- The USC's next monthly meeting will be Thursday, March 17, 2022 at 10:00am virtually via TEAMS.

Respectfully submitted,

Kim Mezger, Chair  
University Staff Committee  
February 17, 2022