

AGENDA

UW-GREEN BAY FACULTY SENATE MEETING NO. 1

Wednesday, September 15, 2021

3:00 p.m.

Presiding Officer: Joan Groessl, Speaker

Parliamentarian: Steve Meyer

1. CALL TO ORDER

2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 8

May 5, 2021 [page 2]

3. INTRODUCTION OF SENATORS

4. CHANCELLOR'S REPORT

5. OLD BUSINESS

- a. No Old Business

6. NEW BUSINESS

- a. Election of 2020-2021 Deputy Speaker of the Senate
- b. Memorial Resolution for Professor Emeritus Phil Thompson [page 8]
Written by Joan Thron; Read by Scott Ashmann
- c. Definition of an Open Access University [page 9]
Presented by Interim Provost Kate Burns, Vice Chancellor for Inclusivity and Student Affairs Corey King, and Executive Director for Marketing & Communications Janet Bonkowski
- d. Evaluating Teaching Effectiveness: Student Ratings of Instruction Plan [page 10]
Presented by Jessica Van Slooten
- e. Resolution to Honor the Contribution of Caroline Boswell and Affirm the Importance of the Center for the Advancement of Teaching and Learning [page 29]
Presented by Heidi Sherman
- f. Canvas Guidelines – Draft Policies for Discussion [page 30]
Presented by Scott Berg and Kris Vespia
- g. Request for Future Business

7. INTERIM PROVOST'S REPORT

8. OTHER REPORTS

- a. University Committee Report – Presented by UC Chair Heidi Sherman
- b. Faculty Rep Report – Presented by Jon Shelton
- c. Academic Staff Report – Presented by Virginia Englebert [page]
- d. University Staff Report – Presented by Sue Machuca [page]
- e. Student Government Report – Presented by Ted Evert

9. ADJOURNMENT

[draft]

MINUTES 2020-2021
UW-GREEN BAY FACULTY SENATE MEETING NO. 8
Wednesday, May 5, 2021

Presiding Officer: Mark Klemp, Speaker of the Senate

Parliamentarian: Steve Meyer, Secretary of the Faculty and Staff

PRESENT: Mike Alexander (Chancellor, *ex-officio*), Gaurav Bansal (BUA), Devin Bickner (RSE-at-large-UC), Kate Burns (Interim Provost, *ex-officio*), Thomas Campbell (TND), Gary Christens (A&F), Greg Davis (RSE), Alison Gates (ALTERNATE-AND), William Gear (HUB), Joan Groessl (SOCW-UC), Richard Hein (Manitowoc), Amy Kabrhel (NAS), Mark Karau (HUS), Mark Klemp (Marinette-UC), Tetyana Malysheva (RSE), Ann Mattis (HUS), Mike McIntire (ALTERNATE-NAS), Eric Morgan (DJS), Paul Mueller (HUB), Dianne Murphy (M&M), Valerie Murrenus Pilmaier (HUS), Tom Nesselin (PEA), Rebecca Nesvet (HUS), Matthew Raunio (Sheboygan), Stephanie Rhee (SOCW), William Sallak (MUSIC), Jolanda Sallmann (SOCW), Jon Shelton (DJS-UC), Courtney Sherman (MUSIC), Heidi Sherman (HUS-UC), Karen Stahlheber (NAS), Patricia Terry (RSE), Katie Turkiewicz (CIS), Christine Vandenhouten (NURS), Kris Vespia (PSYCH), Dean VonDras (PYSCH), Sam Watson (AND), Aaron Weinschenk (SS-UC), Brian Welsch (NAS), and Julie Wondergem (NAS-UC)

NOT PRESENT: Marcelo Cruz (PEA) and Mark Kiehn (EDUC),

REPRESENTATIVES: Sherri Arendt (ASC) and Susan Machuca (USC)

GUESTS: Scott Ashmann (Assoc. Dean, CHESW), Jasmine Brown (Vice President-Elect, SGA), Pieter deHart (Assoc. VC for Grad Studies), Bill Dirienzo (Assoc. Prof., NAS), Matt Dornbush (Dean, AEC SOB), Ted Evert (President-Elect, SGA), Susan Gallagher-Lepak (Dean, CHESW), Susan Grant Robinson (Cabinet Liaison, Internal Affairs), Ben Joniaux (Chief of Staff), John Katers (Dean, CSET), Holly Keener (Provost Asst.), Corey King (Vice Chancellor for Univ. Inclusivity & Student Affairs), Amanda Nelson (Assoc. Dean, CSET), Lynn Niemi (Director, Accessibility Services), Megan Olson Hunt (Assoc. Prof., RSE), Mary Kate Ontaneda (Exec. Asst.), Chuck Rybak (Dean, CAHSS), Sherry Warren (Asst. Prof., SOCW), Amanda Wildenberg (Dean Assistant, CAHSS), and Mike Zorn (Assoc. Dean, CSET)

1. CALL TO ORDER.

With a tear streaming down his cheek, Mark Klemp called to order the Faculty Senate for the last time as Speaker of the Senate at 3:01 p.m.

2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 7, April 7, 2021

The minutes of the 7 April 2021 senate meeting were pronounced glorious (at least in the SOFAS's mind) and passed via consensus.

3. CHANCELLOR'S REPORT

As is tradition, Chancellor Alexander recognized the hard work of Senate Speaker Mark Klemp with the customary souvenir gavel, complete with engraved metal banding (more tears streaming down his cheeks!). Mark joins the select group of faculty to have received two Speaker gavels!

Now that he has two hammers, Mark can now buy that oversized marimba he has had his eye on. The Chancellor also recognized the outstanding efforts of UC Chair Julie Wondergem, presenting her with a stunningly etched stemless wine glass (thus proving that this job does drive one to drink). No word on whether the wine glass will be delivered to Julie full or empty. Congratulations to Mark and Julie, with the deepest thanks of Faculty Senate and SOFAS.

There is good news in that we continue to make good progress on the Cofrin Library project. Of course, good news is often tempered with bad news. In this case, the legislature removed from Interim President Thompson's proposed UW budget the "Tuition Promise" program that would guarantee scholarships and grants to pay for tuition & segregated fees for students whose household adjusted gross income is \$60,000 or less. This is bad news for UWGB because we serve many students who would potentially be assisted by this program.

Chancellor Alexander next discussed how UWGB plans to progress through the remainder of the Spring semester, then into Summer, and eventually into the Fall semester. We are going to continue to follow the health and safety guidelines that are set in place. However, we will start planning (and hoping) for a Fall semester that is "somewhat normal."

There have been many questions surrounding the telecommuting policy. We are still waiting for UW System to officially make their policy. The Chancellor believes while there will be room for a liberal approach to this policy, there is no way to create a policy that is equal for everyone. The ability to telecommute is job dependent and our job is to serve our students. Some jobs need to be more student focused than others and some jobs lend themselves better to telecommuting than others. Campus leaders will meet 17 May 2021 to discuss the policy.

The University and Colleges Committee in the Wisconsin Senate has issued a report entitled "A Wisconsin Roadmap to Success in Higher Education for the Twenty-First Century." There are five parts to the report. First, the report asks the state to form a statewide commission to look at higher education. Wisconsin's complicated education system, made up of separate UW and Technical College systems, needs a cohesive strategy moving forward. Second, the report comments on academic freedom. Third, the report proposes how new buildings will be approved by the legislature in the future. New buildings would only be approved if the university is showing enrollment gains. Fourth, the report recommends ending the freeze on tuition. Fifth, the report proposes the idea of regionalization. This is not a new idea, it is currently happening in several states, and it has already started to an extent in Wisconsin with the Additional Locations. The report states there should be a consolidation of the campuses of the UW System into four geographic regions, plus UW-Madison. The regions would include a Northwest region (UW-Eau Claire, UW-River Falls, UW-Stout and UW-Superior), a Northeast region (UW-Green Bay, UW-Oshkosh and UW-Stevens Point), a Southwest region (UW-La Crosse and UW-Platteville), and a Southeast region (UW-Milwaukee, UW-Parkside and UW-Whitewater). The report also states there should be a consolidation of administrative and budget functions along with academic programs within a particular region. The recommendations of the report would need the approval of the Governor, the legislature, and the Board of Regents. If the recommendations of this report are carried out, it will take years to implement.

The Chancellor was asked about the local finances of UWGB, particularly as related to student FTE vs. headcount. UWGB's headcount is up, but FTE is down, and revenue is generally more

closely tied to student FTE. Strange as it seems, COVID has not had as great an impact on tuition revenue as one might think due to 12-credit (tuition) plateau. COVID has resulted in more students taking fewer credits, so we have fewer students taking advantage of the “tuition free” credits in the 13-18 credit hour plateau. Plus, UWGB has no debt service on housing; the only debt service on campus is the Kress Center. The Chancellor was also asked if there was any mention of removing the tuition plateau in the University and Colleges Committee report, the answer was no.

Lastly, the Chancellor offered a resounding thank you to all university employees. The success of the university is due to the excellent work everyone does. He hopes that everyone understands and gains joy in realizing the impact they have on the students at this institution – you are making a difference in the lives of other people and to the region as a whole.

4. OLD BUSINESS

a. Proposed Changes to the Faculty Handbook: 52.02 and 52.07 (Tabled at the April Senate meeting)

There was no motion to take the proposed changes to 52.02 and 52.07 of the Faculty Handbook off the Table. [Note: the proposed changes will be revised for potential adoption next Fall 2021.]

b. Water Science Form K (second reading)

CSET Dean John Katers said all there was to say regarding the Form K at the April Senate meeting, but was happy to respond to any questions.

Senator Terry moved to accept/endorse the document, Senator Hein seconded. With no discussion, **the motion passed 36-0-0.**

c. Economics Reorganization Form K (second reading)

AEC SOB Dean Matt Dornbush and CAHSS Dean Chuck Rybak had nothing more to add to their presentation of the Form K from the April Senate meeting. Like Dean Katers, they were available to respond to any questions.

Senator Nesslein moved to accept/endorse the document, with a second from Senator Bansal. With no discussion, **the motion passed 35-0-0.**

5. NEW BUSINESS

a. Resolution on Granting Degrees

A dutiful senate next took up the honor of voting on the resolution to confer degrees upon students fulfilling the requirements for their degrees.

Senator Karau moved to accept the resolution, Senator Murphy seconded. With no discussion, **the motion passed 36-0-0.**

b. Election of 2021-2022 Speaker of the Senate

Senator Wondergem nominated Senator Groessler to be Speaker of the Senate for the 2021-2022 academic year. A willing nominee, Senator Groessler accepted the nomination. With no

other nominations, **the senate voted in favor of Senator Groessl to serve as Speaker of the Senate 35-0-0.**

c. Request for future business

No more talk of modality
It's bound to be our finality
Let's give it a rest
We gave it our best
Here's to Fall and normality

(there was no new business brought forward by the senators this month, other than a very important resolution brought forward by Senator Davis, see below)

Resolution of Thanks to Clifton Ganyard

Whereas, Clifton Ganyard concludes his six-year, impressive tenure as Associate Provost for Academic Affairs at the end of the 2020-21 academic year, and

Whereas, amongst his important contributions, Clif's leadership of Project Coastal and multiple HLC accreditations for UW-Green Bay standout, and

Whereas, pervasive in Clif's service has been complete dedication to the faculty and students of UW-Green Bay as well as his commitment to the importance of liberal education.

Therefore, be it resolved that Clif's contributions as Associate Provost are not forgotten and that he is able to spend many enjoyable future years as part of UW-Green Bay, and

Be it further resolved that members of the Faculty Senate wish to thank Clif for his many contributions in this role.

Senator Vandenhouten moved acceptance of the resolution, seconded by Senator Welsch. When all votes were tallied, the resolution passed with support from 110% of the senators.

6. INTERIM PROVOST'S REPORT

Interim Provost Kate Burns, recognizing that this has been "quite a year," expressed her appreciation of everyone's efforts in supporting students and extended her gratitude for a job well done.

Provost Burns provided an update on the Comprehensive Program Review. Feedback from last week's open forum as well as from the Qualtrics survey will be used to tweak the review. The review will then be sent to System. Overall, the Provost was very pleased with the results of the review as well as the recommendations and priorities generated by committee.

The Provost is very pleased with this summer's enrollment numbers, an increase of 1% over last year (which itself was a record for summer enrollment for UWGB). Fall priority enrollment

wraps up tomorrow. This semester the enrollment period for Fall courses was extended, this worked well in that students had time to meet individually with academic advisors and they were more likely to register for classes on time (at all four campuses – a problem in the past). Analogous to the Spring 2021 semester, the Fall enrollment numbers for our returning students is lower at this time. Similar to Spring 2021, Admissions will reach out to students who have not yet registered to encourage them to do so, especially prior to June when the incoming first year students begin registration. Regarding the new incoming students, we are about half way to our enrollment goal. There has been a bit of a lag in terms of registering for GBO (Green Bay Orientation), possibly due to notices being sent out a little later than in previous years. On the graduate studies side, admitted students are up 8% compared to this time last year.

7. OTHER REPORTS

a. Academic Affairs Report. Found on page 36 of the agenda.

b. Graduate Academic Affairs Report. Found on page 39 of the agenda.

c. University Committee Report. Chair Julie Wondergem passed along her thanks on behalf of the UC to Interim Provost Kate Burns who graciously attended every UC meeting this year. She also extended her heartfelt thanks to ASC Chair Sherri Arendt, USC Chair Sue Machuca, and SGA President Guillermo Gomez for sharing their valuable time to attend UC meetings and for the collaboration that took place throughout the semester between all the shared governance groups. Chair Wondergem mentioned that her three-year term has come to an end and Patricia Terry will be replacing her next Fall. Mark Klemp's three-year term has also come to an end and Chair Wondergem praised his work on the UC and his service as Speaker the last two years. Finally, she congratulated Senator Heidi Sherman for being elected next year's UC Chair.

d. Faculty Rep Report. Jon Shelton expressed his gratitude to his fellow UC members Mark Klemp and Julie Wondergem for their work as advocates for faculty and staff at UWGB. As Faculty Rep, Senator Shelton acknowledged that the "A Wisconsin Roadmap to Success in Higher Education for the Twenty-First Century" document is something all faculty need to pay attention to, particularly depending on the results of the next gubernatorial election. System's DE+ proposal, discussed at last month's senate meeting, has been shelved for now based on pushback from Chancellors and Faculty Reps. UWGB Council of Trustees member, Dr. Ashok Rai (President and CEO, Prevea), was appointed as a UW Regent. Each year the Board of Regents holds an election for Chair and Vice-Chair; traditionally, the Vice-Chair is elected Chair. Currently, former Gov. Walker appointee, Michael Grebe, holds the position of Vice-Chair, so the assumption is Mr. Grebe would be elected Board Chair; however, there is talk of a contested race for Board Chair because at this time, Gov. Evers' appointees hold a majority on the Board of Regents. Whoever becomes the next Chair of the Board of Regents may impact the search for the next UW President, as the Board Chair would appoint the UW President search chair. It is anticipated that the search committee for the next President will look different, and more collaborative, than the previous committee whose work ended in a failed search. Finally, Senator Shelton will continue as UWGB's Faculty Rep next year.

e. Academic Staff Committee Report. Found on page 40 of the agenda. Sherri Arendt thanked the UC and the Faculty Senate for including Academic Staff in advisory efforts. Tomorrow is the Academic Staff Spring Assembly.

f. University Staff Committee Report. Found on page 41 of the agenda. Sue Machuca wished to extend her thanks to all, especially for the teamwork shown by all the governance units this year.

g. Student Government Association Report. SGA President-Elect Ted Evert introduced himself to Faculty Senate, then mentioned that SGA is in the midst of transitioning to the new administration. Vice President-Elect Jasmine Brown also took the opportunity to introduce herself.

8. ADJOURNMENT at 4:12 p.m.

Respectfully submitted,

Steve Meyer, Secretary of the Faculty and Staff

Memorial Resolution
of the University of Wisconsin-Green Bay on the Passing of
Philip Thompson, Professor Emeritus

When Phil Thompson received UWGB's 1984-85 Founder's Association Award for Excellence in Outreach, he had been an engaged and much appreciated member of the faculty in Education since 1971. His workshops for teachers, administrators, schools, and districts across Wisconsin had received rave reviews. The responsive voices of participants illustrate that appreciation both formally – "We are indeed grateful to you for your fine presentation. Speakers such as you promote improvements in reading instruction in Wisconsin" and energetically – "Terrific presentation! Just fired me up." His students at the university had been cheering his classes with equal enthusiasm since his arrival at UWGB. And he had co-authored a nationally distributed textbook – Teaching the Response-Centered Curriculum – for Ginn and Co.

No doubt, these accolades quietly recognized the substance behind his enthusiasm. For over a decade before joining the faculty, Phil had taught at Glenbard East High School in Illinois, and for a part of that time, he had chaired his department and served as a cooperating teacher for students at both the University of Illinois and at Northern Illinois. He was deeply grounded in the complex experience of teaching and deeply reflective about those experiences and their significance to student learning.

There is some delight in considering the early contributions of both reading and athletics to his excellence as well. While Phil was born in Ramsay, Michigan in December of 1932, his family moved to Green Bay soon after, and Phil attended Green Bay public schools, graduating from East High School. He became a life-long enthusiast of the Brown County Library, usually making weekly visits and caring home arms full of books. His interests were wide-ranging, and he willingly tried books from all of the Dewey numbers. (He did, however, have some favorites.)

He was also an early and active participant in athletics, swimming competitively with the YMCA team. When he joined the army in 1952, he swam for their team in Europe and competed with the NCO Academy in Furth, Germany and – later – Bad Tolz, Bavaria. Comfortable in the water, he went on to become a paratrooper and would quietly mention (when asked) that he went up in a plane over a dozen times before he ever came down in one.

Phil graduated from Beloit College in 1958. There he met and married Marcia Liedeka who was also from Green Bay (but the west side of town). Both taught and enjoyed traveling and camping across the country and in northern Wisconsin during the summer. Phil died this past December (2020). He is survived by Marcia, their children – Kevin and Stacy – and their grandchildren. He will be deeply missed and gratefully remembered.

Faculty Senate New Business 6b 9/15/2021

Definition of an Open Access University

Open Access at UW-Green Bay is defined as granting all students who have earned a HS Diploma or its equivalent, admission into the institution providing a pathway to their holistic student success through academic and co-curricular support services.

Faculty Senate New Business 6c 9/15/2021

Evaluating Teaching Effectiveness: Student Ratings of Instruction Plan

Implementation: Fall 2021

Background Information for this Action Item

Revision in course evaluation questions follows 2-year intensive study of teaching evaluation literature and development of core values of teaching effectiveness by a cross-university workgroup. Effective evaluation requires elements of self-reflection, peer feedback, and student feedback. Information for this plan was drawn from the Evaluation of Teaching Effectiveness Working Group Report. Full report with additional evaluative recommendations is available.

Research Findings

Two primary findings emerged: 1) student ratings should not be used as the primary form of evaluation of teaching effectiveness and 2) questions on student ratings forms should avoid questions about instructor traits, as they lend themselves to more biased responses.

Threads from research were incorporated into discussions about policy revisions and the design of a new ratings form:

- Student Ratings of Instruction (SRIs)/Student Evaluation of Teaching (SETs) should not be the primary measure used to evaluate effective teaching (Franklin, 2016; Boring, Ottoboni, and Stark, 2016; Wieman, 2015).
- SETs should not be used to evaluate learning (e.g. there is no or a negligible correlation between student learning and instructor evaluations) (Uttl, White, and Gonzalez, 2017; Wiesman, 2015; Boring, Ottoboni, and Stark, 2016).
- Bias does exist in SRIs/SETs and was recently confirmed in a meta-analysis (Kreitzer, R.J., Sweet-Cushman, 2021); how it works is more complex than the discussions in higher education magazines suggest. How it informs student ratings is contextual (Boring, Ottoboni, and Stark, 2016).
- While bias does exist, evidence does not support the contention that it accounts for significant deviations in evaluations of the same course (Linse, 2017).
- Because bias does exist, it is problematic to use SETs/SRIs comparatively in retention, merit & promotion hearings, particularly if a primary measure (Uttl and Smibert, 2017; Boring, Ottoboni, and Stark, 2016; Wiesman, 2015).
- Certain questions lead to greater bias; questions that around personality traits tend to lead to more bias (e.g. instructor-student relations; organization). “Overall” questions are particularly problematic, and show bias (Basow, 2000; Arbuckle & Williams, 2003)
- Numerical scores should never be used to compare instructors to each other or to a department average (ranked lists are particularly problematic). As part of a holistic assessment, numerical scores can be used to document patterns for an individual instructor member over time (Linse, 2017; UW LaCrosse).

Revised Student Ratings of Instruction

Contextual Framing Question:

- Identify your reasons for taking the course (select any that apply):
 - It is required for my major or minor.
 - The subject interested me.
 - An advisor or instructor recommended it.
 - Another student suggested it.
 - It fit my schedule.

Quantitative Questions: [Likert Scale]

- The instructor clearly explained course objectives and requirements.
- The instructor was well-prepared for class.
- The instructor encouraged student engagement (for example, by inviting questions, having discussions, asking students for answers/to express their opinions, class activities, etc.).
- The instructor offered helpful and timely feedback on assignments/exams throughout the semester.
- The instructor was available for course-related assistance in a supportive manner (for example, email, office hours, individual appointments, office phone, etc.).

Qualitative Questions: [Brief Response]

- Did the instructor foster an inclusive environment where students were treated with respect and their questions and perspectives welcomed, including students from diverse backgrounds and identities? How did the instructor accomplish this? (For this question consider age, gender, gender identity, race and ethnicity, ability/disability, socioeconomic status, sexual orientation, religion, veteran status, etc.)?
- Additional comments: Please use this space to share additional comments about your experience during the semester (for example, the instructor's method/tone of communication, the instructor's approach to class engagement, how the instructor created a supportive environment, etc.).

Evaluation of Teaching Effectiveness Working Group Draft Report

Working Group Members

Working group members: Caroline Boswell (co-chair), Vallari Chandna, Bill Dirienzo, Mary Gichobi (2021-22), Maruf Hossain, Katia Levintova (2019-20), Pao Lor (2019-20), Valerie Murrenus-Pilmaier (2019-20), Megan Olson-Hunt, Stephanie Rhee (2020-21), Jolanda Sallmann (2019-20), Courtney Sherman (2020-21), Jessica Van Slooten (co-chair).

Commitment to research-driven change

The committee is dedicated to revising our teaching evaluation policies so that they better align with recent research on teaching evaluation. Both subgroups asked individuals to read peer-reviewed articles on teaching evaluation and to report findings to their groups. We also considered research from K-12 education. We researched examples from other institutions, and we tried to isolate those whose policies were informed by research. These include the former UW Colleges, Bowling Green State University, the University of Colorado, and the University of Kansas.

Values-based backwards design

Based on recommendations of the subgroup researching methods of teaching evaluation other than student ratings, both subcommittees agreed that the working group needed a draft a shared set of values that articulate what a good teacher does so that we know what we wish to measure. This resulted in the creation of our “core values of teaching,” which the working group shared with colleagues at a session at the Instructional Development Institute. One issue that arose that may extend beyond our group’s charge relates to advising and mentorship. Given there is no workload “credit” associated with this labor, as there is with teaching, we are unsure how we can evaluate it equitably, yet we know it is vital to the success of students. The delegation of this labor is often inequitable across programs and individuals, making it particularly fraught.

Student ratings of instruction subgroup

This subgroup was tasked with making research-based recommendations for revisions to our policy on the use of student feedback. It also decided we should revise the current CCQ form. These changes will inform the larger changes to teacher evaluation within the Faculty Handbook as well.

Research

The subgroup researching best practices in the use and design of student ratings of instruction read a series of articles that relate to their use as instruments of teacher evaluation and about their design. The group also examined evidence-based student ratings forms at institutions who have engaged in a similar process. Two primary findings emerged: 1) student ratings should not be used as the primary form of evaluation of teaching effectiveness and 2) questions on student ratings forms should avoid questions about instructor traits, as they lend themselves to more biased responses.

After our discussion, we incorporated the following threads from this research into our discussions about policy revisions and the design of a new ratings form:

- SRIs/SETs should not be the primary measure used to evaluate effective teaching (Franklin, 2016; Boring, Ottoboni, and Stark, 2016; Wieman, 2015).
- SETs should not be used to evaluate *learning* (e.g. there is no or a negligible correlation between student learning and instructor evaluations) (Uttl, White, and Gonzalez, 2017; Wiesman, 2015; Boring, Ottoboni, and Stark, 2016).
- Bias does exist in SRIs/SETs, and was recently confirmed in a meta-analysis (Kreitzer, R.J., Sweet-Cushman, 2021); how it works is more complex than the discussions in higher education magazines suggest. How it informs student ratings is contextual (Boring, Ottoboni, and Stark, 2016).
- While bias does exist, evidence does not support the contention that it accounts for *significant deviations* in evaluations of the same course (Linse, 2017).
- Because bias does exist, it is problematic to use SETs/SRIs comparatively in retention, merit & promotion hearings, particularly if a primary measure (Uttl and Smibert, 2017; Boring, Ottoboni, and Stark, 2016; Wiesman, 2015).
- Certain questions lead to greater bias; questions that around personality traits tend to lead to more bias (e.g. instructor-student relations; organization). “Overall” questions are particularly problematic, and show bias (Basow, 2000; Arbuckle & Williams, 2003)
- Numerical scores should never be used to compare instructors to each other or to a department average (ranked lists are particularly problematic). As part of a holistic assessment, numerical scores can be used to document patterns for an individual instructor member over time (Linse, 2017; UW LaCrosse).

“Other Measures” of Teaching subgroup

This subgroup was charged with researching methods to evaluate teaching outside of student rating forms. The group is also tasked with making research-based revisions to the policy delineating how we evaluate teaching for retention and promotion reviews in the Faculty Handbook.

Research

The subcommittee on other evaluation methods was also interested in issues of bias, as well as thinking about how we can include diversity and inclusion as part of our teaching evaluation process. Research articles documented the bias and resistance that faculty of color face, and how this is reflected in student evaluations and how it impacts careers more fully. Additionally, we looked at a few models of universities (U Oregon, U California, U Vermont) that require faculty to discuss their diversity and inclusion efforts in their tenure and/or promotion documents.

The subcommittee on other evaluation methods explored numerous models, from the Wisconsin K-12 teacher evaluation model, to the University of Kansas rubric for Evaluating Teaching, to various research articles that chronicle teaching evaluation at a range of universities across the world. What was clear across these models was the importance of articulating core values of teaching for our institution, and then designing methods of evaluation that are best suited to measure these core values.

In one of these articles, scholars Subbaye, Reshma, and Renuka Vithal state “having multiple teaching criteria broadens the range of teaching-related activities and outcomes that can be assessed, providing academics with multiple opportunities to demonstrate achievements in teaching” (54-55). While multiple measures of evaluation can be seen as more complex, it can also better capture the entirety of teaching, helping individuals better represent their teaching philosophy and practice.

As A. Cashmore et al. note, the complexity of teaching necessitates forms of evaluation best suited to capture these activities: “It is important for policy-makers and promotion panels to realise that since teaching encompasses a wide range of activities and roles, demonstration of excellence in these will require a range of possible types of evidence, much of which will be qualitative in nature, and this will necessarily be more difficult to assess than that of research excellence” (32).

Opportunity for Faculty Engagement and Feedback

Survey on Teaching Evaluation

Both to make our work transparent to the faculty, but also to gain a stronger understanding of how individuals, units and Colleges perceive how we evaluate teaching, we constructed a survey that we shared with all instructors, chairs, and deans. You may see the results below. The survey confirms that the most regularly and systematically used forms of evaluation are student feedback, both quantitative and qualitative. We can also share demographics on respondents (more female than male respondents, for example).

Work shared at Instructional Development Institute in 2020-21

For two years in a row, the ETE Working Group shared findings and the work completed with interested faculty and staff for feedback. Following the January 2020 institute, the group integrated feedback into the Core Values of Teaching Effectiveness Draft.

Opportunity for Student Feedback

In Spring 2021, Rupinder Kaur, an intern in the Pride Center, organized a student focus group that consists of a diverse group of students to review the draft student ratings form. The Working Group integrated feedback from the focus group into the draft feedback form below.

Appendix

Core values of teaching effectiveness and multiple measures of evaluation (April 2021)

Core values of teaching effectiveness	Measures of evaluation
Aligns teaching practices with course, program/department/unit, and academic discipline objectives and values (including course design, student assessment activities, and instructor feedback to students).	<ul style="list-style-type: none">• Self Reflection• Peer feedback
Engages in ongoing reflection and continuous development of teaching	<ul style="list-style-type: none">• Self Reflection
Fosters student learning achievements through effective and/or innovative teaching methods, classroom practices, learning activities, knowledge building and expertise, high-impact practices, etc.	<ul style="list-style-type: none">• Self Reflection• Peer feedback• Student feedback
Demonstrates commitment to inclusion, diversity, and accessibility in course design, teaching practices, and learning environment.	<ul style="list-style-type: none">• Self Reflection• Peer feedback• Student feedback
Participates in ongoing professional development related to teaching (including practicing scholarly teaching, undergoing self-assessment and improvement, reading and applying pedagogical research, participating in workshop/conference/continuing education opportunities through CATL and/or other sources, etc.)	<ul style="list-style-type: none">• Self Reflection
Effectively engages, guides, advises, and/or mentors students in their learning through curricular and/or extracurricular activities, including independent studies, formal and/or informal academic advising, etc.	<ul style="list-style-type: none">• Self Reflection• Student feedback

Draft Student Rating of Instruction Form

Quantitative Questions

- Identify your reasons for taking the course (select any that apply):
 - It is required for my major or minor.
 - The subject interested me.
 - An advisor or instructor recommended it.
 - Another student suggested it.
 - It fit my schedule.
- The instructor clearly explained course objectives and requirements.
- The instructor was well-prepared for class.
- The instructor encouraged student engagement (for example, by inviting questions, having discussions, asking students for answers/to express their opinions, class activities, etc.).
- The instructor offered helpful and timely feedback on assignments/exams throughout the semester.
- The instructor was available for course-related assistance in a supportive manner (for example, email, office hours, individual appointments, office phone, etc.).

Qualitative Questions

Did the instructor foster an inclusive environment where students were treated with respect and their questions and perspectives welcomed, including students from diverse backgrounds and identities? How did the instructor accomplish this? (For this question consider age, gender, gender identity, race and ethnicity, ability/disability, socioeconomic status, sexual orientation, religion, veteran status, etc.)?

Additional comments: Please use this space to share additional comments about your experience during the semester (for example, the instructor's method/tone of communication, the instructor's approach to class engagement, how the instructor created a supportive environment, etc.).

Draft Revisions to Student Feedback on Instruction Policy; paused work to wait to partner with UC per Courtney Sherman's recommendation.

POLICY ON STUDENT FEEDBACK ON INSTRUCTION

Affirming the centrality of teaching to faculty performance, and therefore the need to provide adequate evaluation of teaching, the faculty of the University of Wisconsin-Green Bay has always recognized that student response to teaching is one of the important sources of information for that purpose. The faculty also recognizes that student feedback is limited in its ability to assess effective teaching. While the ~~The~~ faculty reaffirms its policy on the use of student feedback on teaching to provide ~~data~~ data for (a) the improvement of instruction; (b) retention, promotion, and tenure decisions; and (c) merit increase deliberations, it also affirms that student feedback cannot be used as the primary tool or measure of teaching in any of the aforementioned evaluative contexts. These policies are expressed in terms of faculty and unit responsibility and the University's use of the students' comments and ~~comments, and~~ are in accordance with Regent Policy #20-2868.

Unit Responsibilities:

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

Multiple Measures of Evaluating Teaching Effectiveness: Guiding Document

Why use multiple measures?

The UW Systems Board of Regents policy explicitly states that evaluation of teaching effectiveness should use multiple measures: “Student evaluation data shall be used in conjunction with, and not as a substitute for, other methods of evaluating teaching effectiveness. Teaching effectiveness may also be evaluated through a variety of other means such as peer observations of teaching; evaluation of syllabi, examinations and other course materials; and evaluation of contributions to development and strengthening of departmental curriculum. To the extent possible, institutions shall seek to ensure colleagues with expertise both in the subject matter and in standards of content and achievement in the faculty member’s field of expertise are used to provide peer judgment of teaching effectiveness. Faculty shall have a role in determining the components and processes of evaluating teaching effectiveness.” (Regent Policy Document 20-2)

The Evaluating Teaching Effectiveness subcommittee on other evaluation methods explored numerous models, from the Wisconsin K-12 teacher evaluation model, to the University of Kansas rubric for Evaluating Teaching, to various research articles that chronicle teaching evaluation at a range of universities across the world. What was clear across these models was the importance of articulating core values of teaching for our institution, and then designing methods of evaluation that are best suited to measure these core values.

In one of these articles, scholars Subbaye and Vithal state “having multiple teaching criteria broadens the range of teaching-related activities and outcomes that can be assessed, providing academics with multiple opportunities to demonstrate achievements in teaching” (54-55). While multiple measures of evaluation can be seen as more complex and time-consuming, they can also better capture the entirety of teaching, helping individuals better represent their teaching philosophy and practice. This, in turn, can result in a more equitable evaluation of teaching effectiveness.

As A. Cashmore et al. note, the complexity of teaching necessitates forms of evaluation best suited to capture these activities: “It is important for policy-makers and promotion panels to realize that since teaching encompasses a wide range of activities and roles, demonstration of excellence in these will require a range of possible types of evidence, much of which will be qualitative in nature, and this will necessarily be more difficult to assess than that of research excellence” (32).

Furthermore, Devlin and Samarawickrema argue that “shared understanding of effective teaching is important to ensure the quality of university teaching and learning. This understanding must incorporate the skills and practices of effective teachers and the ways in which teaching should be practiced within multiple, overlapping contexts” (Devlin and Samarawickrema). Multiple measures of teaching allow instructors and evaluators to consider these “multiple, overlapping contexts” that foreground the teaching experience. From student and instructor identities, to academic discipline practices and values, and beyond, these contexts shape the approach to instruction, which can be best illustrated through multiple forms of evidence.

The shift to more explicitly requiring multiple measures of evaluation and multiple forms of evidence may increase workload, depending on how units implement these new policies. At the same time, having clear, written forms of evaluation and criteria may streamline the process for both those being evaluated and those doing the evaluation. This guiding document contains information about the kinds of multiple measures to use to evaluate the core values of teaching effectiveness, as well as additional resources to aid units in making these changes. Additionally, this shift will necessitate continuing resources to aid in equitable evaluation.

Benefits of using a multiple measures approach to evaluating teaching effectiveness include:

- More equitable evaluation
- Shared institutional values that shape a culture of teaching effectiveness
- Individuals can more fully represent their teaching by including a range of evidence that represents the contexts in which they're teaching
- Multiple measures can be scaled for different kinds of reviews/positions/rank

What are the multiple measures?

UW Green Bay is an institution committed to student success and understands that at the heart of this is teaching effectiveness. Teaching effectiveness cannot be defined by any one thing, occurs in multiple contexts and can be demonstrated in myriad ways. Understanding that nuances cannot be captured solely by quantitative data, this evaluation process mirrors international best practices to recommend a holistic method that includes self reflection, peer feedback, and student feedback order to encourage continuous development of teaching effectiveness.

Teaching is an ever-evolving process that demands balancing content, delivery, innovation, and experimentation. Effective teachers are reflective teachers, and multiple measures of evaluation enable instructors the latitude to consider their pedagogical choices and practices (what worked and what didn't) via self-reflection, utilize constructive criticism to gauge effectiveness from peer feedback, and see how these choices are affecting the student learning experience via student feedback.

By using multiple measures for evaluation, UW Green Bay recognizes that each instructor brings a unique perspective and experience level into the classroom; this method of evaluation affords instructors and evaluators the ability to consider that level of experience, command of their discipline, and use of best practices in teaching and learning in their respective field to gauge effectiveness.

Further, teachers cannot grow without support, and UW Green Bay endeavors to provide communal support, opportunities for professional development and mentorship.

UW Green Bay aims to encourage self-reflection and evaluation of teaching in order to enhance and improve the student learning experience by concentrating our evaluations on the following categories:

- Self Reflection
- Peer Feedback
- Student Feedback

Suggested kinds of evidence for the multiple measures

Self Reflection	Peer Feedback	Student Feedback
<ul style="list-style-type: none"> • Narrative reflection • Teaching statement • CV • Course materials • Graded student work • Certificates of completion, confirmation of participation 	<ul style="list-style-type: none"> • Class visitation • Course materials • Graded student work 	<ul style="list-style-type: none"> • Student ratings • Student feedback • Student letters

When do we use multiple measures for evaluating teaching effectiveness?

UW Green Bay values teaching effectiveness and seeks to support instructors in improving their teaching at all levels and ranks. Demonstrating and documenting effective teaching and improvement efforts through multiple evaluation methods should be a component of all types of review (annual reviews, merit reviews, tenure-track reviews, tenure decisions, promotion to full professor, and post-tenure reviews).

Suggested methods of evaluating teaching effectiveness are grouped into three categories. They are:

- Self Reflection
- Peer Feedback
- Student Feedback

Consistent with current procedures and policies outlined in the Faculty Handbook, faculty and teaching academic staff should include evidence of teaching effectiveness by way of multiple measures of assessment. To ensure this, instructors should include evidence acquired by methods from all three categories listed above in documentation used for reviews. As Subbaye and Vithal note, “The higher the rank level applied for, the greater the demands on the quality of the evidence presented in the teaching portfolio” (55). High-level reviews representing a larger body of work and experience should include a more robust body of evidence from each category than those reviews representing a shorter or smaller record.

Faculty and teaching academic staff should attempt to use all three categories for all reviews, including merit; these should be enhanced for the following higher-level reviews:

- Tenure-track: annual reviews, contract renewal, tenure decisions
- Promotion to Full professor
- Post-tenure review

What are the core values of teaching effectiveness?

In order to effectively assess teaching, it is important to clearly outline the core values that drive these efforts and expected outcomes. These values must be broad enough to be applicable across the entire university, yet specific enough to direct evaluation of teaching in ourselves and others.

As these are core values, they should be represented in any holistic assessment of an individual's teaching, and every tool used for such assessment should be relevant to at least one of these core values. Ideally, every core value should be addressed by more than one assessment tool. Assessment tools may be relevant to more than one core value and no one tool can address all the core values, let alone be said to be the sole indicator of even one specific core value.

More specific values, attributes, behaviors, etc. in teaching will be valued across the university, though these specifics may vary by Unit and should still connect to one or more of these core values. The fact that these core values all appear at the same level in a single list should not necessarily be taken as an indication that they must all have equal importance or weight in evaluation processes, nor should the number and/or type of assessment tools appropriate to each core value be taken as an indication of their importance.

Units will decide how each core value relates to teaching for the academic disciplines represented in the Unit. Units will also determine how best to use the recommended assessment tools to evaluate performance holistically. It is incumbent upon each college, governance unit, etc. responsible for these evaluations to formally approve in policy more detailed instructions as to the nature of these core values, more specific details, assessment tools, and how they should be used in line with this policy and using this guiding document for reference on best practices.

These core values are important for teaching in all modalities (face-to-face, online, hybrid, point-to-point, etc.). Faculty members should submit materials and be evaluated on teaching in all modalities in which they teach. Formal policy within governance units should address the type and frequency of use of assessment tools such that an evaluation of an individual's teaching performance reflects their typical range and distribution of modalities across all these core values.

Core values of teaching effectiveness and multiple measures of evaluation

Core values of teaching effectiveness	Measures of evaluation
Aligns teaching practices with course, program/department/unit, and academic discipline objectives and values (including course design, student assessment activities, and instructor feedback to students).	<ul style="list-style-type: none"> • Self Reflection • Peer feedback
Engages in ongoing reflection and continuous development of teaching	<ul style="list-style-type: none"> • Self Reflection
Fosters student learning achievements through effective and/or innovative teaching methods, classroom practices, learning	<ul style="list-style-type: none"> • Self Reflection • Peer feedback

activities, knowledge building and expertise, high-impact practices, etc.	<ul style="list-style-type: none"> • Student feedback
Demonstrates commitment to inclusion, diversity, and accessibility in course design, teaching practices, and learning environment.	<ul style="list-style-type: none"> • Self Reflection • Peer feedback • Student feedback
Participates in ongoing professional development related to teaching (including practicing scholarly teaching, undergoing self-assessment and improvement, reading and applying pedagogical research, participating in workshop/conference/continuing education opportunities through CATL and/or other sources, etc.)	<ul style="list-style-type: none"> • Self Reflection
Effectively engages, guides, advises, and/or mentors students in their learning through curricular and/or extracurricular activities, including independent studies, formal and/or informal academic advising, etc.	<ul style="list-style-type: none"> • Self Reflection • Student feedback

Best practices for evaluating teaching effectiveness

In order to facilitate the effective implementation of multiple measures of teaching evaluation at UWGB, the following recommendations are suggested:

- Guidelines must be clear, transparent, written, and easily accessible by everyone in the unit/department/program
- Each unit must use multiple measures for teaching evaluation and include all three categories of evidence.
- Instructors need training and resources to enhance peer review of teaching effectiveness, specifically regarding class visitation. Suggested models include a cohort of leaders on teaching effectiveness, a train-the-trainer model, etc.
- Units must use a common template for evaluating teaching effectiveness
- Units must use a common template for peer observation of teaching
- Evaluators need ongoing implicit bias training
- Instructors need to be evaluated in all modalities and instruction types in which they teach, with the understanding that training in evaluating different modalities may be required (for example, online, face-to-face, hybrid, blended, virtual classroom, interactive video, in-person with online capabilities, etc.)
- Evaluation should include the range of courses taught (for example, teaching in different departments/programs, general education, upper level, graduate, independent study, etc.)

Works Cited

- Cashmore, A., C. Cane, and R. Cane. 2013. Rebalancing Promotion in the HE Sector: Is Teaching Excellence Being Rewarded? Accessed November 20, 2019. https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/hea/private/hea_reward_publication_rebalancingpromotion_0_1568036858.pdf
- Devlin, M., and G. Samarawickrema. 2010. "The Criteria of Effective Teaching in a Changing Higher Education Context." Higher Education Research & Development 29 (2): 111–124. Accessed November 20, 2019. <https://www.tandfonline.com/doi/full/10.1080/07294360903244398>
- "Student Evaluation of Instruction." Board of Regents, University of Wisconsin System, 4 June 2020, www.wisconsin.edu/regents/policies/student-evaluation-of-instruction/.
- Subbaya, Reshma, and Renuka Vithal. "Teaching Criteria That Matter in University Academic Promotions." Assessment & Evaluation in Higher Education, vol. 42, no. 1, Feb. 2017, pp. 37–60. EBSCOhost, doi:10.1080/02602938.2015.1082533.

Additional resources for units, departments, programs

For Self-Assessment and Reflection:

- "Evaluation of Faculty Teaching: Methods of Evaluation", University of Colorado – Dayton, <https://csal.colostate.edu/docs/cwpa/evals/University-of-Dayton-Teaching-Portfolio-Guide.pdf>
- "Evidence of Teaching Effectiveness." University of Toronto, 2020. <https://teaching.utoronto.ca/teaching-support/documenting-teaching/teaching-dossier/evidence-of-teaching-effectiveness/>
- "Guidance on Writing a Philosophy of Teaching Statement." Ohio State University, 2020, <https://ucat.osu.edu/professional-development/teaching-portfolio/philosophy/guidance/>
- "Teaching Statements." Vanderbilt University, 2020, <https://cft.vanderbilt.edu/guides-sub-pages/teaching-statements/>

For Peer Feedback:

- Bandy, Joe. "Peer Review of Teaching" Vanderbilt University Center for Teaching, 2020, <https://cft.vanderbilt.edu/guides-sub-pages/peer-review-of-teaching/#limit>.
- Brent, Rebecca and Felder, Richard M. "A Protocol for Peer Review of Teaching." Paper presented at Annual Conference of the American Society for Engineering Education

Annual Conference & Exposition, Salt Lake City, Utah, June 2004, peer.asee.org/13897

Campbell, Erica. "Chapter Four: The Value of the Non-Evaluative: Rethinking Faculty Observation." Structuring Equality: A Handbook For Student Centered Learning and Teaching Practices, ed. Hilarie Ashton, 2017, HASTAC@Duke, www.hastac.org/blogs/ericaec/2016/12/05/chapter-4-value-non-evaluative-rethinking-faculty-observation

"Evaluation of Faculty: Methods of Evaluation," University of Colorado - Dayton, 2020, csal.colostate.edu/docs/cwpa/evals/University-of-Dayton-Self-Evaluation-Rubrics.pdf

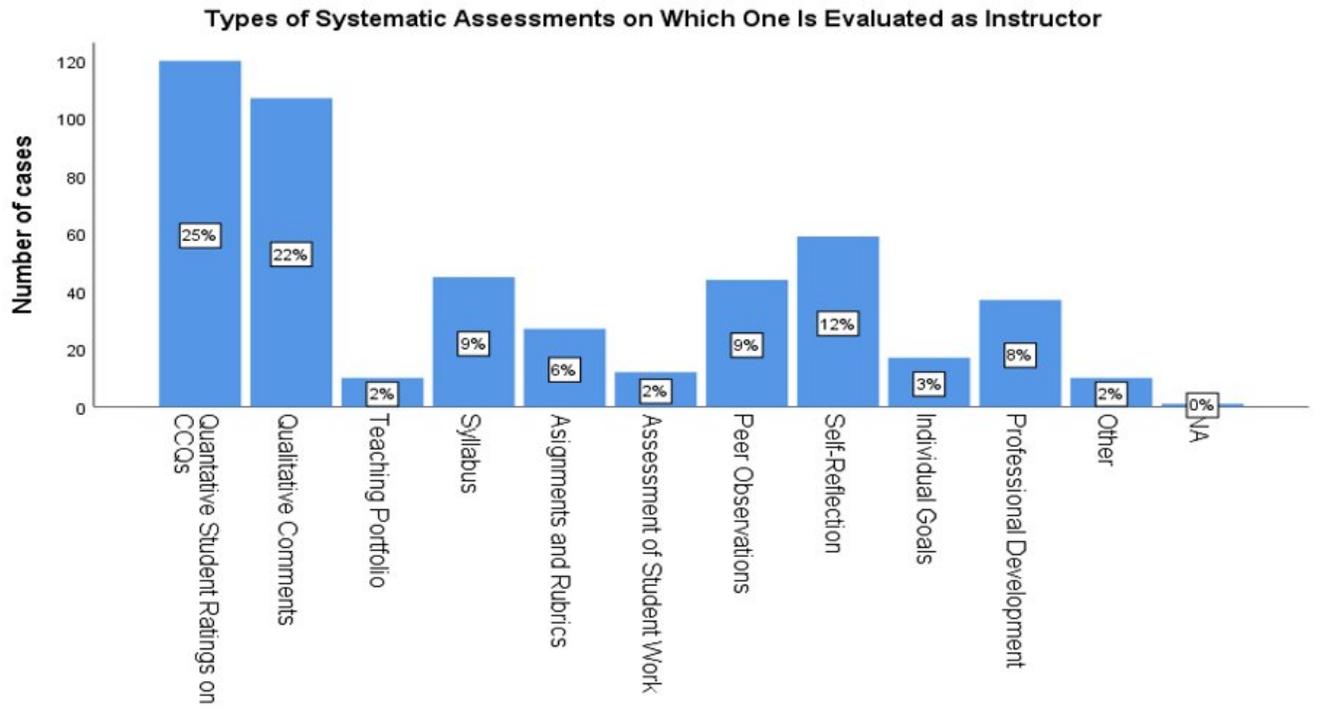
Gormally, Cara et al. "Feedback about Teaching in Higher Ed: Neglected Opportunities to Promote Change." *CBE Life Sciences Education* vol. 13,2 (2014): 187-99. doi:10.1187/cbe.13-12-0235

"Rapport POR: Peer Observation and Review of Teaching and Learning Guide," Canterbury Christ Church University, 2013, <https://www.canterbury.ac.uk/learning-and-teaching-enhancement/docs/rapport.pdf>

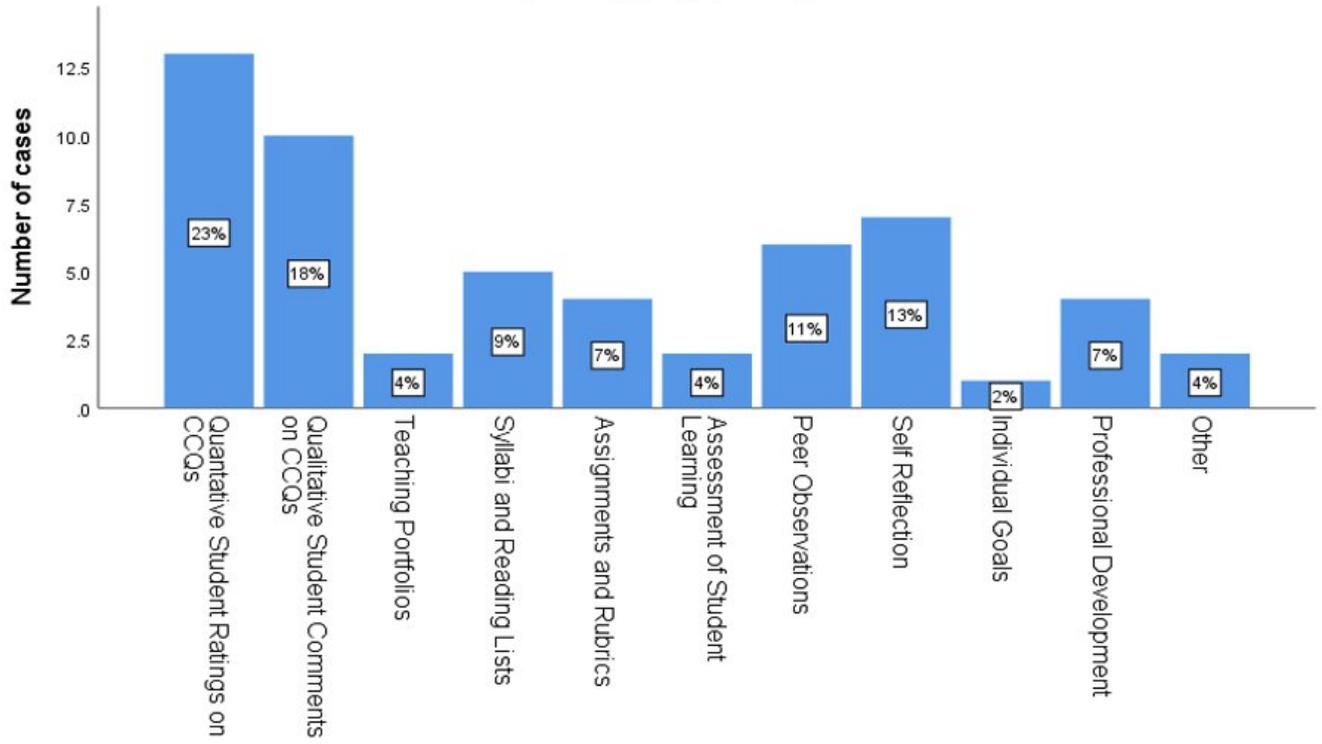
For Student Feedback:

"Gathering Student Feedback" Center for Teaching and Learning, University of Washington, 2020, <https://www.washington.edu/teaching/topics/assessing-and-improving-teaching/gathering-student-feedback/>

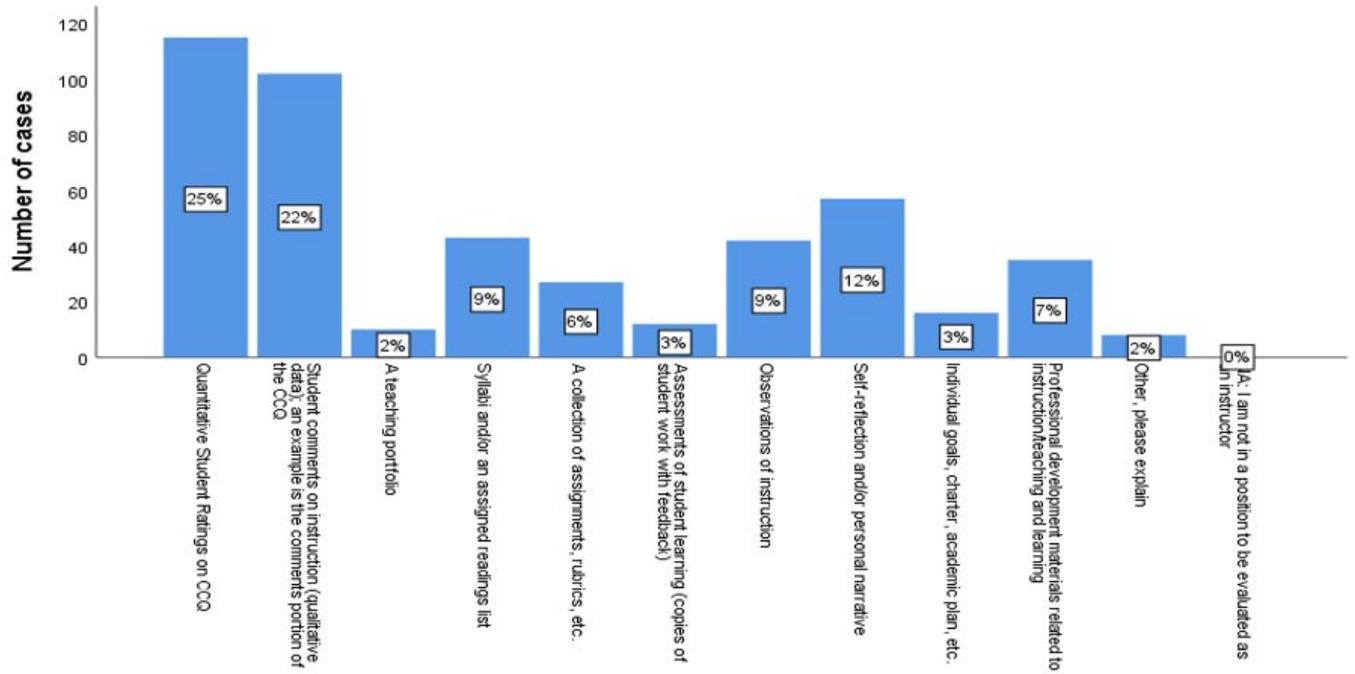
Survey on Teaching Evaluation



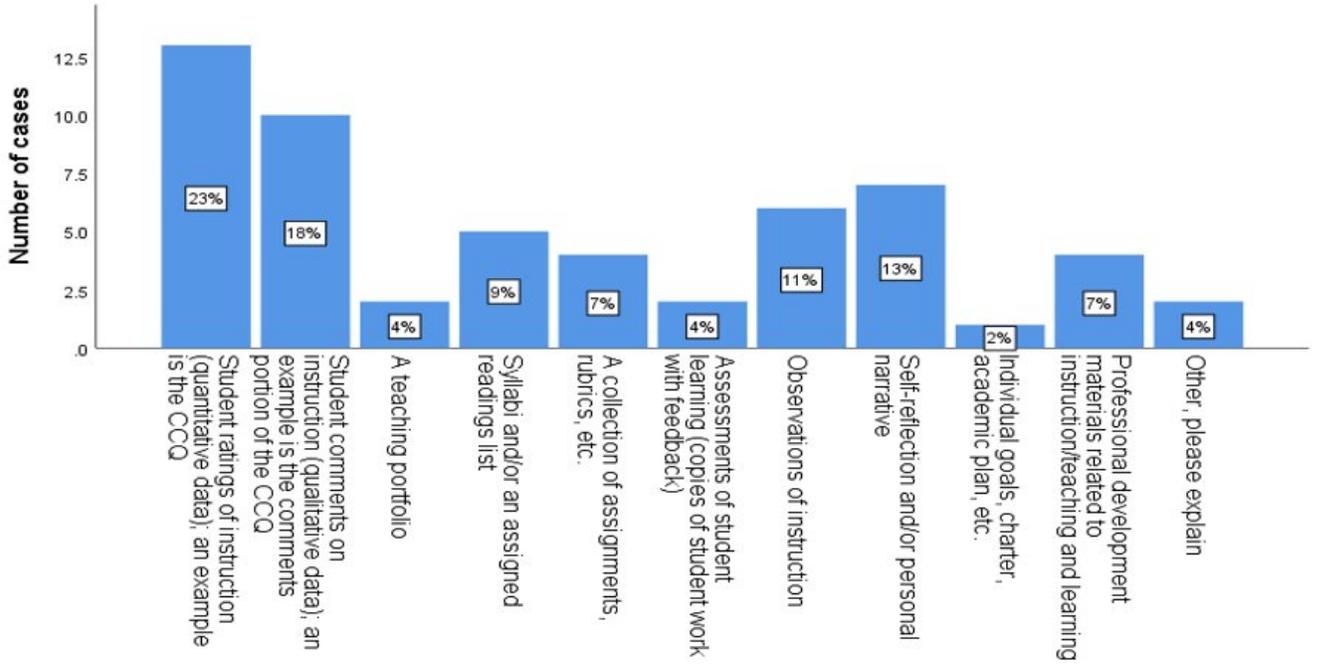
Forms of Assessment Used by College, Dept., or Program to Evaluate Instructors



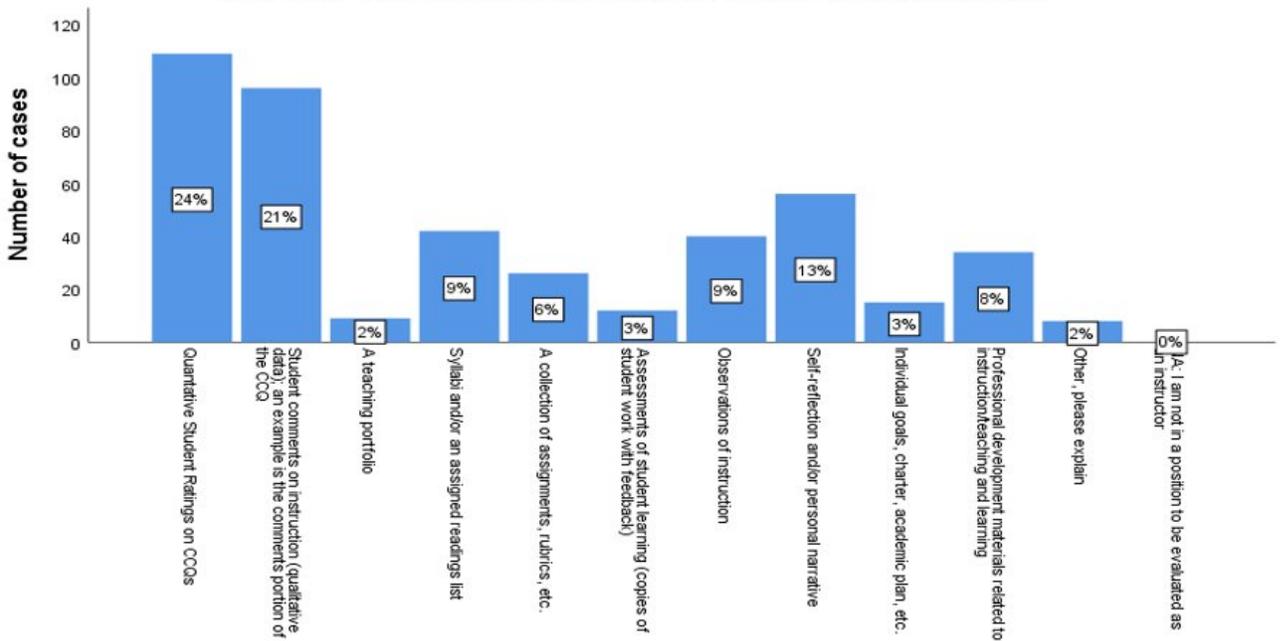
Weight Given to Various Form of Assessment of Teaching by Instructors Themselves



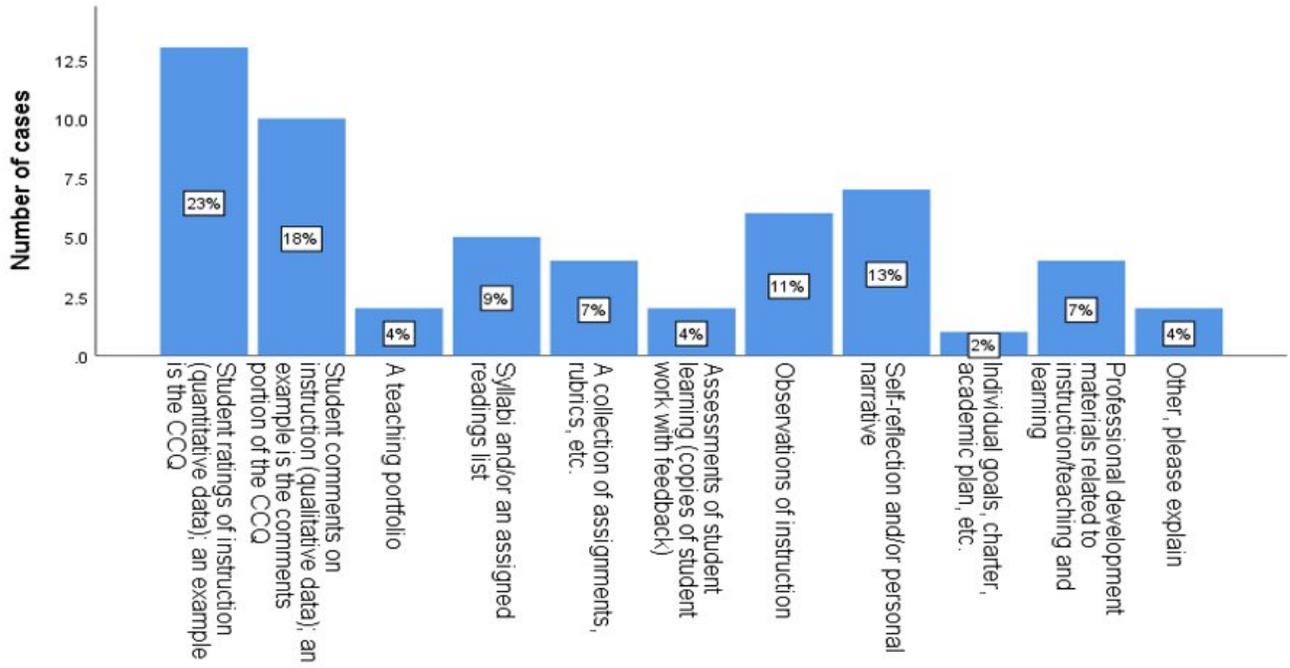
Weight Given to Various Assessments of Teaching By Colleges, Departments, or Programs



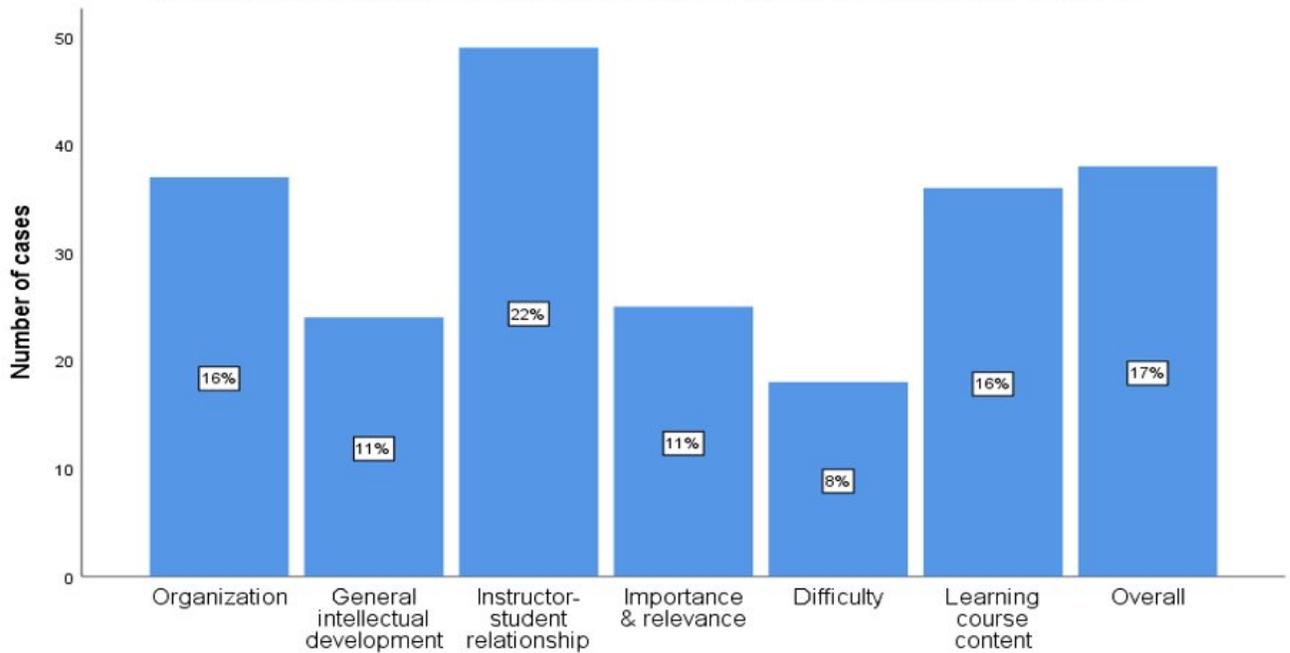
Required Forms of Teaching Assessments As Reported by Instructors



Required Forms of Teaching Assessment as Reported by College, Departmental or Programatic Chairs/Deans



Current Seven CCQs Questions That Are Most Valuable in Assessing Own Teaching



**Resolution to Honor the Contribution of Caroline Boswell
and Affirm the Importance of the Center for the Advancement of Teaching and Learning**

Whereas: The Faculty Senate both honors and affirms the leadership of Prof. Caroline Boswell, and

Whereas: Her commitment to pedagogical excellence and support of UW-Green Bay's student-centered approach to learning transformed the Center for the Advancement of Teaching and Learning into one of the foremost centers in the UW-System, and

Whereas: In March 2020, Covid-19 prompted the entire university to pivot to virtual instruction in one week, and

Whereas: The CATL staff under Prof. Boswell's leadership was instrumental in facilitating this transition, and

Whereas: The CATL team has been recognized with a Founder's Award.

Therefore, be it resolved that the Faculty Senate wishes to affirm its deep appreciation for Prof. Boswell's work as she departs for another institution, and

Be it further resolved that during this period of transition for CATL, the Senate fully supports the independence of CATL as a free-standing academic center with a concerted focus on pedagogy and teaching excellent.

Faculty Senate New Business 6e 9/15/2021

Canvas Course Access Guidelines Draft

Standard Procedure for Adding Enrollments to Canvas Courses

Instructors and Students are added to Canvas courses from enrollment data pulled from SIS during a nightly update process. The instructor of record listed for a class in SIS is added to the class's Canvas course with the Teacher role. Students enrolled in the class in SIS are added to the Canvas course with the Student role. Student enrollments in timetable courses must be added through this SIS process.

Likewise, student drops processed in SIS are also reflected in Canvas after the nightly sync process. Students who drop a course in SIS will still be visible in the People page of the Canvas course but will be tagged as **Inactive**. We are unable to completely remove these student names from the course People page.

Additional Means for Adding Users to Canvas Courses

Users with the Teacher role in a Canvas course can add additional users to the Canvas course with non-student user roles. It is important for instructors to [exercise caution when adding users to their Canvas course](#) so that they do not violate student privacy laws by allowing unnecessary or unauthorized access to student work, grades, or personal information contained within the Canvas course. UW-System has created many [course-level Canvas user roles](#) that should be used when limited access to the course is sufficient. Instructors should not add additional users to their courses with the "Teacher" role unless that user will be acting as a teacher in the course; the Teacher role has full access to student information and should be reserved for the instructor(s) of record. If co-teaching a course, it is preferable for all teachers to be added to the course in SIS as instructors of record and allow the standard enrollment sync process to add the additional teachers to the Canvas course.

Instructors should not add users to an instructional Canvas course for the purposes of sharing course content. Canvas provides [alternate methods for sharing course content](#) that do not expose student data or carry the risk of the unintentional deletion of course materials.

Providing Time-Sensitive Access to Course Materials

If a student who adds a course late needs to access course materials in Canvas before the next overnight enrollment sync processes, the course instructor may add the student to the course with the "Observer" role. The Observer role provides access to course materials but does not allow for participation in the course. The student added to the Canvas course as an Observer will not be able to submit to assignments or post in discussions until the standard enrollment sync process adds them to the course with the Student role.

Involving Canvas Administrators

Requests made to UWGB Canvas administrators to add a user to a Canvas course must be made by the course's instructor of record. Unless permitted under the criteria below, Canvas administrators will not honor requests to add a user to a course that is made by anyone other than the course instructor. Likewise, Canvas administrators will not access a course to report information about its content unless approval is given by the course instructor.

If reason exists to not include the instructor access, for example, to ensure legal compliance, human resources actions or the facilitate the continuation of instruction, the Associate Dean of the College of

instruction or Provost Designees may submit a written request for being added to the course without the express consent of the instructor under the following circumstances:

1. The instructor is unavailable to provide consent. *In circumstances where the instructor has not responded to the request for access, the requestor may make a written request to the Associate Dean which indicates the efforts which have been made to obtain consent. The Associate Dean may grant permission and request the Canvas Administrator add the requestor to the course. Notice of access should be communicated to the instructor via last known electronic address. Note, prior to the ending of any appointment explicit permission to access any Canvas course taught by the instructor should be obtained.*
2. A policy or procedural need exists to allow for access to obtain oversight of the course, Specific circumstances which would warrant this access include, but are not limited to the following:
 - Student complaint involving Dean of Students Office
 - A Workplace Conduct Complaint filed with Human Resources
 - A Student Complaint to the Associate Dean about instructor conduct (accessibility, equity, harassment)
 - A concern about intellectual property or course ownership
 - University Police or other agency investigation

In the above circumstances the requestor shall make a written request to the Associate Dean who shall forward to the Dean. The Associate Dean, Dean of the College, Assistant Vice Chancellor of Policy and Compliance and other stakeholders (e.g. Dean of Students, Office of Accessibility Services) shall review the request and make a recommendation to the Provost regarding the granting of access without consent and the person who should be added. The Provost shall determine whether to grant access and who shall be added. If access is granted, the Provost shall notify the Canvas Administrator of the need to add the specified individual.

Access provided under this provision shall be limited in both time and scope to the period necessary to obtain the information required to respond to the condition warranting access without consent. The instructor shall be notified of the action by the Canvas administrator by the Associate Dean of the College of instruction.

Determinations for access set forth above shall include an assessment of the educational purpose for the disclosure of educational records of students in the class as defined by the Family Educational and Privacy Rights Act. Prior to any access, a determination must be made that the need to access this course serves the educational purpose of an individual student or the Institution.

Key Questions / Action Items for Canvas cross-listing policy creation

Purpose

Canvas supports the capability to combine students from multiple Canvas courses into a single Canvas course by "cross-listing" an enrolled Canvas section of one course into another Canvas course. Courses that are cross-listed in the timetable are automatically combined into a single Canvas course that houses multiple sections. Instructors who teach multiple concurrent, but separate sections of the same course may wish to manually combine (or "cross-list") their sections into a single Canvas course for administrative convenience.

However, combining Canvas courses that are not combined in the timetable and do not meet together in-person or would not meet together in an equivalent in-person class may be a FERPA concern if the combination is done for administrative convenience and not for a specific pedagogical purpose. FERPA student privacy law may dictate that the students in a Canvas course should not be able to see or interact with students who are enrolled in a different class section.

Steps for combining Canvas courses in a way that prevents sections from interacting with one another exist, but they are complicated, prone to user error, lack safeguards, and not 100 percent effective. We seek a better solution for instructors who would benefit from combining their Canvas courses.

Preferred Proposed Strategy

Making students aware that their Canvas course may be combined with other sections of the same class may alleviate the FERPA concern. If an instructor wishes to cross-list their sections in Canvas, require that a note be added on the schedule of classes (timetable) to inform students that their Canvas course will involve interaction with students from other sections of the same course. If cases where a note was not added before registration, registered students could be notified via email that the Canvas course will be combined and encouraged to reach out if they have an issue.

Key Questions on this strategy

1. How to implement with the Associate Deans, Registrar, DLE, etc.?
2. Who can students reach out to if they have a concern?
3. If a student concern is legitimate, do we then keep the Canvas courses separate?

Enforcement?

Instructors currently do not need a Canvas administrator's intervention to cross-list their own courses in Canvas. It's likely that some instructors are and will continue cross-listing courses in Canvas without taking precautions. Knowledge of the FERPA implications surrounding the practice is relatively new, and, in the past, CATL helped cross-list in Canvas by request with no precautions taken. Is it enough to publish our guidelines and make the instructor responsible for following them, or do we need to ensure compliance by taking the cross-listing ability away from faculty and forcing them to make requests through UWGB Canvas admin?

Other Strategies Considered:

- 1. Do not allow any manual cross listing in Canvas.** The only combined courses in Canvas may be the courses which are combined on the timetable and therefore combined in Canvas by the automatic process.
 - **Pros:** zero FERPA risk
 - **Cons:** this would be a “red tape” barrier for faculty
- 2. Allow instructors to cross-list in Canvas if they **distribute a waiver to students for them to return acknowledging that they will interact with and be seen by another section.**** If a student objects, what happens?
 - **Pros:** guilt-free cross-listing in Canvas.
 - **Cons:** Difficult to collect responses from students before the start of the term. Need to communicate with students before the start of the term or at least before they start submitting things to the Canvas course (you can't cross-list Canvas courses that are already in progress without losing student work). How to handle late adds?
 - **Mixed:** this is more transparent to students than the “preferred” timetable note option.
- 3. Allow cross-listing under the condition that the instructor take a **series of steps in Canvas to isolate the sections from one another**** (see draft below).
 - **Pros:** If steps are followed properly, faculty can enjoy the administrative convenience of a combined Canvas course while (mostly) avoiding FERPA violations.
 - **Cons:** Course configuration process has a lot of steps that faculty need to follow (see draft below). There are no safeguards for mistakes, no oversight, and no way to enforce compliance. Even when the configuration steps are carried out properly by the instructor, students who add the course late gain brief access to directory information that they should not (they could see the names of all the students in the other section of the combined Canvas course. The association of a name and an enrollment may technically be an “educational record” and protected by FERPA).
 - **Mixed:** Presenting faculty with the long list of steps below can scare them away from cross-listing their sections and cause them to decide to run separate Canvas courses, which, in many cases, is probably the best practice.

Option #3 above is what we currently advise, but the awkwardness of the setup and resulting conversations with faculty are why we seek a policy.

Faculty Senate New Business 6f 9/15/2021

**ASC Report for Faculty Senate Meeting
September 15, 2021**

- The ASC Committee continues to meet once a month.
- Our committee has reviewed and provided feedback on a number of new and recently revised policies.
- In our last ASC meeting HR was asked to provide us information on UWGB employees asking for disability accommodations, the process and funding for requests.
- We are working with our Personnel Committee to be ready to handle the T&TC appeals.
- We are working with the L&I committee to fill some committee openings.
- Planning for the Fall Academic Staff meeting is underway and tentatively scheduled for December 7th.
- Our next meeting is Wednesday, September 15th at 1:30PM via Teams. We will be asking the Chairs of each AS committee to join us.

Respectfully submitted,

Virginia Englebert

Chair

**USC Report for Faculty Senate Meeting
September 15, 2021**

- All Member University Staff meeting took place June 17, 2021.
- Thank you to outgoing committee members and incoming members as they tackle a new role. Leadership and participation are greatly needed and appreciated.
- University Staff members received their proposed job title under the Title and Total Compensation Project. Employee and supervisor discussions took place if needed and/or requested by the employee. Next steps to come soon.
- The joint University Staff and Academic Staff Professional Development Committee has planned a professional development opportunity for all staff members. The date is set for October 6, 1:00 – 2:30 pm. An invitation will be sent and information will be shared via the LOG in the coming weeks.
- Thank you to the Faculty and Academic Staff for the hard work and collaborative efforts with University Staff this summer and fall as we all have navigated return to campus and new normal.
- The next University Staff Committee monthly meeting will be Thursday, September 16, 2021 at 10:00am virtually via Microsoft Teams. Please email machucas@uwgb.edu for the meeting link. The decision was made to continue meeting via TEAMS as a means of inclusion and equity across all groups and locations.

Respectfully submitted,

Sue Machuca, Chair
University Staff Committee