

AGENDA

UW-GREEN BAY FACULTY SENATE MEETING NO. 5

Wednesday, 28 January, 2026

3:00 p.m., TEAMS

Presiding Officer: Christine Smith, Speaker of the Senate

Parliamentarian: Michael Draney, Secretary of the Faculty and Staff

1. CALL TO ORDER

2. APPROVAL OF MINUTES: FACULTY SENATE MEETING NO. 4. December 10, 2025 (pages 2-8)

3. CHANCELLOR'S REPORT

4. OLD BUSINESS

- a. Curriculum Guide Revision proposal (Second Reading, Courtney Sherman, Mike Draney; pages 9-14)

5. NEW BUSINESS

- a. Revision to Handbook: Membership in Graduate Programs (First Reading; Kerry Wilks, Mike Draney, pages 15-17)
- b. Requests for Future Business

6. PROVOST'S REPORT

7. OTHER REPORTS

- a. Academic Affairs Council Report—Submitted by Andrew Austin on behalf of Chair Andria Moon (pages 18-20)
- b. University Committee Report—Presented by Bill Dirienzo
- c. University Staff Report—Submitted by Becky Haeny (page 21)
- d. Student Government Report—Presented by Nathan Halbach

8. ADJOURNMENT

DRAFT MINUTES

UW-GREEN BAY FACULTY SENATE MEETING NO. 4

Wednesday, 10 December, 2025

3:00 p.m., TEAMS

Presiding Officer: Christine Smith, Speaker of the Senate

Parliamentarian: Michael Draney, Secretary of the Faculty and Staff

PRESENT: Rebecca Abler (NAS); Dana Atwood (PEA); Angela Baerwolf (SOCW); Thomas Campbell (TND); Nazim Choudhury (RSE); Bill Dirienzo (NAS-UC); Jennifer Downard (HUB); Bill Gear (HUB); Todd Hillhouse (Ppsych); Elif Iziker (Psych); Heather Kaminski (AcctFin); Mark Karau (Humanities); Hye-Kyung Kim (Humanities); Shawn Malone (NAS); Ann Mattis (AWE); Michael McIntire (Alternate, NAS); Samantha Meister (EDU); Omar Meqdadi (RSE); Valerie Murrenus Pilmaier (AWE); Abigail Nehrkorn-Bailey (Psych); Ray Parth (Bus Adm); Laurel Phoenix (PEA); Kristopher Purzycki (Humanities); David Radosevich (UC, Mngt&Marketing); Kimberly Reilly (DJS); Jolanda Sallmann (SOCW); Heidi Sherman (Alternate, Humanities); Hyeonsik Shin (Alternate, BusAdm); Chris Smith (UC-Psych); Christy Talbott (Music); Jessica Warwick (Alternate, NAS); Sam Watson (UC, Art & Design); Keir Wefferling (NAS); Rojoba Yasmin (RSE); Michael Alexander (Chancellor); Kate Burns (Provost); Mike Draney (SOFAS).

REPRESENTATIVES: Nathan Halbach (SGA Rep); Patricia Terry (Faculty Rep to UW-System).

GUESTS: Keshab Adhikari (Faculty, RSE); Scott Ashmann (Assoc. Dean, CHESW); Devin Bickner (Faculty, RSE); Michael Bubolz (CIO); Jaye Case (Faculty, AWE); Sara Chaloupka (Financial Specialist II); Tara DaPra (Faculty, AWE); Dawn Crim (V Chancellor, Adv & Community Engagement); Paula Ganyard (Library Director); Susan Grant Robinson (Chief of Staff); Katrina Hrivnak (Asst Registrar); Craig Hulse (Faculty, Accting, Fin); Brianna Hyslop (Manager, Learning Center); Amy Ibuaka (Deans Assistant, CSET); Jen Jones (Asst VC-Instr); John Katers (Dean, CSET); Tim Kaufmann (Faculty, Education); Shawna Keating (Career Advisor); Holly Keener (Deans Assistant, CSB); Zack Kruse (Faculty, AWE); Kelly Leon (Faculty, Education); Heidi Lund (Faculty, Nursing); Breeyawn Lybbert (Faculty, NAS); Kaoime Malloy (Faculty, T&D); Kathryn Marten (Interim Asst Dean, CSB); Ryan Martin (Dean, CAHSS); Kelley McGuire (Faculty, Nursing); Melissa Nash (Director of HR); Amanda Nelson (Assoc Dean, CSET); Pamela Otto (Recruitment and Communications Coord); Alex Perez (UWGB Student); Jodi Pierre (Librarian I); Brian Rammer (Dir Alumni Relations); Carli Reineke (OER Librarian); Darrel Renier (Director of Academic Advising); Rasoul Rezvanian (Faculty, CSB); Pamela Rivers (Instructional Designer); Sawa Senzaki (Assoc. Dean, CSET); Sera Shearer (Faculty, Theatre and Dance); Jon Shelton (Faculty, DJS); Courtney Sherman (Associate Provost); Stephen Troveh (Faculty, Acct & Finance); Kris Vespia (Director, CATL); Aaron Weinschenk (Assoc Dean, CAHSS); Kerry Wilks (Assoc VC, Grad Studies & Res); Pang Yang (CSB Advising Manager); Jennie Young (Assoc Dean, CAHSS); Jian Zhang (Faculty, RSE); Michael Zorn (Assoc Dean, CSET).

1. CALL TO ORDER

By Speaker Chris Smith, 3:01.

2. APPROVAL OF MINUTES: FACULTY SENATE MEETING NO. 3. November 12, 2025

Considered approved by vote (26/0/0)

Speaker Smith reminded Senators that the chat is not part of Senate deliberations and is not to be considered in our business.

3. CHANCELLOR'S REPORT

Ch: Good to see everyone as the semester wraps up. Four things:

- 1) We've launched the first four, local, companies with Generator. Five more in spring, then we'll launch the "full" accelerator in the Fall. We're hoping that in future, companies will move to our area from
- 2) We just hired a former UW-Madison nutrition science researcher to fill the multimillion dollar endowment gift by the Salm family. He will be studying choline. Look for an announcement on that.
- 3) Phoenix Innovation Park is one step away from being designated a non-profit. We need Governor, BOR, UWGB to all sign onto this agreement which won't be simple, but hopeful that it will get done.
- 4) President Rothman announced four new parts of a strategic plan from the UW System. Legislators are asking System to expand our student base (which is basically what we are already doing). They want to encourage other campuses to get involved in non-credit opportunities (which we already excel at). They want a System strategy around AI (which Chancellor doesn't think is really possible). But we want to roll out AI in an ethical and responsible way, let's keep working in that direction. System also wants enhanced collaboration with other campuses and the local business community. We've done some of this with tech colleges and Marquette, we need to focus more on intra-system collaborations. Lastly, System wants us to improve efficiency, especially in shared services (although we don't really want a large UW-System, but we're trying to position our campus well in this area).

Chancellor is proud that we are meeting the moment in this difficult time for higher education. The most important thing is that we need to rely on you all to continue excelling in your jobs. It matters, despite not always hearing that from the wider community.

Looking forward to graduation on Saturday. Appreciate all your work. Any questions?

Senator Reilly: Clarifying question about the nutritional scientist.

4. OLD BUSINESS

- a. Second Reading: Revised Core Curriculum Categories under Act 15 (Courtney Sherman; page 9)

Sherman reoriented Senate about the proposal. Please hold questions until the introduction is over.

The categories were designed by UW-System to respond to Act 15 legislation. We've been asked to map our "gen ed" into these categories by 15 December. We got really lucky because our Core Curriculum revision maps on very nicely to this framework. Again, this is designed to help campuses be "transfer friendly" although we already ARE transfer friendly, but this is in response to a system-wide situation.

If this sparks debates and ideas, this is a good thing, although we need get this approved today to meet the deadlines.

Sherman focused on the Writing Foundations. It used to be "outside the core" but now we can no longer have this, so it does have to be in this core. We've included WF100 in this Communication & Literacy Bucket, but now there's no room (the mandated maximum is 9 credits) to put WF105. So we are proposing to have this placed in the program requirements for each major. This doesn't change anything for our students, it just accounts for it differently. If your program wants to propose and staff your OWN writing foundations course, you may. Other programs have already done that. If you want to do that, please contact Jennie Young in AWE to make sure you understand the learning objectives, etc. For this year, WF 105 will appear in your major even if you decide to change it for next year's catalog.

In the Natural Science and Wellness, a lab course or embedded lab component must be in one course.

Our credit range must be 30-36, and that's exactly where ours comes out. The range is from selecting 4-credit courses (or not). Also, if students test out of WF100, they'd take three credits fewer.

Sen. Karau: Clarifying question on the WF100 going into the major. And will there be pressure to remove a course? No.

Motion to Approve: Murrenus Pilmaier/Atwood

Sen. Sallmann: This proposal would potentially require us to lower our credits, because we're coming up on the limits of our accreditation bodies. Also, we're uncomfortable with how the majors are being "forced" to add this to the major. Sherman: NO, you won't be asked to take anything out. Hears you on the 60/60, but this course is already take off the top. Sallmann: Many of our students don't bring that in. Sherman: But then, the total number still won't change regardless. No changes will be required. Sallman: The 120 credits won't change, but we can only require 60 additional courses. Sherman: A few years ago, the course WAS listed in majors, then it was taken out. This isn't a new thing. We have to comply with Act 15, and the catalog is what would get audited. This is really our only solution to retain this WF105 course. Of course, maybe that whole idea needs to get rethought, but not today.

Sen. Reilly: Motion to amend. Dirienzo second.

[The motion was shared with the Senators via share screen]. The motion allows program chairs to opt out of adding WF105 to their majors by a December due date.

Rationale: The precedent cedes control over curriculum to administration...Faculty should control their own curriculum, and be able to approve any changes.

Response by Sherman: This is sort of an unprecedented situation, we're doing the best we can under the circumstances. This needs to be listed somewhere, not changed. We did meet with Director of writing foundations program before suggesting this, so Faculty input was solicited.

Reilly: Not trying to undercut anyone's efforts. This is an unprecedented situation, but procedures matter even more during these emergency moments. Preserving this opt-out mechanism preserves faculty's authority that we currently have.

Jennie Young (Director of Writing Program). Two major concerns: First we all know that students need more writing. We did vote for this a few years ago. I don't want to make a momentous decision with two weeks to go. We've staffed the program for next year, if we suddenly stopped this, then some of my colleagues could lose their jobs. There's bigger issues at stake here. We're asking for the time to figure it out in a way that's pedagogically sound and humane for our colleagues.

UC Chair Dirienzo: UC has been working on this.

Sen. Sallmann: Agrees with Sen. Reilly. This is a rough situation, no one wants to see anyone lose their job. To Kim's point, we can't relinquish control of the

Meister: The deadline is only 48 hours away. Sen Meister doubts many would opt out, but it is a good symbol of our authority as faculty.

Draney: Clarifying question for Reilly or Sherman: If the motion passes, and a program opts out, will those students be able to graduate without WF 105, or do we need to figure something out.

Sherman decline to answer, not her proposal.

Reilly says that student would indeed be able to graduate without WF105. But we need to hold on to our curriculum authority. None of this would go into effect until F26. Why we need to act today? Even though the Handbook says we have authority, the workflow in Courseleaf has become our master, and does not necessarily comply with the Handbook. Example: The Writing Director is also the Associate Dean. This is the only place I can see where DJS faculty can have input on this situation.

Jennie Young: Does not understand the concern about her role as Associate Dean....nobody reports to her, and she doesn't approve anything in Courseleaf. Sherman: Just meant that if your program wants to develop their own course, you ought to consult with Jennie to ensure learning outcome alignment to satisfy HLC and other approving bodies. She doesn't need to approve anything. [more discussion follows between Young/Sherman/Reilly]

Sen. Wefferling...how does approving this amendment lead to loss of jobs? Young: If many majors opt out, then WF instructors would lose their jobs. We shouldn't do this precipitously. Young is asking for time.

Sen. Hillhouse. Wants clarification about what we're voting on here. Disagrees on creating more work for units.

Sen. Hyekyung Kim: Losing jobs of teaching professors is not ideal, but doesn't see needed for our major, where a lot of writing already takes place. Wants the opt-out opportunity.

Sen. Sallman: Thanks Reilly for prolonging the discussion, it's been a good conversation. Social Work would opt-in, but we want the RIGHT to opt in. So Social Work approves of the amendment.

Kelley McGuire (Sen. Of Nursing): Our students don't enter our program until 2nd year, this would be strange to work into the very structured program.

Sherman: This is strange, but students could be advised to take the course early, before entering the program.

Vote on Sen. Reilly's amendment to allow programs to opt out: **15/10/3 Motion carries.**

Vote on approving the proposal as amended: **22/2/6**

Purzcicki moves to untable the proposal to allow TP's to serve as unit chairs (seconded by Dirienzo)

4/23/0 Motion fails.

5. NEW BUSINESS

- a. Resolution on the Granting of Degrees, December Commencement

Speaker Smiths reads the resolution into the record.

Move to approve: Dirienzo/Meister

27/0/0 Motion carries.

- b. Proposal to deactivate Environmental Policy and Planning major (Laurel Phoenix, Dana Atwood, Ryan Martin)

Dirienzo/Phoenix Discussion? Questions?

Sen. Phoenix: Our numbers were down, so we were on “double secret probation”. We took out lowest enrolled courses, and we could try again, but our numbers would have to go up. But, we got fewer enrolling than graduating seniors. So in May, we’ll only have eight majors left. Its hard to get courses to run with that many students, so we decided to bow to the inevitable.

Dean Martin wants to clarify some points. This conversation started two years ago. We had a conversation about the sustainability of EPP, making considerable revisions. We gave that a try, and numbers continued to decline. I never said their major would be cancelled, although we do have considerable concerns about low enrollment. There’s been a real effort, but it wasn’t fruitful enough. Also, with the departure of a faculty member this year, its hard to see how this program could go forward.

Smith called the vote: 27/0/3. Motion carries.

- c. Curriculum Guide Revision proposal (First Reading, Courtney Sherman, Mike Draney)

Draney and Sherman introduced and explained the proposal. There were no questions or comments.

- d. Discussion Item: First Year Seminar Working Group report (Bree Lybbert, Brianna Hyslop)

Lybbert: This is not something to vote on, but we want transparency and to seek input. We drafted a Mission for the FYS program, included the unrevised Learning Outcomes. Today, we’re bringing to you “succeeding as a Phoenix”, the streamlined and coherent “how to College” piece across the FYS sections. We want to be very transparent about what we want to be doing. Instructors can always put something else in there, but these should all be taught in each section. We are working on “plug and play” sections that instructors can use in their courses.

Hyslop: We are building a Canvas Shell (or website?) as an instructor repository to house all the materials we have, in order to inspire instructors. We also have a CATL shell to help new instructors. Not heavily used, but it is there.

Open to any feedback today or later.

Sen. Ikizer: Thanks for very clear and streamlined summary. Can we please have training that's not in summer? And training that's face to face instead of asynchronous? Question: Can you clarify the "flexibility"? Can you skip or only add? Lybbert: Not meant to take autonomy away, but to create a common experience for the students. Hyslop: Working group has been very conscious of the amount of time each section takes. Should take 1 hour/week (either in or outside of class time).

- e. Discussion Item: Academic Standing Policy revision (Heather Kaminski, Darrel Renier, Brianna Hyslop)

Hyslop shared the document via screen share.

Kaminski: This is an adjustment to our academic standing procedures. We're trying to soften and "de-stigmatize" the warning so its not so discouraging. We also want to eliminate the requirement that students have to attempt 12 credits before they get academic standings, because part-time students can struggle for several semesters before they come to the attention of the academic standing system. We also want to remove the provision that students are automatically suspended when their GPA dips. We recognize that many students are underprepared for college. Suspension really hits first semester students hard; we want to provide more support before suspension happens.

Renier: Thanks for allowing me to consult. This page in our UG catalog is really old, it needs updating with inclusive language and make things more clear for students.

- f. Requests for Future Business by Speaker. There were no requests.

6. PROVOST'S REPORT

Happy to answer questions on the email I sent this afternoon. Trying to give context on the Act 15 front. Things are not as dire as we feared at the beginning of semester. But we don't have enough reassignments to give every tenured person, even, a research reassignment. Our current workload policy has everyone teaching 24 credits unless they are research/service active. Provost agrees that legislature should not be micromanaging us, but that means we have to manage ourselves.

Internship/research courses are possible, but maybe not with every unit/program, depending on curricular needs.

Questions for the Provost?

Sen. Reilly: Will the reassignments ultimately be allocated by the Deans? Provost: Some things (like new faculty) are in the purview of the Deans (also, safety managers, etc.). The research reassignments will be applied for. Research Council is working on criteria.

7. OTHER REPORTS

- a. Academic Affairs Council Report—Submitted by Andrew Austin on behalf of Chair Andria Moon
- b. Graduate Academic Affairs Council Report—Submitted by Bill Gear
- c. University Committee Report—Presented by Bill Dirienzo

Academic restructuring working group (Bill is a part of it) is having listening sessions during finals week. Virtual/1965 Room, etc. We'll be sending those out, along with a Qualtrics survey. UC is in a holding pattern, waiting to see what we need to bring forward next spring.

d. Faculty Rep Report—Presented by Patricia Terry

Reps have spent a lot of time on Act 15. System people have given Reps very detailed information, but we can't share that until its been accepted by JOECR. There are actually some potentially helpful things, like UG research/participation on graduate committees as part of teaching load. We talked about allocation of high demand faculty funds. Plans by various campuses IF the funds are released.

e. University Staff Report—Submitted by Becky Haeny

f. Student Government Report—Presented by Nathan Halbach

Grew from 15 to 45 members. Pushing city/community engagement. We have liaisons to Downtown GB, City of GB, etc. It has been quite productive. Also, getting feedback on AI usage from the student perspective. We've gotten 200+ responses from students.

8. ADJOURNMENT at 4:56 pm.

Curriculum Guide: A tiered approach

Proposed by Michael Draney, SOFAS; and Courtney Sherman, Associate Provost

Goals

- Simplify and streamline where possible to make the best use of available technology, time, and expertise of people involved
- Clarify roles and responsibilities
- Update/modernize
- Address the web layout/design of these pages

Why tiers?

Some proposals require more oversight than others, and these are grouped into three “tiers” outlined below. The Curriculum Guide currently in use houses 41 distinct processes, each involving from 5 to as many as 16 steps.

Who can initiate a proposal?

- The academic program/unit (chair/director, or any member of the program’s/unit’s faculty)
- Administrators in the relevant approval chain

What if approval is not granted?

- If approval is not granted, there must be a justification for that non-approval given, including whether revision to the proposal could result in approval, and the justification will be shared with all parties in the approval chain. If revisions to the proposal are possible and appropriate, the proposal returns to the initiator, and the revised proposal can begin the approval process anew.
- Shared Governance: Shared governance decisions are ultimately advisory to university administration (Chapter 36.09 in the Wisconsin State Legislature articulates this in its definition of roles). If a unit or other shared governance committee does not approve (or fails to consider) a proposal, administrators can forward the proposal up the approval chain at their discretion, after due consideration. In general, courses within an academic major/minor/emphasis/certificate (the courses needed, and their sequence) constitute the curriculum and requires the oversight of the faculty as the disciplinary experts. The presence or absence of academic programs within the

university's offerings constitutes the university's program array and requires the oversight of the administration.

Other notes

- General Education Council, Academic Affairs Council, Graduate Academic Affairs Council
 - These committees act on behalf of the Faculty Senate when reviewing proposals and represent the faculty branch of shared governance.
 - For significant changes captured in Tier 3, the AAC review will not be necessary because the Senate will review. This is a proposed change to our current approval process.
 - For matters relating to the Core Curriculum, the GEC will review, but the AAC will not need to. This is a proposed change to our current approval process.
 - The GAAC handles matters relating to the graduate course and program edits and works alongside the AVC for Graduate Studies and Research to maintain the graduate Catalog pages. All actions that require GAAC review will route to the AVC after that review for signoff before it goes to the Provost.
 - For all other changes that rise to a Tier level requiring committee review, the AAC will review. These changes will reduce the workload of the AAC as well as reduce duplicative work across committees.
- Provost role
 - The Provost acts on behalf of the Chancellor as the chief academic officer.
 - The Provost (or designee) reviews and signs off on all proposed edits to the curriculum and program array. This is already the case and does not represent a change.
- Current Curriculum Guide
 - There are many actions captured in this guide that do not need to be there (example: instructions on how to develop a transfer guide).
 - We propose removing those items, since the procedures and guidance are located elsewhere, and in some cases, managed or supported by a specific office (example: Registrar)
 - This is currently made up of a [significant number of web pages](#), requiring many clicks, and making it hard to keep updated. See page 5 below.
 - The revised Curriculum Guide will be laid out in such a way that aligns with the efforts underway by Web Development to streamline the functionality and design of our website.
 - Further, this will make the Guide easier to navigate and easier to update when changes are made to related policies, practices, etc.

The Tiers

Tier 1

Description

- These are curricular actions that are minor and local and can be handled inside the College.

Process

- Initiator brings proposal forward to program/unit and enters the proposed change into CourseLeaf.
- Approval chain is program/unit chair > Dean > Provost.

Actions captured in this tier

- Renaming a major, minor, or certificate
- Modifying requirements for a major (less than 30% changing)
- Any modification to an existing course not in the Core Curriculum, minor, certificate, or emphasis

Tier 2

Description

- These are changes of moderate significance and benefit from the review of a shared governance committee acting on behalf of the faculty across the university.

Process

- Initiator brings proposal forward to program/unit and enters the proposed change into CourseLeaf.
- Approval chain is program/unit chair > Dean > GEC, AAC, or GAAC > Provost

Actions captured in this tier

- Establishing or reconfiguring academic units
- Suspending admissions to a major temporarily
- Developing new minors
- Discontinuing existing minors
- Adding new emphases within a major
- Discontinuing emphases within a major
- Modifying requirements within a major (over 30% changing)
- Developing a for-credit certificate
- Discontinuing a for-credit certificate
- Developing new courses
- Adding a HIPs designation to a course

Tier 3

Description

- These are significant actions that require review by the larger body of the Faculty Senate.

Process

- Initiator brings proposal forward to program/unit and enters the proposed change into CourseLeaf (if required).
- Approval chain is program/unit chair > Dean > Faculty Senate > Provost > Universities of Wisconsin System Administration, Board of Regents, and/or Higher Learning Commission, where applicable.

Actions captured in this tier

- Developing a new major/degree
- Discontinuing an existing major
- Modifying undergraduate graduation requirements
 - Depending on how we define this, we may not need to list it (due to Act 15 constraints)
- Modifying the Core Curriculum (an approval step with the GEC is required for this action)

Items from current Curriculum Guide (in the original web page order)

What follows is a list of the 41 topics, color coded as follows: **Red** = Proposed Tier 3; **Purple** = Proposed Tier 2; **Yellow** = Proposed Tier 1; **Blue** = Proposed “Tier 0” (i.e., no longer in Curriculum Guide). Also listed is the number of steps in that specific procedure; these vary from 5 to 16 steps.

- **Degrees**
 - 1. Establish New Degree [16 Steps]
 - 2. Modify Degree Requirements [7 Steps]
 - 3. Redirect a Degree [8 Steps]
 - 4. Rename a Degree [9 Steps]
 - 5. Discontinue a Degree [11 Steps]
- **Majors**
 - 6. Establish a New Major [15 Steps]
 - 7. Substantial Modification of Major Requirements [6 Steps]
 - 8. Limited Modification of Degree Requirements [6 Steps]
 - 9. Rename a Major [5 Steps]
 - 10. Discontinue a Major [10 Steps]
- **Minors**
 - 11. Establish a New Minor [6 Steps]
 - 12. Establish a New Stand-alone Minor [9 Steps]
 - 13. Modify Requirements for a Minor [7 Steps]
 - 14. Rename a Minor [6 Steps]
 - 15. Discontinue a Minor [9 Steps]
- **Areas of Emphasis**
 - 16. Establish an Area of Emphasis [8 Steps]
 - 17. Modify Requirements of an Area of Emphasis [7 Steps]
 - 18. Discontinue an Area of Emphasis [8 Steps]
- **Certificate Programs**
 - 19. Establish a Certificate Program [9 Steps]
 - 20. Establish, Modify, or Discontinue a Noncredit Certificate Program [5 Steps]
 - 21. Modify Requirements for a Certificate Program [7 Steps]
 - 22. Discontinue a Certificate Program [8 Steps]
- **Course Offerings**
 - 23. Develop a New Course Offering [8 Steps]
 - 24. Change an Existing Course [8 Steps]
 - 25. Deactivate/Reactivate an Existing Course Offering [8 Steps]
 - 26. Change Course Prefix [7 Steps]

- **Other Actions**

- 27. Modify Admission Requirements [6 Steps]
- 28. Modify General Education Program [9 Steps]
- 29. Modify Graduate Requirements [10 Steps]
- 30. Establish a New Cooperative Program [15 Steps]
- 31. Discontinue a Cooperative Program [7 Steps]
- 32. Offer Existing Degree Program Off-Campus [11 Steps]
- 33. Discontinue an Off-Campus Degree Program [7 Steps]
- 34. Offer an Existing Degree/Certificate Program via Distance Education [12 Steps]
- 35. Discontinue a Distance Education Degree/Certificate/Program [8 Steps]
- 36. Establish a Transfer Guide with a Non-UW Institution [6 Steps]
- 37. Establish an Articulation Agreement [8 Steps]
- 38. Establish a Memorandum of Understanding [7 Steps]
- 39. Establish, Merge, or Discontinue an Academic Unit [10 Steps]
- 40. Change Program Name [6 Steps]
- 41. Develop a Transfer Guide [8 Steps]

DRAFT

Proposal to amend Graduate Program membership requirements

Submitted by SOFAS (Mike Draney) and Associate VC for Graduate Studies and Grants and Research (Kerry Wilks)

Justification: HLC accreditation requires that graduate programs follow best practices in graduate education. Graduate catalogues (or other policies) typically require that to teach graduate courses or to participate in graduate committees, instructors must have attained the highest degree in their fields and/or equivalent as determined by the graduate program faculty and approved by the Graduate Program. Our current handbook requirements do not seem to be following this requirement. Here we propose a straightforward method for achieving compliance, consistency across programs, and a reduction of forms. There are three membership categories (graduate faculty, affiliate graduate faculty, and emeritus graduate faculty). These categories should enable us to continue to collaborate with community expertise as we have, but with more oversight into who we allow to instruct our graduate students, as well as meeting HLC requirements. Note that “graduate faculty” have voting rights (and count towards the quora) of graduate programs, but this is not the case with affiliate or emeritus faculty.

53.12 Graduate Program

A. Graduate Degree Programs: Membership, Responsibilities, Appointment Process.

1. Membership. There are three categories of membership for graduate faculty status: graduate faculty, affiliate graduate faculty and emeritus graduate faculty. Instructors of record should have graduate faculty status to teach a graduate level course, to serve on a thesis/dissertation committee, or to supervise other relevant work/terminal activity related to the graduate student experience.
 - a. Graduate Faculty. This status may be granted to UW-Green Bay faculty members ~~holding professorial rank and Academic Staff with Faculty Status~~. The Chancellor, Provost, Associate Provost, Associate Vice Chancellor for Graduate Studies and Grants and Research, Deans and Associate Deans, Directors and Associate Directors of research institutes, and curators of UWGB’s academic museums and collections are also granted graduate faculty status (ex-officio or non-voting) ~~for all faculty governance and curriculum issues with the exception of graduate committees~~. In all cases graduate faculty must hold the highest degree in their fields. Graduate faculty who leave UWGB for other employment opportunities may retain their graduate faculty status as an affiliate graduate faculty member ~~(non-voting except for graduate committee service)~~ for an additional year from the end of their formal employment with UWGB with no compensation; additional extensions may be granted by the Associate Vice Chancellor for Graduate Studies and Grants and Research following a formal request from the relevant program ~~executive committee~~.
 - b. Affiliate Graduate Faculty. This status may be granted to individuals with the highest degree in their field and/or is qualified by professional achievement. Graduate programs will create criteria appropriate to their field that outline the professional activities that qualify them in lieu of the terminal degree in the field.

These criteria will be approved by the same process that affiliate graduate faculty use for approval. Programs are encouraged to be specific, yet flexible enough to serve the needs of their programs.

c. Emeritus Graduate Faculty. This status may be granted when an instructor who previously had status is granted emeritus standing or otherwise retires.

2. Responsibilities.

a. Graduate faculty members will be expected to regularly contribute to the success of the program in one or more of the following ways: (1) serve on thesis committees, either as major professor and/or committee member (in programs that require a culminating research project, the expectation is that faculty will regularly serve as project advisors); (2) provide graduate level instruction either through the teaching of graduate level courses, cross-listed courses, or independent studies/internships; and/or (3) contribute to the graduate program's development (e.g., serving on program committees, attending program meetings, etc.) (4) Vote on matters pertinent to the graduate program. Units are strongly encouraged to recognize the contributions of individuals with an appointment to a graduate program as part of the individual's Unit periodic performance review.

b. Affiliate and Emeritus faculty may teach graduate level courses as well as serve on thesis and dissertation committees as a member or co-chair (co-major professor).

3. Appointment Process. Graduate faculty are appointed upon recommendation of the unit chair to the Associate Vice Chancellor for Graduate Studies and Grants and Research. Emeritus faculty appointments are also done through notification to the AVC for Graduate Studies and Grants and Research. A faculty member may have a split assignment with another program and may vote in more than one. Graduate faculty may request to terminate their participation in specific programs or their graduate faculty status.

Affiliate graduate faculty are appointed to specific program(s) by the Associate Vice Chancellor for Graduate Studies and Grants and Research on the recommendation of the appropriate Dean and the graduate program committee. Affiliate and emeritus Graduate Faculty appointments will be reviewed periodically to assess continued eligibility. ~~are for a period of years. Prior to the end of the year of the appointment an individual should be considered for renewal by members of a program's Executive Committee.~~ Individuals can withdraw their participation at any time.

B. Graduate Program Committee: Membership and Functions

1. A graduate degree program ~~executive~~ committee shall consist of all ~~tenured~~ graduate faculty members of a graduate degree program. The ~~executive committee~~ Graduate Program Committee shall consist of no fewer than three members. When there are fewer than three qualified members in a graduate degree program to form an ~~executive~~ committee, the qualified members shall, in consultation with the appropriate Dean, designate the remaining members from graduate faculty whose academic training and experience relate to the graduate degree program.

2. Graduate degree program executive committees have the responsibility to make recommendations concerning appointments, curriculum, and other matters related to the graduate

degree program which are transmitted to the appropriate Dean, AVP for Graduate Studies and Grants and Research and to the Provost/Vice Chancellor for Academic Affairs.

3. Affiliate and emeritus faculty are not eligible to vote within this committee and do not count towards quorum.

C. Chairperson: Selection

1. The chairperson shall be elected by a simple majority of graduate faculty members of a graduate degree program usually for a term of three years. In circumstances where both the ~~Executive~~ Graduate Program Committee and the Dean are in agreement, the term of appointment may be set for one to five years. There is no limit to the number of terms that a chairperson may serve. The vote shall be at a graduate degree program 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 for approval. Removal of the chairperson by the appropriate Dean 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 fifty percent of the faculty of a graduate degree program or on the request of the appropriate Dean.

D. Chairperson: Duties

1. Serves as the official channel of communication for all matters affecting graduate studies as a whole at UW-Green Bay, between the program and other academic units, the Chancellor, Provost/Vice Chancellor for Academic Affairs, the appropriate Dean(s), the Associate Vice Chancellor for Graduate Studies and Grants and Research, and other University officials and units.

2. Calls meetings of the graduate program faculty and its executive committee and presides over the meetings. The chairperson shall also call a meeting at the request of any two members of the program. Each program shall meet at least once every semester.

3. Has charge of all official correspondence of the graduate program and of all program matters included in the graduate catalog or other University publications.

4. Determines that all necessary records of faculty activities within a graduate program are properly recorded.

5. Communicates to the Associate Provost for Graduate Studies and Grants and Research ~~Academic Affairs/Director of Graduate Studies~~ regarding the activities and needs of the program.

6. Submits new courses, major revisions of existing courses, and deletions of courses proposed by the graduate program for action by the appropriate interdisciplinary unit, appropriate Dean, the Graduate Academic Affairs Council, ~~Academic Affairs Council~~, the Associate Vice Chancellor for Graduate Studies and Grants and Research and the Provost/Vice Chancellor for Academic Affairs.

Academic Affairs Committee Report

December 19, 2025

January 9, 2026

Course Changes:

ANTHRO 100 (GE Human Society and Behavior)
ANTHRO 498
BIOLOGY 304 (HIP)
BUS ADM 201 (GE Environmental Sustainability)
CHEM 109 (GE Natural Science and Wellness + Lab)
CHEM 213 (GE Natural Science and Wellness + Lab)
CHEM 420 (deactivated)
CHEM 423 (deactivated)
COMM 497 HIP
ENGLISH 264
ENGLISH 344
ENGLISH 315 (dual graduate listing)
ENGLISH 319 (dual graduate listing)
ENGR 462
ENGR 464
ENV Sci 260
ENV SCI 142 (deactivated)
ENV SCI 188 (deactivated)
ENV SCI 342 (deactivated)
ENV SCI 363 (deactivated)
ENV SCI 407 (deactivated)
ENV SCI 468 (deactivated)
GERM_CERT 378
GERMAN 325 (HIP)
HRM 466
HUM STUD 200 (GE Communication and Literacy/HIP)
HRM 460
HRM 465
HRM 469
HUM BIOL 318
HUM BIOL 444
INFO SCI 467 (HIP)
MATH 430 (dual graduate listing)
ME 201
ME 204
ME 213
ME 308
MET 207
NURSING 407
NURSING 446

PHILOS 216
PSYCH 103 (HIP)
PHYSICS 180 (GE Natural Science and Wellness)
PHYSICS 104
PHYSICS 201
PHYSICS 202
PHYSICS 317 (deactivated)
PHYSICS 318 (deactivated)
PHYSICS 418 (deactivated)
PHYSICS 420 (deactivated)
PSYCH 492
SOC WORK 288 (GE Civics and Perspectives)
SOC WORK 323 (deactivated)
SOC WORK 371
SOC WORK 400
SOC WORK 401
SOC WORK 421 (deactivated)
SOC WORK 423 (deactivated)
SOC WORK 461 (deactivated)
SOC WORK 462 (deactivated)
SOCIOLOGY 100 (GE Human Behavior and Society/HIP)
SOCIOLOGY 101 (GE Human Behavior and Society)
SOCIOLOGY 201 (GE Civics and Perspectives)
WOST 350

New Courses:

ART 361
BIOLOGY 291
BIOLOGY 491
BIOLOGY 492
BUSAN 438
CHEM 456
COMM 103
COMM 110
ENGLISH 494
ENGR 440
ENV SCI 280
HISTORY 215
HISTORY 405
HUM BIOL 456
HUM STUD 402
MATH 310
MATH 440
MKTG 365
MUSIC 160-X (X designation no longer necessary)
NURSING 443

NUT SCI 456
SCM 450
SCM 480
SOC WORK 324
SOC WORK 422
SOCIOL 327
WOST 425

Program Changes:

ART ART-ED
Art Studio Arts Emphasis
Art Therapy ART Therapy

**University Staff Committee
Report for Faculty Senate Meeting
January 28, 2026**

- Lynn Niemi & Sandra Maine-Delepierre joined the meeting to present on Digital Accessibility.
- All University Staff Committees' open spots have been filled.
 - Will have eleven vacancies for next the next election.
- The January professional development event was cancelled due to low turnout. A survey will be sent out shortly inquiring about what everyone would be interested in and best time for having an event as well as finding out the reason for not signing up for the free event.
 - Funding is available for non-UWGB sponsored professional development.
- The next University Staff Committee meeting is February 19, 2026, from 10:00 a.m. to 11:30 a.m. Please email usc@uwgb.edu for the meeting link.

Respectfully submitted,

Becky Haeny, Chair
University Staff Committee