

AGENDA

UW-GREEN BAY FACULTY SENATE MEETING NO. 2

Wednesday, October 13, 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. 1

September 15, 2021 [page 2]

3. CHANCELLOR'S REPORT

4. OLD BUSINESS

- a. Evaluating Teaching Effectiveness: Student Ratings of Instruction Plan (second reading) [page 8]

Presented by Jessica Van Slooten

5. NEW BUSINESS

- a. Changing the UWGB Writing Competency from WF 100 to WF 105 (first reading) [page 27]

Presented by Prof. Jennie Young, Director of Writing Foundations/Writing Center

- b. UWGB Faculty Senate Statement on the Title and Total Compensation Project [page 30]

Presented by Prof. Jon Shelton

- c. Discussion on Mandatory Mask Use Signage

Presented by the University Committee

- d. Request for Future Business

6. PROVOST'S REPORT

7. OTHER REPORTS

- a. Academic Affairs Report – Submitted by David Voelker, Chair [page 31]

- b. Graduate Academic Affairs Report – Submitted by Gail Trimmerger, Chair [page 34]

- 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 Sue Machuca [page 35]

- g. Student Government Report – Presented by Ted Evert

8. ADJOURNMENT

[draft]

MINUTES 2021-2022
UW-GREEN BAY FACULTY SENATE MEETING NO. 1
Wednesday, September 15, 2021

Presiding Officer: Joan Groessl, Speaker of the Senate
Parliamentarian: Steve Meyer, Secretary of the Faculty and Staff

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

NOT PRESENT: Joseph Yoo (CIS)

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

GUESTS: Sherri Arendt (Director, The Learning Center), Scott Ashmann (Assoc. Dean, CHESW), Scott Berg (LMS Administrator), Vallari Chandna (Assoc. Prof., M&M), Pieter deHart (Assoc. VC for Grad Studies), Christin DePouw (Assoc. Prof., EDUC), Bill Dirienzo (Assoc. Prof., RSE), Luiz Fernandez (Asst. Prof., MUSIC), Susan Grant Robinson (Cabinet Liaison, Internal Affairs), Ben Joniaux, Chief of Staff), John Katers (Dean, CSET), Corey King (Vice Chancellor for University Inclusivity and Student Affairs), (Kim Mezger (SOFAS Asst.), Amanda Nelson (Assoc. Dean, CSET), Megan Olson Hunt (Assoc. Prof., RSE), Kristopher Purzycki (Asst. Prof., HUS), Rasoul Rezvanian (Assoc. Dean, AEC SOB), Jennifer Schanen-Materi (Sr. Lecturer & BSW Field Coord), Courtney Sherman (Interim Assoc. Provost), Sheryl Van Gruensven (VC, Bus & Finance/HR Director), Jessica Van Slooten (Assoc. Prof., HUS), Kris Vespia (Prof., Interim CATL Director), Keir Wefferling (Asst. Prof., NAS), Lisa Wicka (Assoc. Prof., AND), Amanda Wildenberg (Dean Asst., CAHSS), Wendy Woodward (Asst. Vice Chancellor/CIO), and Mike Zorn (Assoc. Dean, CSET)

1. CALL TO ORDER.

Rookie Faculty Senate Speaker Joan Groessl took to her new role like a seasoned professional in calling to order the first Faculty Senate meeting of the 2021-2022 academic year at exactly 3:00 p.m.

2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 8, May 5, 2021

With May 2021 far back in our rearview mirror, the Faculty Senate approved the minutes by consensus.

3. SENATOR INTRODUCTIONS

Speaker Groessl called on each senator to introduce themselves. Apparently, and maybe unfortunately, most of us are getting used to speaking online via Teams as everyone remembered to first unmute themselves before providing their life history (or, at least, their name and the unit they represent).

4. CHANCELLOR'S REPORT

Chancellor Alexander's report touched upon four items: First, the Chancellor wished to commend everyone on the start of the semester. Starting the semester with many in-person courses is bound to include some complications, but everyone seems to be handling those complications well. The increased engagement, especially at the Additional Locations, is heartening to see. In addition, we have the only three Locations in the UW System that have seen enrollment growth. Second, the Higher Learning Commission accreditation visit is coming soon. A big thank you to Clif Ganyard and Courtney Sherman in helping the campus prepare for that visit. Third, the UW System Presidential search is underway. There is much better representation across the board on this search committee (compared to the previous attempt that resulted in a failed search). The search committee includes Jon Shelton (thank you, Jon) and the two regents from northeast Wisconsin (Robert Atwell and Dr. Ashok Rai), so Green Bay is being represented very well. Fourth, the Day of Service event will take place on 1 October 2021. A big thank you to all who are planning to participate; working together, we will have a huge impact on the community.

In taking questions from senators, several faculty members expressed concern regarding COVID, particularly the mask mandate, its enforcement and (lack of) compliance. Students wearing their mask below the nose or under the chin is problematic. Faculty want to prioritize a safe environment for other students, themselves, and their family to whom they return each night (especially those faculty with young children who are not yet eligible to be vaccinated). The reaction of students to the faculty who request that the mask be worn properly could be described as testy and disrespectful at best, and it is tending to ruin faculty-student rapport and create a divide. So, basically, is there a better way to enforce compliance?

Chancellor Alexander responded that it is difficult to enforce compliance as the circumstances are different this academic year. For example, we do not have the community support for mask wearing that we had prior to vaccinations. Locations such as grocery stores will not require/enforce the wearing of masks, so the community support for mask mandates is simply not there. So, we cannot create the same sort of protective bubble that we were able to create last year. We need to teach students the dangers of being in a public space without wearing a mask. If a student is not masked, there are procedures in place to refer them to the Dean of Students Office, and DOS personnel are following up on those reports. We are taking as hard a line as we can in the residence halls and we are doing everything within the laws of the state and the System to set campus rules.

Finally, faculty (especially those with young children at home) expressed disappointment that they were not allowed to switch from in-person instruction to online instruction; they expressed confusion over the stated exemptions for mask use; and they expressed frustration over the perception that our policies are in place so as not to upset students, rather than preserving the health of the faculty and other students.

5. OLD BUSINESS

With no old business to which to attend, Faculty Senate will start the 2021-22 academic year with a clean slate.

6. NEW BUSINESS

a. Election of a Deputy Speaker of the Senate for 2020-2021

Speaker Groessl called for nominations for a Deputy Speaker of the Senate. After a long 18 seconds of silence, **Speaker Groessl took it upon herself to nominate Senator Bickner (seconded by Senator Shelton). Senator Bickner was elected Deputy Speaker 36-0-0.**

b. Memorial Resolution for Professor Emeritus Phil Thompson

Joan Thron drafted a touching tribute to Prof. Phil Thompson, and Associate Dean Scott Ashmann read the resolution aloud before the senate. The resolution was accepted via a non-vote consensus and will be archived in the SOFAS Office.

c. Definition of an Open Access University

Interim Provost Kate Burns and Vice Chancellor for Inclusivity and Student Affairs Corey King presented the definition of an Open Access University which was developed as part of the Student Success Cabinet Working Group and as part of the Strategic Priorities that were developed last year. In putting together this definition, a group of stakeholders were pulled together from across the university.

There are three key features of this definition: it is an entry point pathway into the university for students (e.g., the Bridge Program which provides to students the necessary skills to be successful); the holistic student success – the partnership between Academic Affairs, University Inclusivity, and Student Affairs to support the whole student; and the support piece as an institution to make the student successful.

Comments and questions from faculty came from a variety of perspectives. This definition was lauded because it brought UWGB back to the type of campus it was back in the 1970's when it was essentially an open access institution that served the needs of the region. Others liked the definition, but wondered if benchmarks will be established so that we know we have those support mechanisms in place (shout out to Sherri Arendt, The Learning Center, and the Academic Success Coaches); also, how we will monitor the progress toward being an open access university? (Navigate allows us to track interactions students are having; we need to be more intentional about setting retention goals; we need to have key performance indicators). Others thought the goal was great, but expressed concern that some kind of entry evaluation is needed before we just call ourselves "open access"? Without placement into the proper courses, we are setting them up for failure. (The Math and English placement processes are still in place and, this summer, we started the Bridge Program to assist students with specific needs to equip them to get off to a strong start). A follow-up question raised the concern of disciplines beyond Math and English, for example, Biology. To what extent did the working group consider the program specific external accreditation requirements? (The university would be open access in general, but not all programs would be open access). It is likely that becoming an open access university will require faculty to spend more time with students outside of class (for example, during office hours). Therefore, if becoming an open access university leads to an increase in the

cap sizes in our classes, this would be counterproductive in terms of engaging with the students – although the use of teaching assistants would be a potential solution. (We would need to be intentional about our course caps).

d. Evaluating Teaching Effectiveness: Student Ratings of Instruction Plan

Jessica Van Slooten first provided some background and context on the plan. The working group began on the plan in 2019, approaching it from an equity-based framework. The complicated research around student evaluations and teaching effectiveness led to a desire to rethink our course evaluation process. The working group included representatives from all Colleges, the Additional Locations, and all levels of programs (e.g., general education, graduate programs, etc.). There were two subcommittees, one examined a student ratings of instruction tool and one examined a multiple measures approach to evaluating teaching effectiveness. Both subcommittees did extensive research looking at how other institutions are approaching student evaluations and gleaning best practices in use today. To begin thinking about the types of questions that would be asked on the student ratings form, the two subcommittees crafted some shared core values of teaching effectiveness (page 15 of the agenda) that would also reflect the institutional mission. The working group also created a guiding document that included some best practices for how to use the ratings, i.e., student ratings of instruction should not be the primary means of assessment but they are an important piece and we need to have transparent guidelines to help both the people being evaluated as well as help the evaluators. The student ratings committee considered what types of questions to ask, such as qualitative or quantitative, the wording of the questions, etc. The working group received input throughout the process, including a survey that went out to all instructors, Chairs, and Deans. More feedback was received following presentations at the 2020 and 2021 IDC conferences. There was even a student focus group that provided feedback on the draft of the student ratings questions.

What is being presented today is a proposal for the student ratings of instruction piece. Multiple measures are important, but the working group wants to stagger the implementation of this tool. The first priority is the student rating piece because we are at a point where we can move forward from the COVID process of evaluations we've been using for the past three semesters. In its present form, the student ratings of instruction is made up of one contextual question, five quantitative questions, and two qualitative questions (page 11 of the agenda), which would be distributed using a Qualtrics survey. The working group is hoping to implement this in December 2021. Kris Vespia (Interim Director of CATL) provided the CATL perspective on the working group's plan, stating all work was based on a thorough review of the literature. Prof. Vespia also stated that through a series of events (i.e., COVID), CATL now "owns" the course evaluation process (the old CCQs were administered through ATS). CATL has one staff member who programs in the survey and must manually deselect each instructor in an accredited program to make sure that accredited programs that must use different evaluation tools do not get the survey.

The University Committee supports the plan as a positive change in teaching evaluation. They appreciated the tremendous amount of work that went into the plan and the thoughtfulness around issues of equity and professionalism in our teaching.

Senators' questions and comments included evaluation of online and other modalities of instruction, will this tool encompass all modalities? (Yes, the idea is that this would be the same

ratings tool that would be used across classes). One senator, who had obviously given this much thought, was curious about how units should go about creating templates for evaluating effectiveness through observation, etc., since the document states “guidelines must be clear, transparent, written, easily accessible to everyone in the unit, department, program.” The senator also had several other questions related to our university’s definition of “teaching effectiveness,” and “good teacher.” The senator further wondered whether there is a baseline of measurable goals that we will work toward? And, what has been the reaction to the document from the Personnel Council, the Committee of Six, and the academic Deans as this information will play an important role in tenure and promotion? (When the document states that student ratings of instruction should not be used as a primary tool of evaluation, that is not to suggest there is a primary tool. Rather it is to suggest that in the past we have tended to use student ratings of instruction as the primary tool, but when it comes to assessment of instruction a multiple measure approach is most effective to get a holistic picture. To address specific questions, the document does try to provide definitions/markers of teaching effectiveness (see page 15 of the agenda)).

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

Heidi Sherman presented the resolution. **Senator Nesvet moved acceptance of the resolution, seconded by Senator Bansal. With no discussion, the motion passed 34-0-1.**

f. Canvas Guidelines – Draft Policies for Discussion

Scott Berg and Kris Vespia presented “Canvas Guidelines – Draft Policies” as an information item and they are simply looking for faculty input on the policies. Scott Berg authored the policy to address two issues: 1) what should CATL do when it receives a request to access a faculty member’s course without that faculty member’s approval, and 2) FERPA guidelines and potential loopholes that exist in Canvas.

Scott worked on the first policy with input from then-Associate Provost Clif Ganyard, Christopher Paquet, and Caroline Boswell. The policy contains standard procedures for adding enrollments to Canvas courses, additional means for adding users to Canvas courses, providing time sensitive access to course materials, and involving Canvas administrators. These policies are an attempt to formalize procedures when CATL does receive requests to add users to courses – those requests should come from the instructor of record. There are exceptions to the policy, but those would be rare cases (see page 31 of the agenda).

The second policy relates to cross-listing courses in Canvas. It is possible to combine two sections of a course into one Canvas shell, however, that process has some FERPA concerns (see pages 32-33 of the agenda). This document is less of a policy and more of an analysis of the problem and some proposed strategies for mitigating the problem. Perhaps the best strategy is disclosure to students that courses may be cross-listed in Canvas (Christopher Paquet has signed off on this strategy).

g. Request for future business

The semester is underway
Already synapses delay
Meetings and grading

My memory is fading
What have I forgotten today?
(there was no new business brought forward by the senators this month)

7. INTERIM PROVOST'S REPORT

The Interim Provost had just one update for senate; our enrollment is looking great. We are still waiting on final numbers for College Credit in High School, which will be known in October, but based on estimates we are anticipating 3.5% growth over last year. This would be the highest growth among all the UW comprehensive universities – UW-Superior was the only other comprehensive to see growth (2%), while UW-Madison has 6% growth. A huge thank you to Admissions.

8. OTHER REPORTS

a. University Committee Report. Chair Sherman mentioned that the business discussed in the UC over the past three weeks was covered in today's senate meeting.

b. Faculty Rep Report. Faculty Rep Jon Shelton reminded everybody that the UW President search is underway. There is a listening session on campus being led by Regent Vice President Karen Walsh on Friday. Please attend if you are able.

c. Academic Staff Committee Report. Virginia Englebert, Chair of the ASC, provided a written report, found on page 34 of the agenda.

d. University Staff Committee Report. Sue Machuca, Chair of the USC, provided a written report, found on page 35 of the agenda.

e. Student Government Association Report. SGA President Ted Evert reported that SGA is focused on recruiting because three semesters of COVID has reduced student government numbers. SGA will begin work on Union projects (e.g., dining). SGA will be working on establishing a textbook library for which students would pay a flat fee of around \$75.

9. ADJOURNMENT at 5:00 p.m.

Respectfully submitted,

Steve Meyer, Secretary of the Faculty and Staff

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 Subbaya 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

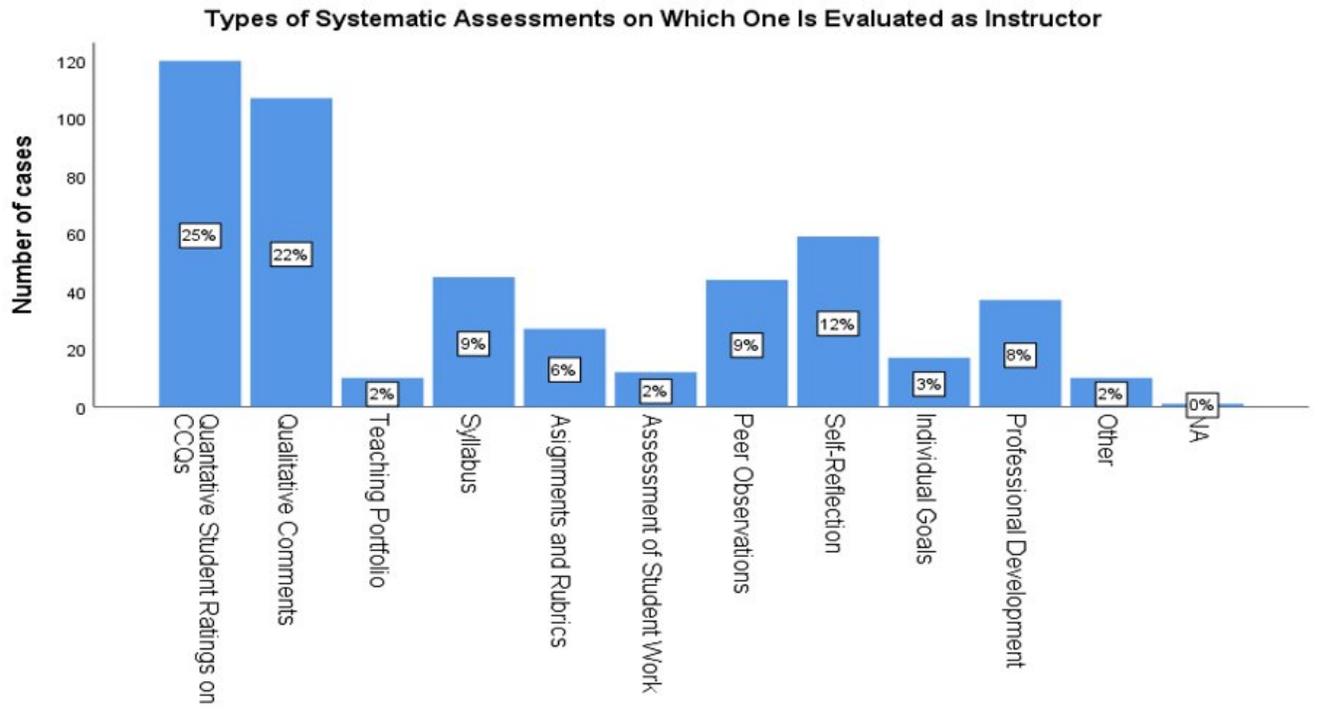
Gormally, Cara et al. "Feedback about Teaching in Higher Ed: Neglected Opportunities to Promote Change." *CBE Life Sciences Education* vol. 13,2 (2014): 187-99. doi:10.1187/cbe.13-12-0235

"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>

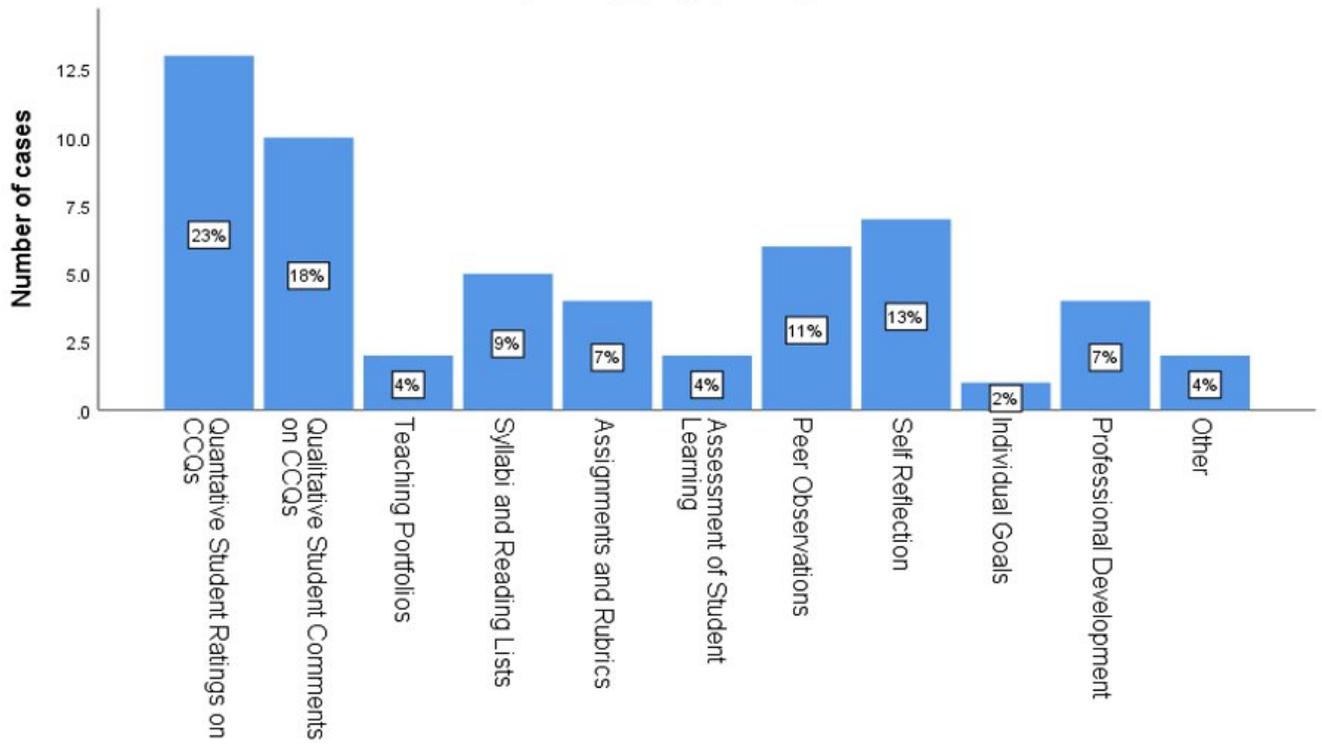
For Student Feedback:

"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/>

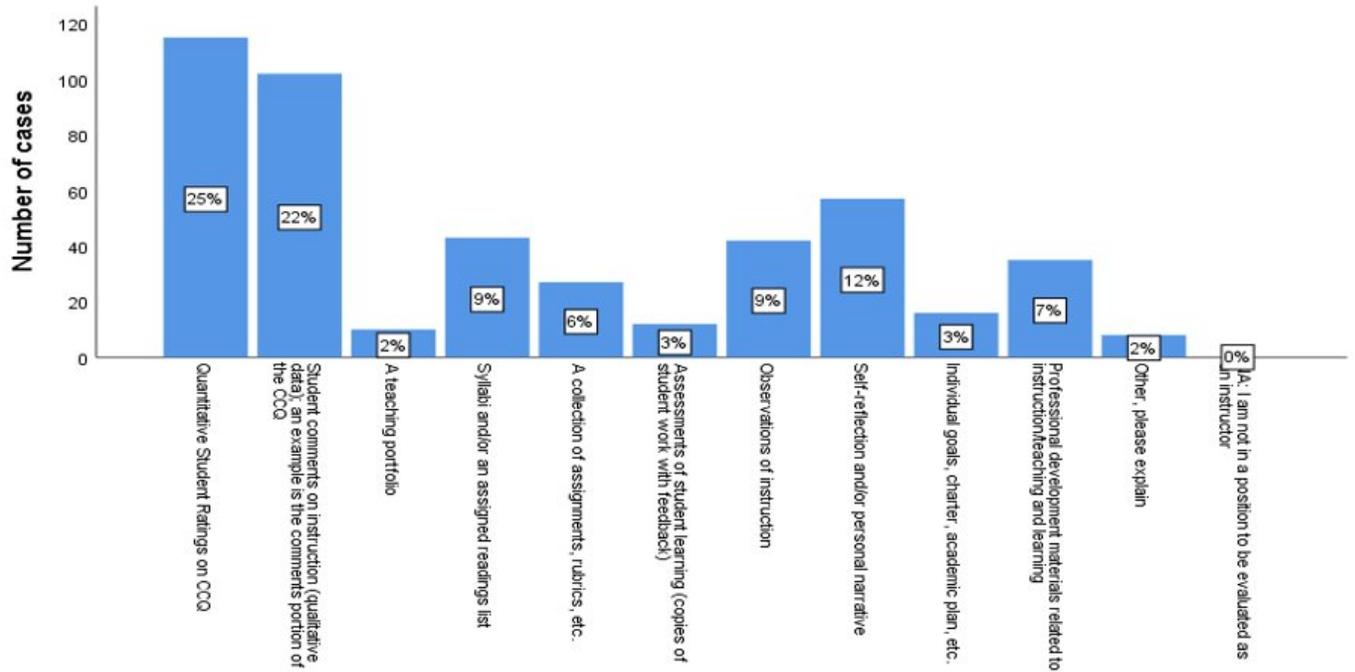
Survey on Teaching Evaluation



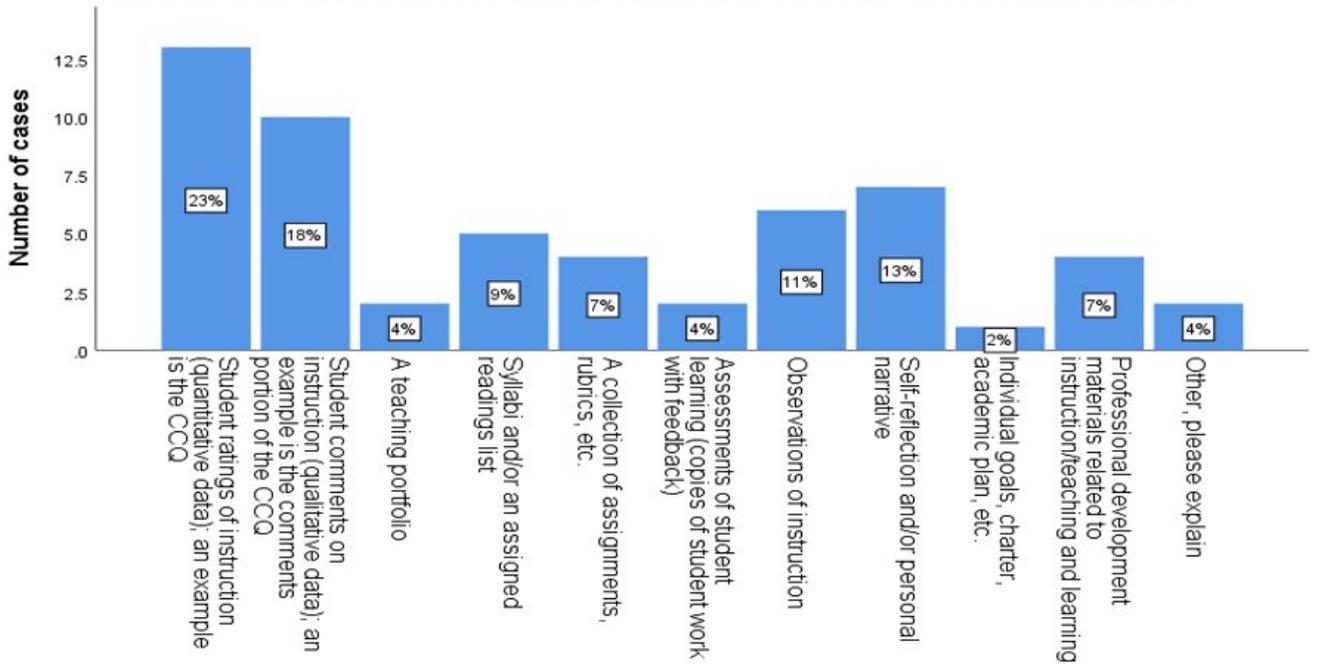
Forms of Assessment Used by College, Dept., or Program to Evaluate Instructors



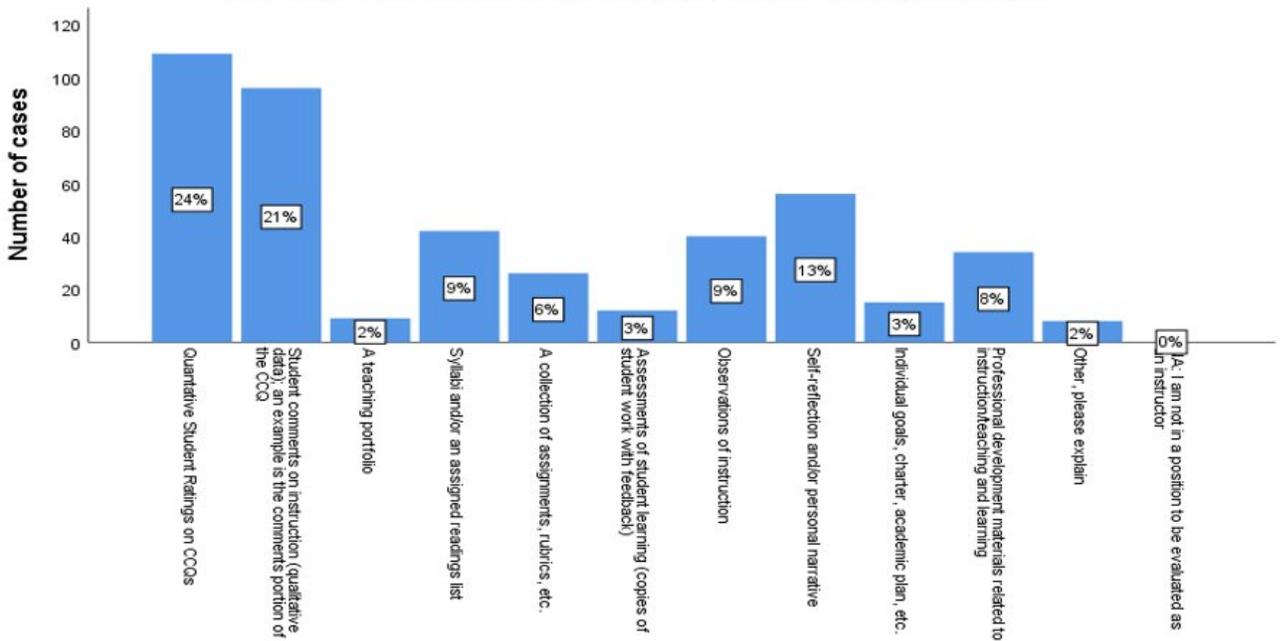
Weight Given to Various Form of Assessment of Teaching by Instructors Themselves



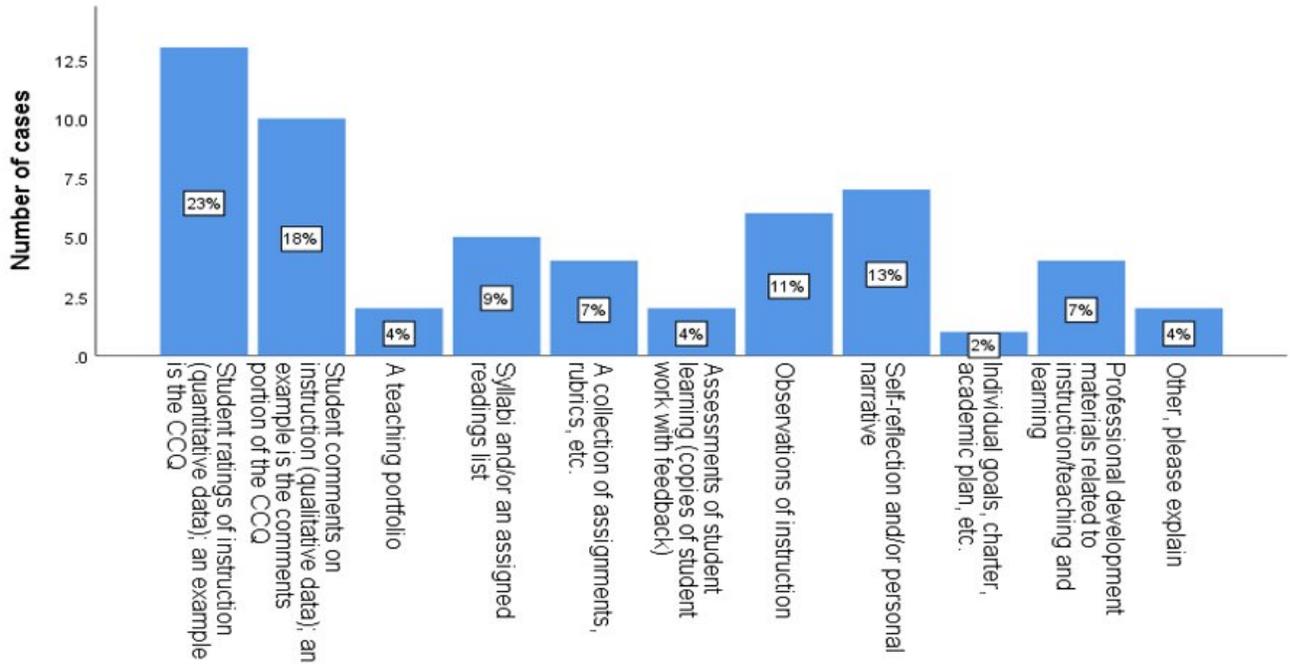
Weight Given to Various Assessments of Teaching By Colleges, Departments. or Programs



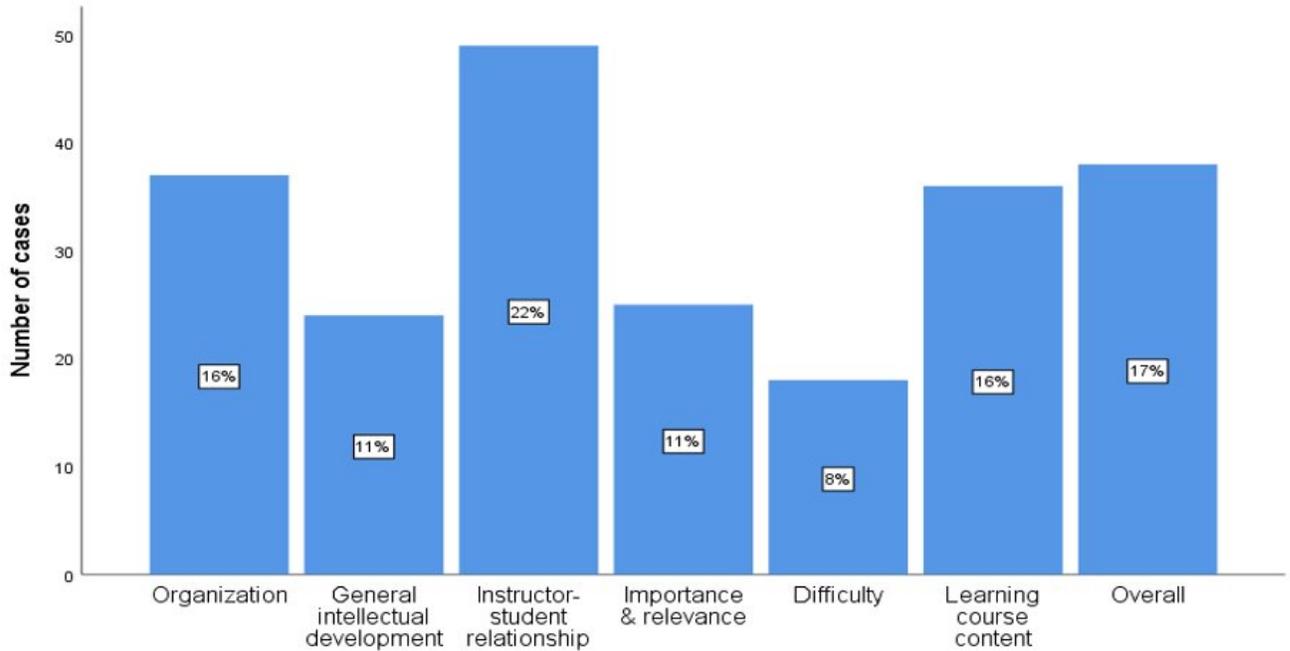
Required Forms of Teaching Assessments As Reported by Instructors



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



Faculty Senate Old Business 4a 10/13/2021

Changing the UWGB Writing Competency from WF 100 to WF 105 (pre-req. WF 100)

Jennie Young, Director of Writing Foundations/Writing Center
October 13, 2021

Overview

UWGB currently defines “[writing competency](#)” as WF 100—one 3-credit hour course. This is [not the disciplinary standard](#) for first-year, undergraduate writing requirements, and it puts many of our students at a distinct academic disadvantage throughout their careers at UWGB. As we move closer toward being an access situation, this gap will be exacerbated and create more intense inequities and barriers to success for our students who most need support in order to succeed.

Most schools serving UWGB’s demographic require a minimum of two first-year writing courses, or sometimes a first-year and second-year course, that tend to look roughly like this:

Course 1: “Introduction to College-level Writing.” Typically teaches fluency, writing processes, audience awareness, grammatical conventions.

Course 2: [goes by various titles, but here are examples] “Research and Rhetoric,” “Information Literacy,” “Intermediate First-Year Writing,” etc. Typically teaches **APA format, research skills, citation skills, logical reasoning, and academic voice/formatting.***

*It is in these areas that our students need the most support and practice if they are to succeed overall in their degree programs; this will become increasingly true as we admit students who are less academically prepared.

For comparison:

- UW Milwaukee requires a minimum of two 3-credit courses, with an additional third course for students whose ACT scores are 16 or below.¹
- UW Madison requires a two-sequence “Communication A” and “Communication B” course for first-year students.²
- UW Stevens Point requires two first-year writing courses.³

1 <https://uwm.edu/english/composition/gep/>
<https://catalog.uwm.edu/courses/english/>

2 <https://english.wisc.edu/programs/composition-and-rhetoric/undergraduate-studies/>
<https://www.library.wisc.edu/instruction-support/undergrad-communications-requirement/>

3 <https://www.uwsp.edu/english/Pages/StudentResources/freshman.aspx>

These programs are very typical; it is quite unusual for a university like ours to only require one writing course. There is a compelling body of research that suggests writing skills are often the difference-maker in both collegiate and post-collegiate success, and **we are not currently offering sufficient support in this area when compared to similar institutions or to disciplinary standards.**

Proposal

Our current writing competency is stated thusly:

Students must demonstrate English writing competency by test placement or completion of [WF 100](#) by the end of their second semester.

We propose to change it to this:

Students must demonstrate English writing competency by test placement or completion of WF 105 by the end of their third semester. WF 105 carries a pre-requisite of earning a “C” or above in WF 100 (unless student has placed out of it), which must be completed by the end of their second semester.

Resources Needed to Make this Change

We would need to add approximately 14 additional sections* of WF 105 per academic year. This would equate to 1.5 full-time Lecturer roles or the equivalent in ad hoc faculty hires. Since we run Writing Foundations as a program at close to 100% enrollment, the costs associated with hiring should be offset by tuition.

*This is an estimate; we make adjustments every semester based upon that semester’s enrollment

This proposal/request has been developed in consultation with faculty in UWGB’s Writing Foundations program and in accordance with disciplinary standards. Any questions should be directed to Jennie Young, Dir. of Writing Foundations (youngj@uwgb.edu).

Respectfully submitted by:

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Faculty Senate New Business 5a 10/13/2021

UWGB Faculty Senate Statement on the Title and Total Compensation Project

According to UWGB's Employee Handbook, our university strives to:

- Value and treat all employees with value and respect.
- Create an environment that encourages each employee to contribute to his or her talents, have the opportunity to further develop skills, and experience fulfillment while working.
- Recognize that our employees are important in achieving the educational and community service goals of the University.

It is inconsistent with this statement for our institution, obligated to do so by UW system, to impose new titles on employees if and when those titles do not reflect the actual work, responsibilities, competencies, expertise, and careers of these critical members of our community. Although the academic and university staff committees have repeatedly raised substantive concerns with the Title and Total Compensation project, it continues to be pushed forward.

The TTC diminishes our valued colleagues to "Standard Job Descriptions." It systematically decredentials employees so that their qualifications are disregarded. The TTC is eroding trust and degrading morale, and vague promises of a better and more rational future are insufficient recompense.

Faculty Senate New Business 5b 10/13/2021

UWGB Academic Affairs Council (AAC)
 Report of Curricular Actions for Faculty Senate
 Oct. 6, 2021
 Prepared by Prof. David Voelker, AAC Chair

The AAC met on Sept. 16 and Sept. 30, 2021.

Request Type Key:

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

Course/Program	Request Type	Outcome
ACCTG 497 : Internship	CC	Approved
ACCTG ACCTG_ACC : Accounting -Accelerated Emphasis	PC	Approved
ART 403 : Special Topics in Drawing	NC	Approved
ART 435 : Advanced Woodworking & Furniture Design	CC	Approved
COMM 205 : Elements of Media	CC	Approved
COMM 237 : Small Group Communication	CC	Approved
COMM GENERAL : Generalist Emphasis	NP	Approved
DJS 221 : American Law in Historical Perspective	CC	Approved
ECON 206 : Macro Economics Laboratory	CC	Approved
ECON 298 : Independent Study	CC	Approved
ECON 302 : Intermediate Macro Economic Theory	CC	Approved
ECON 303 : Intermediate Micro Economic Theory	CC	Approved
ECON 304 : Contemporary Labor Markets	CC	Approved

ECON 309 : Urban and Regional Economics	CC	Approved
ECON 330 : Money and Banking	CC	Approved
ECON 352 : Applied Economic Concepts	CC	Approved
ECON 401 : REGIONAL ECONOMIC ANALYSIS	CC	Approved
ECON 409 : Public Finance and Fiscal Policy	CC	Approved
ECON 453 : Cost Benefit Analysis	CC	Approved
ECON 478 : Honors in the Major	CC	Approved
ECON 485 : Managerial Economics	CC	Approved
ECON-I : Economics Minor	PC	Approved
ECON : Economics Major	PC	Approved
EDUC 311 : Teaching World Languages	CC	Approved
ENV ET : Environmental Engineering Technology	PC	Approved
GEOG 209 : Landscapes of North America	NC	Approved
HRM 497 : Internship	CC	Approved
ITADS INFO TECH : Information Technology Emphasis	NP	Approved
MGMT 497 : Internship	CC	Approved
MKTG 497 : Internship	CC	Approved
NURSING 290 : Foundations of Nursing Practice Practicum/Experiential Learning	CC	Approved
POL SCI 301 : Environmental Politics and Policy	CC	Approved
PSYCH 471 : Field Experience 1	NC	Approved
PSYCH 472 : Field Experience 2	NC	Approved
PSYCH GENERAL : Psychology Major	CC	Approved
PU EN AF 409 : Public Finance and Fiscal Policy	D	Approved
WOST 205 : Women in Literature	CC	Approved

WOST 201 : Introduction to LGBTQ Studies	CC	Approved
PU EN AF 490 : EMBI Co-Op/Experience	CC	Approved
PU EN AF 402 : Environmental and Resource Economics	D	Approved
PU EN AF 323 : Sustainable Land Use	CC	Approved
U EN AF 305 : Natural Resources Economic Policy	D	Approved
NUT SCI 486 : Medical Nutrition Therapy II: An Integrative and Functional Approach	CC	Approved
NEW_CERT : Applied Politics	NP	Approved
ENV SCI 490 : EMBI Co-Op/Experience	D	Approved
EDUC 206 : Culturally Responsive Teaching and Learning Cultural Images in Materials for Children and Adolescents	CC	Approved
ECON 480 : Capstone: Seminar in Economic Literature and Issues	CC	Approved (updated college from CAHSS to CSB)
ECON 403 : International Economics	CC	Approved (updated college from CAHSS to CSB)
ECON 402 : Environmental and Resource Economics	CC	Approved (updated college from CAHSS to CSB)
ECON 310 : Introduction to Econometrics	CC	Approved (updated college from CAHSS to CSB)
ECON 307 : History of Economic Thought	CC	Approved (updated college from CAHSS to CSB)
ECON 305 : Natural Resources Economic Policy	CC	Approved (updated college from CAHSS to CSB)
ECON 210 : Quantitative Methods for Economists	CC	Approved (updated college from CAHSS to CSB)
ECON 203 : Micro Economic Analysis	CC	Approved (updated college from CAHSS to CSB)

**Graduate Academic Affairs Committee Report to the Senate
October 13, 2021**

The Graduate Academic Affairs Council met on August 31, 2021, and September 30, 2021, and accomplished the following tasks.

Elected Gail Trimberger to serve as the GAAC chair for 2021-2022 academic year.

Met with Sampath Kumar to discuss the MS in Data Science Program Review to prepare for the GAAC response to the MSDS Program Review.

Welcomed Alec Treacy, Graduate student in SEPP and the GAAC student representative for 2021-22.

Met with Valerie Murrenus Pilmaier to discuss proposed changes to the Institutional Learning Outcomes; unanimously approved proposed changes.

Developed and approved guidelines for the GAAC response to graduate program reviews. These guidelines will be posted on the faculty resource page of the Office of Graduate Studies website.

Approved the following Courseleaf proposals:

- ECON 602: Environmental Economics (new course)
- ECON 653: Cost Benefit Analysis (new course)
- ENV S&P 713: Environmental & Natural Resource Economics (deactivate)
- PU EN AF 602: Environmental and Resource Economics (deactivate)
- PU EN AF 653: Cost Benefit Analysis (deactivate)

Respectfully submitted,

Gail Trimberger
GAAC Chair

**USC Report for Faculty Senate Meeting
October 13, 2021**

- All Member University Staff meeting took place September 16, 2021. Attendance at meetings continue to hover around 60-70 members.
- The University and Academic Staff Joint Professional Development Committee planned and presented a Building Resiliency Workshop on Oct. 6. Dr. Katie Olbinski from Prevea presented awareness and strategies centered around the effects of COVID, stress management and resiliency. 110 members from campus registered for the event.
- University Staff members completed the employee supervisor stage of the Title and Total Compensation Project.
- Many University Staff members were able to participate in the campus Day of Service on October 1 as a result of cooperative efforts between HR, supervisors and campus leadership. The opportunity was well received and appreciated.
- Congratulations to Monika Pynaker! Monika is the recipient of the Board of Regents University Staff Excellence Award. This is the first year University Staff have been recognized and honored. Congratulations continue as the UW-Green Bay University Police received a nomination for the group award. We are extremely proud to be so well represented as UW-Green Bay University Staff.
- The University Staff Fall Conference will take place in a modified format October 22 at the Weidner Center for the Performing Arts. All UW-Green Bay University Staff are welcome to attend the conference at no cost to the department. Personal and professional sustainability is the focus of the event.
- Thank you to the Faculty and Academic Staff for all the continued collaborative efforts with University Staff. Together we truly can achieve more.
- The next University Staff Committee monthly meeting will be Thursday, October 21, 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