

AGENDA

UW-GREEN BAY FACULTY SENATE MEETING NO. 2

Wednesday, October 14, 2020

3:00 p.m.

Presiding Officer: Mark Klemp, Speaker

Parliamentarian: Steve Meyer

1. CALL TO ORDER

2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 1

September 16, 2020 [page 2]

3. CHANCELLOR'S REPORT

4. OLD BUSINESS

- a. No Old Business

5. NEW BUSINESS

- a. Resolution in Support of the Guidelines for the Administration and Use of Student Evaluations of Teaching during the Fall 2020-Summer 2021 Academic Year [page 8]
Presented by Caroline Boswell and Jessica Van Slooten, Co-Chairs of the Evaluating Teaching Effectiveness Working Group
- b. Update on Child Care Access Means Parents in Schools (CCAMPIS) [page 12]
Presented by Alison Staudinger
- c. Results of the Workload Survey Data [page 13]
Presented by Faculty Senate Speaker Mark Klemp
- d. University of Wisconsin-Green Bay Need-Based Grant Aid and Merit-Based Scholarship Award Policy (GB 21-19-1) [page 19]
Presented by Interim Provost Kate Burns
- e. Request for Future Business

6. INTERIM PROVOST'S REPORT

7. OTHER REPORTS

- a. Academic Affairs Report – Submitted by Woo Jeon, Chair [page 23]
- b. University Committee Report – Presented by UC Chair Julie Wondergem
- c. Faculty Rep Report – Presented by Jon Shelton
- d. Academic Staff Report – Presented by Sherri Arendt [page 25]
- e. University Staff Report – Presented by Kim Mezger [page 25]
- f. Student Government Report – Presented by Guillermo Gomez

8. ADJOURNMENT

[draft]

MINUTES 2020-2021
UW-GREEN BAY FACULTY SENATE MEETING NO. 1
Wednesday, September 16, 2020

Presiding Officer: Mark Klemp, Speaker of the Senate

Parliamentarian: Steve Meyer, Secretary of the Faculty and Staff

PRESENT: Tanim Ahsan (ALTERNATE-RSE), Mike Alexander (Provost, *ex-officio*), Mandeep Bakshi (ALTERNATE-NAS), Devin Bickner (NAS-UC), Kate Burns (Interim Provost, *ex-officio*), Thomas Campbell (TND), Gary Christens (A&F), Marecelo Cruz (PEA), Greg Davis (RSE), Kristy Deetz (AND), William Gear (HUB), Richard Hein (Manitowoc), Amy Kabrhel (NAS), Mark Karau (HUS), Mark Kiehn (EDUC), Mark Klemp (Marinette-UC), Jim Loebel (A&F-UC), Eric Morgan (DJS), Paul Mueller (HUB), Dianne Murphy (M&M), Val Murrenus-Pilmaier (HUS), Tom Nesselin (PEA), Rebecca Nesvet (HUS), Matthew Raunio (Sheboygan), Stephanie Rhee (SOCW), Bill Sallak (MUSIC), Jolanda Sallmann (SOCW), Jon Shelton (DJS-UC), Courtney Sherman (MUSIC), Heidi Sherman (HUS-UC), Alison Staudinger (DJS-UC), Patricia Terry (RSE), Praneet Tiwari (ALTERNATE-BUA), Katie Turkiewicz (CIS), Christine Vandenhouten (NURS), Kris Vespia (PSYCH), Dean VonDras (PYSCH), Sam Watson (AND), Brian Welsch (NAS), and Julie Wondergem (NAS-UC)

NOT PRESENT: Everybody present and accounted for

REPRESENTATIVES: Sherri Arendt (ASC) and Kim Mezger (USC)

GUESTS: Scott Ashmann (Assoc. Dean, CHESW), Bryan Carr (Assoc. Prof., CIS), Vallari Chandna (Assoc. Prof., M&M), Pieter deHart (Assoc. VC for Grad Studies), Bill Dirienzo (Assoc. Prof., RSE), Ben Joniaux, Chief of Staff), Holly Keener (Provost Asst.), Amanda Nelson (Assoc. Dean, CSET), Lynn Niemi (Director of Disability Services), Megan Olson Hunt, Assoc. Prof., RSE), Mary Kate Ontaneda (SOFAS Asst.), Kimberley Reilly (Assoc. Prof., DJS), Rasoul Rezvanian (Assoc. Dean, AECSOB), James Schramm (CEO, UW-Green Bay|Sheboygan and Manitowoc), Sheryl Van Gruensven (VC, Bus & Finance/HR Director), Sherry Warren (Asst. Prof., SOCW), Aaron Weinschenk (Prof., PEA), Amanda Wildenberg, Dean Asst., CAHSS), and Mike Zorn (Assoc. Dean, CSET)

1. CALL TO ORDER.

With the confidence of a veteran Speaker of the Senate, Mark Klemp self-assuredly gaveled the first Faculty Senate meeting of the 2020-2021 academic year to order at 3:04 p.m.

2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 8, May 6, 2020

Although everyone is trying their best to forget last spring semester, Speaker Klemp requested senators think back to four months ago to approve the Faculty Senate minutes from last May. The minutes were either that good or no one wanted to remember the events of four months ago because the minutes passed by consensus.

3. SENATOR INTRODUCTIONS

The traditional senator introductions that kick off the first Faculty Senate meeting of every new academic year taxed the senators' dexterity and mental acuity. But in the end, everybody remembered to unmute themselves.

4. CHANCELLOR'S REPORT

Chancellor Alexander's opening comments first addressed items of local importance. Our enrollment is up, which is vital to UWGB's mission and the Northeast Wisconsin community. We face great risk this year, but our enrollment numbers have mitigated much of that risk. The Chancellor next recognized all university employees who spent literally thousands of hours (some foregoing vacations and days off) trying to figure out how to open campus safely this Fall in the face of COVID-19. To this point in the semester, COVID testing of on-campus students has resulted in a positivity rate of less than 1%. We will continue to be vigilant and identify and quickly address any problems that arise. The work of the Student Life and Residence Life staff was lauded as "remarkable."

Chancellor Alexander was thrilled with the "unapologetic" UW System budget Interim President Tommy Thompson put forward; System is no longer going to be defensive about asking for funding – which is good for the state and the students. Everything President Thompson put in the budget, UWGB already does well. But Chancellor Alexander encouraged all to think about ways we intersect with the goals put forth in the budget request.

The Council of Trustees met on Tuesday, 15 September 2020. The entire meeting was spent discussing the academic mission of the university. Each Dean addressed the Council regarding their respective academic programs. The Council formed groups around three new impact initiatives (social justice; health, mental health, and wellness; and economic resilience) designed to connect with faculty and support the mission of the university.

On Monday, 21 September 2020, Dr. Corey King will join UWGB as the Vice Chancellor of University Inclusivity & Student Affairs. The Chancellor thanked the entire search committee for their dedicated efforts during the search process, culminating in the hiring of an "amazing" candidate. We were successful in hiring "someone who makes you feel a little uncomfortable and knows a whole lot more than you do." Dr. King will bring a great outlook to our campus and will be successful in creating an inclusive environment. Welcome Dr. King!!

5. OLD BUSINESS

Faculty Senate wanted nothing to do with anything left over from 2019-2020, so there was no old business to attend to.

6. NEW BUSINESS

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

Speaker Klemp called for nominations for a Deputy Speaker of the Senate. **Senator Wondergem nominated Senator H. Sherman (seconded by Senator Loebel).** By the narrowest of margins Senator H. Sherman was elected Deputy Speaker **35-0-0**.

b. Workload Adjustment Policy

On behalf of the Women and Gender Studies Program, Associate Professor Kimberley Reilly (DJS), who is also one of three UWGB representatives to the UW System Caregiving Task

Force, presented issues and possible solutions related to the caregiving crisis we currently face. Prof. Reilly first provided a list of current issues facing faculty and staff who act as caregivers, including: nursing homes facing COVID outbreaks, home healthcare workers becoming ill and unable to care elderly parents, schools going fully online which requires technical and educational support from parents, daycare centers closing, before- and after-school programs closing or if they are open are high in demand, expensive, and have strict protocols (symptom-free for three days). Even before the new school year began, summer camps and other school-aged programs were closed, preventing faculty/staff from getting work done over summer. Caregivers are finding the social isolation of the pandemic is intensifying the needs of those to whom they are providing care. Also, the institutions, routines, and solutions that allowed us to function at our jobs are no longer operating.

Fortunately, administration has robustly responded to the problems faced by student caregivers. The Chancellor and Provost have urged accommodations to students in our classes, provided childcare stipends to student-parents, and developed a CATL website with information related to best practices for accommodating student-parents in the classroom or supporting other caregivers. To move forward with our mission as an open access university, we need to recognize the importance of being inclusive of student-parents and caregivers.

Focusing on faculty/staff, Prof. Reilly stated that caregiving during this pandemic is an issue of gender equity because caregiving is disproportionately affects and impacts women. The caregiving crisis is creating, and will continue to create, a gendered impact on promotion and tenure. Staff caregivers can potentially face evaluations of “unable to fully commit to their jobs.” Faculty caregivers are unable to conduct research dating back to last March when classes went online, children were home with online schooling, and perhaps parents were in elder care where crises in retirement communities were occurring. The issue of research is impacting female faculty in all fields but particularly in areas where women are underrepresented, such as STEM-related fields.

UWGB has been out in front of this issue in terms of offering solutions (kudos extended to our administration). Some of the solutions offered include: telecommuting, a more flexible work schedule, additional paid and unpaid leave through Wisconsin’s FMLA or the COVID extension, suspension of tenure clocks for pre-tenure faculty, reduced service expectations, and a call for supervisors to be compassionate and accommodating. While these solutions are a good start and their intent is good, in some cases they are not enough or they have unintended consequences (e.g., delayed promotions leading to delayed pay increases, which has a compounding effect in the long term regarding earnings and retirement benefits).

Prof. Reilly next outlined a few possible solutions. Faculty who serve as primary caregivers could be given a course reassignment to compensate for lost research time. For faculty and staff who have dependents (12 years old or younger) or elderly parents who require all day supervision, stipends could be offered to offset financial hardships. Reduced service expectations for faculty and staff need to be well-defined (named and quantified) and it would be helpful to have asynchronous committee meetings, including voting via email.

c. Accelerated AAS Degree

Meagan Strehlow, Executive Director of K-12 & Community Relations for the Division of Continuing Education and Community Engagement (CECE), provided an overview of CECE's accelerated degree program and College Credit in High School (CCIHS) program. CECE provides college-credit and non-credit offerings, serving nearly 80,000 individuals during 2019-20. The accelerated AAS Degree was just launched this year. The program is tailored to serve individuals who have needs outside that of a traditional student (e.g., parents who need a little more flexibility). Accelerated degree is not really accelerating the degree as much as it is the coursework (6-week courses instead of 14-week courses), so a student can take a full load of courses but just two at a time. University departments approve the courses and faculty are asked if they wish to teach the courses on overload (if ad-hoc instructors are used, they are approved by the department). In the accelerated degree program, students work with one advisor from time of recruitment through graduation. Any emphasis already in the Associates Degree is offered in the accelerated format, but there are four specialized areas: Business Foundations, Foundations of Education, Organizational Development, and Workforce Solutions. Students come into the Accelerated Degree program through the Additional Locations so that they can take advantage of the reduced tuition rate.

There are numerous options for students to earn college credit while in high school, CCIHS is just one of them. CCIHS is a concurrent enrollment program, so the students are taking the course(s) while in their high school building. The instructors are high school teachers who are vetted through the university. Credential files are created for instructors which go to the academic department chairs and the department faculty approve the instructors. All instructors must meet HLC requirements. All courses offered are UWGB courses at the 100/200 level. Approved instructors work with an assigned faculty liaison who provides curricular oversight, reviews the syllabus, and completes an annual observation (liaisons earn a small overload stipend). CCIHS fits our mission (connecting UWGB with our community), the students count toward our enrollment numbers, it is a recruitment tool, and it is a revenue stream.

d. Request for future business

As we enter another Fall

We should all be having a ball

But this darn virus

Constantly tires us

As we're on our thirteenth Teams call

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

7. PROVOST'S REPORT

For "big data nerds," a group to which Interim Provost Burns self-proclaims to belong, there are new enrollment dashboards courtesy of Data Reporting Specialist Sam Surowiec on the Institutional Strategy and Effectiveness page (www.uwgb.edu/ise). We now have 7,422 students enrolled at UWGB, not including CCIHS students. UW System first day enrollments show a 1% decrease across System. With a 3.4% increase over last year, UWGB has the highest increase of all System schools (only three other schools reported a positive enrollment). Three factors are driving our growth: 1) retention – which made up for slight decreases in first year students and transfers (kudos to faculty, staff, advisors, Academic Affairs, Student Affairs); 2) graduate programs (up 100 students – kudos to Pieter deHart and Graduate Studies), and 3) a combined

10% growth at the Additional Locations – all three ALs are up, UWGB is the only System school showing enrollment growth at the ALs (kudos to Cindy Bailey and Jamie Schramm).

Deans Katers and Rybak have agreed to co-chair the Comprehensive Program Review committee. Although it will be a “heavy lift” and it comes during a time when everybody is incredibly busy, this review is necessary for a variety of reasons – UW System is requiring it, we have not examined our program array since 2006, and it gives us the opportunity to align our programs with our mission and our values. The process is guaranteed to be transparent and open and will include listening sessions this spring.

The 24-credit hour workload document that the UC was working on last year until COVID hit, is back on the table. The document clarifies that faculty workload is 24 credits, but the teaching load is 21 credits. There is a 3-credit service/scholarship reassignment, which will be aligned with the annual review processes we already have in place. Questions for the Provost focused on the service piece of the document, specifically advising and participation on shared governance committees. Regarding advising – some faculty have exorbitant advising loads, others less so (still working on this part). Regarding committee participation – are there enough committee spots for every faculty member to serve on one committee (generally, yes) and does emphasizing committee work deemphasize community service (community service is still a particularly valid method of completing service expectations). UC member Jon Shelton provided some context on the policy from the UC’s perspective; the intent of this document is to give faculty control over their workload. The Faculty Senators who are Lecturers with Faculty Status wondered if any work had been done on meshing this document with lecturer workload expectations (the UC is currently working on a lecturer workload policy).

8. OTHER REPORTS

a. University Committee Report. Chair Wondergem shared that the UC has been working on the 24-credit Workload Policy that was just discussed in the Provost’s Report. The UC has also been discussing the Workload Adjustment Policy (Kimberley Reilly presented some thoughts and suggestions earlier in the Faculty Senate meeting regarding that policy). Administration has agreed to some aspects of that policy specific to noninstructional academic staff and university staff, providing them more work/life balance. The UC is working toward potential adjustments for faculty and instructional academic staff in the form of a 3-credit reassignment, ideally for all faculty and instructional academic staff, but the highest priority would be for those with caregiver responsibilities at home. The UC plans on distributing a Qualtrics survey to all faculty and instructional academic staff to gather data and determine how many would classify themselves as a “caregiver.” Last spring prior to COVID, the UC was working on a Lecturer Workload Policy that would hopefully provide more job security for lecturers, along with a way to progress through job titles. The UC is working with Christopher Paquet on the legal language of this document. Lecturers are invited to attend the Academic Staff Committee meeting on 23 September 2020 at 1:30 p.m. when the ASC discusses this policy; the input of lecturers is encouraged.

b. Faculty Rep Report. It has been a very busy summer for the UW Faculty Reps. Jon Shelton reminded senate where UW System administration left off in May. Prior to Ray Cross leaving the President’s Office, he proposed to radically change higher education in the state (that proposal was eventually mothballed). However, Cross’s proposal led into the new System

President search. The President search committee, populated by mainly Regents and administrators, brought forward one finalist, Jim Johnson from the University of Alaska system. Problematic answers to questions during the search process regarding racial equity, along with vocal non-support from faculty and staff across the state (regarding the process and the selection), led Johnson to withdraw his name from consideration for the UW President position. He subsequently also resigned from his position in Alaska. This led to Tommy Thompson assuming the role of Interim President of the UW System. President Thompson is working hard on behalf of the System to get campuses what they need to open their doors in light of COVID. In addition, Thompson's budget requests a 3.5% increase each of the next two years and a promise of free tuition to students coming from low income families (earning <\$60K per year).

c. Academic Staff Committee Report. Sherri Arendt, Chair of the ASC, begin her report with a shout out to the Academic Staff Committee – it's been a very busy summer – Fall planning with COVID-19 was a big lift for all constituents. They spoke at length about the electronic health assessment that must be completed daily by anyone working on campus. Staff training still had to take place this summer in order to prepare to serve the students. There were changes to elected and appointed committees due to staff attrition and reduction of staff on all the campuses; it's been a challenge to keep the shared governance committees filled. This year, Lynn Niemi will be the Academic Staff Rep to UW.

d. University Staff Committee Report. Kim Mezger, USC Chair, had no additions to the written report she provided on page 10 of the agenda.

e. Student Government Association Report. SGA President Guillermo Gomez was not available to provide a report.

9. ADJOURNMENT at 4:50 p.m.

Respectfully submitted,

Steve Meyer, Secretary of the Faculty and Staff

DRAFT Guidelines for Faculty on Student Evaluations for Fall 2020- Spring 2021, including J-term

The purpose of this document is to offer guidance on the subject of course evaluation practices for the Fall 2020. These practices were developed by the co-chairs of the Evaluating Teaching Effectiveness Working Group, in consultation with CATL and the UC, and with administrative support.

What we're doing:

- For AY 2020-2021, we will be using a simplified, online Qualtrics survey to gather student feedback for this specific pandemic context. It will be very similar to the form we used in Spring 2020. This takes the place of the student evaluation tools typically used by your unit or program.
- For courses taught in AY 2020-2021, we are advocating for the use of instructor self-reflection in lieu of student evaluation data in the 2020-2021 Professional Activities Report (PAR).
- Data collected from the student survey for 2020-2021 may not be used for the purposes of annual review or promotion and tenure decisions. Individual instructors may choose to include this feedback from students in the self-reflection. For 2020-2021, we are waiving the requirements of the “Policy on Student Feedback on Instruction” located on page 107 of the faculty handbook.

Why we're doing this:

- Our existing tools do not speak to the circumstances we're experiencing, and traditional student evaluations are most effective when they are context specific.
- We continue to value student feedback and student voices, and need to ensure that students have an opportunity to provide feedback on their learning during this time. This information will help us better understand strategies that are more successful.
- During this unprecedented time, we are unable to adapt the current tools to an online format for numerous reasons, including the increased workload at all stages of the process.

Key points to consider:

- Student evaluations of teaching are best used in the context of comparisons over time, for the same instructor teaching the same course. They capture the effect of changes to a course and for the instructor, on student perspectives and experience in the course. With the rapid shift to virtual, hybrid, and online instruction, it is difficult to interpret student evaluations of teaching in this compare-and-contrast manner. As a result, typical tools for student evaluation of teaching are not a particularly useful way to evaluate teaching effectiveness in present circumstances.

- We recommend a mindset shift from “evaluation of teaching” to “gathering feedback,” particularly for the Fall 2020 semester. Focus on finding out about student and instructor experiences to inform future actions and decision-making (for both unit leadership and for individual instructors).
- Student bias on student evaluations of teaching is a well-studied phenomenon. During this time of heightened emotional and mental stress, we can expect this type of bias to increase. To help mitigate this, we are carefully framing the survey questions for students by acknowledging this potential bias. This is also why we are not using this data for annual review, promotion, and tenure decisions.

Alternative to Typical Student Evaluations Data for Annual Review, Promotion, and Tenure Decisions:

- **Instructor Self-Reflection & Reporting:** Instructor reflection on their teaching is a good practice to encourage every semester, and it can be particularly useful after significant changes have been made to a course. In addition to contributing to iterative course development, this reflection on teaching practices can inform an individual’s narrative related to their development as an instructor. Given the larger scale disruption to instruction experienced this semester, this is a useful way for instructors to share and reflect on the adaptations they made and the challenges they faced.
 1. We strongly encourage faculty to use the following prompts in their PAR as a way of reflecting on teaching during AY 2020-2021. What did I do as an instructor to reduce student apprehension and anxiety during this time of disruption? What might I do more of should this happen again?
 2. Which course modifications were most/least successful in terms of my ability to:
 - maintain student engagement in their learning?
 - effectively identify student progress and barriers to learning along the way?
 - effectively assess student learning for their final grade? What (specifically) worked well?
 3. What unexpected student needs did I encounter? What did I learn from those experiences?
 4. What challenges did I face if asked to move my course to a new modality or revise my courses given the context of the global pandemic?

Student Feedback Form, AY 2020-2021, including J-term

Thank you for taking time to complete this survey. Due to the shifts in course modalities that took place quickly in the summer in response to COVID-19, we are adjusting our end-of-course evaluation procedures. Please use this form to share your insights into best practices used by your instructor in [ADD SEMESTER]. You are also welcome to share other comments or concerns in the fourth and final question. We will use this feedback to inform our future teaching, and to help us better serve students like you.

1. What positive strategies or approaches did this instructor use to support student learning and engagement? (e.g. method/tone of communication, approaches to content delivery or engagement, assignments, strategies for maintaining community, strategies to support students regardless of computer/internet access or ability to attend in-person sessions, etc.)? [OPEN ANSWER]
2. What positive strategies or approaches did you use to support yourself and your learning in this course (e.g. strategies for time management, approaches to communication with instructor and student support staff, self-care strategies, etc.)? [OPEN ANSWER]
3. Additional Comments: Please use this space to share additional comments about your experiences in this course. [OPEN ANSWER]

Resolution in Support of the Guidelines for the Administration and Use of Student Evaluations of Teaching during the Fall 2020 – Summer 2021 Academic Year

WHEREAS, students “have a right to structured opportunities to provide feedback to their instructors regarding the quality of the course and performance of the instructor” [Faculty Handbook, p. 109],

WHEREAS, academic units have used the Course Comments Questionnaire (CCQ) in conjunction with other questions as a primary tool in providing students with the opportunity to provide feedback to their instructors,

WHEREAS, academic units have incorporated CCQ data, along with other evidence, to evaluate the teaching effectiveness of faculty and academic staff for purposes of annual reviews, merit reviews, and decisions regarding retention, tenure and promotion,

WHEREAS, standard evaluation tools such as the CCQ are best used when comparing an instructor’s performance over time when the instructor teaches the same course,

WHEREAS, the unprecedented shift to online delivery of classes during the COVID-19 emergency has continued to make comparisons of instructors’ performance in courses to previous semesters difficult,

WHEREAS, an alternate evaluation instrument for students to complete and an optional self-reflection by instructors regarding the Fall 2020- Summer 2021 academic year, rather than including CCQ results and similar data in their Professional Activity Reports (PARs), could provide insightful information to better support students and enhance teaching effectiveness;

BE IT RESOLVED that as a faculty, we support the recommendations of the Co-Chairs of the Evaluating Teaching Effectiveness Working Group including, but not limited to:

- 1) To administer a simplified, online Qualtrics survey similar to the one presented to the Faculty Senate on Wednesday, October 14, 2020 for students to evaluate their instructors, their courses, and their experiences,
- 2) That, at their option, if faculty members would like to include information concerning their teaching during the Fall 2020 – Summer 2021 academic year, they would provide a self-reflection in the teaching section of their PAR.

Faculty Senate New Business 5a 10/14/2020

Update on Child Care Access Means Parents in Schools (CCAMPIS)

Supporting Phoenix Parents at UW-Green Bay

Abstract

The proposed CCAMPIS program at the University of Wisconsin-Green Bay (UWGB) would support the college success of Pell-eligible student-parents by providing stipend support, assistance in accessing resources, professional and educational development opportunities for students, and initiate a planning process for an on-campus Childcare Center. UWGB has a student population of 8,204 and is committed to a problem-focused educational experience that promotes critical thinking and student success. The University's student body is primarily composed of students from the northeastern region of Wisconsin, with increasing enrollment from Milwaukee, Green Bay and other urban centers. These NE Wisconsin counties, including Brown in which UWGB is located, have low levels of degree attainment and large achievement gaps correlated to class, race, and other social and economic factors.

UWGB is applying under the existing grant guidelines, to assist Pell-eligible student-parents in obtaining affordable childcare and in reaching their intellectual and career goals, including accessing high-impact practices. The required absolute priorities and competitive priorities are addressed in the proposal.

The Project Director and a student, faculty, and staff Advisory Board will partner with the Center for Student Success and Enrollment Services to provide childcare stipends, along with enhanced academic and personal programming for Pell-eligible student-parents. They will also initiate a five-year campus planning process to establish an on-campus childcare facility as part of the 2025-2025 Budget Cycle. The challenges for student-parents have been starkly illustrated during the Covid-19 pandemic, and this programming will address strategies for wellness and student success in times of disruption and overwork, while stipends ease the considerable financial burden, especially for parents whose children are attending distance-based classrooms. A team of dedicated Social Work Master's Degree graduate student interns, along with colleagues in financial services, will ensure that students are connected with state and other support and make progress in their educational and career goals.

CCAMPIS funds will primarily provide stipends for low-income parents who will have more and better access to transformative education and high impact practices. The program will be managed by leveraging existing groups and resources, as detailed in the management plan, and draw on the expertise of the Social Work, Education, and Psychology Departments, as well as the Women's and Gender Studies program. The CCAMPIS program will also partner with the Student Government Association to leverage existing segregated fee support for student parents. The program will be evaluated using qualitative and quantitative methods, in partnership with the Office of Institutional Strategy and Effectiveness.

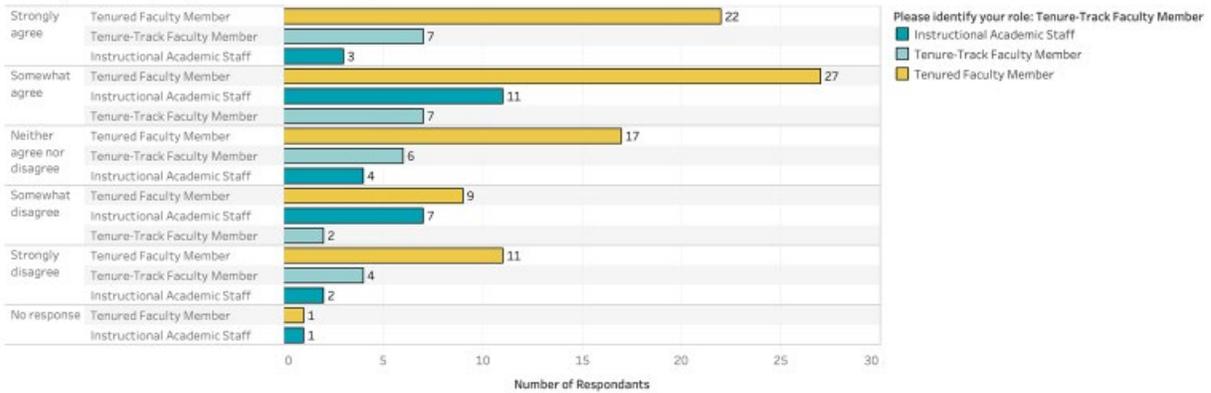
The planning process has the support of UWGB's Chancellor and Provost, as well as faculty in professional and academic programs in all four colleges, including Early Childhood Education. Since the original campus childcare center closed in the early 1990s, these programs have sought to reestablish campus childcare to serve low-income families; this grant makes that goal realizable.

Faculty Senate New Business 5b 10/14/2020

Results of the Workload Survey Data

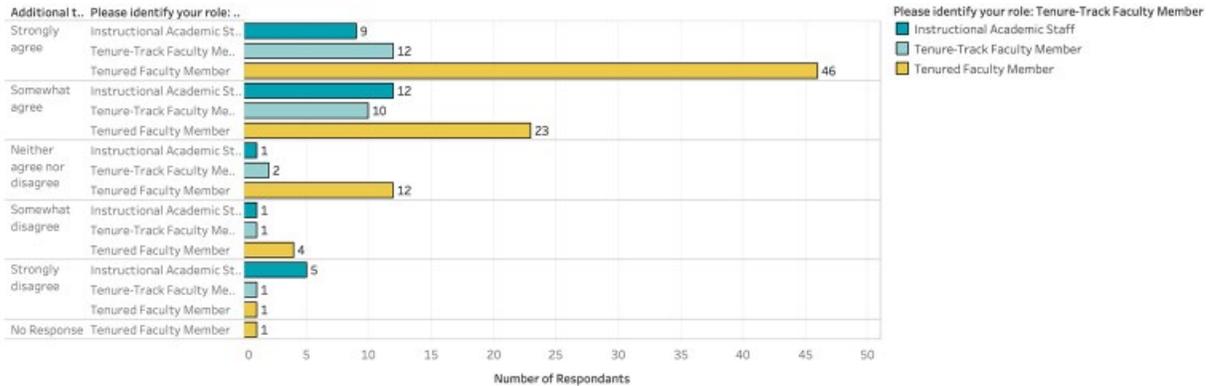


My care-giving responsibilities during the COVID-19 pandemic have negatively impacted my ability to satisfy my duties as a faculty member.



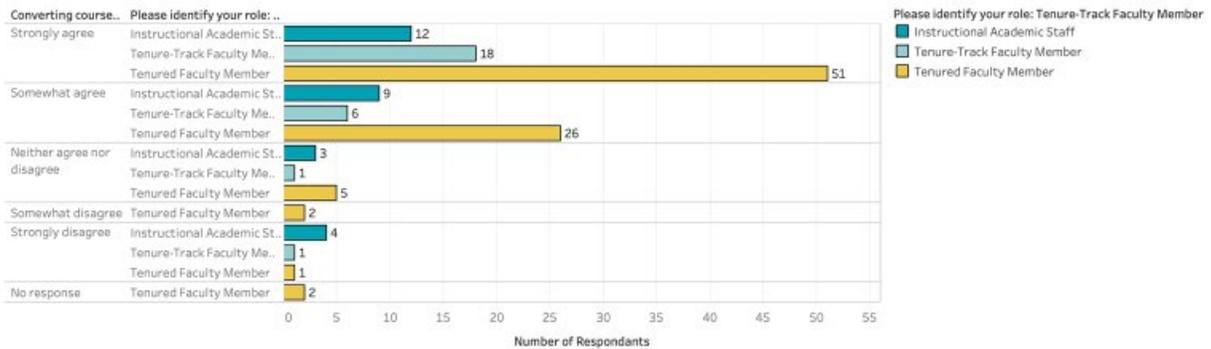
Count of Sheet1 for each Please identify your role: Tenure-Track Faculty Member broken down by My care-giving responsibilities during the COVID-19 pandemic have negatively impacted my ability to satisfy my duties as a facu. Color shows details about Please identify your role: Tenure-Track Faculty Member.

Additional teaching responsibilities during the COVID-19 pandemic have negatively impacted my ability to satisfy other aspects of my duties as a faculty member.



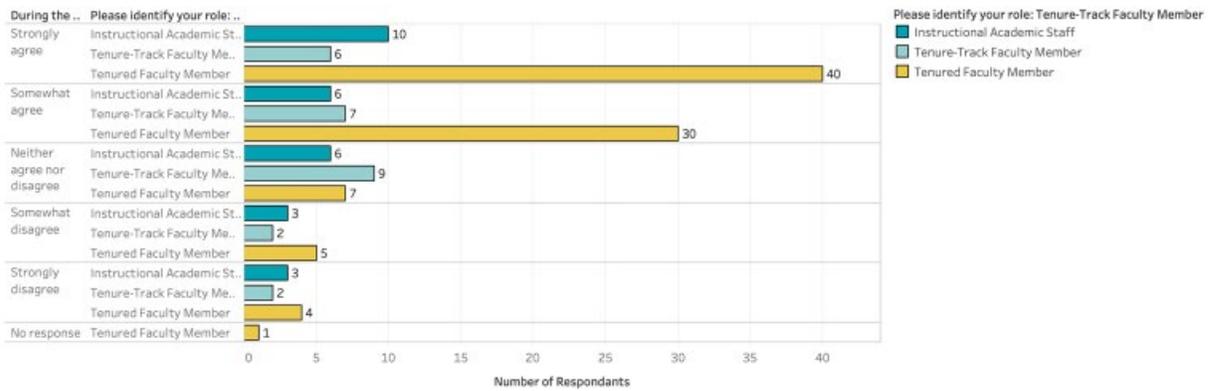
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Converting courses from in-person to online/hybrid during the COVID-19 pandemic has negatively impacted my ability to satisfy other aspects of my duties as a faculty member.



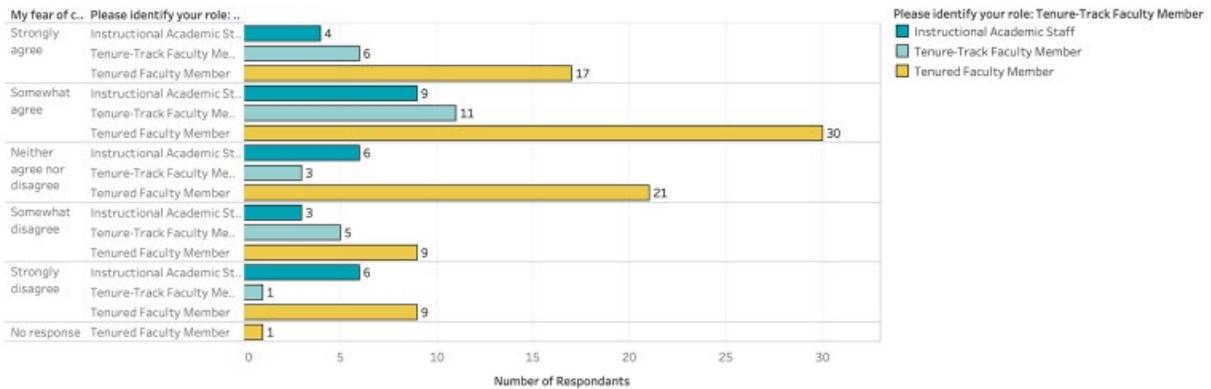
Count of Sheet1 for each Please identify your role: Tenure-Track Faculty Member broken down by Converting courses from in-person to online/hybrid during the COVID-19 pandemic has negatively impacted my ability to satisfy o. Color shows details about Please identify your role: Tenure-Track Faculty Member.

During the COVID-19 pandemic, I have felt pressure to take on extra duties at work that I would not normally be asked to take.



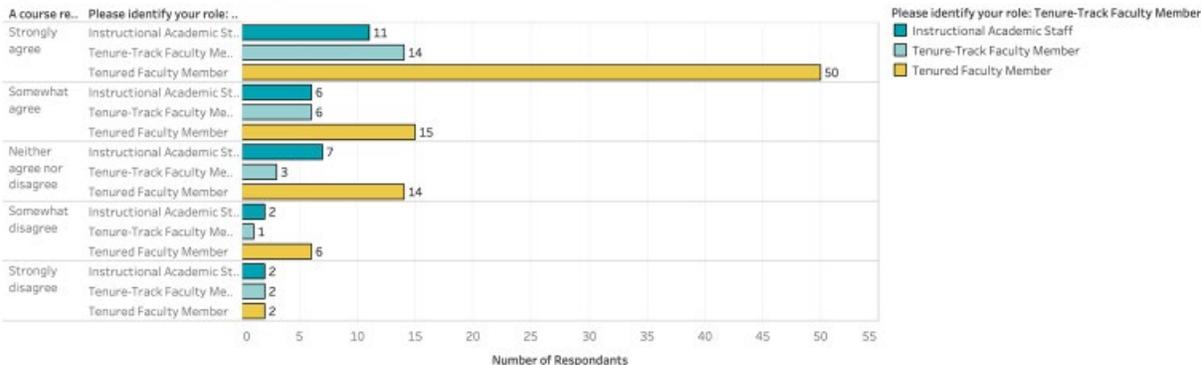
Count of Sheet1 for each Please identify your role: Tenure-Track Faculty Member broken down by During the COVID-19 pandemic, I have felt pressure to take on extra duties at work that I would not normally be asked to take. Color shows details about Please identify your role: Tenure-Track Faculty Member.

My fear of contracting COVID-19 has negatively impacted my ability to satisfy my duties as a faculty member.



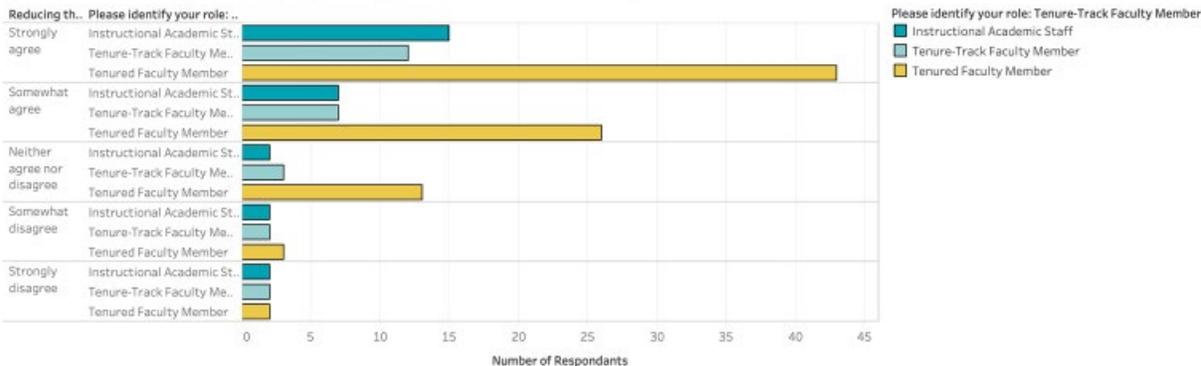
Count of Sheet1 for each Please identify your role: Tenure-Track Faculty Member broken down by My fear of contracting COVID-19 has negatively impacted my ability to satisfy my duties as a faculty member. Neither agree nor. Color shows details about Please identify your role: Tenure-Track Faculty Member.

A course reassignment during or after the COVID-19 pandemic would significantly improve my workload, stress level, or job satisfaction



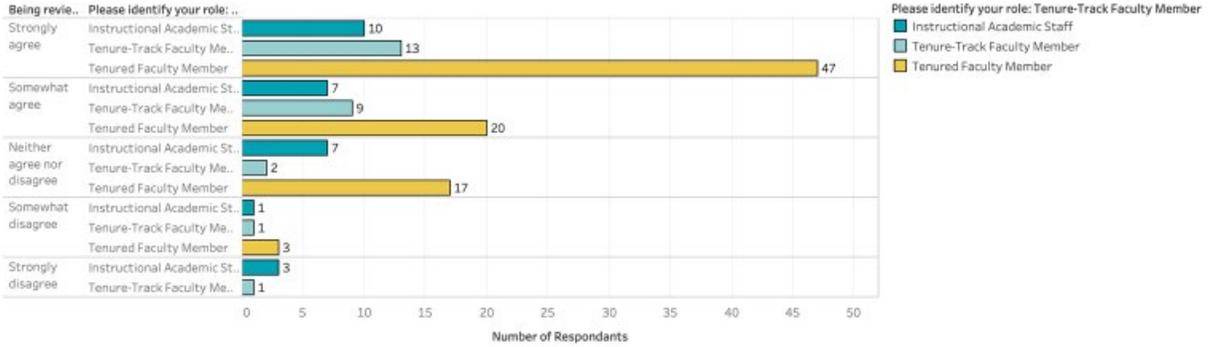
Count of Sheet1 for each Please identify your role: Tenure-Track Faculty Member broken down by A course reassignment during or after the COVID-19 pandemic would significantly improve my workload, stress level, or job satis. Color shows details about Please identify your role: Tenure-Track Faculty Member.

Reducing the number of different courses that I prepare each semester during the COVID-19 pandemic would significantly improve my workload, stress load, or job satisfaction.



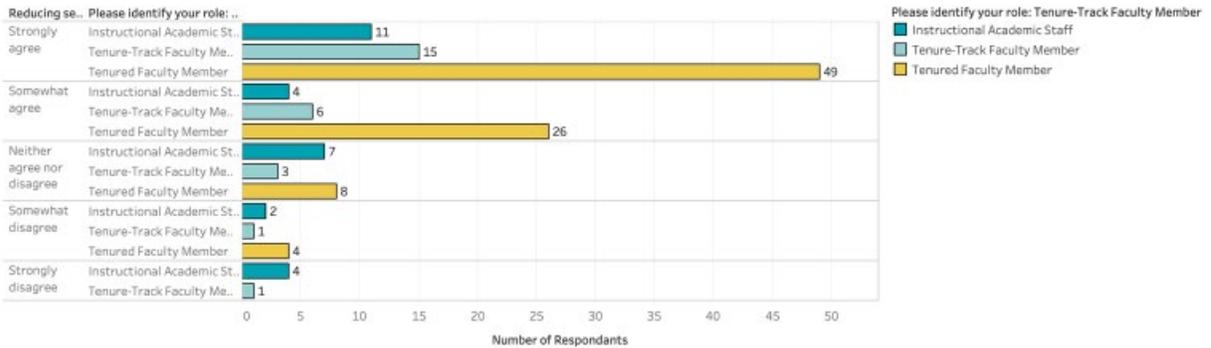
Count of Sheet1 for each Please identify your role: Tenure-Track Faculty Member broken down by Reducing the number of different courses that I prepare each semester during the COVID-19 pandemic would significantly improve . Color shows details about Please identify your role: Tenure-Track Faculty Member.

Being reviewed under a different set of expectations during the COVID-19 pandemic would improve my workload, stress level, or job satisfaction.



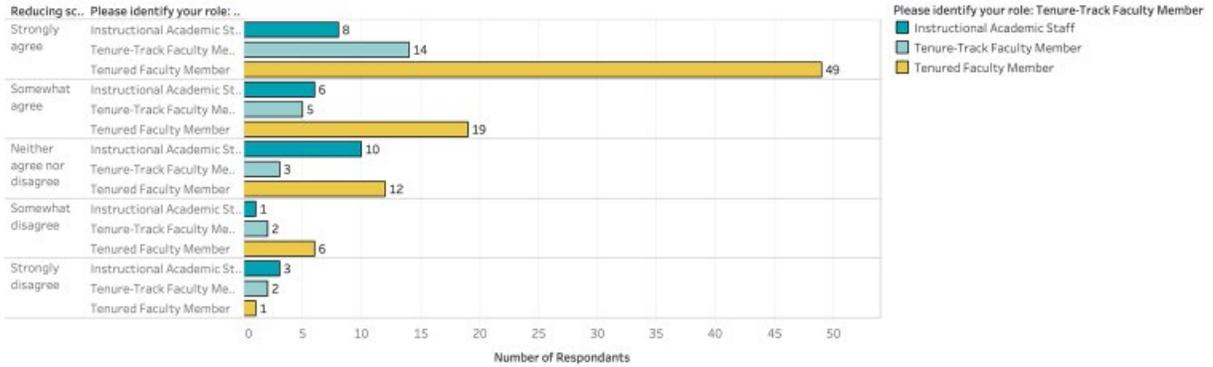
Count of Sheet1 for each Please identify your role: Tenure-Track Faculty Member broken down by Being reviewed under a different set of expectations during the COVID-19 pandemic would improve my workload, stress level, or j. Color shows details about Please identify your role: Tenure-Track Faculty Member.

Reducing service expectations during the COVID-19 pandemic would improve my workload, stress level, or job satisfaction.



Count of Sheet1 for each Please identify your role: Tenure-Track Faculty Member broken down by Reducing service expectations during the COVID-19 pandemic would improve my workload, stress level, or job satisfaction. Somewh. Color shows details about Please identify your role: Tenure-Track Faculty Member.

Reducing scholarship and professional development expectations during the COVID-19 pandemic would improve my workload, stress level, or job satisfaction.



Count of Sheet1 for each Please identify your role: Tenure-Track Faculty Member broken down by Reducing scholarship and professional development expectations during the COVID-19 pandemic would improve my workload, stress l. Color shows details about Please identify your role: Tenure-Track Faculty Member.

Faculty Senate New Business 5c 10/14/2020

**University of Wisconsin-Green Bay Need-Based Grant Aid and Merit-Based
Scholarship Award Policy**
GB 21-19-1

The Mission of the University of Wisconsin System:

The mission of this System is to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities; scientific, professional, and technological expertise; and a sense of value and purpose. Inherent in this mission are methods of instruction, research, extended education, and public service designed to educate people and improve the human condition. Basic to every purpose of the System is the search for truth.

Preamble

1. To assure equitable treatment for all students enrolled at UW-Green Bay
2. To assure compliance with the laws of the Federal Government of the United States of America and the State of Wisconsin
3. To assure donor intent is followed for all mandatory criteria
4. To assure donors and advancement staff are not engaged in the award/selection process as interested parties and operate in accordance with the spirit of Internal Revenue Service policies
5. To foster an efficient process that minimizes the total staff time University personnel commit to the award process
6. To modernize the future funding of need-based grant aid and merit-based scholarships through retooled Advancement efforts

Need-Based Grant Aid and Merit-Based Scholarship Policy Statement

Public universities have a public purpose, including serving students from a wide variety of backgrounds. The University of Wisconsin-Green Bay's role as an open access university demands the grant aid and scholarship program be administered with fairness and equity in alignment with our mission to advance the public purpose. All admitted students met the admissions criteria established by the University and, as a result, may apply for grant aid or Business & Finance, Cofrin Library, Suite 830 University of Wisconsin-Green Bay, 2420 Nicolet Drive, Green Bay, WI 54311-7001 Phone: 920-465-2210 | Fax: 920-465-5110 scholarship awards. This commitment is central to our mission and identity to improve the lives of students and society-at-large.

Student recruitment and retention are key components of the university's academic strategic plan. University scholarships and grant aid are leveraged to insure maximum utilization of funds to meet the university's enrollment goals to attract and retain an academically talented student body and remove financial barriers to attendance in order to maintain access for qualified students.

In order to accomplish these goals, a high level of coordination in awarding of grant aid and scholarships is required. University procedures require clarity to enhance the overall coordination of scholarship awards in particular with the individual colleges, departments, and personnel when and if scholarship criteria require input from sources outside the Financial Aid

Office. Additionally, centralized coordination of institutional awards will allow the institution to complement federal and state grant aid.

Departmental Scope of Responsibilities

Academic and Other Awarding Units – Academic units or departments may be consulted by the Financial Aid Office to support award selection when donor-specified criteria warrants such involvement. It is the responsibility of the awarding unit to recommend students compliant with donor stipulations and respond/communicate with the Financial Aid Office by stated deadlines. All award recommendations shall be based on donor-specified criteria only. The Selection Committee shall not add additional criteria to the award process or interject additional subjective material into granting the award. Selection committees must document in writing the rationale for making awards when subjective criteria is employed in the evaluation process if required by donor gift agreements.

Admissions – Admissions, through the leadership of the Provost, is responsible for communicating university enrollment strategies and goals to individuals or groups who are part of the awarding process. Admissions will also assist in promotion of scholarship application processes and programs.

Advancement – Advancement officers, in conjunction with University leaders, solicit grant aid and scholarship gifts from alumni and friends and are the key connecting point for most donor relationships. Grant aid and scholarship funds are managed by the UW-Green Bay Foundation until such time funds are transferred to the University for posting in student accounts by the Bursar. Advancement notifies the Chancellor, Provost, and Financial Aid Office of available award amounts and donor specified criteria. Advancement provides Business & Finance, Cofrin Library, Suite 830 University of Wisconsin-Green Bay, 2420 Nicolet Drive, Green Bay, WI 54311-7001 Phone: 920-465-2210 | Fax: 920-465-5110 donor reports and hosts scholarship events for donors to meet scholarship recipients. At no time are University officials to share student contact information with donors. At no time are University officials, staff, or faculty to meet with donors and grant aid or scholarship recipients without specific authorization from the Advancement Office.

- Advancement staff are prohibited from serving in any capacity relating to grant aid or scholarship award selection.
- The Internal Revenue Service allows donor's tax deductibility for grant aid and scholarship contributions. As a result, the IRS prohibits donors or their designees from controlling any portion of the selection process which protects the gift from being treated as a tuition payment for a specific, identified student. Donors of grant aid and scholarship funds are prohibited from serving in any capacity relating to awards deriving from their gifts. This includes participation on selection committees and serving in advisory capacities for selection purposes.

Financial Aid Office – The Financial Aid Office has responsibility to maintain compliance with federal, state, and university policies relating to the awarding of grants and scholarships, to maintain associated systems and procedures required to facilitate same, and to provide access to relevant and necessary information to assist in the collaborative awarding of scholarships when necessary. The Financial Aid Office is ultimately responsible for awarding all grant aid and

scholarships to students meeting the eligibility criteria. Financial Aid officials are obligated to follow donor-specified criteria in grant aid and scholarship gift agreements. The Financial Aid Office is also responsible for communicating all financial aid, including scholarship awards, to students (not faculty or award selection committees). The Financial Aid Office may seek input from other University staff for the purpose of selecting recipients meeting donor-specified criteria. The Financial Aid Office is solely responsible for awarding all need-based scholarships guided by the Title IV of the Higher Education Act of 1965, which is based on need alone. The Financial Aid Office assures that student names will not be used in the evaluation of scholarships but shall be designated by student identification numbers whenever possible.

Procedures

1. Determination of student financial need.
 - a. The Financial Aid Office is the University authority for determining financial need consistent with and guided by criteria established by the Department of Education. As such, Financial Aid will coordinate, determine eligibility, and make the selection of recipients for all need-based grant aid and merit scholarships that have a need-based component.
2. Interpretation of endowment agreements and donor language.
 - a. Agreements at time of implementation: Advancement, in consultation with Financial Aid, will be the coordinating department for questions regarding the interpretation of grant aid and scholarship language in existing donor agreements with respect to awarding procedures. The Financial Aid Office will manage the overall award process and report the outcomes of award decisions to students. Both Offices shall adhere to donor wishes within legal guidelines.
 - b. Agreements entered post implementation: In full recognition that donors give in accordance with their passions, flexibility in awarding funds is critical to meeting the open access mission of the University. In order to meet the strategic goals of the University, Advancement shall consult directly with the Provost or College Deans to match fund-raising objectives with institutional goals.
3. Approval of general, unrestricted awards: The Provost shall provide direction to the Financial Aid Office regarding procedures for awards made from general University funds.
4. Centralized disbursement of scholarships and grant aid: University Policy, in compliance with federal student aid regulations, requires that all grant aid and scholarships to students be allocated through the Financial Aid Office. The Financial Aid Office is solely responsible for communicating with students and in providing students with information about impact on financial aid. This requirement is in place to foster communications and enhance effectiveness of our resources. The Financial Aid Office will maintain one database of grant aid and scholarship data to facilitate this enhanced communication.
5. Timely awarding of scholarship/grant funds: In order to have maximum impact on enrollment, October 15th is set as the target date to begin awarding to incoming freshmen students. Awards for continuing students and new transfer students should begin on February 15th for the upcoming academic year. Mid-year awards are possible but should be coordinated in advance as they often replace other aid sources and require unanticipated adjustments.

6. After screening for meeting donor criteria, an applicant pool materializes of equally eligible candidates. Unless otherwise required by donor agreement, random selection methods (lottery) shall be implemented to select recipients in the spirit of equity when the applicant pool is larger than the number of grant aid awards or scholarships available. A lottery is a process in which winners are selected by a random drawing once a pool of equally eligible candidates materializes. Lotteries are useful in decision-making situations, especially for the allocation of scarce (limited) need-based grant aid or merit scholarships when all eligible candidates deserve an equal chance of being selected.

7. All privately funded need-based grant aid and scholarships must be tracked by the Awards Management Software.

Permitted and Prohibited Scholarship Criteria

UW-Green Bay has a strong commitment to open access for all qualified students. For this reason, selection criteria related to age (traditional/non-traditional), race, ethnicity, gender/sex, citizenship, or national origin are not acceptable, as they do not provide for the most inclusive initial applicant pool. In order to achieve efficiency in administration and assure sufficient applicant pools exist for need-based aid and merit-based scholarships, donors funding new awards may select from the following criteria as determined at the time of application:

- Financial need as determined by the Financial Aid Office guided by the criteria in the Title IV of the Higher Education Act of 1965
- Academic level including Grade Point Average or generally accepted test scores
- Academic level pertaining to class year – freshman, sophomore, junior, or senior, graduate student, etc.
- Domicile of student as determined by County of high school attended
- Intended or declared college major course of study
- Renewability of scholarship for subsequent semesters/years
- Athlete
- Veteran status
- Travel program/study abroad/international student

Staff of the UW-Green Bay Advancement department shall advise interested donors on permissible and prohibited selection criteria for inclusion into gift agreements. Donors shall be encouraged to limit award criteria to maximize the size of applicant pools and provide flexibility and efficiency in the selection process. Donors are also strongly encouraged to make awards renewable for up to three additional years.

Under specific circumstances, a donor may wish to establish an annual or endowed grant aid or scholarship fund, which frequently carries the name of the donor or family member in the title. The minimum gift level for funding an endowed fund is \$25,000. The minimum award level for annual awards is \$2,500 and must be renewable by the individual for up to three additional years for a total gift commitment of \$10,000. Gifts of all other amounts shall be directed to the general grant aid and scholarship funds.

Faculty Senate New Business 5d 10/14/2020

**Academic Affairs Council Report to Faculty Senate
14 October 2020**

At the 1 October 2020 meeting, the following actions were approved:

The members present were Amulya Gurtu, Clifton Ganyard (ex-officio), Katrina Hrivnak (Assistant Registrar), Woo Jeon (Chair), Michael McIntire, Kimberley Reilly, and David Voelker

1. The following universal course numbers were approved. The highlighted ones were new.

- 198 is First Year Seminar
- 283 is Lower-level experimental course (intended to be offered 1x only, not intended to meet gen ed, major, or minor requirements)
- 297 is Lower-level Internship
- 298 is Independent Study
- 299 is Travel Course
- 478 is Honors in the Major
- 483 is upper-level experimental course (intended to be offered 1x only, not intended to meet gen ed, major, or minor requirements)
- 495 is Research Assistantship
- 496 is Teaching Assistantship
- 497 is Internship
- 498 is Independent Study
- 499 is Travel Course

D. Voelker pointed out potential conflicts for Research and Teaching Assistantship (getting paid and credits for one's work) C. Ganyard suggested further discussions in AAC and other committees including GAAC.

2. CoureLeaf requests

Course	C/N	Requests	Votes
ART 370 Professional Practices in Art	New	Upper level elective for majors and minors (Sophomore) Special room request. Cap=12. Every Spring	approved

PHY ED 160 Fundamentals of Basketball and Volleyball	New	1 credit elective. Scott Ashmann provided explanations. For being a full-time student at the branch campuses, in particular at the Sheboygan campus.	approved
WATER 201 Introduction to Water Science	Change	Periodicity change, Instructor addition Special room request	approved

At the 27 September 2020 meeting, the following actions were approved:

Course	C/N	Requests	Votes
CHEM 168 Sustainability Chemistry	New	Not major or minor requirement Ged Ed course (Sustainability) for non-science majors	approved
ENGR 208 Fundamentals of Electric Circuits	Change	Removed Physics 201 and ENGR 198 from required prereqs. Change in periodicity	approved
ENGR 260 Introduction to Engineering Ethics	New	Ged Ed course. Not a required nor an elective	approved
ENGR 334 Industrial Decision Processes	New	Upper level elective	approved
HUM BIOL 331 Science and Religion: Spirit of Inquiry	Change	Description clarification: 331 is already an elective.	approved
PHY ED 160 Fundamentals of Basketball and Volleyball	New	One credit elective for being a full-time student at the branch campuses	Next meeting*
WF 105 Research and Rhetoric	Change	Description change: English Composition I --> WF100	approve

**ASC Report for Faculty Senate Meeting
October 14, 2020**

- Discussing the frequency of committees during the pandemic
- Awaiting results of the programming joint venture with the USC on a professional development/training interest survey
- Held an informational meeting on University Committee Proposal Draft on UW-Green Bay Institutional Policy for Teaching Professors

Respectfully submitted,

Sherrri Arendt, Chair
Academic Staff Committee

**USC Report for Faculty Senate Meeting
October 14, 2020**

- The University Staff Committee has completed its election that was postponed from Spring 2020. The election will be ratified on Thurs., Oct. 15th at the monthly meeting. Positions will begin immediately.
- USC-ACS Joint Professional Development Committee have completed interest surveys of their memberships. From the results a workshop agenda will be developed.
- The USC asked for representation on the US-System Caregiver Task Force. Sue Machuca will be our representative along with Katia Levintova and Kimberley Reilly from UWGB.
- The last US newsletter was sent last month. Since March the USC has been sending a virtual newsletter to their membership that has included useful information regarding unemployment benefits, furlough or lay off information, links to webinars, and fun things like recipes so we could stay connected.
- The USC's next monthly meeting will be Thursday, October 15, 2020 at 10:00am virtually via Microsoft Teams.

Respectfully submitted,

Kim Mezger, Chair
University Staff Committee