

## AGENDA

### **UW-GREEN BAY FACULTY SENATE MEETING NO. 4**

Wednesday, December 6, 2023

3:00 p.m., TEAMS

Presiding Officer: Patricia Terry, Speaker of the Senate

Parliamentarian: Michael Draney, Secretary of the Faculty and Staff

#### **1. CALL TO ORDER**

#### **2. APPROVAL OF MINUTES: FACULTY SENATE MEETING NO. 3. November 8, 2023 [Page 2]**

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

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

- a. Update to University Absence Policy (Rebecca Nesvet, Patricia Terry)—Second Reading, Action Item [Page 8]
- b. Distance Education Modality, Request for Feedback [Toni Severson, Courtney Sherman]—Informational Item [Page 9]

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

- a. Resolution on Granting of Degrees [Page 14]
- b. Proposal to Eliminate Merit Reviews (Clif Ganyard)—First Reading [Page 15]
- c. Resolution in Favor of Faculty-led Travel Courses (Rick Hein) [Page 19]
- d. Core Curriculum Proposal (Valerie Murrenus Pilmaier, Bree Lybbert)—First Reading [Page 20]
- e. Requests for Future Business

#### **6. OTHER REPORTS**

- a. Academic Affairs Council Report—Submitted by Vince Lowery [Page 30]
- b. University Committee Report—Presented by UC Chair Clif Ganyard
- c. Faculty Rep Report—Presented by Christine Vandenhouten
- d. Academic Staff Report—Submitted by Laura Nolan [Page 32]
- e. University Staff Report—Submitted by Lea Truttmann [Page 34]
- f. Student Government Report—Presented by Karime Galaviz

#### **7. ADJOURNMENT**

[draft]

**MINUTES 2023-24**  
**UW-GREEN BAY FACULTY SENATE MEETING NO. 3**

Wednesday, November 8, 2023

3:00 p.m., TEAMS

Presiding Officer: Patricia Terry, Speaker of the Senate

Parliamentarian: Michael Draney, Secretary of the Faculty and Staff

PRESENT: Dana Atwood (PEA), Erin Berns-Herrboldt (NAS), Douglas Brusich (HUB), Thomas Campbell (TND), Nazim Choudhury (RSE), William Dirienzo (UC-NS-NAS), Clif Ganyard (UC AH-HUS), William Gear (HUB), Joan Groessel (UC PS-SOCW), Stephan Gunn (RSE), Richard Hein (Manitowoc-NAS), Todd Hillhouse (PSYCH), Rasedul Islam (RSE), Daniel Kallgren (UC-Marinette-HUS), Mark Karau (HUS), Justin Kavlie (CIS), Shawn Malone (NAS), Ann Mattis (HUS), Michael McIntire (NAS), Samantha Meister (EDUC), Valerie Murrenus-Pilmaier (HUS), MD Tarique Newaz (M&M), Laurel Phoenix (PEA), Matthew Raunio (Sheboygan-BUA), Kimberly Reilly (DJS), Jolanda Sallmann (SOCW), Heidi Sherman (HUS), Christine Smith (UC SS-Psych), Omar Meqdadi (RSE), Patricia Terry (UC-NS-RSE), Nischal Thapa (BUA), Christine Vandenhouten (UC-at large-NURS), Tamara Wang (NURS), Sam Watson (AND), Keir Wefferling (NAS), Zhuoli Axelton (ALTERNATE-CSB), Angela Baerwolf (ALTERNATE-SOCW), Preston Cherry (ALTERNATE-A&F), Joanna Morrissey (ALTERNATE-Psych), Kristopher Purzycki (ALTERNATE-HUS), Jessica Warwick (ALTERNATE-NAS), Jennifer Young (ALTERNATE-HUS), Kate Burns (Provost, *ex officio*), Mike Draney (SOFAS, *ex officio*), Kim Mezger (SOFAS Office, *ex officio*)

NOT PRESENT: Elif Ikizer (Psych), Bill Sallak (Music), Cary Waubanascum (SOCW)

REPRESENTATIVES: Lea Truttmann (USC Rep, *ex officio*), Bethany Welsch (ASC Rep), Karime Galaviz (SGA Pres., *ex officio*)

GUESTS: Roshelle Amundson (Faculty, CAHSS), Scott Ashmann (Assoc. Dean, CHESW), Devin Bickner (Faculty, CSET), Kristin Bouchard (Asst. Director-Communications), Michael Bubolz (CIO), Jason Cowell (Faculty-Psych), Peter deHart (Assoc VC Grad Studies & Research), Sarah Denis (Graduate Admissions Recruiter), Susan Gallagher-Lepak (Dean, CHESW), Paula Ganyard (Library Director), Susan Grant Robinson (Chief of Staff), Marci Hoffman (Grad Programs Manager), Brianna Hyslop (Manager of Learning Center), John Katers (Dean, CSET), Tim Kaufmann (CHESW Faculty), Kerri Kuenzi (Faculty, CAHSS), Kate LaCount (Executive Assistant, Provost Office), McKinley Lenz (Administrative Asst, Grad Studies), Ryan Martin (Dean, CAHSS), Andrew Mertens (Fox 11 News), Melissa Nash (HR Director), Amanda Nelson (CSET Assoc. Dean), Rebecca Nesvet (Faculty, HUS), Heidi Neverman (Faculty-Nursing), Christopher Paquet (Asst VC Policy & Compliance), Jodi Pierre (Librarian), Sawa Senzaki (Faculty, CAHSS), Toni Severson (Crm Administrator), Courtney Sherman (Associate Provost), Nathan Smithson (Instructional Designer), Sheryl Van Gruensven (CBO), Amy Van Oss (Academic Advisor), Amanda Wildenberg (Dean Assistant),

Georjeanna Wilson-Doenges (Faculty-Psych), Julie Wondergem (Faculty-Chemistry), Mike Zorn (Assoc Dean, CSET).

1. **CALL TO ORDER.** 3:02 pm. Speaker Terry made some housekeeping announcements about new voting procedures (using the TEAMS handraise option) and about the fact that the Chat function is not officially part of the Senate meeting for purposes of parliamentary order.
2. **APPROVAL OF MINUTES: FACULTY SENATE MEETING NO. 2. October 11, 2023**  
By consensus.
3. **OLD BUSINESS**
  - a. Proposal for a new unit, Applied Writing and English (AWE) [second reading]  
Presented by Kerri Kuenzi and Courtney Sherman.

Kuenzi thanked everyone involved for their hard work.

Questions: Sen. Dirienzo asked whether transfers get FYS waived with a certain number of credits, and is it different from Gen. Ed. Committee's requirements? Yes.

Sen. Gear asked how faculty will be supported in development and assessment of these HIPs? Kuenzi replied that generally faculty are already doing these things, they just need to clarify. There is some training available at CATL.

(belated) **Motion to Approve: Dirienzo/Kallgren.**

Sen. Hillhouse asked if we could have too many HIPs courses, as with our Gen. Ed. program? Kuenzi: The standards are fairly high, so unlikely. There may be some "HIPs-adjacent" courses, but no pressure to add them.

Sen. Berns-Herrboldt asked if the effort is mostly front-loaded? (Yes.) and whether ALL labs would qualify....Not every lab.

Sen. Meister if a HIPs course can still be taught by ad hocs? Yes, but all sections must be standardized.

Sen. Gunn asked if any compensation or resources are available for HIPs courses? Sherman: No current plans, but multiple approvers will become aware of needs of a HIPs course.

Dr. Nesvet noted that all her courses were formerly Writing Emphasis, but now are capped at 45-50 students. Are there any guarantees that course caps won't rise? Sherman stated that no one is in a position to offer such guarantees, but that HIPs are defined as courses with lower course caps by their nature.

Sen. Berns-Herrboldt asked about impact on administrators. The process will be the same as for any other course changes, so not a big load.

**The motion passed 31 yes/4 no/0 abstain (note, the first vote total exceeded the number of Senators, so we revoted to get a more accurate total).**

- b. Proposal for a new Ed.D in Applied Leadership. Second reading. Presented by Kaufman, Gallagher-Lepak, and deHart.

**Motion to support: Groessl/Gunn**

There was no real intro, no questions, no discussion.

**The motion passed 34 yes/1 no/0 abstain.**

#### **4. NEW BUSINESS**

- a. ILC Charge Change (Malloy). Malloy gave a short intro, noting that positions noted in the charge no longer exist, so the charge should be modified to exclude them.

**UC Chair Ganyard made a motion to suspend Senate rules and vote today (Ganyard/Vandenhouten)**

**The motion passed 36 yes/1 no/0 abstain**

**Motion to approve the charge revision (Ganyard/Karau) passed 35 yes/0 no/0 abstain.**

- b. Update to University Absence Policy (first reading). Presented by Terry/Nesvet

Nesvet introduced the policy, which is intended to help students who are caregivers. Their numbers are on the rise in our student body. She explained the additions around Title IX and the bullet point intended to prevent exploiting the policy for vacations, celebrations, and other non-legitimate purposes.

Sen. Brusich commented that “non jobs-related travel” exemption implies that job-related travel is exempt...not the case? Nesvet replied it was not the case, and offered to take out that confusing phrase.

- c. HERI Climate Survey. Presented by Melissa Nash.

Surveys were conducted last January-March. We received the results in late summer. The aggregated, anonymized results have been posted in the LOG. 33% of Faculty (plus Academic Staff) and 59% of University Staff responded. Key takeaways:

- Staff are more “satisfied” than Faculty.
- Faculty are less satisfied, more stressed than comparison groups.
- Faculty and Staff both unhappy about compensation, transparency, and communication BEFORE decisions are made.
- There is shared (Faculty/Staff) support for Student Success, Sustainability.

This information has been shared with the Cabinet, and areas for improvement have been identified.

There were no questions from Senators, but Courtney Sherman said the working group is still together, and wants to know how to “close the loop” and address what can be addressed. Please reach out to her.

- d. Update on Distance Education modality definitions. Presented by Courtney Sherman and Tony Severson.

We need to do a better job of explaining about modalities, especially to students. Students need to know whether a class is time bound/space bound/both/or neither.

They request feedback from faculty. They need to update SIS, hopefully for next Fall.

Toni Severson shared her screen to show the new modality proposal.

- In-person
- Online: Not time or space bound

- Virtual Classroom: Synchronous online.
- Hybrid: On camps and online. This is basically our old “hybrid” and “blended” categories.
- Campus-to-campus: You gotta go to a room, but could be distance ed.
- Campus to anywhere: Campus or virtual. Time-bound.

Sen. Dirienzo had two comments.

- 1) It is not mentioned which are recorded and which are not?
- 2) Is Campus-to-campus and Campus to anywhere really a continuum?

Courtney stated that campus to campus is more like face-to-face: Spacebound. Confused? Talk to Toni.

Toni noted that the last full inventory was in 2017, and we will re-inventory.

- e. Requests for Future Business. Speaker Terry asked everyone to visit their “friendly neighborhood UC member” with an item to consider for Senate.

Speaker Terry introduced the members of the University Committee, so Senators know where to go with issues.

Senator Sallak read a prepared statement proposing to eliminate the PAR. He states that the university should require one “passport” document, and that is not the PAR. He proposes that we be required to submit an updated CV instead. This is projected to raise morale, cost no money, and save time. Statement is supported by the faculty of the J. Resch School of Music.

## 5. PROVOST’S REPORT

Provost Burns is excited that our enrollment (officially 10,338) has exceeded 10K. We are the 3<sup>rd</sup> largest comprehensive University (in the 3<sup>rd</sup> largest urban area in Wisconsin). There is growth in most areas: New freshmen, High School students, graduate students. It’s a complicated mix, but that diversification is good against changes. Transfer students are down, but that is buffered and offset by the other categories.

30% of Rising Phoenix finishers are now with us as UWGB undergraduates.

Retention is also important and we need shared language around that. We need to articulate our goals.

Provost mentioned the program array email she recently distributed. SGA reached out with questions. They asked for the list of programs considered for discontinuation, and got it. She notes that we have an obligation to teach out current students. New agencies are curious, too, and we have shared the information.

The Provost did not take questions, but said she would answer any questions via email.

## 6. OTHER REPORTS

- a. Academic Affairs Council Report—Submitted by Vince Lowery
- b. University Committee Report—Presented by UC Chair Clif Ganyard  
Clif Ganyard reports:

- There was a Coffee Break question about how official information gets to Faculty...it should flow through governance committees (including Senate). You as Senators should help with that.
- We need to move quickly to identify strategies for sustaining each campus, especially with regard to Marinette. Bill Dirienzo will coordinate this project.
- Athletics...conversations continue.
- UC is trying to develop Governance Structures Working Group, trying to move past old “domain” system.
- A dual-enrollment advisory committee seems needed. We are working with Meghan Strehlow on that.
- PARs...There was a request from a Senator to eliminate a requirement for PARs, but the UC decided to make no changes there. Annual reviews are state mandated and CVs are limited and variable. BUT...The UC is considering whether we need Merit Reviews. Stay tuned.
- Please look at the HERI Survey and Budget in Brief reports.
- Please do administrative reviews by next Wednesday. Only 13-18% (Faculty/Staff) have returned so far. Clif reassured us about the survey’s anonymity.

Question from Sen. Sallmann: Any follow-up about our pay plan?

- We (UWGB) did contact our alumni, but did not ask them to engage politically
- There’s a general sense we should wait on the outcome of Evers’ lawsuit.

c. Faculty Rep Report—Presented by Christine Vandenhouten

Vandenhouten reported on 27 October Governance Groups meeting (Faculty, Staff, and Students)

- 9/12 month pay plan issue still being discussed.
- Retitling project pushed back (to July of 2025?)
- President Rothman asked us to educate alumni
- Dual enrollment: HLC may adjust instructor requirements. MN may be pulling back on the dual enrollments project.
- They discussed faculty representation on budget committees: Varies widely across campuses.
- They discussed potential for campus mergers
- Revisited what The WI Idea means today
- Status of Administrative Reviews
- Also, they discussed the variance in the role of instructional staff in faculty governance.

d. Academic Staff Report—Submitted by Laura Nolan

e. University Staff Report—Submitted by Lea Truttman

f. Student Government Report—Presented by Karime Galaviz

Eleven students attended the 27 Oct. Shared Governance meeting...most of any campus!

The discussed EDI and the pay plan issue. They are planning a Lobbying Day. Karime is meeting with GB President Reilly Drew about restructuring Student Government across our four campuses.

Student Government has finally met, too.

7. **ADJOURNMENT.** At 4:38 pm. Dirienzo/Terry.

# Absence and Attendance Policy

## Class Attendance

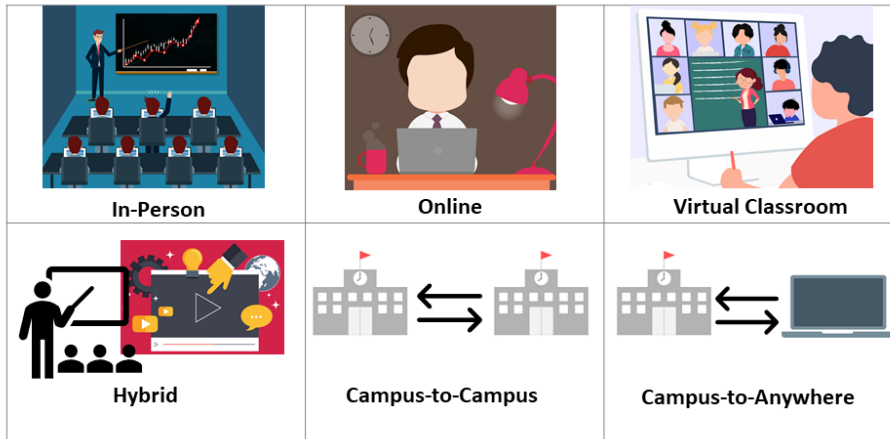
A student is expected to attend all class sessions. Failure to attend class does not alter academic or financial obligations. If, for any reason, a student is unable to attend classes during the first week of the semester or session, they are responsible for notifying the instructor(s), in writing, of the reason for nonattendance and indicate intentions to complete the course. Failure to attend classes during the first week of the semester or session may result in an administrative drop by the instructor. Registered students are obligated to pay all fees and penalties as listed on the fee schedule.

## Other Attendance Policies

- **UWGB instructors are required to abide by Title IX. Specific concerns about pregnancy and parenting responsibilities can be referred to the Title IX coordinator. For more information, please see <https://www.uwgb.edu/title-ix/> Parenting students can access university- and community-based resources by contacting the Dean of Students' office at [dos@uwgb.edu](mailto:dos@uwgb.edu)**
- **Absence due to inclement weather. For more information, see Attendance and the Weather.**
- **Absence for funerals or a death in the family. For more information, see Bereavement Policy.**
- **Student Religious Beliefs: In accordance with Board of Regents Policy (UWS 22.01), sincerely held religious beliefs shall be reasonably accommodated with respect to all examinations and other academic requirements. Questions should be directed to the Dean of Students; (920) 465-2152**
- **Absence due to Disability: UW-Green Bay is committed to providing accommodations for eligible individuals with documented disabilities as defined by federal and state law. Questions should be directed to Student Accessibility Services**
- **This policy does not cover vacations, celebrations, and other non-job-related travel and social activities.**



## Proposed Modalities – Fall 2024



### In-Person\*

#### **Proposed description:**

A fully on-campus (i.e., face-to-face) course where the students and instructor meet during a specified time at a specified location. Student participation is required and class sessions are not recorded. Technology, such as the use of a Learning Management System (e.g. Canvas), may be used, but is not required.

The schedule of classes and Student Information System (SIS) will list the meeting day/time/place for the course.

### Online

#### **Proposed description:**

A course which is online and only includes asynchronous (no scheduled meeting times) activities, which allow students to work at their own pace to meet instructor specified deadlines. Technology, such as the use of a Learning Management System (e.g. Canvas), will be required.

### Virtual Classroom

#### **Proposed description:**

A course where students and instructors interact online synchronously through regularly-scheduled, required meetings using technology, such as a Learning Management System (e.g. Canvas) and/or a web conferencing tool (e.g. Zoom).

The schedule of classes and Student Information System (SIS) will list the meeting day/time for the course.

## **Hybrid**

### **Proposed description:**

A course which combines on-campus and online components. The online activities may be either asynchronous (without scheduled meetings, students work on their own time) or synchronous (scheduled meetings). Technology, such as a Learning Management System (e.g. Canvas) and/or a web conferencing tool (e.g. Zoom), will be required.

The schedule of classes and Student Information System (SIS) will list the meeting day/time/place for the course.

Instructor scheduling note: While there are no minimum or maximum requirements for on-campus hours, even one on-campus meeting would designate that course as Hybrid.

## **Campus-to-Campus**

### **Proposed description:**

A course where the instructor and some students attend in-person at one campus while the remaining students attend in-person at one or more other campuses. Student participation is required and class sessions are not recorded.

The schedule of classes and Student Information System (SIS) will list the meeting day/time/place for the course. Technology, such as the use of a Learning Management System (e.g. Canvas), may be used, but is not required.

## **Campus-to-Anywhere**

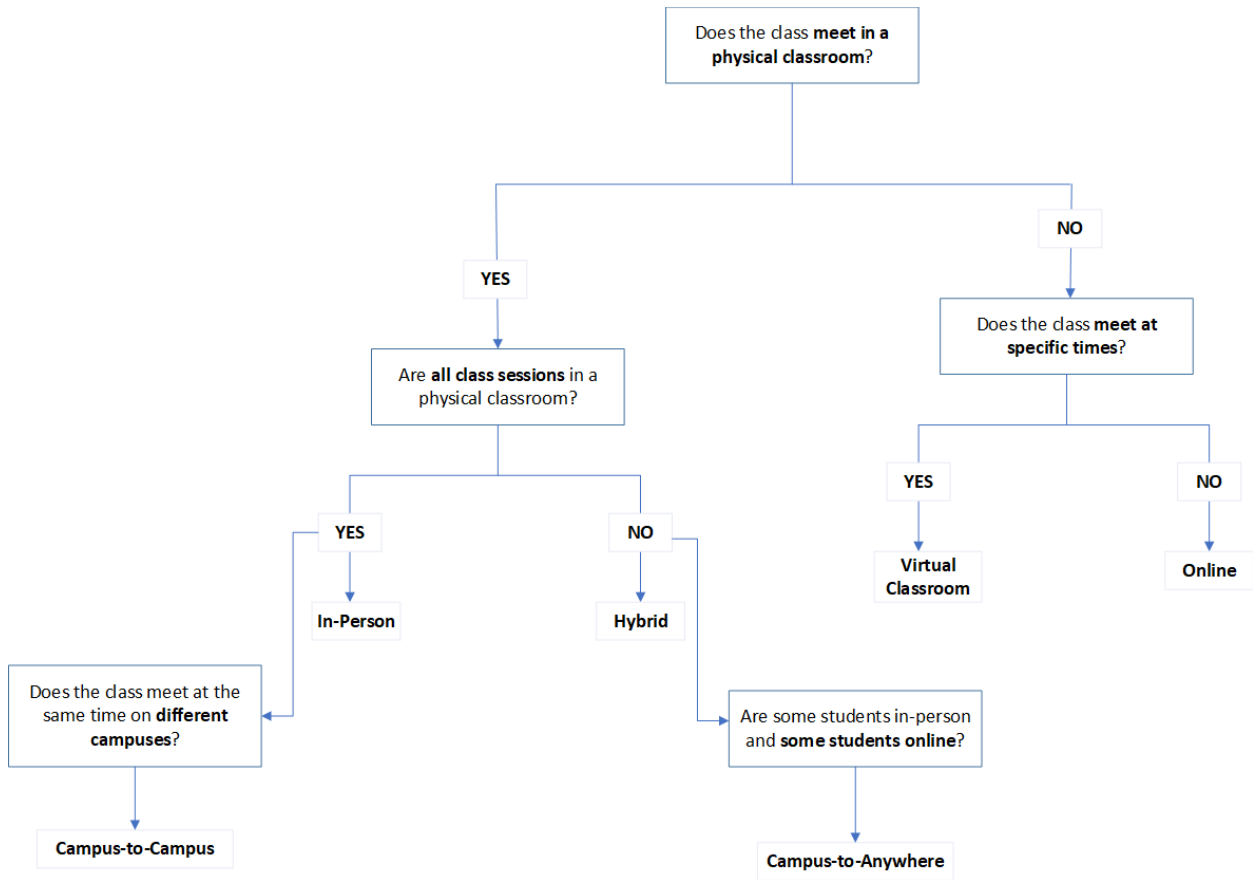
### **Proposed description:**

A course where the instructor and some students attend in-person at one campus while the remaining students attend online at the same time (synchronously). Student participation is required and class sessions are not recorded. Technology, such as a Learning Management System (e.g. Canvas) and/or a web conferencing tool (e.g. Zoom), will be required.

The schedule of classes and Student Information System (SIS) will list the meeting day/time/place for the course.

\*In-Person does not carry a DE fee, all other modalities will.

## Modality Decision Tree



## Current Modality descriptions in the [catalog](#) and [matrix](#)

Current **In-Person** description:

- **Catalog:** Faculty and students are scheduled in a particular classroom or laboratory during a set day/time. Class meetings are synchronous.
- **Matrix:** In-Person classes are scheduled to meet on-campus during a set day/time. The class may have some online components, but the majority of the interaction will be provided during the in-person class time.

Current **Online** description:

- **Catalog:** Online courses let students and faculty interact with each other as class members entirely over the Internet. Instructional courseware includes but is not limited to web pages, discussion groups and UWGB e-mail. Online courses do not meet at a particular time or place, but they are structured within the academic semester timeframe and require class participation several times each week. Online classes do not require synchronous meetings.
- **Matrix:** Online classes are asynchronous (without mandatory scheduled meetings). While there are still due dates often associated with modules, weeks, or units of the course, students can plan to do the course work when they have time to do so. Any synchronous (scheduled) class meetings are voluntary and recorded to share with all students.

Current **Virtual Classroom** description:

- **Catalog:** Faculty and all enrolled students interact with each other as class members synchronously and entirely over the Internet during a set day/time. Faculty and students converse and interact with each other's coursework while viewing each other in a real-time classroom, setting leveraging a tool like Canvas or Zoom.
- **Matrix:** Virtual Classroom classes are scheduled to meet online during a set day/time. This synchronous online platform allows faculty to provide lectures, group work, real-time discussion or Q&A.

Current **Blended** description:

- **Catalog:** A blended course is a course where the content is taught using face-to-face and online or "time-out-of-class" learning modes either synchronously or asynchronously. In accordance with HLC's definition of distance-delivered courses, at least 75 percent of the instruction and interaction occurs via electronic communication, correspondence or equivalent mechanisms, with the faculty and students physically separated from each other.
- **Matrix:** Blended classes are mostly online, but the class meets in-person strategically throughout the semester, perhaps for exams or student presentations. The in-person class meetings are scheduled on specific dates at a set day/time. The online portion of the course may be either asynchronous (without scheduled meetings, students work on their own time) or synchronous (scheduled meetings).

Current Hybrid description:

- **Catalog:** A hybrid course is a course where the content is taught using face-to-face and online or “time-out-of-class” learning modes either synchronously or asynchronously. Less than 75 percent of the instruction and interaction occurs via electronic communication, correspondence or equivalent mechanisms, with the faculty and students physically separated from each other.
- **Matrix:** Hybrid classes are a mix of regularly scheduled in-person meetings on campus during a set day/time and online activities. The online activities may be either asynchronous (without scheduled meetings, students work on their own time) or synchronous (scheduled meetings).

Current Interactive Video description:

- **Catalog:** Interactive Video - Faculty and students are scheduled at a particular day/time at two or more campus sites and interactively use audio, computer and video connections to meet synchronously. Lectures are not recorded and shared.
- **Matrix:** Interactive Video campus-to-campus courses are scheduled to meet on-campus during a set day/time and are held in Distance Education specialty rooms. The instructor and some students attend in-person at one campus while the remaining students attend in-person at one or more other campuses. Everyone attends in-person at two or more locations. Class sessions are not recorded. There will be a Special Note added to these classes indicating they are campus-to-campus.

## **RESOLUTION ON THE GRANTING OF DEGREES**

Be it resolved that the Faculty Senate of the University of Wisconsin-Green Bay, on behalf of the Faculty, recommends to the Chancellor and the Provost and Vice Chancellor of Academic Affairs of the University that the students certified by the Registrar of the University as having completed the requirements of their respective programs be granted their degrees at the Fall 2023 Commencement.

**Faculty Senate New Business 5a 12/6/2023**

## **Proposal to Eliminate Faculty Merit Reviews**

University Committee  
SOFAS Office  
11/29/2023

The University Committee and SOFAS Office propose the elimination of Merit Reviews.

Merit reviews have been used only sporadically over the past two decades. It appears that they may have been used by some units in 2018-2019 when the State of Wisconsin provided performance-based funding to the University. However, that raise affected all employees, including staff who are not required to submit specific merit reviews separate from the regular annual evaluation process. Prior to that it appears that “merit raises” for faculty (informed specifically by merit reviews) had not been distributed since 2005-2006. Given the long absence of merit raises and the fact that other types of performance-based raises do not require specific merit reviews to award (ie. 2018-2019), it appears that the continuation of faculty merit reviews on an ongoing basis has become a tedious and unnecessary administrative chore that has no tangible result. The elimination of Merit Reviews will ease faculty administrative work and allow faculty to focus on teaching and scholarship rather than bureaucratic work.

In cases where merit reviews might have been used for other purposes – such as the occasional performance-based raise or in support of awards nominations or recognition – annual reviews, Professional Activity Reports (PARs), and other available formalized performance documentation (i.e. post-tenure, tenure, or promotion reviews) may be used instead.

Merit reviews are not required by UW System or State statutes, and the Human Resources office supports the elimination of faculty merit reviews as unnecessary.

This proposal would not affect annual, tenure, post-tenure, or promotion reviews.

This change will take effect immediately upon approval.

### **Appendix A: Required Changes to the Faculty Handbook**

#### UWGB CHAPTER 3 FACULTY APPOINTMENTS

##### 3.10 Review Procedures (Annual, Merit, Promotion, Renewal)

##### ~~2. Merit Review Procedures for all Faculty~~

~~a. The performance of each tenured faculty member shall be reviewed at least once every five years by the faculty member's Unit executive committee. Non-tenured faculty will be reviewed annually by the executive committee, or the review may be combined with a retention review in a given year. The review shall be of the faculty member's performance from the beginning of one appointment period to the beginning of the next appointment period. The results of the review shall be communicated to the faculty member by their chairperson within 30 days of the completion of the review.~~

b. Each curricular unit in which the faculty member serves, including UWExtension, shall participate in the review process. Each unit other than the Unit in which the faculty member votes shall prepare an evaluation based on the faculty member's participation in that unit and forward this evaluation to the chairperson of the Unit in which the faculty member votes, with a copy to the appropriate Dean(s). The recommendation of the Unit executive committee shall be forwarded to the appropriate Dean(s) and shall reflect all evaluations received from each curricular unit. In cases of significant disagreement in merit evaluations between 40 curricular units, consultation between the chairpersons of each unit, for purposes of resolving the differences, shall take place before the final recommendation is forwarded to the appropriate Dean(s) by the Unit chairperson.

c. Merit reviews will be open unless the reviewing committee, in accordance with state law and proper notification, authorizes a closed review. The faculty member under consideration has the right to attend reviews, whether open or closed.

d. Secret ballots may not be taken at any review session, open or closed, and any member of the reviewing committee may require that a vote be taken in such manner that the vote of each member be ascertained and recorded.

- Renumber 3.10 sections 3-6 (becoming 2-5)

## **Appendix B: Communication from Human Resources Regarding Required Reviews**

11/20/2023

[UWS 3.05](#) simply states that the faculty and chancellor shall establish rules providing for periodic review of faculty performance. [SYS 1254, Performance Management](#) provides the framework for managing and evaluating performance within UW System, to include faculty. That policy outlines that a review must be conducted annually, with a formal rating documented to identify whether or not performance meets expectations. It also speaks to the requirements for faculty reviews, specifically linking requirements for post-tenure review which is separate and distinct from the required annual review (as outlined in [Regent Policy Document 20-9, Guidelines for Tenured Faculty Review and Development](#)) and use of student evaluation of instruction ([Regent Policy Document 20-2, Student Evaluation of Instruction](#)). None of the aforementioned policies reference a required “merit review” as outlined in [sec. 3.10 of the UW-Green Bay Faculty Handbook](#).

As Christopher mentioned below, [SYS 1277, Compensation](#), [SYS 1278, UW System Pay Plan Distribution Framework for University Workforce](#), and our [UW-Green Bay Compensation & Pay Plan Policy](#) indicate that compensation adjustments are contingent upon performance which meets expectations, as documented through a current performance evaluation. [Board of Regent Resolution #6198](#) states that salary adjustments (including pay plan) should be awarded primarily, if not exclusively, on the basis of merit.

To address the [SYS1254](#) requirement for an annual review and ensure that we have a rating scale which can provide justification for compensation increase based upon the compensation policies above, a process for [annual review](#) for faculty and IAS was developed and implemented a couple of years ago, and included in [sec. 3.10 of the UW-Green Bay Faculty Handbook](#). After some recent challenges with documentation and as outlined in a recent communication from SOFAS to Deans and Chairs, beginning



this year the [annual review form](#) must be a part of *every* Faculty/IAS review. It was communicated that if the faculty member is going through a merit, promotion, or post-tenure review, the annual review form simply acts as a cover sheet to document the overall performance rating and gather signatures. If one of those more intensive reviews are not required during the current year, the annual review form is the only document required.

Based upon the information that I have reviewed, I do not believe that the more intense merit review process that we have at UW-Green Bay is required by any UW System or State policy/rule, so long as there remains a process for post-tenure review as outlined by [Regent Policy Document 20-9, Guidelines for Tenured Faculty Review and Development](#) and every employee is provided an [annual review](#) in order to comply with performance evaluation and compensation policies.

## UWGB CHAPTER 3 FACULTY APPOINTMENTS

### 3.10 Review Procedures (Annual, Merit, Promotion, Renewal)

#### 2. Merit Review Procedures for all Faculty

a. The performance of each tenured faculty member shall be reviewed at least once every five years by the faculty member's Unit executive committee. Non-tenured faculty will be reviewed annually by the executive committee, or the review may be combined with a retention review in a given year. The review shall be of the faculty member's performance from the beginning of one appointment period to the beginning of the next appointment period. The results of the review shall be communicated to the faculty member by their chairperson within 30 days of the completion of the review.

b. Each curricular unit in which the faculty member serves, including UWExtension, shall participate in the review process. Each unit other than the Unit in which the faculty member votes shall prepare an evaluation based on the faculty member's participation in that unit and forward this evaluation to the chairperson of the Unit in which the faculty member votes, with a copy to the appropriate Dean(s). The recommendation of the Unit executive committee shall be forwarded to the appropriate Dean(s) and shall reflect all evaluations received from each curricular unit. In cases of significant disagreement in merit evaluations between 40 curricular units, consultation between the chairpersons of each unit, for purposes of resolving the differences, shall take place before the final recommendation is forwarded to the appropriate Dean(s) by the Unit chairperson.

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- Renumber 3.10 sections 3-6 (becoming 2-5)

## **A Resolution in Support of Faculty-Led Travel Courses and the Office of International Education**

**Whereas:** The Office of International Education has been compelled to suspend faculty-led travel courses through at least Summer 2024, and

**Whereas:** At least seventy percent of University of Wisconsin-Green Bay students who participate in study abroad programs do so through faculty-led travel courses, meaning that most UW-Green Bay students will only experience study abroad through these courses, and

**Whereas:** Travel courses are confirmed high-impacted practice experiences, which our university will be embracing as a graduation requirement, and

**Whereas:** Faculty-led travel courses are an invaluable and often life-altering experience for our students, especially for first-generation, minority, and non-traditional students, and

**Whereas:** Faculty-led travel courses require adequate support from and staffing within the Office of International Education, and

**Whereas:** The University of Wisconsin-Green Bay is an access-driven institution that, as part of its Select Mission, believes “the culture and vision of the University reflect a deep commitment to diversity, inclusion, social justice, civic engagement, and educational opportunity at all levels,” and

**Whereas:** The University of Wisconsin-Green Bay shares in the mission of the Universities of Wisconsin “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.”

**Therefore, be it resolved** that the Faculty Senate affirms its support for faculty-led travel courses and their importance to the student educational experience, and

**Be it further resolved** that the Faculty Senate urges the University of Wisconsin-Green Bay administration to increase resources for the Office of International Education, including adequate staffing to support faculty-led travel courses, so that these influential experiences can resume as soon as possible.

# **Core Curriculum Proposal**

**11/29/2023**

General Education Working Group:

Jason Cowell  
Clifton Ganyard  
James Kabrehl  
Breyawn Lybbert (co-chair)  
Valerie Murrenus Pilmaier (co-chair)  
Matthew Raunio

Documents:

Current and Revised Purpose Statement  
Current and Revised Model  
Revised Learning Outcomes  
GEC Criteria for Inclusion  
General Education Realignment Timeline  
GEC Memo to UC, November 2023

## Current Purpose

The UWGB General Education Program supports the University's Select Mission by providing an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues in a multicultural and evolving world.

To that end, the UWGB General Education Program will help to develop liberally educated students and facilitate their living in an ever-changing world by:

1. Introducing students to interdisciplinary education;
2. Providing knowledge that includes disciplinary breadth;
3. Working with students to develop an understanding of critical social problems;
4. Supporting the development of important academic skills including communication, critical thinking, problem solving and quantitative and information literacy.

The general education program gives students an opportunity to strengthen academic skills, broaden intellectual horizons, develop and explore new academic interests, reflect on personal values, and build a foundation of knowledge for future course work and lifelong learning.

## Revised Statement: Core Curriculum Purpose Statement

### Purpose:

UWGB's Core Curriculum supports the University's Select Mission by providing a problem-focused educational experience that promotes critical thinking and student success and reflects a deep commitment to diversity, inclusion, social justice, civic engagement, and educational opportunity at all levels.

### The Core Curriculum:

- Introduces students to interdisciplinary education,
- Provides students with disciplinary knowledge,
- Helps students to develop an understanding of critical social problems, and
- Supports students in developing important academic skills including communication, critical thinking, and problem solving.

The purpose of UWGB's Core Curriculum is to prepare students to succeed and to excel in an uncertain and ever-changing world, to help students to learn, to adapt, and to change to meet the challenges the world presents.

## Current UWGB General Education Model

### Graduation Requirements

| Requirement                           | Credits    |
|---------------------------------------|------------|
| Introduction to Writing               | 0-3        |
| Advanced Writing                      | 0-3        |
| Math competency                       | 0-3        |
| <b>Total Grad Requirement Credits</b> | <b>0-9</b> |

### General Education Requirements

| Requirement                 | Credits      |
|-----------------------------|--------------|
| First-Year Seminar          | 3            |
| Fine Arts                   | 3            |
| Global Culture              | 3            |
| Ethnic Studies Perspective* | 3            |
| Humanities                  | 6            |
| Social Sciences             | 6            |
| Biological Sciences         | 3            |
| Natural Sciences            | 3-5          |
| Sustainability Perspective  | 3-4          |
| Quantitative Literacy       | 3-7          |
| <b>Total Gen Ed Credits</b> | <b>36-43</b> |

\*Denotes UW System requirement

## Revised UW-Green Bay Core Curriculum Model

### Proposed Graduation Requirements

| Requirement                           | Credits    |
|---------------------------------------|------------|
| Introduction to Writing               | 0-3        |
| Advanced Writing                      | 0-3        |
| Math competency                       | 0-3        |
| <b>Total Grad Requirement Credits</b> | <b>0-9</b> |

### Proposed Core Curriculum Requirements

| Requirement                  | Credits   |
|------------------------------|-----------|
| First-Year Seminar           | 3         |
| Creative Artistic Inquiry    | 3         |
| Global Culture               | 3         |
| Ethnic Studies*              | 3         |
| Human Society and Behavior   | 3         |
| Human Cultures and Values    | 3         |
| Scientific Methods & Inquiry | 3         |
| Environmental Sustainability | 3         |
| Math/Quantitative Reasoning  | 3         |
| Information Literacy         | 3         |
| <b>Total Gen Ed Credits</b>  | <b>30</b> |

\*Denotes UW System requirement

This model was approved by the General Education Realignment Working Group (GERWG) on July 13, 2023.

## **Common Learning Outcomes for all Core Curriculum courses:**

### Critical Thinking:

CLO 1 – CT: Students will clearly posit a contextualized position, evaluate evidence, acknowledge multiple perspectives and analyze and/or synthesize information to an informed conclusion.

### Problem Solving:

CLO 2 – PS: Students will clearly articulate a problem statement, identify strategies for solving the problem, evaluate potential solutions and implement an appropriate solution while evaluating outcomes.

### Textual Comprehension:

CLO 3 – TC: Students will identify textual features and employ genre conventions and/or rhetorical strategies to engage a readerly voice that analyzes and interprets information while building a knowledge base about the topic.

## **Domain-Specific Learning Outcomes**

### First Year Seminar

FYS 1: Students will draw on diverse disciplinary perspectives and reflect on the value of interdisciplinary problem solving.

FYS 2: Students will demonstrate effective communication through the development, interpretation, and expression of ideas through written, oral, and visual communication.

FYS 3: Students will critically evaluate information sources in various formats, recognizing the contextual nature of authority and its relation to credibility.

### Creative and Artistic Inquiry

CAI 1: Students will demonstrate artistic technical skills and domain-specific knowledge necessary to create and execute a work of art.

CAI 2: Students will apply historical, stylistic, cultural, or aesthetic knowledge to a creative process or performance using domain-appropriate criteria.

CAI 3: Students will synthesize ideas across disciplines to generate contemporary artistic responses or make fresh observations addressing the human condition.

### Human Cultures and Values

HCV 1: Students will identify and evaluate human values and ethical perspectives in their contemporary and historical contexts.

HCV 2: Students will examine a range of historical, literary, philosophical, and other cultural texts produced in a variety of cultures.



HCV 3: Students will articulate individual and social values within cultures and the implications of decisions made on the basis of those values.

### Human Society and Behavior

HSB 1: Students will demonstrate a scientific understanding of human behaviors and thoughts on both individual and societal levels, integrating the insights gained from their academic disciplines into their social and civic engagement.

HSB 2: Students will articulate their responsibilities to society- locally, nationally, and globally.

HSB 3: Students will apply empathetic communication strategies to effectively express, listen, and adapt to others to establish relationships, to work collaboratively, or to take civic action.

### Global Perspectives

GP 1: Students will identify and explain multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.

GP 2: Students will analyze the ethical, social and environmental consequences of human actions and decisions on the natural and human world and global systems.

GP 3: Students will explain and connect multiple cultures historically or in contemporary contexts, demonstrating respectful interaction with varied cultures and worldviews.

### Ethnic Studies

ES 1: Students will articulate insights into their own cultural rules and biases and engage respectfully with multiple perspectives/cultures.

ES 2: Students will demonstrate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.

ES 3: Students will interpret intercultural experience from the perspectives of their own and multiple worldviews and demonstrate ability to act in a supportive manner that recognizes the feelings of another cultural group.

### Scientific Methods & Inquiry

SMI 1: Students will cultivate scientific information of the appropriate depth from a variety of relevant sources.

SMI 2: Students will properly demonstrate their use of the scientific method and theoretical framework.

SMI 3: Students will skillfully evaluate and organize scientific evidence and formulate logical conclusions while discussing any relevant limitations.

### Environmental Sustainability

EnvST 1: Students will learn and demonstrate the ethical principles of environmental sustainability.

EnvST 2: Students will articulate a basic understanding of environmental sustainability and the interrelation of multiple disciplines, systems and diverse sources of information and inquiry.

EnvST 3: Students will demonstrate the ability to discuss environmental sustainability within the context of ethical decision-making and engage in informed judgments about environmental problems as socially responsible citizens.

### Quantitative Reasoning

QR 1: Students will develop competency in working with numerical data.

QR 2: Students will develop the ability to solve quantitative problems in different contexts.

QR 3: Students will understand, create, and communicate arguments supported by quantitative evidence.

### Information Literacy

IL 1: Students will use appropriate search strategies and tools to locate information relevant to their information need, refining strategies based on search results.

IL 2: Students will critically evaluate sources of information, considering both the expertise and credibility of the creators and the contextual factors that influence the information's creation, dissemination, and purpose.

IL 3: Students will give credit to the original ideas of others through proper attribution and citation and contribute to the scholarly conversation at an appropriate level.

\*The General Education Council (GEC), in their purview, will assume responsibility for the implementation and adherence to these criteria as well as assume responsibility for any changes and updates as needed in the future. \*

Criteria for Course Inclusion in the General Education Program:

- The course must meet all of the Learning Outcomes of the proposed category.
- The course must be introductory courses that any student could take. No prior knowledge beyond what might reasonably be expected from a senior in high school should be required.
- The course must be 100- or 200-level courses. (Upper-level courses are expected to be focused courses for major requirements.)
- The course must not have any prerequisites.
- Each course may be included in only one category.
- First-year Seminar courses must meet the High-impact Practice guidelines for FYS courses.
- Information Literacy courses must demonstrate a substantial proportion of the pedagogy is dedicated to information literacy.
- Programs and faculty must be willing and able to assess Learning Outcomes on a regular basis, at least once every three years as determined by the GEC.

Exceptions: Exceptions to these rules may be requested. Any such request must be accompanied by a written justification for the exception, to be uploaded into Courseleaf at the same time that the course is being considered for inclusion in the General Education Program, that includes relevant data and/or evidence that clearly demonstrates the need for the exception.

Further Considerations:

- We ask that all chairs look at the data provided by our IR about which courses are used to meet the General Education requirements and retain GE designation only for the highest-enrolled courses. Students may still ask for a substitution if the higher-enrolled courses are unavailable to them.
- We ask chairs to limit the amount of General Education courses offered each semester.
- We ask that chairs consider creating an “Introduction to XXX course” that will acquaint students with all aspects of the discipline and not just one specific area.

## General Education Realignment Timeline

| Semester                       | Milestone   |
|--------------------------------|---|
| <b>Fall 2023</b><br><br>August | Provide revised General Education Model, Learning Outcomes, and Purpose Statement to faculty, the Registrar, and the Library during the first week back on contract (August 21-25). |
| August-<br>November            | Attend Unit meetings to procure feedback. A Qualtrics survey will also be available to procure feedback.  |
| November 15                    | Final date for feedback.  |
| November 22                    | General Education Realignment Working Group examines feedback.  |
| November 27 –<br>December 1    | General Education Realignment Working Group sends revised documents to the General Education Council; if GEC approves, sends onward to University Council.                          |
| December 6                     | Meet with University Council.   |
| December 13                    | First Reading at Senate.  |
| January 10 or<br>February 14   | Second Reading at Senate. Vote.   |
| <b>Fall 2025</b>               | Implementation.   |

To: Clif Ganyard, University Committee (UC) Chair

From: Breyawn Lybbert, General Education Council (GEC) Chair

Date: November 28<sup>th</sup>, 2023

Subject: GEC approval of revised Gen Ed proposal

During the month of November 2023, the GEC met twice to review and consider the revised General Education (Core Curriculum) proposal from the General Education Realignment Working Group (GERWG). At our last meeting, Monday, Nov. 27<sup>th</sup>, 2023, the GEC reviewed, considered, and voted on the following motion: *"I move to approve this proposal for a revised Gen Ed Curriculum, and support its going forward to the Faculty Senate for additional debate and discussion."* As the chair, I put the motion up for a vote, with a second from Kerry Kuenzi. After discussion, the vote was called and was passed with 4 members voting in favor of the motion and 2 voting against the motion.

All GEC members were reminded that the next step in this process is to pass the proposal to the UC for inclusion on the Faculty Senate agenda. Further discussions and changes to the proposal are possible in the Senate meetings. Therefore, any concerns any individual has about any part of the documents in the proposal can be brought forward by their unit Senators or even by they themselves as a guest at Senate.

Attached Documents:

- Revised Core Curriculum Purpose Statement
- Revised UW-Green Bay General Education Model 1123
- Revised Outcomes 1123
- General Education Realignment Timeline
- UWGB GERWG Criteria for Inclusion in Gen Ed Program Fa23

## AAC Report

11.18.23

### Course Changes Approved:

Art 402: Advanced Drawing

Design 430: Graphic Design Studio II

Design 431: Graphic Design Studio III

History 205: American History to 1865

History 256: Introductory Topics in History

History 302: Problems in American Thought

History 309: US Immigration History

History 311: History of Wisconsin

History 326: Global Environmental History

History 333: Europe in the Twentieth Century

History 334: Contemporary Europe

History 340: Topics in African American History

History 370: History of Sexuality in the United States

History 423: Topics in Modern European History

History 450: War and Civilization

History 470: Studies in Comparative History

Organizational Leadership 348: Organizational Behavior Across Sectors

Social Work 305: The Social Work Profession

Spanish 224: Heritage Language and Culture

### New Courses Approved:

History 424: Nazi Germany

Social Work 311: Foundations of Social Welfare Policy

Social Work 492

Course Deactivations Approved:

Art 309: Intermediate Oil Painting

Art 403: Special Topics in Drawing

Management 370: Data Science for Managers

Social Work 275: Foundations of Social Welfare Policy

Social Work 300: Professionalism and Teamwork in Social Work

Social Work 370: Social Work Methods I

Program Changes Approved:

Democracy and Justice Studies: Social Justice Emphasis

First Nations Studies Major

New Programs Approved:

History Social Studies Education Emphasis

Multicultural US History Certificate

Political Science Social Studies Emphasis

## December 2023 Academic Staff Committee Report

- The Academic Staff Committee continues to meet monthly and held its monthly meeting on Wednesday, November 29th.
  - CURRENT MEMBERSHIP
    - Laura Nolan, Green Bay campus (Chair,)–CECE Program Manager
    - Katrina Hrivnak, 21-24, Assistant Registrar –(Vice Chair)
    - Roshelle Amundson, Associate Teaching Professor
    - Bethany Welch, Marinette campus – Academic Advisor
    - Bobbie Webster, Natural Areas Ecologist, Ctr for Biodiversity
    - Samuel Robinson, 23-26, Enrollment Services Manager
    - Hleeda Vang, 23-26, Student Success Coach
  
- At our November meeting, we discussed the following:
  - Dr. Dawn Crim
    - Review of past work and current role in terms of advancement and inclusivity
    - Questions:
      - Interested in hearing more about being a Hispanic-serving institution; how do we get that designation and what does that mean for Academic Staff; how does it change what AS do?
        - It's a federal designation that means 25% of your student population is Hispanic; we're currently at about 12% and are working on preparing ourselves to serve that population—a lot of that is dependent on Academic Staff (Admissions, Advising, Student Services, Financial Aid, Student Billing, TLC, etc.)
  - Kate Farley and Melissa Nash – Discuss Survey Results from HERI Climate Survey Working Group
    - Link to survey results: <https://news.uwgb.edu/phlash/faculty-staff/10/31/results-from-climate-survey-available/>
    - Pleased with the number of results from faculty (33%) and staff (59%)
    - In general, staff reported higher job satisfaction than faculty; also presented higher satisfaction with their supervisors and work environments
    - Faculty reported higher levels of stress than at similar institutions
    - Comments included mention of compensation, clarity and consistency in processes, transparency and communication ahead of decision-making were highly encouraged to ensure buy-in
    - Strong support expressed for student support and inclusion
    - Some comments suggested more education from leadership regarding athletics would be helpful in terms of how athletics supports our overall mission
    - Questions about next steps and whether the climate survey results will be compared to the results of the Chancellor and Provost assessments
      - Those assessment results are not necessarily public; the Chancellor and Provost will receive that feedback and have the opportunity to apply it



- Fall Assembly will be in December 11<sup>th</sup> at 1-2:30pm and will be held virtually.
- We discussed impact of Kim's position in the SOFAS office
- Professional Development Programming (did this before part IV.d.)
  - Christopher and Daniela are here to discuss plans for PD programming
  - Daniela shared results from an interest survey gauging interest from AS, Faculty, and US in various types of programming, then looked at costs of those programs

Our next meeting will be held on January 17<sup>th</sup> at 1:30pm.

Respectfully submitted by Laura Nolan, ASC Chair 2023-24

**USC Report for Faculty Senate Meeting  
December 6, 2023**

- University Staff Committee next monthly meeting is Thursday, January 18, 2024 at 10:00am virtually via Microsoft Teams. The University Staff Committee voted to cancel the December meeting. Please email [truttmal@uwgb.edu](mailto:truttmal@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.
- As University Chair, myself and Becky Haeny will continue to meet weekly with the Chancellor along with other shared governance leaders to discuss and bring concerns regarding our current budget issues.
- I will be out of office starting December 6 on medical leave. Becky Haeny, vice chair, will be our main point of contact for the weekly meetings with the Chancellor and any other items that may come up.

Respectfully submitted,

Lea Truttmann, Chair  
University Staff Committee