

UW-GREEN BAY FACULTY SENATE ACTIONS AND RESOLUTIONS

ACADEMIC YEAR 2021-22

<u>Number</u>	<u>Name</u>	<u>Date Approved</u>
#21-01	Memorial Resolution of the University of Wisconsin-Green Bay on the Passing of Philip Thompson, Professor Emeritus	9/15/2021
#21-02	Definition of an Open Access University	9/15/2021
#21-03	Resolution to Honor the Contribution of Caroline Boswell and Affirm the Importance of the Center for the Advancement of Teaching and Learning	9/15/2021
#21-04	Canvas Course Access Guidelines Draft	9/15/2021
#21-05	Evaluating Teaching Effectiveness: Student Ratings of Instruction Plan Implementation for Fall 2021	10/13/2021
#21-06	UWGB Faculty Senate Statement on the Title and Total Compensation Project	10/13/2021
#21-07	Changing the UWGB Writing Competency from WF 100 to WF 105 (pre-req. WF 100)	11/10/2021
#21-08	Resolution on the Granting of Degrees	12/8/2021
#21-09	UWGB Faculty Document on Tenure	1/26/2022
#21-10	Proposed Faculty/Lecturer Mentor Model: EDI Consultant Project through CATL	1/26/2022
#21-11	Changes to the Faculty Handbook: 53.01-53.10	2/23/2022
#21-12	Memorial Resolution for Tonya Estebo, Senior Lecturer	2/23/2022
#21-13	Request for Authorization to Implement a Major in Sociology and Anthropology at University of Wisconsin-Green Bay	2/23/2022
#21-14	Nominees for 2022-2023 Faculty Elective Committees	2/23/2022
#21-15	UW-Green Bay Administrator Feedback Survey Process	4/6/2022

#21-16	UWGB's Institutional Learning Outcomes	4/6/2022
#21-17	Memorial Resolution for Professor Emeritus Rolfe E. White	4/6/2022
#21-18	AAUP/Faculty Senate Resolution on Canceling Student Debt	4/6/2022
#21-19	Resolution in Support of Academic Freedom and Equity, Diversity, and Inclusion in Education	4/6/2022
#21-20	Request for Authorization to Implement a Master of Public Administration at UW-Green Bay	5/4/2022
#21-21	Changes to the Faculty Handbook: Faculty Mentoring	5/4/2022
#21-22	Resolution on Granting Degrees	5/4/2022

Faculty Senate Document #21-01

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

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

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

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

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

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

Faculty Senate New Business 6b 9/15/2021

Faculty Senate Document #21-02

Definition of an Open Access University

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

Faculty Senate New Business 6c 9/15/2021

Faculty Senate Document #21-03 – Approved 9/15/2020

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

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

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

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

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

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

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

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

Faculty Senate New Business 6e 9/15/2021

Faculty Senate Document #21-04 – Approved 9/15/2021

Canvas Course Access Guidelines Draft

Standard Procedure for Adding Enrollments to Canvas Courses

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

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

Additional Means for Adding Users to Canvas Courses

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

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

Providing Time-Sensitive Access to Course Materials

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

Involving Canvas Administrators

Requests made to UWGB Canvas administrators to add a user to a Canvas course must be made by the course's instructor of record. Unless permitted under the criteria below, Canvas administrators will not honor requests to add a user to a course that is made by anyone other than

the course instructor. Likewise, Canvas administrators will not access a course to report information about its content unless approval is given by the course instructor.

If reason exists to not include the instructor access, for example, to ensure legal compliance, human resources actions or the facilitate the continuation of instruction, the Associate Dean of the College of instruction or Provost Designees may submit a written request for being added to the course without the express consent of the instructor under the following circumstances:

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

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

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

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

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

Purpose

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

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

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

Preferred Proposed Strategy

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

Key Questions on this strategy

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

Enforcement?

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

Other Strategies Considered:

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

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

Faculty Senate New Business 6f 9/15/2021

**Evaluating Teaching Effectiveness:
Student Ratings of Instruction Plan Implementation for Fall 2021**

Background Information for this Action Item

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

Research Findings

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

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

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

assessment, numerical scores can be used to document patterns for an individual instructor member over time (Linse, 2017; UW LaCrosse).

Revised Student Ratings of Instruction

Contextual Framing Question:

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

Quantitative Questions: [Likert Scale]

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

Qualitative Questions: [Brief Response]

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

Evaluation of Teaching Effectiveness Working Group Draft Report

Working Group Members

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

Commitment to research-driven change

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

Values-based backwards design

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

Student ratings of instruction subgroup

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

Research

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

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

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

“Other Measures” of Teaching subgroup

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

Research

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

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

In one of these articles, scholars Subbaye, Reshma, and Renuka Vithal state “having multiple teaching criteria broadens the range of teaching-related activities and outcomes that can be

assessed, providing academics with multiple opportunities to demonstrate achievements in teaching” (54-55). While multiple measures of evaluation can be seen as more complex, it can also better capture the entirety of teaching, helping individuals better represent their teaching philosophy and practice.

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

Opportunity for Faculty Engagement and Feedback

Survey on Teaching Evaluation

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

Work shared at Instructional Development Institute in 2020-21

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

Opportunity for Student Feedback

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

Appendix

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

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

Draft Student Rating of Instruction Form

Quantitative Questions

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

Qualitative Questions

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

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

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

POLICY ON STUDENT FEEDBACK ON INSTRUCTION

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

Unit Responsibilities:

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

but may not be used as the primary source for evaluation, including but not limited to data from a student feedback process.

Multiple Measures of Evaluating Teaching Effectiveness: Guiding Document

Why use multiple measures?

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

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

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

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

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

contexts shape the approach to instruction, which can be best illustrated through multiple forms of evidence.

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

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

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

What are the multiple measures?

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

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

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

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

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

- Self Reflection
- Peer Feedback
- Student Feedback

Suggested kinds of evidence for the multiple measures

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

When do we use multiple measures for evaluating teaching effectiveness?

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

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

- Self Reflection
- Peer Feedback
- Student Feedback

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

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

- Tenure-track: annual reviews, contract renewal, tenure decisions

- Promotion to Full professor
- Post-tenure review

What are the core values of teaching effectiveness?

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

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

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

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

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

Core values of teaching effectiveness and multiple measures of evaluation

Core values of teaching effectiveness	Measures of evaluation
Aligns teaching practices with course, program/department/unit, and academic discipline objectives and values (including course design, student assessment activities, and instructor feedback to students).	<ul style="list-style-type: none"> • Self Reflection • Peer feedback

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

Best practices for evaluating teaching effectiveness

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

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

- Evaluation should include the range of courses taught (for example, teaching in different departments/programs, general education, upper level, graduate, independent study, etc.)

Works Cited

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- "Student Evaluation of Instruction." Board of Regents, University of Wisconsin System, 4 June 2020, www.wisconsin.edu/regents/policies/student-evaluation-of-instruction/.
- Subbaye, Reshma, and Renuka Vithal. "Teaching Criteria That Matter in University Academic Promotions." *Assessment & Evaluation in Higher Education*, vol. 42, no. 1, Feb. 2017, pp. 37–60. EBSCOhost, doi:10.1080/02602938.2015.1082533.

Additional resources for units, departments, programs

For Self-Assessment and Reflection:

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

pages/teaching-statements/

For Peer Feedback:

Bandy, Joe. "Peer Review of Teaching" Vanderbilt University Center for Teaching, 2020, <https://cft.vanderbilt.edu/guides-sub-pages/peer-review-of-teaching/#limit>.

Brent, Rebecca and Felder, Richard M. "A Protocol for Peer Review of Teaching." Paper presented at Annual Conference of the American Society for Engineering Education Annual Conference & Exposition, Salt Lake City, Utah, June 2004, peer.asee.org/13897

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

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

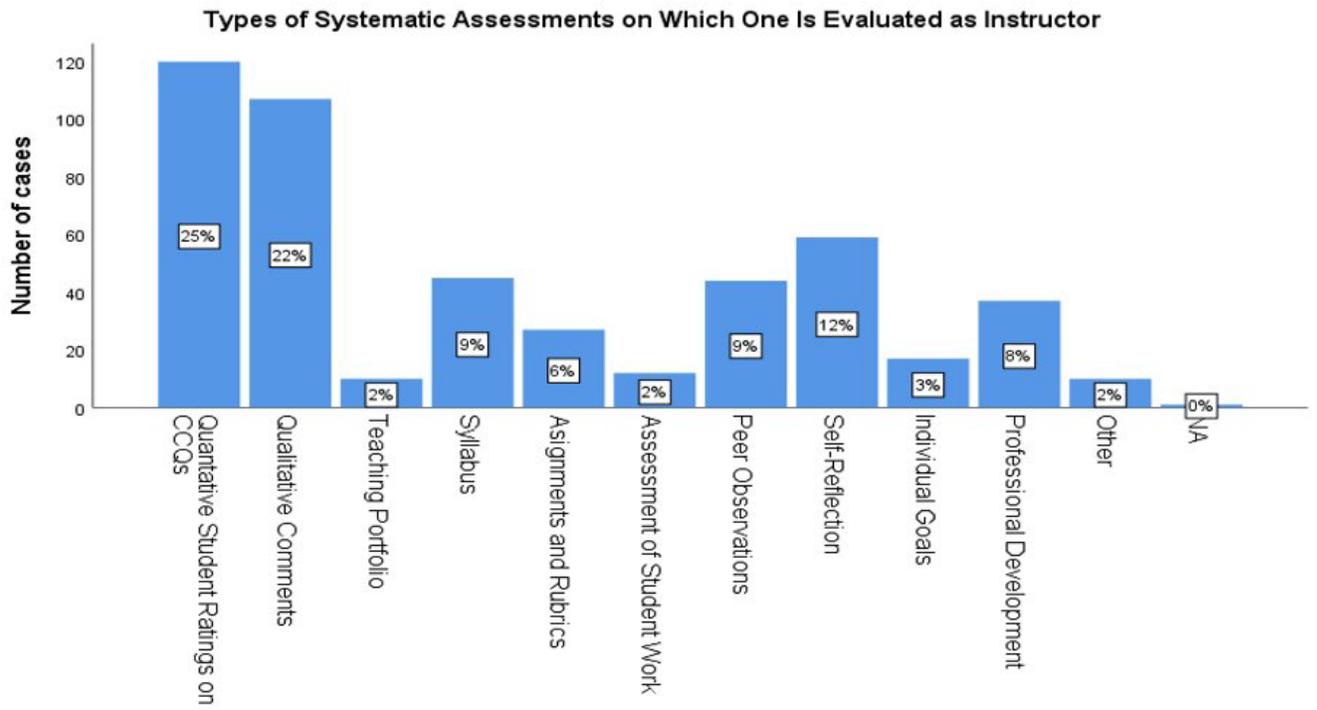
Gormally, Cara et al. "Feedback about Teaching in Higher Ed: Neglected Opportunities to Promote Change." CBE Life Sciences Education vol. 13,2 (2014): 187-99. doi:10.1187/cbe.13-12-0235

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

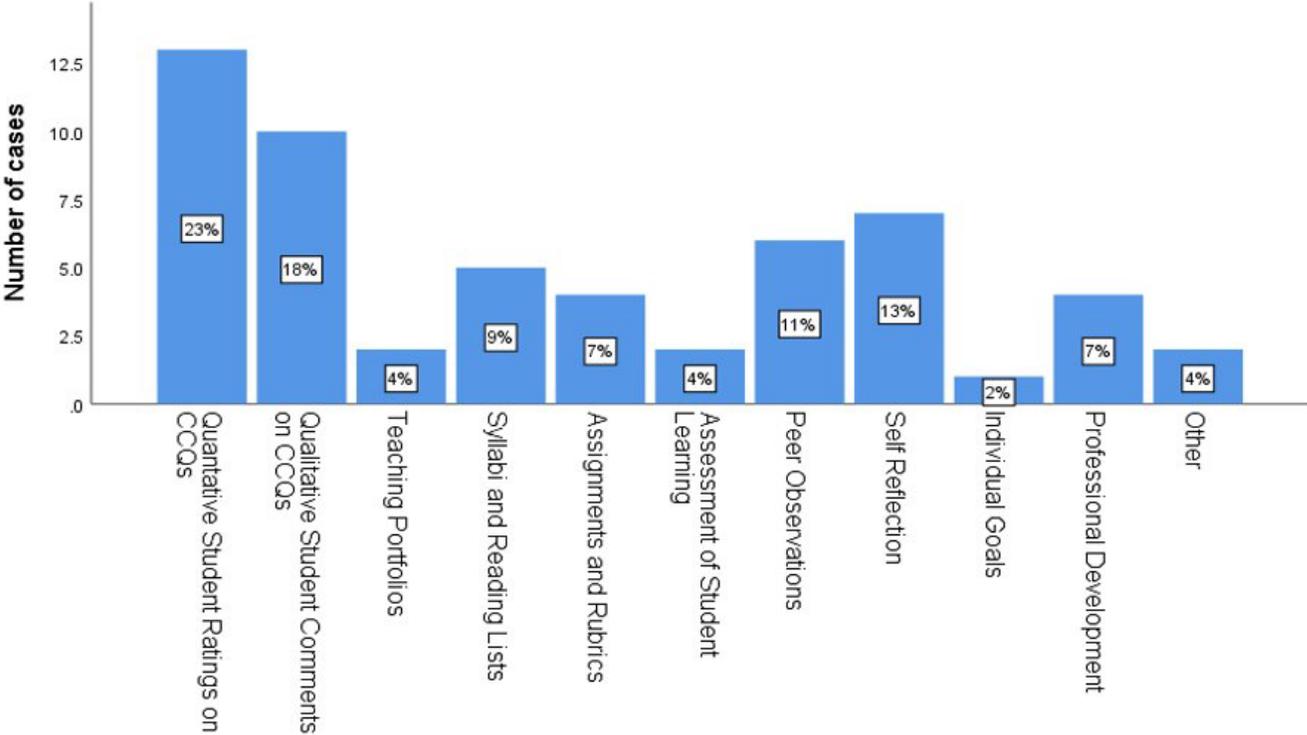
For Student Feedback:

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

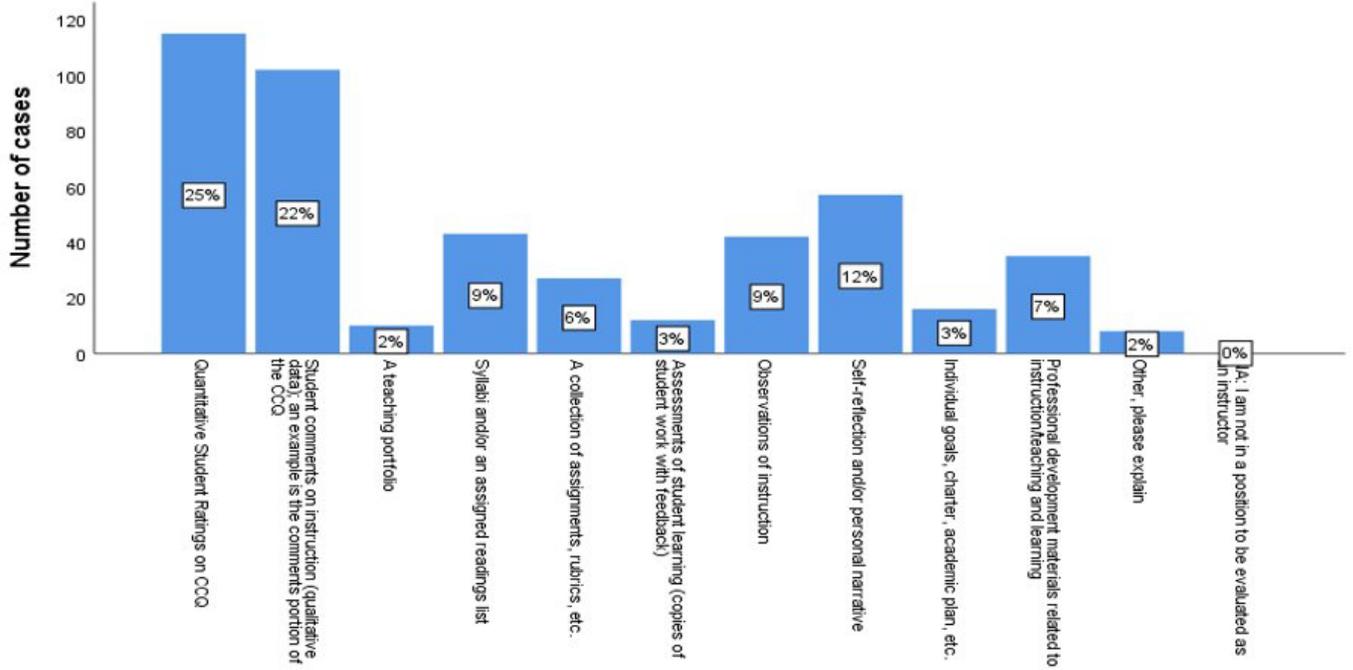
Survey on Teaching Evaluation



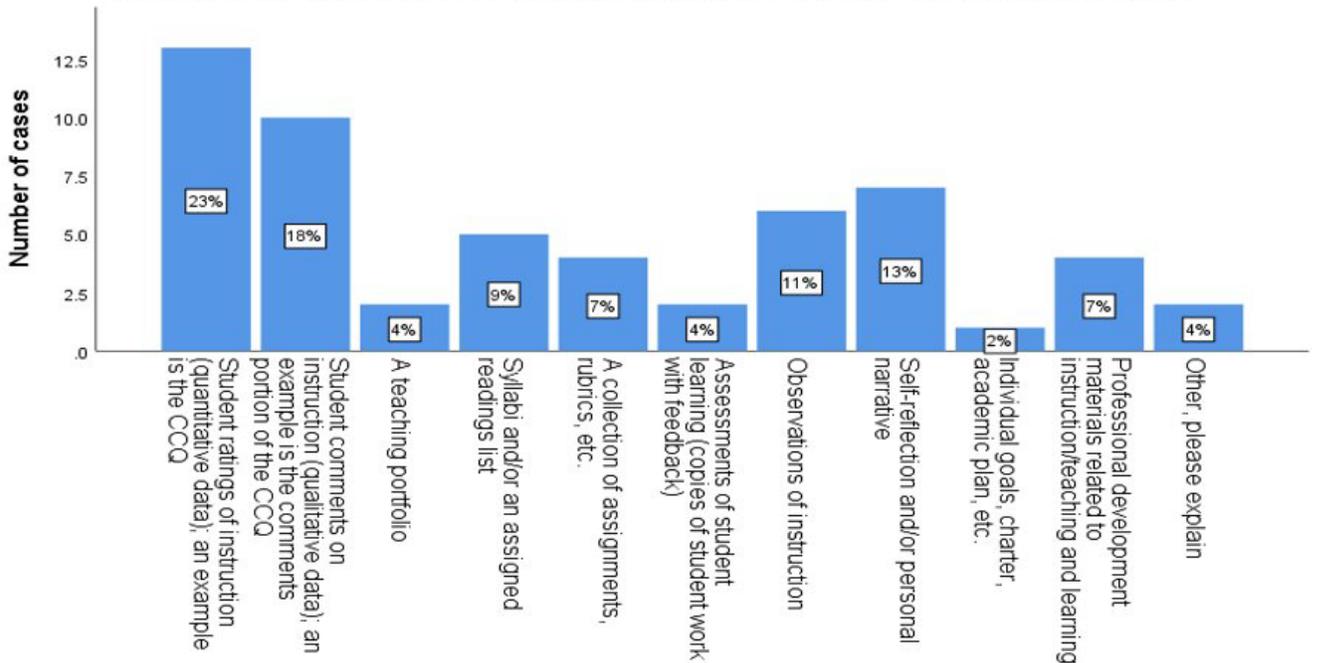
Forms of Assessment Used by College, Dept., or Program to Evaluate Instructors



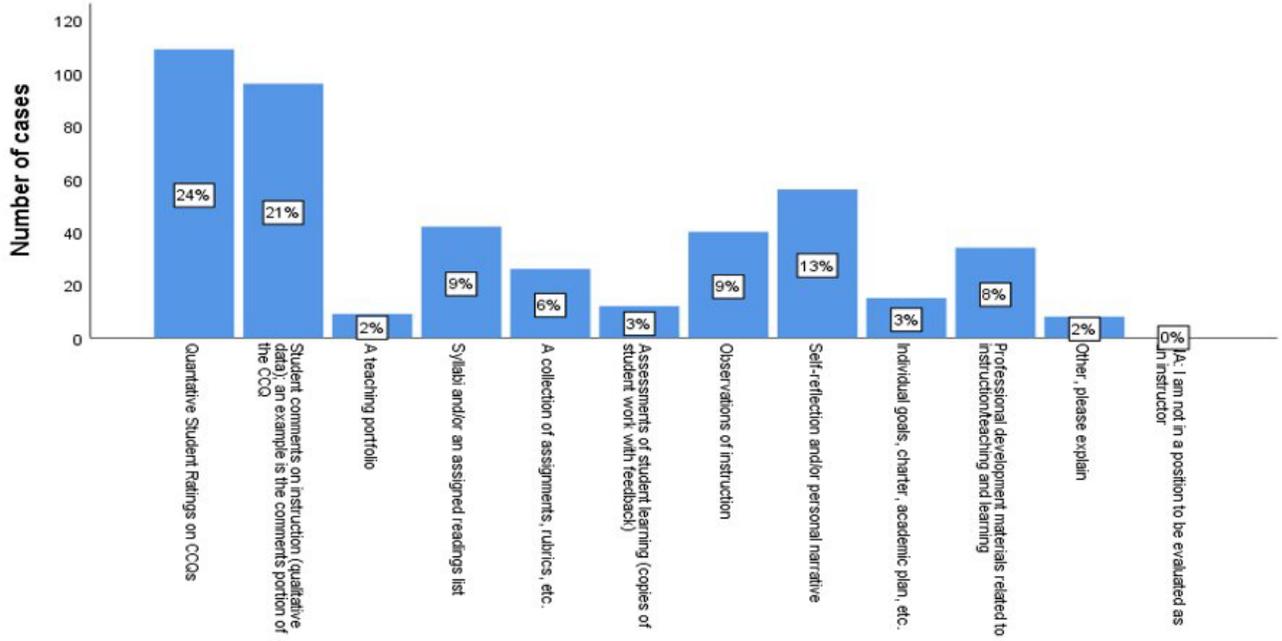
Weight Given to Various Form of Assessment of Teaching by Instructors Themselves



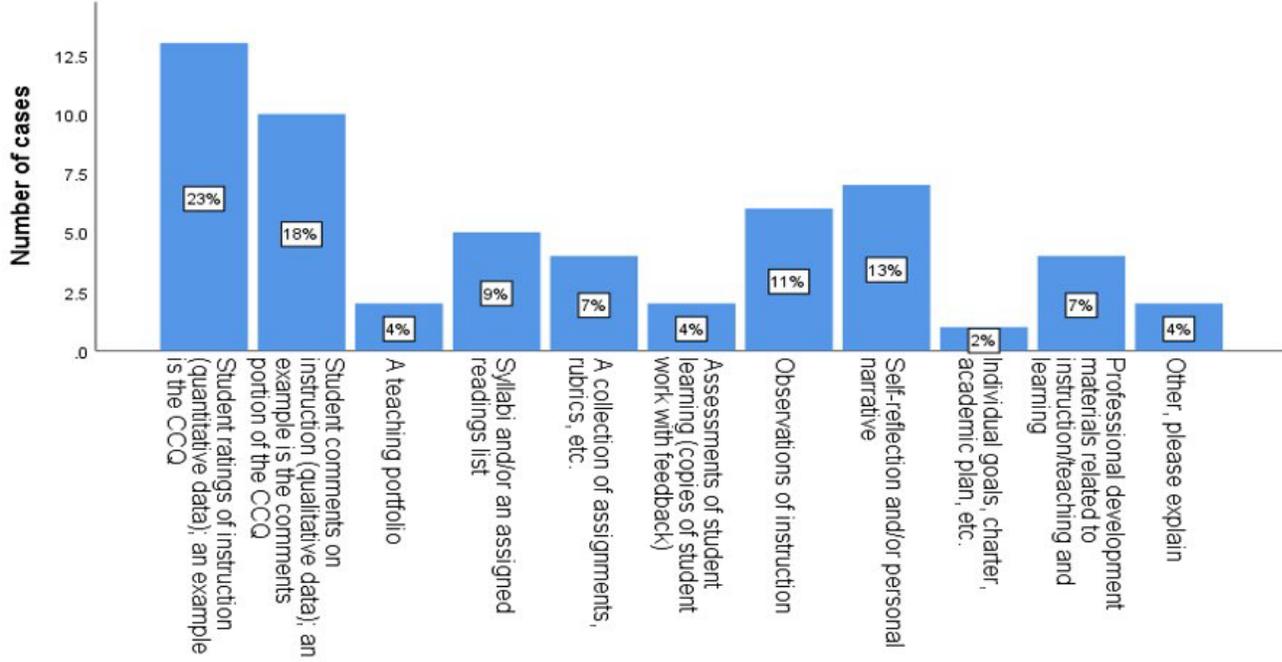
Weight Given to Various Assessments of Teaching By Colleges, Departments, or Programs

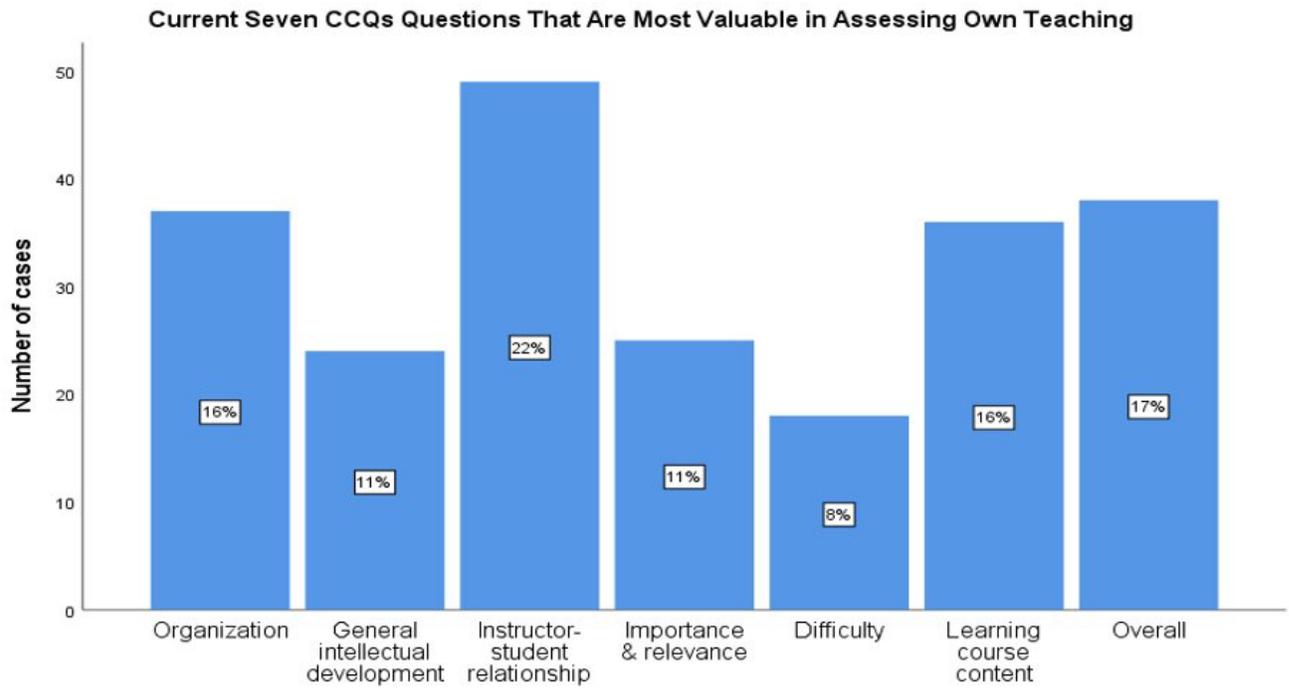


Required Forms of Teaching Assessments As Reported by Instructors



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





Faculty Senate Old Business 4a 10/13/2021

Faculty Senate Document #21-06

UWGB Faculty Senate Statement on the Title and Total Compensation Project

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

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

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

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

Faculty Senate New Business 5b 10/13/2021

Faculty Senate Document #21-07 – Approved 11/10/2021

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

Jennie Young, Director of Writing Foundations/Writing Center

October 13, 2021

Overview

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

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

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

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

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

For comparison:

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

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

<https://catalog.uwm.edu/courses/english/>

² <https://english.wisc.edu/programs/composition-and-rhetoric/undergraduate-studies/>

<https://www.library.wisc.edu/instruction-support/undergrad-communications-requirement/>

- UW Stevens Point requires two first-year writing courses.³

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

Proposal

Our current writing competency is stated thusly:

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

We propose to change it to this:

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

Resources Needed to Make this Change

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

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

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

Respectfully submitted by:

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

Roshelle Amundson
Abayo Animashaun
Carl Battaglia
Paul Belanger
Debbie Burden
Tara Da Pra
Brian Harrell
Emilie Lindemann
Ann Mattis
Valerie Murrenus-Pilmaier
Melissa Olson-Petrie
Dan Pankratz
Kris Purzycki
Jenny Ronsman
Nichole Rued
Albert Sears
Linda Toonen
Jessica Van Slooten
Erica Wiest
Bill Yazbec
Jennie Young

Faculty Senate Old Business 4a 11/10/2021

Faculty Senate Document #21-08 – Approved 12/8/2021

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 2021 Commencement.

Faculty Senate New Business 5b 12/8/2021

UWGB FACULTY DOCUMENT ON TENURE

Promotion or appointment to the rank of Associate Professor or Full Professor normally carries tenure at the University of Wisconsin-Green Bay. Tenure is viewed as an acknowledgment in the academic community of the commitment and contribution of the individual to ~~his/her~~ **their** profession and the University for the mutual benefit of each. Tenure also is a formal acknowledgment of a reciprocal responsibility between the University and the fully qualified individual.

In granting tenure at UWGB, assessment shall be made of professional performance, contributions, and future potential of the individual. Such evaluations and judgments should be made in the context of the mission of the University. ~~with its emphases on interdisciplinary, problem focused learning and research, innovation in curriculum, deep commitment to diversity and inclusion and excellence in teaching as the foundation of its undergraduate degree programs.~~

As stated in the mission, the University is committed to “excellence in teaching, scholarship and research, and service to the community.” With a deep commitment to diversity and inclusion, the “University provides a problem focused educational experience that promotes critical thinking and student success.” Tenure implies responsibilities and obligations of leadership for maintaining academic excellence in the University and of professional participation in activities outside the University.

If a faculty member has been on probationary status for more than seven years because of one or more reasons set forth in UWGB Chapter 3.06 (5) and (6), the faculty member shall be evaluated as if ~~he or she~~ **they** had been on probationary status for seven years.

Evaluation of the qualifications of a faculty member for tenure shall be made by consideration of activities in the following categories:

A. TEACHING

1. Array of courses taught, including undergraduate and/or graduate level, independent study, and graduate student supervision (major professor).
2. Evidence of involvement with other academic programs and interdisciplinary teaching.
3. Evidence of course development, special techniques of instruction developed, and instructional improvement.
4. Evaluation of teaching effectiveness will be based upon the following:

Peer evaluation by classroom visitation
Course
syllabi
Reading
lists
Narrative self-evaluation
Student Evaluation Policy (p. 107, Approved 10 March 1976, last revised October 2021)
Examinations

Student evaluation continues to be an important mechanism for assessing teacher effectiveness. Additionally, however, evidence from the above areas must also be available and be suitably representative of the diversity and frequency of courses taught during the years (e.g., lower level, upper level, graduate, interdisciplinary unit, disciplinary unit, etc.). Classroom visitation by peers obviously cannot be accomplished for all courses but a representative sampling can provide useful evidence. The courtesy of advance notification of the visitation should be exercised.

B. SCHOLARLY ACTIVITY AND CREATIVE ACCOMPLISHMENT

1. Articles published in refereed journals.
2. Performances, recitals, exhibitions as appropriate to the major field including evaluative evidence of originality or creativity.
3. Books and monographs; manuscripts if accompanied with evidence of peer review and evaluation.
4. Professional work in other media such as service journals, laboratory manuals, educational films or video tapes, or related materials including evidence of peer review and evaluation.
5. Professional contributions at regional, national, and international meetings or organizations.
6. Grants solicited and received; awards or other honors received.
7. At least one, but not more than five, external letters from an expert in the faculty member's field evaluating the contributions of the candidate's scholarly activity and/or creative accomplishments.
8. Current activities.

C. UNIVERSITY AND COMMUNITY SERVICE

1. Evidence of contributions to and participation on elected and appointed committees.
2. Evidence of contribution to program development and curricular innovations within and among academic units.
3. Evidence of professional orientation of activities and service outside the University at local, regional, national, and international levels, including but not limited to:
 - a. committee participation
 - b. organization involvement
 - c. non-credit teaching
 - d. community research, evaluation, development, and planning
 - e. workshops and presentations

The following considerations are intended to clarify the application of these criteria:

1. Achievement of a record of high quality in each of the categories of Teaching, Scholarship, and University and Community Service is necessary for the awarding of tenure.
2. If service at another institution is to be considered, evidence of performance and evaluation of activities there must be available.
3. Ordinarily no faculty member should be recommended for promotion to tenure with less than one academic year's experience at this university.
4. Evidence of sustained contributions and future potential shall be assessed along with considerations of merit review comments related to the candidate's past activities.

D. PROGRAMMATIC AND OTHER INSTITUTIONAL CONSIDERATIONS IN PERSONNEL DECISIONS

The Faculty of UWGB have primary responsibility for decisions to retain or promote probationary faculty. Four categories of performance constitute the basis for faculty personnel evaluation. Teaching, scholarly, or creative activity, institutional development, and community outreach, are to be assessed in terms of the candidate's performance and in terms of the program needs the individual serves within UWGB's institutional priorities. It is the responsibility of unit executive committees reviewing candidates to assess the programmatic significance of the candidate's qualifications and record of performance at UWGB.

The evaluation of a probationary faculty member for purposes of retention or promotion should take careful and specific account of the candidate's contribution to the unit's goals and to the related institutional missions as specified in the unit's current planning and review documents. For the Faculty to discharge its personnel review responsibilities

effectively, units must be informed by the Office of Academic Affairs in a regular and timely fashion of programmatic or institutional concerns that could negatively affect decisions on the retention or tenuring of probationary faculty.

Neither programmatic nor other institutional considerations shall be applied without the careful evaluation of faculty records in teaching, scholarly or creative activity, institutional development, and community outreach. That is, programmatic and institutional considerations shall be interpreted in terms of candidates' records of performance. Faculty are entitled to regular personnel review by their peers, to be informed of the findings and recommendations of their peers, and to have their service to their programs and to the institution assessed on the basis of their performance in the four areas of their professional responsibility.

No administrative denial of retention or tenure on the basis of programmatic or other institutional considerations shall be made prior to consultation by the Administration with the unit(s) affected and with the Academic Affairs Council. Specific reasons for denial in these cases will be provided to the candidates at their request.

Personnel Council Approved 1978-1979

Personnel Council Revised and Approved 8 November 2021

UWGB Faculty Senate Revised and Approved 12 May 1982 UWGB

Faculty Senate Revised and Approved 9 October 1985

Faculty Senate Old Business 4a 1/26/2022

Faculty Senate Document #21-10

Proposed Faculty/Lecturer Mentor Model

EDI Consultant Project through CATL

Professor Patricia Terry

Abstract

Retention of tenure track faculty and lecturers is important to the success of the university. International faculty and those representing diverse, non-majority groups face unique challenges on university campuses, but their success is linked to the success of initiatives to diversify student bodies. Many studies have demonstrated that a multiple mentor model to support new lecturers and facilitate tenure track faculty through promotion, increases retention of all, but especially diverse and international faculty. This EDI project proposes that UWGB support and facilitate a multiple mentor approach for better faculty/lecturer retention. Annual assessment is included to guide training and mentor efforts.

Problem statement and literature review

Need for diverse faculty/lecturers

Because of the beneficial relationship between a diverse student body and a diverse faculty, the need for a diverse faculty has become increasingly important to universities seeking to recruit a more diverse student population. Student diversity and faculty diversity are mutually supportive (Lumpkin, 2007). Many universities, including UW-Green Bay, have implemented diversity plans, with a commitment to diversify the faculty to better recruit and serve students from an increasingly diverse local and regional population. While recruitment efforts have shown some success, retention of diverse and international faculty has proven to be more challenging. Hence, diversity initiatives at many universities have shifted to initiatives related to promotion and retention issues. Because each university differs in size, location, percentage of diverse students and faculty, and environment, it is important to examine the diversity climate on every campus and relate retention initiatives to these findings (Campbell-Whatley, et al. 2015).

The benefits and presence of international faculty on university campuses is also widely acknowledged. Their integration into campus life creates a global atmosphere and provides rich resources to encourage globalization efforts on campus. International faculty have become an essential part of higher education who conduct active research, promote international exchange programs, contribute economically to the institution and local communities, and boost the national and international rankings of universities. However, international faculty face unique challenges, which reduce retention. A big predictor of the

success of international faculty is whether they are at an institution that provides adequate support and resources (Zhou et al. 2018).

Attracting and retaining quality faculty is important to educational institutions as low faculty retention has both monetary and academic consequences. However, criteria for retaining high quality faculty are, in many cases, unclear (Zhou et al. 2018). Because of this, diversification of the faculty requires intentional efforts focused on recruitment and, especially, retention of non-majority and international faculty. It has been documented that both non-majority and international faculty are less likely than white American faculty to stay at their initial university (Phillips et al. 2016). Further, efforts to develop a diverse faculty cannot occur as a parallel strategy to the core institutional mission. If diversity is not integrated and central to mission, institutions will continue to struggle with efforts to recruit, retain, and promote diverse faculty (Kaplan et al. 2018).

Campus climate

Campus climate, defined as the interplay among people, processes, and institutional culture, is critical to retention of diverse, defined as faculty from non-majority groups, and international faculty. A welcoming campus climate means an acceptance of faculty who bring varied perspectives, experiences, attitudes, and styles to campuses that positively affect teaching and research. Regretfully, women, non-majority, and international faculty have indicated a less than welcoming climate than men and majority faculty (Vaccaro, 2010 and Campbell-Whatley et al. 2015). Studies show that non-majority faculty and women continue to bring forth conflicting issues relating to climate and its effect on retention and promotion (Pittman, 2012).

The results of a national study at 416 colleges and universities revealed that negative racial climate impeded job satisfaction for non-majority faculty that relate to retention, autonomy, and independence. In the tenure and promotion process, a negative racial climate also biased reviews conducted by colleagues. Negative student perceptions of non-majority faculty also influence tenure and promotion, which ultimately contributes to negative mental and physical well-being impacts on these faculty (Jayakumar et al, 2009). Numerous studies conducted at U.S. universities affirm that non-majority faculty and women have different experiences from those of majority groups and these phenomena ultimately impact recruitment and retention of under-represented non-majority groups and women (Cress et al. 2008, Jayakumar et al. 2009, Pittman 2012).

Retention challenge

A study by Writer et al. (2019) outlines the experience of non-majority faculty in academia and delineates barriers to retention, which include isolation, exclusion,

marginalization, invisibility, and hyper-visibility. It is often assumed that faculty of color are the experts on their cultures, leading to hyper-visibility, tokenism, and extra service work as they are expected to be their department's representative to diversity committees and all initiatives on campus that require a diverse perspective. Non-majority faculty often experience increased responsibility to participate in the academic community and serve on committees at a disproportionate rate, precluding work leading to promotion (Kaplan et al. 2018). The faculty member also has invisible service as they become a beacon for students of color, even those outside their discipline. Most faculty of color feel a responsibility to address community needs, adding to a form of "race fatigue" as a result of being over-extended and undervalued. An unwritten expectation is that non-majority faculty feel they are expected to be very active and participatory because their absence is more noticeable than that of white colleagues. This hyper-visibility causes feelings of isolation and exclusion, impeding the faculty from being viewed as scholars or leaders. The article continues to state that minority faculty often feel left out of decision making and communication or, because of cultural communication barriers, feel ignored as being an integrated and contributing colleague. Depending on discipline, minority faculty also often face challenges in having their scholarship recognized. Tenure and promotion committees may view diverse faculty's research as political or based too much on their experience, rather than being legitimate, discipline specific work that advances the field. Denial of tenure and promotion can be connected to these issues if there is inadequate support or protective structures. (Jayakumar et al. 2009, Settles et al. 2019).

Common challenges faced by international faculty at many institutions include a lack of social support, lack of legal support, too few international students, a need for mentors, and cultural differences (Zhou et al. 2018). These often overlapping challenges include social and cultural challenges, such as the absence of a social and professional network of friends and difficulty in socializing and interacting with majority group colleagues. Many international faculty report a sense of isolation and loneliness. Academic and cultural challenges include not fully understanding the higher education system of the U.S. and, specifically, the culture of the school at which they are working. Some also report that majority students are culturally insensitive, disrespectful, and question their expertise (Gahungu 2011).

Many challenges are common to both international and non-majority faculty. For example, Phillips et al. (2016) conducted focus groups who indicated that isolationism was a major contributor to job dissatisfaction for both minority and international faculty. The absence of a critical mass of diverse and under-represented faculty causes a perceived absence of community and a sense of isolation (Kaplan et al. 2018). In many studies, non-majority and international faculty have expressed a lack of mentoring (Writer et al. 2019). Without proper and continuous mentoring faculty of color find themselves isolated from the community, especially without a critical mass of faculty of color to share social affinity, challenging job satisfaction and retention.

Solutions

Recruiting and retaining minority and international faculty is possible if the administration and faculty of a university commit to it and get out of their comfort zone. Retaining these valuable faculty requires a special effort. They must be supported once they arrive and be provided an opportunity to be successful (Moody, 2004). Institutions of higher education must offset conditions experienced by diverse and international faculty by creating open and affirming practices that focus on authentic equity, diversity, and inclusion (Settles et al. 2019). It is imperative that service work related to diversity become the work of all faculty and administrators.

Development of and investment in programs specifically for non-majority and international faculty demonstrates institutional commitment to diversity. Programs and resources committed to retention and promotion are critical to building a diverse faculty. More formalized and coordinated programming, including mentorship around promotion and cultural inclusion, is needed to reduce isolationism. Such programs require dedicated funds and an institutional commitment over an extended period of time. Commitment, including institutional resources, must be expressed from the center of an institution with a senior champion being critical to the coordination of these efforts (Kaplan et al. 2018).

To promote retention and improved campus climate, new non-majority and international hires should not be required to adhere to the existing culture, but rather the culture should be changed to assure that new hires are nurtured and supported and treated as valued colleagues (Moody 2004). It must be ensured that existing criteria for tenure and promotion must be applied with a sufficiently broad perspective so that the faculty's contributions to the learning environment, both in and outside the classroom, are fully and fairly taken into account (Alger 2000).

Suggestions made to promote retention of international faculty include increased social support via groups to support social needs, recruiting more international students to create a more internationalized campus and community, and sustaining a mentoring program that would pair international faculty with members from a similar cultural/linguistic background (Zhou et al. 2018).

The Need for Mentoring

Non-majority and international faculty have reported that their retention in academia was facilitated through relationships with multiple strong mentors that includes other non-majority or international faculty. These mentors help by providing guidance to negotiate the academy and its policies and procedures, connecting them with professional organizations and networks, and providing public advocacy. It is recommended that mentoring of new

faculty be placed within institutional policy to ensure quality and continuity. It is also recommended that universities establish spaces for faculty of color to connect and find affinity and a sense of safety (Writer et al. 2019).

Mentoring by a team of colleagues serves a particularly important need for diverse and international faculty to engage in meaningful relationships and assimilate into the culture, mission, and goals of a university. Use of cultural mentors and a confidential mentor outside of one's department provides a safe setting where faculty can state perspectives that they would not be comfortable sharing in public meetings, combats isolation, and promotes a higher level of career development (Phillips et al. 2016). It gives faculty help dealing with issues such as challenges from students, devaluation of scholarship, and high demands for university scholarship. It also provides the faculty member with champions to protect them from overuse in diversity and service expectations.

A paper by Phillips et al. (2016) delineates and assesses the success of creating a formal mentoring program to support and retain non-majority and international faculty. They initiated an group mentoring model that uses multiple mentors to support all faculty through the tenure process. This includes a senior member in the same department to guide the faculty member through the tenure process; a junior member in the same department to help assimilate into department culture; a mentor outside of the department to help with institutional culture, provide confidential advice, and be an outlet for frustrations; and for non-majority and international faculty, a mentor that matches along cultural lines to help reduce isolationism. It is possible that the latter two be the same mentor. This mentoring program may include both individual and group mentoring, which also supports a sense of community. Participants noted that this provided them a safe and supportive setting to discuss concerns and created a sense of community and the university reported a significant increase in retention.

Proposal

It is proposed that UW-Green Bay initiate a formalized multiple mentor support program for all new faculty and lecturers that includes a senior mentor within their department, a junior member within their department, a mentor from another department that can act as a confidant and champion, and, for non-majority and international faculty, a group mentoring program. This group mentoring program would create an opportunity for untenured non-majority and international faculty to gather with tenured non-majority and international faculty to help them develop professional and social networks, which will help reduce isolationism and provide a greater support system to help navigate the university and community culture.

This program would be administered through the provost office with significant help from deans, unit, and discipline chairs in identifying and supporting mentors. Unit and discipline chairs will identify appropriate mentors within the unit of hire. Tenure track faculty hires should be partnered with other tenured or tenure track faculty, but lecturers would ideally have at least one lecturer as a mentor. The provost office will work with deans and unit chairs to identify appropriate and willing mentors from across campus to mentor new faculty and lecturers from other units. So, all new faculty and lecturers will have these three mentors. The role of each is as follows:

Senior mentor from same unit: guide tenure track faculty through tenure process and help lecturers establish a strong teaching record

Junior mentor from same unit: help lecturer/faculty hires with the culture of the department and navigating university procedures

Member from different unit: also helps lecturer/faculty navigate the university and provides advice and a confidant as needed

While not all mentors and their mentees need to be on the same campus, at least one should be.

Through the provost office, a group of willing tenured, non-majority and international faculty and lecturers will be built. Twice monthly opportunities will be created (brown bag lunches, late day socials, pastries and coffee morning social, etc..) to bring these groups together. Virtual meeting options will need to be explored for those not on the Green Bay campus. Times and activities will be selected to minimize those whose schedule prevents them from attending at least some activities. A group mentoring model is being used to prevent this program from becoming another overwhelming service obligation for non-majority and international faculty. They would not need to attend every event. The hope would be that friendships and allegiances would form to foster greater social engagement and reduced isolationism.

Training

Mentors would be trained through CATL to understand exactly their mentoring role and new faculty/lecturers will be given an orientation on what to expect from their mentors.

Approximate schedule for fall new hires

Mid-August: Unit chairs give Provost office names of new hires and which identify as non-majority or international

Late August: unit and program chairs select appropriate mentors (one tenured and one untenured/lecturer) for each new hire. To avoid overuse of non-majority and international faculty, these individuals should be selected judiciously, as they will be more well placed in the group mentoring program for non-majority and international hires.

Provost office with help from deans, unit, and program chairs identifies non-discipline mentors for each new faculty and non-majority and international faculty willing to serve as group mentors.

For each new hire, the senior mentor in the department of hire will be the coordinating mentor. This mentor will be given the names of all mentors for a new hire and will facilitate an initial group mentor meeting to introduce themselves to the new faculty member.

Week of convocation: mentors are trained by CATL

Week of convocation/First week of classes: Lead mentor arranges a group mentor meeting with new hire.

Provost office and CATL arrange a group meeting for all mentors and mentees.

After the initial group meeting with the mentee and all three mentors, each mentor will be responsible for contacting their mentee and meeting with them once a month, especially during the first three years of hire when retention rates are the lowest. The provost office and unit chairs should check in with mentors to make sure they maintain a good relationship with their mentee.

The provost office is responsible for arranging group mentoring sessions every other week and inviting non-majority and international faculty and non-majority/international mentors. These should be at staggered days/time to accommodate different schedules with the goal of new hires being able to attend at least once each month. Some of these events should also accommodate virtual attendees. These may be informal lunches or socials or they may be linked to CATL related topics.

Funding

Funding will be required for the following activities:

Mentor training: All new mentors must undergo training via CATL and will be compensated a small stipend upon completion of training. This will ensure quality mentoring and a commitment to the program. (I recommend \$250 for each mentor for initial training).

Budget for group mentoring events for food/beverages: \$3000 annually.

The approximate cost of this program will be about \$18,000 annually, but if successful, this will ultimately save the university via the time and financial cost of conducting searches and overloads paid to cover core curriculum when faculty/lecturers leave. Retention of non-majority and international faculty will also promote retention of non-majority and international students, which supports the university mission.

Assessment

At the beginning of the academic year, each new hire will complete an information form providing information about teaching, service, and scholarship interests. They will also indicate areas in which they would like to have advice. These surveys will be shared with their mentors. They will complete a second survey at the end of the academic year, indicating how well they were mentored and whether they received useful, appropriate advice in the areas requested. These surveys will be conducted through the provost office/CATL and a confidential summary will be provided to mentors to guide them. New faculty and lecturers will complete these surveys for their first three academic years. The provost office, with help from deans and unit chairs, will also track retention of new hires for these three years.

Faculty Code

With approval of Faculty Senate, language may be added to Chapter 3 of the UWGB Faculty Handbook (Faculty Appointments) that states,

New faculty and instructors will be provided mentors to guide tenure track faculty through the tenure process or instructors through their first three years of teaching. The mentoring program will be conducted through the provost office with input from deans and unit chairs. All mentors will be trained through the Center for the Advancement of Teaching and Learning with support from the Provost office.

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UWGB CHAPTER 53 ACADEMIC UNITS

53.01 ~~Interdisciplinary~~ Units

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

53.02 Unit Faculties: Membership

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

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

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

transmitted to the appropriate Dean(s) and to the Provost/Vice Chancellor for Academic Affairs. The executive committee has the authority to determine the internal affairs of the Unit.

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

53.04 ~~Interdisciplinary~~ Unit Chair: Selection

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

53.05 ~~Interdisciplinary~~ Unit Chair: Responsibilities and Duties

The ~~interdisciplinary~~ Unit Chair shall have leadership and administrative responsibilities in relation to the faculty and the executive committee of the Unit. The Chair's primary responsibility is to organize faculty discussion of key intellectual and practical issues concerning the Unit and the institution as a whole, and to work with the Unit faculty to address them effectively. These functions are carried out on behalf of the executive committee and Unit faculty. **The following is a list of duties that are often common to all Chairs or like designees (e.g., directors, graduate program directors, etc.). It is not intended to be an all-inclusive list of Chair duties. Chairs should consult with their Dean about the specific expectations for their college and/or Unit or program.**

A. Program/Curriculum Planning.

1. ~~In this area leadership responsibilities include initiating and organizing the unit's curriculum planning and program development processes. These activities are coordinated with the preparation and implementation of the unit's Program Development Plan and Program Assessment Plan~~
2. ~~The chairperson has leadership responsibilities to approve, schedule, and staff courses, subject to negotiation with other interdisciplinary units, relevant disciplines and programs.~~

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

B. Personnel Leadership

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

C. Resource Planning/Allocation

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

D. Unit Representation/Advocacy

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

E. Student Learning Experiences Recruitment and Success

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

F. Summer

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- A. **The Chair shall be selected in the manner described above for Unit Chairs, in 53.04.**
 - A. ~~—The chairperson shall be elected by a simple majority of the disciplinary or other unit members with the approval of the appropriate Dean(s) for a term of three years. There is no limit on the number of terms a chairperson may serve. The vote shall be at a meeting of that unit with the results to be counted and announced immediately at said meeting. The results of the election shall be transmitted to the appropriate Dean(s) for his/her approval. Removal of the chairperson by the appropriate Dean(s) during the term of office normally shall take place following a vote of no confidence. A vote to determine confidence in the chairperson may be held at any time upon petition of 50 percent of the unit faculty or on request of the appropriate Dean(s).~~
 - B. ~~The chairperson must have the tenured rank of associate or full professor and shall be elected from among the members of the disciplinary unit or other program.~~

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

- A. The Chair of the program shall perform all or some of the duties as described for Unit Chairs above in 53.05.
 - ~~The chairperson of the disciplinary or other unit has the following duties:~~
 - A. ~~Serves as the official channel of communication for all matters affecting the disciplinary or other unit as a whole, between that unit and the Chancellor, the Provost/Vice Chancellor for Academic Affairs, the appropriate Dean(s), and other University officials or units.~~
 - B. ~~Calls meetings of the disciplinary or other unit faculty and of the executive~~

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

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

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

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

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

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

UWGB CHAPTER 53 ACADEMIC UNITS

53.01 Units

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

53.02 Unit Faculties: Membership

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

53.03 Unit Executive Committees: Membership and Functions

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

performance throughout the year. The Chair will see that such matters are communicated when deemed necessary, and these matters, as well as any follow-up or resolution, may be considered at future personnel reviews. These collegial functions shall be performed in accordance with affirmative action, inclusivity, and equal opportunity principles.

53.04 Unit Chair: Selection

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

53.05 Unit Chair: Responsibilities and Duties

The Unit Chair shall have leadership and administrative responsibilities in relation to the faculty and the executive committee of the Unit. The Chair's primary responsibility is to organize faculty discussion of key intellectual and practical issues concerning the Unit and the institution as a whole, and to work with the Unit faculty to address them effectively. These functions are carried out on behalf of the executive committee and Unit faculty. **The following is a list of duties that are often common to all Chairs or like designees (e.g., directors, graduate program directors, etc.). It is not intended to be an all-inclusive list of Chair duties. Chairs should consult with their Dean about the specific expectations for their college and/or Unit or program.**

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

B. Personnel

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

C. Resource Planning/Allocation

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

D. Unit Representation/Advocacy

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

E. Student Recruitment and Success

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

F. Summer

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

53.06 Programs within Units

- A. An academic program shall consist of faculty members serving majors or minor in a program housed within or between Units.
- B. Recommendations concerning the establishment, the merger, or the discontinuance of programs can be initiated by the faculty members concerned, the Unit Chair, the appropriate Dean(s), or the Provost/Vice Chancellor for Academic Affairs. Any

actions taken on such recommendations must be reviewed by the faculty concerned, the Unit, the Academic Affairs Council (or the Graduate Academic Affairs Council in the case of graduate programs) and Personnel Council, meeting jointly, and the University Committee, and shall receive the approval of the appropriate Dean(s), the Faculty Senate, the Provost/Vice Chancellor for Academic Affairs, and the Chancellor.

53.07 Program Faculties: Membership

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

53.08 Program Executive Committees: Membership and Functions

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

53.09 Program Chair: Selection

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

53.10 Program Chair: Duties

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

Faculty Senate Document #21-12

Memorial Resolution for Tonya Estebo, Senior Lecturer

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

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

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

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

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

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

Faculty Senate New Business 5a 2/23/2022

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

ABSTRACT

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

PROGRAM IDENTIFICATION

Institution Name: University of Wisconsin-Green Bay

Title of Proposed Academic Program: Sociology & Anthropology

Degree Designation(s): Major

Mode of Delivery

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

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

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

Proposed Date of Implementation: Fall 2022

Projected Enrollments and Graduates by Year Five

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

Table 1: Five-Year Academic Program Enrollment Projections

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

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

Tuition Structure

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

DESCRIPTION OF PROGRAM

Overview of the Program

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

Student Learning and Program Outcomes

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

- Describe and critically evaluate the historical development of the disciplines of anthropology and sociology.
- Understand how the various paradigms of each discipline contributes to the unified whole and how they contribute to the improvement of cultural and social policy.
- Identify, evaluate, and apply sociological and anthropological concepts and theories to contemporary cultural, environmental, or social issues on a global scale.
- Compare cultural and social systems (past and present) using an inclusive, cross-cultural, relativistic, and scientific approach.
- Evaluate current and historical scientific, social, cultural, environmental, and political theories, issues, and policies.
- Describe and evaluate social and cultural factors that impact attitudes, practices, and behaviors.

- Understand and critically assess the role of race, ethnicity, social class, gender, sexual orientation, ability, age, and other indices of privilege in culture and social structure.
- Recognize, explain, and critically evaluate both quantitative and qualitative methods in the analysis of sociological and anthropological data and theory.
- Demonstrate knowledge of theory and method by conducting and presenting empirical research.
- Identify ethical principles used in scientific research.
- Understand, critically analyze, and engage in principles of inclusivity and intersectionality in everyday life and policy.
- Engage in service to the university, the local community, and the region through research and service.
- Prepare to be civically minded and responsible citizens of a vastly diverse global community.

Program Requirements and Curriculum

Table 2: Program Curriculum

Proposed Curriculum for Sociology & Anthropology Major

Supporting Courses		10
<i>Complete both of the following supporting courses:</i>		<u>6</u>
ANTHRO 100	Varieties of World Cultures	3
SOCIOL 101	Introduction to Sociology	3
Core Courses		
<i>Choose one of the following statistics courses</i>		<u>4</u>
MATH 260	Introductory Statistics	4
PSYCH 205	Social Science Statistics	4
BUS ADM 220	Business Statistics	4
Upper-Level Core		9
<i>Complete all of the following upper-level core courses</i>		<u>9</u>
COMM SCI 301	Research Methods for the Social Sciences	3
ANTHRO 307	Anthropological Theory	3
SOCIOL 307	Sociological Theory	3
Upper-Level Electives		21
<i>Choose seven of the following upper-level elective courses:</i> <i>*Two courses (6 credits)</i>		

<i>must be either SOCIOL or ANTHRO</i>		
ANTHRO 298	Independent Study	3
ANTHRO 304	Family, Kin, & Community	3
ANTHRO 306	Environmental Anthropology	3
ANTHRO 314	Cultures of the World	3
ANTHRO 320	Myth, Ritual, Symbol & Religion	3
ANTHRO 348	Economic Anthropology	3
ANTHRO 497	Internship	3
SOCIOL 302	Class, Status, & Power	3
SOCIOL 303	Race & Ethnic Relations	3
SOCIOL 304	Deviant Behavior	3
SOCIOL 308	Sociology of the Family	3
SOCIOL 310	Urban Sociology	3
SOCIOL 311	Collective Behavior & Social Movements	3
SOCIOL 315	Street Gangs in America	3
SOCIOL 320	Sociology of Religion	3
SOCIOL 321	Topics in Sociology	3
SOCIOL 335	Social Psychology	3
SOCIOL 355	Environmental Sociology	3
SOCIOL 375	Sociology of Sexual & Intimate Relationships	3
SOCIOL 404	Criminology	3
SOCIOL 497	Internship	3
SOCIOL 498	Independent Study	3
SOCIOL 499	Travel Course	3
<i>The following courses are encouraged but do not count toward the Major</i>		3
ANTHRO 495	Teaching Assistantship	(3)
SOCIOL 495	Teaching Assistantship	(3)
Total Credits		40

Assessment of Outcomes and Objectives

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

Mission Relevance

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

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

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

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

Projected Time to Degree

The Sociology & Anthropology Major can be completed within the student’s four-year college experience. If accounting for only fall and spring semesters (fully understanding that winterim

and summer options are also available), we would expect students to following the timeline shown here:

Table Three: Time to Degree

Year One	<u>Fall Semester</u>	<u>Spring Semester</u>
	Introduction to Sociology	Varieties of World Culture
Year Two	<u>Fall Semester</u>	<u>Spring Semester</u>
	200-level Sociology	200-level Anthropology
	Social Science Statistics	Foundations for Social Research
Year Three	<u>Fall Semester</u>	<u>Spring Semester</u>
	Sociological Theory	Anthropological Theory
	300-level Sociology Elective	300-level Anthropology Elective
Year Four	<u>Fall Semester</u>	<u>Spring Semester</u>
	300-level Sociology Elective	300-level Anthropology Elective
	300-level Student Internship	

Program Review

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

Accreditation

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

JUSTIFICATION

Rationale and Relation to the Mission

The Sociology & Anthropology program supports the mission of the University of Wisconsin-Green Bay and the College of Arts, Humanities and Social Sciences to “serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities; scientific, professional, and technological expertise; and a sense of value and purpose.” Further stated, “Inherent in this mission are methods of instruction, research, extended education, and

public service designed to educate people and improve the human condition.” In addition, we aim to better our community in nurturing diversity, enhancing inclusivity, and supporting methods of sustainability.

Other Programs in the University of Wisconsin System

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

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

Need as Suggested by Current Student Demand

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

Need as Suggested by Market Demand

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

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

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



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

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

Introduction

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

Section I – Enrollment

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

Section II – Credit Hours

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

The proposed curriculum for Sociology & Anthropology includes 40 credits in the major. There are six credits of support courses (Varieties of World Culture, Introduction to Sociology), 13 credits for the lower and upper core (Social Science Statistics, Foundations for Social Research, Sociological Theory, and Anthropological Theory). There are 21 upper elective credits that students are required to complete, splitting them between anthropology and sociology. Many of these courses meet the social science general education requirement. We also regularly contribute to other general education courses, including Writing Emphasis (Urban Sociology, Family, Kin & Community, and Myth Ritual, Symbol and Religion); Global Communities (Varieties of World culture, Family, Kin & Community, and Myth Ritual, Symbol and Religion); Ethnic Studies Perspective (Racial & Ethnic Identities); and of course, Social Science (Introduction to Sociology, Contemporary Social Problems, Varieties of World Culture, Family, Kin & Community). Many more of our courses will be going through the process of filling the general education program status as they objectively meet the standards required.

Section III – Faculty and Staff Appointments

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

Section IV – Program Revenues

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

Section V – Program Expenses

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

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

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

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

Section VI – Net Revenue

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

Table 4: Revenue Projection

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	20	20	25	25	30

Continuing Students	0	18	35	50	59
Total Enrollment	20	38	60	75	89
Projected Revenue	\$58,221	\$110,620	\$174,663	\$218,328	\$259,083

Faculty Senate New Business 5b 2/23/2022

Faculty Senate Document #21-14 – Approved 2/23/2022

NOMINEES FOR 2022-2023 FACULTY ELECTIVE COMMITTEES

The Committee on Committees and Nominations, the University Committee, and the Personnel Council have prepared the following slate of candidates for open 2022-2023 faculty elective committee positions. Further nominations can be made by a petition of three voting faculty members. These nominations must have consent of the nominee and must be received by the Secretary of the Faculty and Staff no later than 6 March 2022.

UNIVERSITY COMMITTEE

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

Continuing members are:

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

Nominees for two tenured faculty slots (2022-25)

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

One from AH: Clifton Ganyard; Mark Karau

COMMITTEE OF SIX FULL PROFESSORS

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

Continuing members are:

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

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

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

One from PS: Sampath Kumar; John Stoll

ACADEMIC AFFAIRS COUNCIL

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

Continuing members are:

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

Nominees for two tenured faculty slots (2022-25)

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

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

PERSONNEL COUNCIL

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

Continuing members are:

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

Nominees for one tenured faculty slot (2022-25)

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

GENERAL EDUCATION COUNCIL

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

Continuing members are:

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

Nominees for two tenured faculty slots (2022-25)

One from AH: Randy Meder; Michael Rector

One from SS: Kerry Kuenzi; Jon Shelton

GRADUATE ACADEMIC AFFAIRS COUNCIL

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

Continuing members:

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

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

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

One from CHESW: Myunghee Jun; Lisa Poupart

COMMITTEE ON COMMITTEES AND NOMINATIONS

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

Continuing members are:

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

Nominees for one faculty slot (2022-25)

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

COMMITTEE ON RIGHTS AND RESPONSIBILITIES

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

Continuing members are:

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

Nominees for two tenured faculty slots (2022-25)

One from NS: Michael Draney; Amy Kabrhel

One from PS: Gaurav Bansal; Myunghee Jun

Faculty Senate New Business 5c 2/23/2022

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

Purpose

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

UWGB’s process is as follows:

- I. All administrators to whom this process applies participate in annual evaluations governed by [SYS 1254: Performance Management](#). These annual evaluations provide an important means by which the employee and their supervisor share information about appropriate goals for the coming year and about the degree of achievement of goals for the preceding year. This process will supplement, not replace, those annual evaluations required under [SYS 1254: Performance Management](#) by soliciting feedback from the larger campus community in an attempt to improve the health and the strength of the institution.

- II. Surveys will be staggered so that all administrators listed above are not going through this process simultaneously. The scheduling of surveys is included as part of the timeline below. Following their initial survey process, each administrator will undergo this process every three years thereafter. In the case of administrator turnover, a newly appointed administrator will have a survey conducted prior to the completion of the third year and every three years thereafter. The survey will be conducted

through a voluntary and participatory process. Creation and distribution of the survey will primarily be the responsibility of the University Committee (UC). The UC will coordinate and distribute the administrator feedback survey.

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

session meeting after the report has been shared with the employee/supervisor but before the performance review is finalized. Given that they are not institution-wide administrative positions, the Dean reports will only be shared with the applicable Dean, Provost, and Chancellor.

- VII. When conducting annual reviews, supervisors will discuss the results of comprehensive report with the employee being reviewed, with the goal of constructive feedback on performance, leadership, and administrative skills. As noted above, information from the comprehensive report is intended to supplement information that is currently used when conducting reviews. It will not be used as a primary source of information when conducting reviews, nor supersede the review criteria established through [SYS 1254: Performance Management](#).
- VIII. The Office of the Secretary of the Faculty and Academic Staff will maintain records regarding the year of the most recent survey for each administrator. If an administrator is due for a survey in a given year, the SOFAS Office will alert the administrator, their supervisor, Human Resources, and the UC by the fourth week of Spring semester.

SUGGESTED SURVEY TIMELINE

SPRING SEMESTER:

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

FALL SEMESTER:

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

supervisor, and the Chancellor.

TIMING OF SURVEYS

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

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

2024-2025 Academic Year: Chancellor and Provost surveys

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

Faculty Senate Old Business 4a 4/6/2022

ORIGINAL

UWGB’s Institutional Learning Outcomes

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

Institutional Learning Outcomes

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

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

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

Proposed Revision

UWGB's Institutional Learning Outcomes

In 2017, the University of Wisconsin-Green Bay adopted a set of Institutional Learning Outcomes (ILOs) with the purpose of more clearly aligning the mission-level outcome identified by the [MLLO Project](#) with the University's General Education Program as well as its academic program and co-curricular activities. The ILOs adopted by the University were based on the AAC&U's LEAP Initiative and Lumina's Degree Qualifications Profile (DQP). Inspired by the AACU Essential Learning Outcome Rubric, in 2021 the University updated their ILOs.

Institutional Learning Outcomes

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

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

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

***Denotes GEC revision 4/21/21

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

Institutional Learning Outcomes			
Rubric mapping			

Section		<u>Assessment</u>	<u>Area or Courses</u>
1	Specialized Knowledge, Skills, and Perspectives	Program Learning Outcomes	PLOs
2	Broad and Integrative Knowledge Across a Variety of Fields of Study	Capstone Rubric*	Capstone
3	Practical and Intellectual Skills (including:)		Institutional
	Inquiry & Analysis	Inquiry & Analysis Rubric**	
	Critical & Creative Thinking	Critical Thinking Rubric** Creative Thinking Rubric**	
	Oral & Written Communication	Oral Communication Rubric** Written Communication Rubric**	
	Quantitative Literacy	Quantitative Literacy Rubric**	
	Information Literacy	Information Literacy Rubric**	
	Teamwork and Problem solving	Teamwork Rubric** Problem Solving Rubric**	

4	Personal and Social Responsibility (including:)		UL/Co-Curricular
	Engaged Citizenship	Civic Engagement Rubric**	
	Knowledge of Environmental and cultural sustainability	Sustainability Rubric*	
	Intercultural knowledge	Intercultural Knowledge Rubric**	
	Global Learning	Global Learning Rubric**	
	Ethical Reasoning	Ethical Reasoning Rubric**	
	Interdisciplinarity***	Integrative Learning Rubric**	FYS, Capstone
	Foundations and skills for lifelong learning	Lifelong Learning Rubric**	Capstone
5	Applied, Collaborative, Integrative Learning Activities in both Academic and Non-academic settings	Integrative Learning Rubric** Applied Learning Rubric* Teamwork Rubric**	Capstone and Co-Curricular

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

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

***Denotes GEC revision 4/21/21

Faculty Senate Old Business 4b 4/6/2022

Memorial Resolution for Professor Emeritus Rolfe E. White



Dr. Rolfe E. White (1938-2021) joined UW-Green Bay in 1969 and retired in 1998 as an Associate Professor of Social Work, Emeritus. He passed away on June 9, 2021. Dr. White received a Bachelor's degree in Biology from Case Western Reserve University, a Master's in Social Work from the School of Applied Social Sciences at Case Western Reserve University, and a PhD in Education from Laurence University in California. His thirty-plus years of service to UW-Green Bay, the Social Work Professional Programs, the Northeast Wisconsin community, and the social work profession are exceptional, indeed. Dr. White's calling to improve the lives of underserved individuals in our community culminated in significant, long-lasting change that lives on today. Driven by his compassion, commitment, and a focus on camaraderie, coupled with his expertise in advocacy, community change, and human behavior, Dr. White made our community better then, and it is better now. He knew how to bring people together and for that we are most thankful. We are fortunate, as well, for the existence today of countless professional social workers who benefited from Dr. White's expertise, as well as his foresight as the Founder of the Green Bay Area Free Clinic (now the NEW Community Clinic), and the Brown County Housing and Homeless Coalition, both of which are here today because of his vision and ability to effect change.

Upon joining UW-Green Bay in 1969, Dr. White began as a lecturer in the Social Services Program and as a staff member in the campus Counseling Center; these areas fit well with his expertise in working with youth in residential settings, his commitment to the social work profession, and to helping students develop as competent, knowledgeable, and ethical social work practitioners. While finishing his doctorate (awarded in 1978) Dr. White served in Social Work as an Assistant Professor and was promoted to Associate Professor in 1982. He holds a strong scholarly record which includes several publications and presentations on health care and poverty, and therapeutic group processes which he also carried into his class lectures.

Dr. White's academic journey also includes several years of service as the Chair of the Social Work Professional Program and service to numerous University committees and initiatives. Among these, and together with social work faculty, he was instrumental in the development of a specialized child welfare curriculum and program competencies for the baccalaureate social worker. In fact, because of his work and that of the Social Work faculty, the UW-Green Bay Social Work Program was a forerunner in the application of program competencies which are now common requirements in social work education across the nation. All told, the efforts of Dr. White, his social work colleagues, campus leaders and others, set the stage for the first accredited

social work program at UW-Green Bay, which now hosts its highly sought-after, fully accredited Master of Social Work program. Consistent with his love for teaching and commitment to service, Dr. White continued well after his retirement as an adjunct faculty member in the Master of Social Work program.

Dr. White's service to the Northeast Wisconsin community extended far beyond his UW-Green Bay appointment. He was well-known for his work on behalf of homeless individuals, serving on numerous committees dedicated to homelessness including the Brown County Task Force for the Homeless where he served both as Vice President and President, and the Brown County Board of Supervisors' Human Services Committee where he served for many years as Chair of the Subcommittee on Homeless Issues and Affordable Housing. He held a special interest in service to ethnic and cultural groups including Southeast Asian populations in Green Bay, and Native American groups via his work with the Green Bay AmerIndian Center. As noted earlier, and certainly worth repeating, Dr. White was the Founder of the NEW Community Clinic where he continued as Board President until January of 2021. This exceptional commitment of nearly thirty years demonstrates the high level of regard he held for those with limited access to housing and medical services, and also for social work students who participated early on in developing a plan and securing funding for the Clinic as part of a student project. That he valued and applied students' contributions in the initial planning and development phase reflects the consistent level of respect he showed students as a teacher and mentor, and provides an excellent exemplar of a community/university partnership. For this and other contributions, in 1987, Dr. White was elected Northeast Wisconsin's Social Worker of the Year.

Today, Social Work students continue to benefit from Dr. White's generosity via the Rolfe E. White scholarship in Social Work developed upon his retirement. Because Dr. White was deeply concerned about poverty, this scholarship is awarded to students with a significant professional interest in addressing poverty and serving low-income individuals in their professional careers. In reflecting upon their memories, UW-Green Bay Social Work students recall Dr. White as kind, humble, patient, and supportive. He always had time for helping, listening, and caring. Even when introducing students to new and sometimes difficult-to-grasp concepts (think epistemology), he was patient and thorough in providing explanations to facilitate understanding. He wanted every student to do their best and would help them get there.

Upon his passing, former students shared their reflections:

"He was the grounding force, always calm and supportive, always friendly and available. When I dropped from school that semester, he made it known that the door was always open to come back and pick up where I left off. When I did return, he was welcoming and sincerely happy to see me. If it weren't for Rolfe, I wouldn't have become a social worker. I likely wouldn't have returned to school for anything."

"I remember my time in his class fondly. He was methodical and deliberate with us, patiently ensuring our understanding of materials, and sharing stories from his own experiences as an accomplished advocate in the Green Bay community. He served as my faculty field liaison and I recall his committed attention to detail and focus on my growth

during our meetings with my field instructor. Rolfe always had a twinkle of mischief in his eyes and a belief in both his students and in social change.”

“Rolfe was an avid athlete and windsurfer who often shared his windsurfing stories with students. It was apparent that he knew how to navigate rough waters. As a student, I knew first-hand that his calm demeanor could assuage even the most distressed among us. Always a teacher who could readily bridge ‘real life’ with academics, I think he left us with windsurfing lessons to last a lifetime.”

Dr. White’s family said it best in this poignant message taken from his memorial obituary:

“Rolfe was selfless in all he did. He taught with his entire heart and mind, never leaving a stone unturned, a question unanswered, or a student in need. He seldom spoke of all his amazing accomplishments and never thought what he was doing was anything more than what everyone should do. His kindness, compassion, and love for his career left a lasting impression on many.”

<https://www.legacy.com/us/obituaries/greenbaypressgazette/name/rolfe-white-obituary?id=10778342>

With the deepest gratitude, we reflect upon Dr. White’s enormous commitment and contributions to the betterment of others. He has left a remarkable legacy of unrelenting service to the social work profession, the Social Work Professional Programs at UW-Green Bay, the institution-at-large, and the Northeast Wisconsin community.

Respectfully submitted,

*Doreen Higgins, PhD
Associate Professor Emerita
Social Work Professional Programs*

Faculty Senate New Business 5b 4/6/2022

AAUP/FACULTY SENATE RESOLUTION ON CANCELING STUDENT DEBT

THE PROBLEM

As reported by the American Association of University Professors (AAUP), more than 45 million people in the United States hold nearly two trillion dollars of student debt. The AAUP further states that student debt exacerbates class, race, and gender inequalities. It reduces students' access to education, and hinders them from taking jobs of their choice in the fields in which they were trained. It burdens our faculty and staff, who also carry student debt into their offices and classrooms. And most importantly, it's unnecessary, as there are clear opportunities now for canceling that debt and reforming higher education finance to prevent students from incurring further debt.

THE MOMENT

In December 2021, Biden extended the federal student debt payment pause until May 1st, the *second* extension since 2020. But, our communities are suffering and need student debt cancellation now, more than ever. Now is the time to turn the payment pause into permanent cancellation. The idea of student debt cancellation has never been so popular, or possible. According to the AAUP, over two thirds of Americans support some kind of student debt cancellation. Substantial numbers of elected officials and grassroots organizations are ready to mobilize.

THE DEMAND

We are calling for student loan debt cancellation and a pathway to tuition free college.

WHEREAS, elimination of debt in higher education and pathways to education as a public good represents substantial opportunities to demand support for and reform of higher education, increase economic and public health security, expand prosperity, create jobs, and save our community money;

WHEREAS, cancelling student loan debt and eliminating debt in higher education represents an enormous economic opportunity to support students, staff, and faculty in moving upward in social mobility, creating and pursuing better jobs, increasing spending in our local community, and providing a deeply needed stimulus;

WHEREAS, Black, Latinx, Indigenous, Asian and Pacific Islander, and other communities of color; economically disadvantaged residents; and young adults experience the impacts of student debt most acutely;

WHEREAS, abolishing student debt also represents a moral opportunity to support students, addressing racial and gender wage gaps, and providing better overall health outcomes to students since debt is associated with negative mental and physical health outcomes, like stress, depression, general health, obesity and mortality;

WHEREAS, student debt cancellation is only one step toward relief and a better higher education system, and examples from overseas show the need for elimination of full student loan debt and investment in and pathways toward free higher education and other programs to support higher education as a public good;

NOW THEREFORE IT BE RESOLVED that the FACULTY SENATE of the University of Wisconsin - Green Bay calls for the Federal Government to commit to cancel all student debt.

The UW-Green Bay FACULTY SENATE requests that the Federal Government enacts a plan to cancel student debt and begin the transition to education as a public good.

Faculty Senate New Business 5c 4/6/2022

Faculty Senate Document #21-19 – Approved 4/6/22

Resolution in Support of Academic Freedom and Equity, Diversity, and Inclusion in Education

The University of Wisconsin–Green Bay’s Commitment to Academic Freedom

WHEREAS in 1894, the University of Wisconsin Board of Regents released a statement on the importance of academic freedom that remains foundational to the University of Wisconsin System’s academic pursuits, famously writing: “Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found”;

WHEREAS, on Sept. 19, 1990, the University of Wisconsin–Green Bay Faculty Senate approved an Academic Freedom Policy, which states that "Teachers are entitled to freedom in the classroom in discussing their subject" (115) and "Controversy is at the heart of the free academic inquiry" (117);

WHEREAS, the University of Wisconsin System Board of Regents policy document titled “Commitment to Academic Freedom and Freedom of Expression” states: "Academic freedom includes the freedom to explore all avenues of scholarship, research, and creative expression, and to reach conclusions according to one’s own scholarly discernment. Freedom of expression includes the right to discuss and present scholarly opinions and conclusions on all matters both in and outside the classroom." And also states: "it is not the proper role of the university to attempt to shield individuals from ideas and opinions they, or others, find unwelcome, disagreeable, or even deeply offensive." And also states: “Each institution in the University of Wisconsin System has a solemn responsibility not only to promote lively and fearless exploration, deliberation, and debate of ideas, but also to protect those freedoms when others attempt to restrict them”;

WHEREAS, the Higher Learning Commission, the accrediting body of the University of Wisconsin–Green Bay, requires in its published "Criteria for Accreditation" that "The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning" (2.D);

The University of Wisconsin–Green Bay’s Commitment to Diversity, Equity, and Inclusion

WHEREAS, the University of Wisconsin–Green Bay’s Select Mission states that "The culture and vision of the University reflect a deep commitment to diversity, inclusion, social justice, civic engagement, and educational opportunity at all levels”;

WHEREAS, the University of Wisconsin–Green Bay’s 2017 “Civility and Inclusion Statement” states: “The University of Wisconsin-Green Bay (UWGB) is an institution of higher learning where the safety of its multifaceted community of people is expected and enforced. Campus activities, programs, classes, lectures, and everyday interactions are enriched by our inclusion of one another as we strive to learn from each other in an atmosphere of positive engagement and mutual respect”;

WHEREAS educating about systemic barriers based on race, gender, and sexuality should be understood as central to realizing our diverse, multiracial democracy and to the active pursuit of knowledge in the 21st century to produce engaged and informed citizens;

Proposed Legislation Endangers both Academic Freedom and Diversity, Equity, and Inclusion

WHEREAS, Assembly Bill 411, “Relating to: anti-racism and anti-sexism pupil instruction and anti-racism and anti-sexism training for employees of school districts and independent charter schools” was passed by the Wisconsin State Legislature on Feb. 2, 2022;

WHEREAS, the testimony of the primary sponsor of Assembly Bill 411 included a list of approximately ninety terms and concepts that were identified as being in violation of the proposed legislation, including basic concepts and words such as “racial prejudice,” “systemic racism,” “white supremacy,” “equity, diversity, and inclusion,” “social justice,” and “land acknowledgments”;

WHEREAS, the restrictions and requirements of Assembly Bill 411 could endanger important partnerships through which UWGB serves the educational needs of our region, including Phuture Phoenix, Rising Phoenix, and College Credit in High School (CCIHS);

WHEREAS, Wisconsin Governor Tony Evers vetoed Assembly Bill 411 on Feb. 4, 2022, stating: “I am vetoing this bill in its entirety because I object to creating new censorship rules that restrict schools and educators from teaching honest, complete facts about important historical topics like the Civil War and civil rights. I have said before and will restate again today that I trust parents, educators, and schools to work together to do what is best for our kids—work they have long been doing without the political interference and micromanagement from politicians in Madison. Our kids deserve to learn in an atmosphere conducive to learning without being subjected to state legislative encroachment that is neither needed nor warranted. . . . There is no question that the aid we are providing our schools is much better spent on our kids learning in our classrooms than on the onslaught of attorney fees, lawsuits, and legal bills that could befall them because of this legislation”;

WHEREAS, on Feb. 22, 2022, the Wisconsin State Legislature passed Senate Bill 409, which would prohibit Anti-Racism and Anti-Sexism Instruction and Training at the UW System and Wisconsin Technical College System, thus threatening both academic freedom and equity, diversity, and inclusion efforts within the state’s public universities and technical colleges;

WHEREAS, on Feb. 23, 2022, the Wisconsin State Legislature passed Assembly Bill 884, which if enacted into law would override general education requirements at UW institutions by allowing students to take a course on the U.S. Constitution instead of a required diversity or ethnic studies course, thus depriving the universities of the right to establish degree requirements;

WHEREAS, this proposed legislation threatens to mire schools and universities in frivolous complaints; would interfere with the free expression of ideas and dissemination of accurate knowledge; and sets a dangerous precedent of ideological interference in education;

THEREFORE, BE IT RESOLVED that the Faculty Senate of the University of Wisconsin–Green Bay resolutely rejects any attempt by the state legislature to restrict or dictate university curriculum on any matter, including matters related to racial and social justice, and will stand firm against encroachment on faculty authority by the state legislature;

BE IT FURTHER RESOLVED that the Faculty Senate stands in solidarity with our PK-12 colleagues in Wisconsin and supports their ability to teach freely and accurately about race, racism, and gender inequality based on established disciplinary standards, without ideological interference;

BE IT FURTHER RESOLVED that the Faculty Senate affirms that the University of Wisconsin–Green Bay has a responsibility and opportunity to help build equity and social justice in a nation that has for centuries struggled with issues of racial and gender inequality by providing an accurate and diverse education about past and present injustices and problems;

BE IT FURTHER RESOLVED that the Faculty Senate affirms the [Joint Statement on Efforts to Restrict Education about Racism](#), authored by the AAUP, PEN America, the American Historical Association, and the Association of American Colleges & Universities, endorsed by over seventy organizations, and issued on June 16, 2021.

Sources:

"[Resolution in Support of Academic Freedom to Teach Race and Gender Justice, and Critical Race Theory](#)," Faculty Senate, University of Wisconsin-Madison, Nov. 1, 2021.

[Regent Policy Document 4-21: Commitment to Academic Freedom and Freedom of Expression, University of Wisconsin System](#), Board of Regents Policies, University of Wisconsin System.

"UWGB Faculty Academic Freedom Policy," [UWGB Faculty Handbook](#), pages 114-120.

[University of Wisconsin–Green Bay Select Mission](#), approved 2019.

"[Criteria for Accreditation](#)," Higher Learning Commission.

"[Civility and Inclusion Statement](#)," Council for Equity, Diversity and Inclusion, University of Wisconsin–Green Bay, 2017. (This statement was approved by the UWGB Chancellor and Cabinet in November 2017.)

"[Joint Statement on Efforts to Restrict Education about Racism](#)," June 16, 2021.

Wisconsin [Assembly Bill 411](#) (2021).

[Legislative Council Hearing Materials for AB 411](#), Aug. 11, 2021.

Governor Tony Evers, [Veto Statement for Assembly Bill 411](#), Feb. 4, 2022.

Wisconsin [Senate Bill 409](#) (2021).

Wisconsin [Assembly Bill 884](#) (2022).

"[Call to Action](#)." African American Policy Forum.

Faculty Senate New Business 5e 4/6/2022

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
MASTER OF PUBLIC ADMINISTRATION
AT UNIVERSITY OF WISCONSIN-GREEN BAY
PREPARED BY UW-GREEN BAY**

ABSTRACT

The University of Wisconsin (UW)-Green Bay proposes to establish a Master in Public Administration (MPA). An MPA is a professional degree that provides students with hands-on and theoretical preparation for a career in public service, including the development of technical skills and specialized expertise required of individuals working with public resources in the public or nonprofit sector. This is a logical fit with the UW-Green Bay select mission, as it notes that the University will provide “a problem focused educational experience” with a commitment to “civic engagement.” An MPA also fits with the strategic vision of the university, including connecting with community partners, distinctive programs, expanding professional graduate programs, and professional growth. In particular, an MPA would extend the graduate offerings of UW-Green Bay, provide local governments and nonprofit organizations with essential additional skills and trainings, allow community partners the opportunity to work with students on applied projects beyond those completed by students at the undergraduate level, and provide opportunities for professional growth for regional and state community members that would like to advance in their fields. The program will include three pathways for completion, including: a traditional option, an accelerated continuation option, and an accelerated executive option.

PROGRAM IDENTIFICATION

University Name

University of Wisconsin-Green Bay

Title of Proposed Academic Degree Program

Master in Public Administration

Degree Designation(s)

Graduate Degree

Mode of Delivery

The program will be delivered from a single institution, UW-Green Bay. Initially, to complete the degree, students will need to enroll in courses split between face-to-face instruction (approximately 80%) and online courses (approximately 20%). Students may be able to complete the course entirely in-person but will not be able to complete the program fully online at this time.

Department or Functional Equivalent

Department of Public and Environmental Affairs

College, School, or Functional Equivalent

College of Arts, Humanities, and Social Sciences

Proposed Date of Implementation

Fall 2022

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the first five years. By the end of Year 5, it is expected 124 students will have enrolled in the program and 91 students will have graduated from the program. Student completion rates are expected to be 90%, based on retention rates for other graduate programs at UW-Green Bay; for simplicity we assume attrition occurs between year one and two of the program.

Table 1: Five-Year Academic Degree Program Enrollment Projections by Track

Students in Traditional Track					
Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	7	12	15	18	20
Continuing Students	0	6	11	13	16
Total Enrollment	7	18	26	31	36
Students in Accelerated Track					
Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	0	5	7	8	9
Continuing Students	0	4	4	6	7
Total Enrollment	0	9	11	14	16
Students in the Executive Track					
Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	3	4	5	5	6
Continuing Students	0	2	3	4	4
Total Enrollment	3	6	8	9	10
Total Enrollment Per Year	10	33	45	54	62

Tuition Structure

Students enrolled in the MPA will pay the standard UW-Green Bay graduate tuition rate, which for the Academic Year (AY21) are \$444.23 per credit or \$3,998.07 per semester for students within the plateau (≥ 9 credits). Student segregated fees are \$87.51 per credit or \$787.59 per semester for full-time students; these funds are not directly available to the program. Students who opt to take a course via distance delivery pay an additional \$25 per credit; these funds are not directly available to the program. We assume a 2% increase in tuition for the 2023-2024 academic year, and an additional 2% increase in 2025. We assume no changes in student segregated fees or distance education fees.

DESCRIPTION OF PROGRAM

Overview of the Program

A Master of Public Administration (MPA) is a professional degree that provides students with hands-on and theoretical preparation for a career in public service. Through course offerings, students will develop the technical skills and specialized expertise required of individuals working with public resources in the public or nonprofit sector. This includes working as a part of the policy process and the implementation of public policy with competencies in policy analysis, program evaluation, public budgeting and financial

management, organizational behavior and management, human resources management, and ethics for public service. This includes public/governmental entities as well as nonprofit organizations who are major players in the delivery of public services and operate with similar missions, values, and purposes as their governmental counterparts and whose successful operation requires many of the same skills and competencies.

This proposal includes several pathways for admission into the program: (1) traditional enrollment, (2) an accelerated degree option that would allow for the continuation of our public administration undergraduate major (require one additional year of coursework from undergraduate degree); and (3) an executive option targeted to senior-level professionals in the nonprofit and public sectors (10+ years of progressively responsible experience in the public or nonprofit sector).

Core courses and required concentration courses will be held on an annual basis with electives offered at least once every other year. The program will offer a minimum of five different graduate courses in the fall and spring semesters, with at least one elective and the internship/practicum offered each summer. Summer courses will typically be offered online, with at least one online course offered each semester. Courses may change between modalities to accommodate both faculty and student needs, as well as to allow for substantive experts to teach courses they are academically or technically qualified to offer.

The traditionally-enrolled student will complete 36 credit hours of approved coursework consisting of an 18-credit hour core, with an additional 12 credit hours of elective classes (in either public or nonprofit management), a 3 credit-hour internship or applied practicum project, and a 3-credit capstone.

Students that are completing an undergraduate degree in Public Administration will be eligible to apply for the accelerated degree that requires 30 additional credits from their bachelor's degree. This 24 credit hours of coursework includes an 18 credit core and 6 credits of electives, as well as a 3 credit-hour internship or practicum project and a 3 credit-hour capstone course.

Students completing the executive option will complete 30 credit hours that will include 27 credits (an 18 credit core and 9 credits of electives), as well as a 3-credit capstone course.

Student Learning Outcomes and Program Objectives

Through coursework and upon graduation from the MPA program, all students should have achieved the NASPAA Competencies and be able to effectively:

1. Lead and Manage in Public Governance;
2. Participate in and contribute to the public policy process;

3. Analyze, synthesize, think creatively, solve problems, and make decisions;
4. Articulate and apply public service perspectives; and
5. Communicate and interact productively with a diverse and changing workforce and citizenry

Moreover, the UW-Green Bay MPA program has identified programmatic learning outcomes that reflect these competencies and articulate the skills and knowledge a student will have obtained at the time of their graduation from the program. These include the ability to:

1. synthesize the major theories of the field to articulate how they inform a public service perspective;
2. collect, manage, evaluate, and apply data to make decisions and solve public and nonprofit problems;
3. utilize core budgeting and financial management skills to effectively advance the mission of public service organizations;
4. effectively and ethically communicate and interact with a diverse and changing workforce through the application of leadership and management theories and behaviors; and
5. embed leadership and management with the core values of the field which include social equity, inclusion, democratic accountability, professionalism, and ethics.

Program Requirements and Curriculum

The MPA will accept students who hold an undergraduate degree from any accredited institution, with admissions decisions made by a graduate selection committee. UW-Green Bay graduate policy states that all students should carry a cumulative undergraduate GPA of 3.0 or higher for admission. Students that do not meet this threshold will be considered for provisional admission wherein that student must complete the first 9 graduate credits at UW-Green Bay with a minimum GPA of 3.0. If the student fails to meet this provision, they will be suspended. The program requires students to complete 30 - 36 credits of graduate coursework, with the coursework further detailed in Tables 2. Students applying to the accelerated degree must complete either PU EN AF 215 (Introduction to Public Administration) or PU EN AF 225 (Introduction to Nonprofits) as well as four upper-level courses from the list below and have received a B or better in each course to be eligible:

- PU EN AF 345 Human Resource and Risk Management
- PU EN AF 428 Public and Nonprofit Program Evaluation
- PU EN AF 350 Geographic Information Systems
- PU EN AF 453 Cost-Benefit Analysis
- PU EN AF 301 Environmental Politics and Policy
- PU EN AF 306 Regulatory Policy and Administration
- PU EN AF 326 Philanthropy
- PU EN AF/POL SCI 406 State and Local Government

- POL SCI 305 Urban Politics and Policy
- PU EN AF 425 Fundraising and Marketing for Nonprofits

Table 2: Master of Public Administration Program Curriculum		
Core Requirements for all Students (18 credits)		
PUB ADM XX1	Foundations of Public Administration	3 credits
PUB ADM XX2	Research Methods and Evidence Based Decision Making	3 credits
PUB ADM XX3	Public and Nonprofit Budgeting and Financial Management	3 credits
PUB ADM XX4	Public and Nonprofit Organizational Management and Behavior	3 credits
PUB ADM XX5	Public Policy Theories and Analysis	3 credits
PUB ADM XX6	Public and Nonprofit Ethics and Leadership	3 credits
Other Courses (12 – 18 credits)		
Required Courses for all students (3 credits)		
Choose One		
PU EN AF 607 ⁴	Service in the Public Sector	3 credits
PUB ADM XX9 ⁵	Nonprofit Administration and Theory	3 credits
Electives (3 – 9 credits)		
Traditionally Enrolled Students Choose Three from One Category, Accelerated and Executive Students Choose One from Either Category		
Public Management Courses		
POL SCI 606	State and Local Government	3 credits
POL SCI 506	Regulatory Policy and Administration	3 credits
PU EN AF 514	Administrative Law	3 credits
PUB ADM XX7	Geographic Information Systems	3 credits
PUB ADM XX8	Community Development	3 credits
PU EN AF 628	Program Evaluation	3 credits
PU EN AF 545	Human Resources and Risk Management	3 credits
Nonprofit Management Courses		
PUB ADM X10	Fund Development and Grant Writing	3 credits
PUB ADM X11	Nonprofit Boards and Governance	3 credits
PUB ADM X12	Strategic Planning	3 credits
PUB ADM XX8	Community Development	3 credits

⁴ Required for traditionally enrolled students concentrating in Public Management

⁵ Required for traditionally enrolled students concentrating in Nonprofit Management

PU EN AF 628	Program Evaluation	3 credits
Requirements for Traditionally Enrolled and Accelerated Students (3 credits)		
PUB ADM X13	Internship	3 credits
Requirements for Executive Students (3 credits)		
PU EN AF X14	Applied Concepts for Practitioners	3 credits
Capstone Required for all Students (3 credits)		
PUB ADM X15	Capstone Seminar	3 credits
Total Credits		30 - 36 credits

Assessment of Outcomes and Objectives

Assessment of student learning outcomes will be managed by an MPA graduate assessment committee. The committee will establish an assessment plan for evaluating how well students are meeting the program's learning outcomes as well as demonstrated conformance to the NASPAA standards. Assessment will be carried out using an embedded assessment plan comprised of rubrics and assignments collected each semester from various instructors and courses. The program committee will map each outcome to specific courses designed to meet that outcome and then the instructor will choose an artifact from the course that demonstrates achievement. For example, learning outcome 5 will be achieved through the completion of the Public and Nonprofit Budgeting and Financial Management Course. The committee is responsible for identifying the degree to which students are successfully obtaining outcomes and suggesting necessary curricular changes should any need be identified. For programs seeking accreditation, NASPAA provides exemplary sample assessment plans which the committee will use to establish UW-Green Bay's assessment model.

Diversity

UW-Green Bay is committed to achieving a diverse workforce and to maintaining a community that welcomes and values a climate supporting equal opportunity and difference among its members. The campus engages in several strategic initiatives to recruit a more diverse student population and offers a wide range of experiences and perspectives to students. As part of this process, the Chancellor's Council on Diversity and Inclusive Excellence offers a certificate program to develop and recognize commitment to the UW-Green Bay Inclusive Excellence Initiative. The Office of Admissions also supports recruiters specialized in working with multicultural, bilingual, and international students. In fall 2017, UW-Green Bay added a Vice Chancellor for University Inclusivity and Student Affairs to the Chancellor's Cabinet to improve, in part, campus initiatives on diversity and

inclusivity. This position will play a critical role in furthering campus efforts to attract and support a diverse campus community reflective of the metropolitan area that UW-Green Bay serves. This includes setting strategic priorities goals of a more diverse student body and action steps to achieve these goals. Particularly pertinent to the MPA program are engagement with “community organizations and initiatives where the primary audience is influencers and/or students that we want to recruit to UW-Green Bay to develop a better understanding of needs, obstacles preventing enrollments and what UW-Green Bay needs to become to attract and retain more students of color from our community” (Academic Affairs Strategic Priorities). Finally, evidence from the Council of Graduate Schools/Graduate Record Examinations Program (CGS/GRE) Survey of Enrollment and Degrees Report demonstrates that an MPA is an ideal degree for increasing it’s diversity given that this degree enrolls Black/African American students at higher levels than most other areas survey and that that their enrollment often tends to be majority female (Zhou & Gao, 2021).

UW-Green Bay has a broad array of student organizations and institutional resources and offices that offer resources and services to promote academic success and personal growth of students. For example, a number of student organizations provide an environment for students to share their own culture, gain leadership skills, and participate in co-curricular activities. As of 2021 there is a newly founded graduate student council, which aims to address the unique needs and concerns of the diverse learners across the universities wide ranging graduate programs. The UW-Green Bay’s Multicultural Academic Centers promote a better understanding of diverse communities and serve as resources for students, faculty, and staff. The CATL also offers regular workshops and panel discussions to address the complexities of diversity, equity, and inclusion. Finally, the Office of International Education facilitates international student success while at UW-Green Bay.

The UW-Green Bay graduate student applicant review process embraces diversity and inclusion by taking a holistic approach to student admission. No single metric serves as the sole basis for campus admission at the graduate level. This approach is a proven best practice for accurately predicting student readiness and academic success, and more importantly, for instilling the diversity of life and work experiences into the classrooms to build a rich graduate-level pedagogical environment for the students. Further, the College of Humanities, Arts, and Social Sciences, in collaboration with the Office of Graduate Studies, is committed to attracting diverse applicants by recruiting from professional networks that reflect the communities they serve.

The MPA degree also specifically emphasizes diversity, equity, and inclusion, including explicitly naming these values in its programmatic learning outcomes. Through coursework, students will learn how to lead, manage, and value a diversifying workforce. This includes an emphasis on the democratic decision-making and citizen voice in the

policy process (creation and implementation), as well as encouraging inclusive work environments as leaders and managers of public and nonprofit organizations. Diversity, equity, and inclusion will be an explicit component of most MPA courses.

Projected Time to Degree

The projected time to degree is four semesters (2 years) for traditionally enrolled, full-time students. These students will take three separate courses (9 credits) each 14-week session (Fall and Spring semesters). They may be able to reduce this time frame taking courses in different modalities or including a course and/or internships during the summer session. For full-time students in the accelerated and executive programs, their project time to complete is 3 semesters taking 9-10 graduate credits each term. Students will be admitted on a rolling basis and need not complete classes in any specific order. Course rotation will alternate between Fall and Spring semesters, with some summer offerings on an irregular periodicity.

Program Review

The UW-Green Bay Graduate Academic Affairs Council (GAAC) is charged with oversight of all graduate programs, including review and approval of all new programs, and all graduate-level credit courses. The GAAC will formally review the MPA program on a five-year cycle beginning in 2027-2028. In addition, the program will be formally reviewed on a five-year cycle, by the department, and the Dean of the College of Arts, Humanities, and Social Sciences. NASPAA also requires an assessment cycle as a frequency appropriate for its mission. Therefore, we will assess for NASPAA standards on the same schedule as the college and GAAC cycle. Informally, the program will be reviewed by students and organizations after each class to ensure the courses are having their intended impact on the various stakeholders.

Accreditation

The program is designed in accordance with standards set by the Network of Schools of Public Policy, Affairs, and Administration's (NASPAA), as it will eventually seek accreditation through the organization. The program cannot apply for accreditation until they have been "operating and generating sufficient information about its operations and outcomes to support an evaluation" (NASPAA, 2019). NASPAA is the primary accrediting body of MPA programs and is widely recognized as an important signal of quality and value among public service programs including standards that identify the public service mission of a given program, professional qualifications of program faculty, and universal competencies. Per communication with the Higher Learning Commission (HLC), specific HLC approvals are not required.

JUSTIFICATION

Rationale and Relation to Mission

This degree will significantly add to the current programmatic offerings by the Department of Public and Environmental Affairs, as well as UW-Green Bay as a whole. The program is a logical extension of UW-Green Bay's undergraduate degree in Public Administration (one of only two in the UW system) and would provide current students an opportunity to complete a graduate degree. This degree also specifically expands opportunities for other current undergraduate students in our department of Public and Environmental Affairs, including public administration, and provides a flexible and approachable interface through a blend of point-to-anywhere synchronous and asynchronous online course offerings. At present, most students who pursue an advanced degree attend a university outside of Wisconsin, either online or in-person. Stated another way, the degree will offer UW-Green Bay the opportunity to recruit and maintain existing students, while keep also increasing the likelihood that they stay within the UW-System more broadly.

Regarding UW-Green Bay's select mission, an MPA is a logical fit. The mission notes that the University will provide "a problem focused educational experience" with a commitment to "civic engagement." As public (and nonprofit) management is the primary focus of an MPA, it would be difficult to find another degree more closely related to civic engagement. An MPA also fits with the strategic vision of the university, including connecting with community partners, distinctive programs, and expanding professional graduate programs, and professional growth. More specifically, an MPA would extend the graduate offerings of UW Green Bay, provide area local governments and nonprofit organizations with a larger number of potential employees with advanced training in the field, enable community partners the opportunity to work with students on applied projects beyond those completed by students at the undergraduate level, and offer opportunities for professional growth for regional and state community members that would like to advance in related fields.

Additionally, an MPA is a logical addition to the well-regarded training and credentialing (such as Continuing Education programming) already offered by the university. For example, more than 1,000 individuals annually have attended Government Affairs workshops and certificate programs through UW-Green Bay since 2014-15. Of these programs, the Clerks and Treasures Institute hosts over 300 attendees annually with attendees earning certificates such as the Certified Municipal Clerk Certificate, the Certified Municipal Treasurer Certificate, the Certified Public Finance Administrator Certificate, and the Wisconsin Certified Municipal Clerk Certificate. This high demand for certificates in our area indicates a high demand for advanced training related to civic engagement and public administration, and students in our program will have multiple opportunities to connect with working professionals in government and non-profit sectors through their engagement in these existing programs on our campus.

University Program Array

Building on the existing foundation of the undergraduate Public Administration program at UW-Green Bay, the proposed graduate program will leverage existing courses and faculty expertise. For example, multiple upper-level elective courses will be cross-listed as both undergraduate and graduate-level courses (e.g., PU EN AF 306, PU EN AF 345). Courses from other UW-Green Bay graduate programs also will be available to MPA students (e.g., ES&P 501). In particular, the program will leverage existing faculty who currently (or have in the past) taught for the Master of Environmental Science and Policy (ES&P) program at UWGB. Several upper-level courses in the program would be well suited as upper-level electives for MPA students, particularly those designed for students in the ES&P policy track. Similarly, courses developed for the MPA program may be available for ES&P students as well.

At the same time, the courses considered core requirements will need to be developed. Because the program will seek NASPAA accreditation, it is important that these courses be designed to specifically meet accreditation requirements. By using a combination of existing courses and courses developed specifically for the MPA program, the strategy will balance the need to offer a wide array of courses in a cost-efficient manner while, at the same time, also ensuring an appropriate focus and level of academic rigor for graduate students. Stated another way, students in the MPA program will have opportunity to collaborate with graduate students across multiple other programs across UWGB, which contributes to valuable transdisciplinary exposure.

Other Programs in the University of Wisconsin System

The state of Wisconsin has only two Masters of Public Administration programs (UW-Oshkosh and UW-Milwaukee), and one Master of Public Affairs program (UW-Madison). While important to the state overall, these programs do not serve Northeast Wisconsin to the degree proposed here. For example, the proposal includes expedited tracks for students who are in the process of obtaining an undergraduate degree in public administration at UW-Green Bay and for individuals who are already working in the field. This will shorten the time to degree and reduce tuition expenses for these individuals. An MPA program at UW-Green Bay also will allow for specialization in the issues that impact this region specifically (e.g., urban growth, urban/rural management, public/nonprofit collaborations) and help local governments and nonprofits build their capacity. Additionally, no public administration/affairs programs in Wisconsin currently have NASPAA accreditation. With a goal of seeking accreditation as soon as possible, the MPA program at UW-Green Bay would be the only accredited program in the state.

Need as Suggested by Current Student Demand

As noted above, the state of Wisconsin has only two Master of Public Administration programs (UW-Oshkosh and UW-Milwaukee). However, neither program offers an undergraduate degree in public administration. As such, students who major in public administration in UW-Green Bay have consistently asked about the opportunity to continue

with an MPA at UW-Green Bay. There have been similar requests from individuals who attend the annual Clerks and Treasures Institute at UW-Green Bay during the summer. Until this point, however, no graduate option was available, and students would need to attend another university outside of the area or the state. It also should be noted the many undergraduate public administration majors at UW-Green Bay obtain public and nonprofit positions in the Green Bay area following graduation (e.g., Village of Bellevue, Door County, Howe Community Resource Center, Family Services, State of Wisconsin) and would be available to attend classes in a variety of modalities, including in-person formats.

Need as Suggested by Market Demand

The work of public and nonprofit managers is expected to be one of the fastest growing career fields over the next decade. For example, the Bureau of Labor Statistics projects employment in these areas to grow by 17% through 2029; significantly faster than all other occupations.¹ The State of Wisconsin includes over 1,800 cities, villages, and towns, over 200 of which specifically employ a professional public administrator. In UW-Green Bay's 16 county footprint, there are more than 330 municipal governments.² Current public sector employees, in particular, tend to be older and there are efforts underway to actively recruit younger workers to the field.³ Hiring well trained and educated public employees has become even more important recently, as the public sector competes with the private sector for employees in a particularly challenging labor market.⁴

Regarding the nonprofit sector, specifically, there are over 26,000 501(c)(3) organizations in the state. In UW-Green Bay's 16 county footprint, there are more 1,100.⁵ There are organizations that increasingly look to individuals with specialized training as the sector professionalizes.⁶ In response to this, the number of universities offering courses in nonprofit management and philanthropic studies has nearly doubled over the past 20 years (95% growth) with concentrations and/or programs in the topic more than doubling.⁷ These programs are often nested within MPA programs as public and nonprofit organizations operate in a significantly overlapped space (public service). Overall, nonprofit organizations often find it difficult to hire employees with specific training in nonprofit budgeting, management, and public policy, and those graduates with this specific MPA would have multiple opportunities to fill this essential employment category.

In short, an MPA program at UW-Green Bay would benefit students as well public and nonprofit organizations in the region. Regarding the former, the array of organizations in our area serves as an important learning platform for graduate students, and the internship embedded in this program provides an avenue for these career connections and pathways. Regarding the latter, the value of student internship experiences on local governments and nonprofit organizations provides needed assistance, where it can be difficult to find. This MPA would allow for students to contribute more to a brain-gain than drain for the region.

¹Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Social and Community Service Managers, on the Internet at <https://www.bls.gov/ooh/management/social-and-community-service-managers.htm> (visited 1/25/2021).

²Wisconsin Department of Revenue. (2018). County and Municipal Revenues and Expenditures.

<https://www.revenue.wi.gov/Pages/Report/county-municipal-revenues-expenditures.aspx>

³Gianfortune, Ross. (2018). Data: Public Servants Are Older Than Almost Everyone in the American Workforce. *Government Executive*. <https://www.govexec.com/federal-news/2018/07/data-public-servants-are-older-almost-everyone-american-workforce/149285/>

⁴Smith, Carl. (2021). Government is Hiring, but Faces Tough Competition for Workers. *Governing*

<https://www.governing.com/now/government-is-hiring-but-faces-tough-competition-for-workers>

⁵Helen Bader Institute for Nonprofit Management. (2019). *Nonprofit Wisconsin: In Brief*. https://uwm.edu/hbi/wp-content/uploads/sites/435/2019/09/Nonprofit-WI-In-Brief-2019.Final_.pdf

⁶Stewart, A. J. (2014). Seeking Common Ground: Assessing Concepts and Measures of Professionalization. *Academy of Management: Proceedings*

⁷Mirabella, R., T. Hoffman, T.K. Teo, and M. McDonald. (2019). The Evolution of Nonprofit Management and Philanthropic Studies in the United States: Are We Now a Disciplinary Field? *The Journal of Nonprofit Education and Leadership* 9(1): 99-109.

ADDITIONAL DOCUMENTATION TO BE SUBMITTED:

Three additional documents must be submitted along with the Request for Authorization to Implement a Degree narrative to apfa@uwsa.edu. These additional documents are:

- Cost and Revenue Projections Spreadsheet (Excel format, portrait view)
- Cost and Revenue Projections Narrative (Word format)
- University Letter of Commitment (PDF format)

Cost and Revenue Projections Spreadsheet – Additional Document #1 (Excel format, portrait view)

Please utilize the spreadsheet template located at the Academic Program Planning webpage at <https://www.wisconsin.edu/program-planning/>. The provost and chief business officer must sign the cost and revenue projections spreadsheet. The submitted document must be clean and readable. Avoid submitting scanned documents.

Cost and Revenue Projections Narrative – Additional Document #2 (Word format)

Please utilize the Word template located at the Academic Program Planning webpage at <https://www.wisconsin.edu/program-planning/>.

The Cost and Revenue Projections Narrative supports the completion and discussion of the Cost and Revenue Projections spreadsheet document. Together, the budget spreadsheet and narrative illustrate the financial sustainability of the proposed program and document how projected revenues will offset the program costs over a five-year period.

University Letter of Commitment – Additional Document #3 (PDF format)

The letter of commitment is signed by the university's provost. The letter should be addressed to the President of the UW System (copied to the Associate Vice President of Academic Programs & Faculty Advancement) and affirm that:

- The program has been designed to meet the university's definition and standards of quality, and will make a meaningful contribution to the university's select mission, overall academic plan, and academic degree program array;
- There is university-wide support for the program, including university governance approval;
- The necessary financial and human resources are in place and/or have been committed to implement and sustain the program; and
- Program evaluations are in place.

COST AND REVENUE PROJECTIONS NARRATIVE

UNIVERSITY OF WISCONSIN-GREEN BAY

MASTER OF PUBLIC ADMINISTRATION

Introduction

The University of Wisconsin (UW)-Green Bay proposes to establish a Master in Public Administration (MPA). An MPA is a professional degree that provides students with hands-on and theoretical preparation for a career in public service, including the development of technical skills and specialized expertise required of individuals working with public resources in the public or nonprofit sector. This is a logical fit with the UW-Green Bay select mission, as it notes that the University will provide “a problem focused educational experience” with a commitment to “civic engagement.” An MPA also fits with the strategic vision of the university, including connecting with community partners, distinctive programs, expanding professional graduate programs, and professional growth. In particular, an MPA would extend the graduate offerings of UW-Green Bay, provide local governments and nonprofit organizations with essential additional skills and trainings, allow community partners the opportunity to work with students on applied projects beyond those completed by students at the undergraduate level, and provide opportunities for professional growth for regional and state community members that would like to advance in their fields. This degree also specifically expands opportunities for current undergraduate students in our department of Public and Environmental Affairs, including public administration, and provides a flexible and approachable interface through a blend of point-to-anywhere synchronous and asynchronous online course offerings. The program will include three pathways for completion, including: a traditional option, an accelerated continuation option, and an accelerated executive option.

Section I – Enrollment

Enrollment projections assume an annual matriculation of 10 students in year one, growing to 35 new students annually by each year by year five, divided across the three track options. A retention rate of 90% from start to finish is assumed, based on retention rates for other graduate programs. Based on this, we assume enrollment totals within each track to grow from years one to five as follows: Traditional Track: 7 to 36; Accelerated Track: 9 (year two) to 16; Executive Track: 3 to 10. We assume that accelerated track students will not start paying graduate-level tuition until their second year of coursework in the program (the first courses being taken at the undergraduate level at undergraduate rate), so their participation is not counted until their second year. Based on these aforementioned parameters, we expect the entire program to have enrolled 124 students and graduated 91 students by the end of year five.

Section II – Credit Hours

Depending on the track of entry, students are required to complete between 30-36 credits to complete the program. This includes the creation of six new 3-credit core-courses for the first year of offering, followed by a combination of electives drawing from seven currently existing or newly cross-listed 3-credit, and six new upper-level 3-credit electives to be developed and offered over years two and three of the program. In addition, three 3-credit courses will be created and offered to offer specificity to the various tracks and capstone experience. Wherever possible, existing capacity and overlapping graduate-level or cross-listed offerings will be used to meet demand.

Section III – Faculty and Staff Appointments

Instructional needs will be met with a combination of existing faculty FTEs and an additional two FTEs. In order to assist in the development and launch of the program, the first of these two additional FTEs will be added in as a visiting professor in year one, with conversion to tenure-track in year two, depending on meeting enrollment targets. Both additional tenure-track FTEs are planned to be added as the program grows (second position estimated in year four, but timing will be adjusted depending on meeting/exceeding target enrollment goals), and will be needed prior to submitting for NASPAA accreditation; it is anticipated that all faculty engaged in the MPA will teach across both the undergraduate and graduate levels. As new faculty are onboarded to support this program, it is anticipated that current faculty will redirect a portion of their teaching from their current solely undergraduate engagement to a balance between undergraduate and graduate courses. One current faculty member will take over program chair leadership responsibilities associated with this graduate program. Additionally, given the projected growth and multiple tracks of this program, it is anticipated that they will need part-time administrative support from a staff member (redirected or otherwise), ranging from 0.25 FTE at program start to 0.5 FTE at year 2 and beyond.

Section IV – Program Revenues

Tuition Revenues

Program revenue projects are primarily tuition-focused, and based on expected tuition generated at the standard UW-Green Bay graduate tuition rate. Tuition estimates use the Fall 2022 graduate tuition rate as a starting point (9-credit per semester plateau of \$3,998.07), and assume an average of 18 credits/student per year. An estimated increase in this rate of 2% is expected in 2023 (to \$4,077.99/semester) and again in 2025 (\$4,159.53/semester), and total tuition revenue estimates reflect this change. It is expected that after a year of modest startup costs and a minimal revenue shortfall, by year two of the program revenues will fully support the program and provide financial stability.

Section V – Program Expenses

Salary and Fringe Expenses

Direct faculty and instructional staff costs for program delivery are estimated using an average annual salary of \$66,000 plus fringe (45% of salary), reflecting an average

tenure-track salary in this area. Annual increases of 2% of overall salary and fringe are included in all estimates, and the second tenure-track FTE listed in year four reflects those subsequent increases from year 2 (Salary at \$68,666 + 45% fringe).

Additional ad hoc salary costs (at \$5,100/course release) to cover transitioned workload of current faculty are included in the faculty/instructional staff line; amount assumes one course each/two current faculty per year in year 1, and up to 2 courses/current faculty per year thereafter.

In addition, administrative support position cost is estimated at 25% time, then 50% time, using a base annual salary of \$55,000 + fringe and 2% increases each year.

Other Expenses

Startup costs: includes funds for development of new courses and modification of existing courses to serve program. The bulk of this effort will be performed in years 1-3, as the curriculum and student demand grow. These are important efforts to yield the flexible curricula inherent in this program.

Accreditation, memberships, professional development, and marketing: Assumes an average annual investment of \$15,000 for marketing and \$5,000 for faculty professional development in public administration and organization memberships, across all 5 years. While exact figures are unknown, additional costs associated with pursuing NASPAA accreditation (including site visit costs) are estimated at ~\$20,000; this cost is spread out between and reflected in years 4 and 5.

Program Chair Stipend: Estimated at a fixed rate of \$12,600/year, this may take the form of a direct stipend and/or course release, depending on needs at that stage of program maturity. Includes student recruitment, curricular organization, establishment and contact with internship providers, scheduling, engagement with ad hoc faculty, and overall program coordination, including engagement in summer work. Rate is in keeping with other recently launched graduate programs.

Indirect Expenses: A central administrative 30% tax on salaries and fringe that will be charged beginning in year two. The tax will cover general university facilities and administrative costs.

Section VI - Net Revenue

Assuming enrollment targets are met, the program should be in a position of relative fiscal neutrality beginning year 2, with increasing financial sustainability by year 3 of the program. Net revenues will be reinvested in the program, and aid in ensuring curricular relevancy, expanding placement opportunities for students, and building partnerships with statewide organizations and governments. Additionally, we will endeavor

to maintain integrity in the mentorship of students, and if warranted, will reinvest in additional faculty if the program continues on the anticipated growth trajectory.

University of Wisconsin - Green Bay						
Cost and Revenue Projections For Newly Proposed Master of Public Administration						
	Items	Projections				
		2023	2024	2025	2026	2027
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	10	21	27	31	35
	Enrollment (Continuing Student) Headcount	0	12	18	23	27
	Enrollment (New Student) FTE	10	21	27	31	35
	Enrollment (Continuing Student) FTE	0	12	18	23	27
II	Total New Credit Hours	18	12	12	3	0
	Existing Credit Hours	6	24	36	48	51
III	FTE of New Faculty/Instructional Staff	0	1	0	1	0
	FTE of Current Fac/IAS	2	2	3	3	4
	FTE of New Admin Staff	0	0.25	0	0	0
	FTE Current Admin Staff	0.25	0.25	0.5	0.5	0.5
IV	Revenues					
	<i>From Tuition</i>	\$79,961	\$269,147	\$367,019	\$449,229	\$515,782
	Total New Revenue	\$79,961	\$269,147	\$367,019	\$449,229	\$515,782
V	Expenses					
	Salaries plus Fringes					
	<i>Faculty/Instructional Staff</i>	\$106,700	\$119,614	\$121,566	\$223,123	\$227,146
	<i>Other Staff</i>	\$19,938	\$40,673	\$41,486	\$42,316	\$43,162
	Other Expenses					
	<i>Startup costs; course development</i>	\$18,000	\$12,000	\$12,000	\$0	\$0
	<i>Accreditation, memberships, prof dev., marketing</i>	\$20,000	\$20,000	\$20,000	\$30,000	\$30,000
	<i>Graduate Program Chair stipend</i>	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
	<i>Indirect Expenses</i>	\$0	\$48,086	\$48,916	\$79,632	\$81,092
	Total Expenses	\$179,638	\$255,372	\$258,968	\$390,071	\$396,400
VI	Net Revenue	-\$99,676	\$13,775	\$108,051	\$59,159	\$119,382
Submit budget narrative in MS Word Format						
Provost's Signature:			Date:			
Chief Business Officer's Signature:			Date:			

Faculty Senate Old Business 4a 5/4/2022

Faculty Senate Document #21-21 – Approved 5/4/22

Changes to the Faculty Handbook: Faculty Mentoring

Faculty Code: Faculty mentoring

With a goal of retaining and promoting the success of quality faculty and lecturers, especially international faculty/lecturers and those from non-majority groups, at UW-Green Bay through a new mentoring program (attached) is being proposed that will address the new faculty/lecturer hire more holistically. To ensure continuity of this mentoring program, it is proposed that the following be added to Faculty Code 3.07 (Probationary Assistant Professors, Associate Professors, or Professors) and the Academic Staff Governance ByLaws.

“New Tenure-Track Faculty and Assistant Teaching Professors will be provided at least two mentors to guide tenure track faculty through the tenure process and Assistant Teaching Professors through their first two to three years of teaching. The mentoring program will be conducted through the Provost’s Office with input from Deans, Unit Chairs, and Program Chairs. Mentors will be trained through the Center for the Advancement of Teaching and Learning with support from the Provost’s Office.”

Current Code:

3.07 Probationary Assistant Professors, Associate Professors, or Professors.

The initial probationary appointment at the rank of assistant professor, associate professor, or professor shall be for no more than three years. After not more than six years of full-time service at this university, as an assistant professor, associate professor, or professor, or after the equivalent of not more than six years of full-time service at this university in the ranks of instructor and assistant professor combined, a faculty member will be notified in writing by the interdisciplinary unit or the administration no later than the end of his/her sixth year that he/she will be recommended for tenure or will not be recommended for tenure. Promotion to the rank of associate professor after an initial probationary appointment always includes the granting of tenure. The above provisions do not preclude the awarding of tenure after a period of service shorter than six years.

Faculty Senate Old Business 4b 5/4/2022

Faculty Senate Document #21-22 – Approved 5/4/22

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 Spring 2022 Commencement.

Faculty Senate New Business 5a 5/4/2022