

AGENDA

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

1. CALL TO ORDER

2. APPROVAL OF MINUTES: FACULTY SENATE MEETING NO. 3. November 12, 2025 (pages 2-8)

3. CHANCELLOR'S REPORT

4. OLD BUSINESS

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

5. NEW BUSINESS

- a. Resolution on the Granting of Degrees, December Commencement (page 10)
- b. Proposal to deactivate Environmental Policy and Planning major (Laurel Phoenix, Dana Atwood, Ryan Martin; page 11)
- c. Curriculum Guide Revision proposal (First Reading, Courtney Sherman, Mike Draney; pages 12-17)
- d. Discussion Item: First Year Seminar Working Group report (Bree Lybbert, Brianna Hyslop; pages 18-19)
- e. Discussion Item: Academic Standing Policy revision (Heather Kaminski, Darrel Renier, Brianna Hyslop; pages 20-21)
- f. 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 (page 22)
- b. Graduate Academic Affairs Council Report—Submitted by Bill Gear (page 23)
- c. University Committee Report—Presented by Bill Dirienzo
- d. Faculty Rep Report—Presented by Patricia Terry
- e. University Staff Report—Submitted by Becky Haeny (page 24)
- f. Student Government Report—Presented by Nathan Halbach

8. ADJOURNMENT

DRAFT MINUTES

UW-GREEN BAY FACULTY SENATE MEETING NO. 3

Wednesday, 12 November, 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); Erin Berns-Herrboldt (NAS); Thomas Campbell (TND); Bill Dirienzo (NAS-UC); Jennifer Downard (HUB); Bill Gear (HUB); Ulises Gonzalez Valle (Alternate, RSE); Joan Groessl (SocW); Elif Iziker (Psych); Heather Kaminski (AcctFin); Shawn Malone (NAS); Tetyana Malysheva (UC; RSE); Ann Mattis (AWE); Samantha Meister (EDU); Omar Meqdadi (RSE); Valerie Murrenus Pilmaier (AWE); Abigail Nehrkorn-Bailey (Psych); Ray Parth (Bus Adm); Cheryl Passel (Alternate, Nursing); Laurel Phoenix (PEA); Kristopher Purzycki (Humanities); Daniel 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); David Voelker (Alternate, Humanities); 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); Hleeda Vang (ASC Rep).Becky Haeny (USC Rep); Patricia Terry (Faculty Rep to UW-System).

GUESTS: Scott Ashmann (Assoc. Dean, CHESW); Devin Bickner (Faculty, RSE); Michael Bubolz (CIO); Cory Carline (Faculty, SocW); Jaye Case (Faculty, AWE); Vallari Chandna (Assoc Dean, CSB); Tara DaPra (Faculty, AWE); Dawn Crim (V Chancellor, Adv & Community Engagement); Matt Dornbush (Dean, CSB); Prakash Duraisamy (Faculty, RSE) Michelle Ferry (Admissions Counselor); Paula Ganyard (Library Director); Susan Grant Robinson (Chief of Staff); Craig Hulce (Faculty, Accting, Fin); Brianna Hyslop (Manager, Learning Center); Amy Ibuaka (Deans Assistant, CSET); Aysegul Karaeminogullari (Faculty, Mgmt & Marketing); Njeri Karanja (Academic Advisor); John Katers (Dean, CSET); Raj Keshab (Faculty, RSE); Alan Kopischke (Faculty, T&D); Ronald Kottnitz (Network Tech III); Zack Kruse (Faculty, AWE); Kate LaCount (Executive Assistant, Provost Office); McKinley Lentz (Administrative Asst., Grad Studies/G&R); Vincent Lowery (Faculty, Humanities); Brittany Maas (Faculty, SocW); Kaoime Malloy (Faculty, T&D); Mary Mach (Asst Dir, Housing Camps & Youth Programs); Ryan Martin (Dean, CAHSS); Kim Mezger-Schutz (Access Coordinator); Anup Nair (Faculty, Mgmt & Marketing); Melissa Nash (Director of HR); Amanda Nelson (Assoc Dean, CSET); Chrissy O'Connell (Dept. Asst., CSET); Alex Perez (UWGB Student); Dylan Polkinghorne (Faculty, Mngmt & Marketing); Darrel Renier (Director of Academic Advising); Grace Sang (Faculty, Acct & Finance); Sawa Senzaki (Assoc. Dean, CSET); Jon Shelton (Faculty, DJS); Courtney Sherman (Associate Provost); Nate Smithson (Instructional Designer); Lois Stevens (Faculty, FNS); Tina Tackmier (Dept Asst, CSET); Alicia Thomas (Faculty, Nursing); Stephen Troveh (Faculty, Acct & Finance); Amy Van Oss (Academic Advisor); Kris Vespia (Director, CATL); Kerry Wilks (Assoc VC, Grad Studies & Res); Mai Yang (Academic Advisor); Pang Yang (CSB Advising Manager); Jennie Young (Assoc Dean, CAHSS); Michael Zorn (Assoc Dean, CSET).

1. **CALL TO ORDER.** Speaker Smith waited until exactly 3 pm to start the meeting.
2. **APPROVAL OF MINUTES: FACULTY SENATE MEETING NO. 2. October 15, 2025**
Dirienzo/Malone moved to approve by consensus.
3. **CHANCELLOR'S REPORT**

Ch: Good to see everybody. Call your attention to email by HR Director Nash yesterday. Every year, we keep track of how we are advancing as an institution. Over the last five years, we've added a net of 138 positions, aligned with our strategic priorities: New faculty, access specialists. Added \$2.77 Million in compensation adjustments. We continue to strategize on how to compensate our people as best as possible. Act-15, a few things to keep in mind: In November, the BOR will likely vote on broad Regents policies regarding Act-15, to be followed by more specific UW-System policies (assuming JOCR approves the changes BOR has made). Act-15 is already in statute, but JOCR needs to determine whether any funds are released as a result of this.

- Ch does not believe we ought to be negotiating on these details with the legislature. Our Gen Ed reform really helped put us in a good position to respond to these changes, though, so shout out to Provost and all those who worked to make that happen.
- Tomorrow, we will officially launch "Generator" which will help us start businesses at UW-Green Bay. The first batch of aspiring businesses will be mentored by Generator, and next year, we hope to bring in a cohort of five businesses that will also go through the Generator program.
- We will be announcing a big new scholarship on Friday, from an alum, in honor of a retired professor who was inspired by a professor they had. It shows the affect that your teaching can have on people.
- Questions?

Sen. Berns-Herrboldt: Clarification on the report from HR. Are those net new positions, also counting unfilled positions. Ch. says these are new lines, not counting reallocations. HR Director Nash concurs, giving some additional details.

4. **OLD BUSINESS**
 - a. **Second Reading: Eligibility of Associate/Full Teaching Professors to Serve as Chairs** (Tara DaPra; Jon Shelton)

[This was postponed until DaPra could join us. She joined us at the end of new business at 4 pm.]

- Sen. Voelker: thanks Shelton and DaPra for putting this together. Humanities had a detailed discussion, and there was widespread opposition to this. One is that opportunities may become expectations for Teaching Professors. Also, concerns about the need to have parallel Executive Committees for Tenure Track promotion. We did not support the proposal, but thanks to Jon and Tara.

[We belatedly moved to approve: Dirienzo/Purzycki]

- Shelton: Thanks for allowing us non-Senators to speak. Here's why I support this. Shelton says that over 30% of our faculty are TP's. This would only apply to Associate or Full TPs. Not mandated, but this opportunity makes a lot of sense. Let's face it, every one of us is contingent at this university. Act-15 and White Papers are examples of this. Its not tenure that will protect us, but us standing together. I think we should allow TPs this leadership opportunity. Not everyone gets tenure, but we should allow for opportunities like this if units agree. Individual units could refrain from electing teaching professors.
- Jennie Young: Appreciates Voelker's comments about Executive Committees, but this is already the case...Full TPs do not vote on Tenure Track promotion hearings, etc. My perspective as a non-Senator is that I was a Teaching Professor at another university for 10 years, and wanted to pursue a leadership role, but was prevented from doing this by my TP status (and I couldn't move because of life situations). The chance I got to do this allowed me to get my current role. Last point, TPs are more female-dominated than Tenure Track roles. So this is an additional layer of gender equality. All TPs are asking for is a path, an opportunity to pursue an opportunity. This can increase equity in leadership roles at this university.
- Sen. Baerwolf: Social Work has **requested to Table**. Second: No second, so discussion continues (would need 2/3 of votes). Correction: **Talbott indicated she seconded**.

Vote: 13/13/0 Motion does not carry (does not get required 2/3 votes). Back to Atwood's comments.

- Sen. Atwood: PEA agreed with Voelker/Humanities, we are concerned about tenure and promotion in units led by a TP. Atwood respects the equity issue and agrees with you, but is reporting her unit's will. Is there something besides unit chair that could give TP's leadership opportunities? There are a number of other policy changes that would need to be brought up.
- Sen. Nerkhorn-Bailey: Concerns from Psychology: There's no service obligation for TPs, but maybe it should be left up to units.
- Sen. Berns-Herrboldt: TP's in NAS are in a one-year contract, and so their job security is very different from Tenure track folks. They are already putting in extra time and energy, and if the extra opportunity was available, there might be pressure to take on a leadership opportunity in order to secure their next contract.
- Sen. Dirienzo: I'm in support of this. A simple proposal with some complexities that we can follow up on later. We want to give units this option. We already have Full Professor Executive Committees that exclude others from voting.
- Tara DaPra: Thanks everyone. Wanted to provide an update. Tara emailed all the TPs and sought feedback. Heard back from 10 people, none were opposed, though not all wanted to be chair. A few had concerns, but none were opposed, and some were enthusiastically in support. A concern about contracts came up, but not in our power. Some TPs come from industry and actually have leadership experience, we should celebrate that. At least four units have TPs as liaisons/Vice Chairs, etc., and are doing some of this work for compensation.

We shouldn't protect people that don't want to be protected. "TP's don't have to do service" but the new titling basically requires service for promotion! There's not enough opportunities for service.

- Sen. Hulce. School of Business. We have a lot of new hires, and no tenured professors who want to be chairs. Many of us have high level experience, managing millions or billions of dollars. Our one year contracts are irrelevant, but Hulce finds that point demeaning.
- Sen. Mattis: Sensitive to power dynamics here. We really need to think that through. We're just voting on letting people put their name on the ballot. Its only democratic. The unit doesn't have to elect them. We should allow this.
- Sen. Voelker: Thanks for letting me speak again. This discussion has changed his personal mind, but he's in a bind as far as needing to represent his unit. Could see why tabling would make sense, but he's not going to make that motion.

Heidi/Meister moved to table.

22/7/0 Motion passes. Discussion is Tabled.

b. Discussion Item: Program Monitoring Working Group Update (John Katers)

- Katers thanks Lisa Wicka and others who provided feedback since last time. The UW-System task force concurred with the red/yellow/green system, specified a three-year timeline, and reiterated that both quantitative and qualitative data should be considered. So, our document lines up well.
- Sen. Voelker: Humanities has weighed in about the wisdom of using the same metric for all programs...some programs have only a few faculty, and those maybe should be considered differently? Katers: The former metric was 5 graduating students per year, and the working group realized that was a lagging metric, so the 15 current students provides a better "real time" evaluation.
- Sen. Sallmann: In Social Work, our accrediting body mandates our faculty/student ratios, and we usually admit to capacity. Our numbers are high enough, but is this being considered in the document? Katers: That's a good point, and this being managed at the College level means that those sorts of things can be taken into account.
- Sen. Voelker: What's the timeline? Will this come back to Senate? Katers: This is a discussion item, and will move forward to implementation with the Provost's office for September implementation. The three year cycle allows time for programs to address inadequacies. Superior has a toolkit to help programs address their deficiencies. Provost: We were tasked with providing a policy, and this will be it.
- Sen. Campbell: Is this examining the viability of a Program or a Major? How will this be applied to programs with only Minors? Katers: This is focused on Majors in undergraduate programs, we'll eventually tackle graduate programs as well.
- Sen. Malone: What is "program sharing?" Katers: Sharing programs across multiple campuses.

5. NEW BUSINESS

a. **First Reading: Revised Core Curriculum Categories under Act 15** (Courtney Sherman)

- Sherman (shares her screen with the one page document). Background, one of the tasks we've been tasked with is to unify our gen. ed. Curriculum across the UW-System, so transfers within the system will have an easier time with that. Right now, the legislature is not mandating unified learning outcomes, but they want us to have a similar credit range (30-36 credits) and standardized categories. We need to map our curriculum onto this standardized array. The good news is that our overhaul allows easy alignment with the new system, but certain aspects require a few changes.
- The total will be 30-36 credits, and the document shows Sherman's attempt at mapping our categories with the standardized core. We won't be able to use "our" category names, we'll have to use the standardized ones. The good news is that we've managed to maintain our entire plan intact. [Sherman explains the mapping of our current categories with the standard categories] We'll have to list writing emphasis differently, it can't be part of the core curriculum. One problem is that one of our science courses needs to be a "lab course": Since we don't have any, this is a potential big problem, but system says we can simply include a "lab component" into our existing courses rather than adding 1 credit lab sections (which would be impractical from a resources/capacity standpoint). Global perspectives and ethnic studies categories are combined into one new category without changing our requirements.
- We are no longer allowed to have stand-alone graduation requirements outside of our core. We've mapped our writing foundations course is mapped into the core, and other writing classes will be put within the major requirements. Sherman and Katrina Hrivnak will do that for programs, so programs won't have to do anything. Some majors (Business, Engineering, etc.) have special writing requirements, these can all be fit into this new framework without material changes.
- Happy to answer any questions, and we hope to get this through Senate in the December meeting.
 - Chat Question (from Hleeda Vang, I think): What will WF 105 changes mean for Rising Phoenix students just getting the Associates degree? Will they no longer need it? Sherman: Great question. We'll have to figure that out, because we can't have separate graduate requirements anymore.
 - Sen Berns-Herrbolt: Question about transfers across systems. Sherman: If a student finishes a category (or the whole thing), they are done if they transfer, regardless of the requirements at the new institution. This is convenient from a student centered perspective. One wrinkle is that students MUST take 30 credits regardless.
 - Sen. Reilly: Question about WF 105...sees the dilemma here, but is uncomfortable with the idea that the Registrar will put the program in the major when we work to minimize the credit number. Sherman: Its not the Registrar's decision, but the result of this Shared Governance process. But, WF 105 has historically been in many majors, and then was moved to Core Curriculum, but functionally there's no change that is happening, the student had to take 105 before and now. Let's get this mapped, and then later on, we can revisit the situation. Now, we are mapping existing requirements, not changing any requirements. Reilly still doesn't like the precedent of Provost's office changing our major...can we still take it out if we want? Sherman: Yes. Unfortunatley, as far as this mapping goes, though, time is not on our side. We really need to get something approved by December.

- Sen. Voelker: Thinks the document is pretty clear. Will we have further discussion about implications of removing WE and HIPS? Sherman: We are no longer allowed to have these extra graduation requirements, so we can't vote to keep them in or anything. We are discussing whether we should stop tracking writing emphasis requirements in SIS. This Act-15 stuff kind of forced our hand. We can still have WE in our classes, but gives us the option to not do that anymore. One problem is the WE course caps....Provost says that you can keep the course caps even without the WE (with Dean's permission...so you'd have to keep doing the writing). Voelker would be in favor of trying to get Senate approval even if we are forced to do it whether we vote yes or no. Sherman agrees.
 - UC Chair Dirienzo: Will bring up the mapping for approval next time, and we are thinking about bringing something forward about WF 105, and perhaps requiring majors to have WE requirements, HIPs requirements, etc. We need to decide if Senate will give flexibility to units or require very strictly.
 - Berns-Herrboldt: Timeline for getting guidance on what constitutes a lab component, and whether we can add already existing lab courses (like Env Sci 103) can be added to the list? Sherman: Katers will be working on this with CSET units, and then through the Courseleaf process. Science lab requirements do have to be in the sciences, for example.
- b. Requests for Future Business: The usual call got the usual response.

6. PROVOST'S REPORT (at 4:35 pm)

- Provost: A little on the enrollment front: Still waiting for the final data from the UW Factbook...probably will be early December. We're at 1956 for spring enrollment, please encourage students to register!
- Act 15, Provost sent out email earlier today. Please connect with your Senator to learn about the math of the reassignments....[Decisions haven't been made yet, so we're not putting anything in writing, just orally] [Provost explained the current understanding, and asked for questions about this....there were none]
- We have not received anything in writing from UW-System as yet about details on the reassignments

Sen. Sallmann: Many of our faculty are TPs....a course is a smaller portion of an FTE than a TT person, are we shorting ourselves? Provost will try to get clarification.

7. OTHER REPORTS

- a. University Committee Report—Presented by Bill Dirienzo
We're very busy. Will be sending email to unit chairs offering to come speak about the restructuring working group. Listening sessions/focus groups will happen in Dec/Jan.
- b. Faculty Rep Report—Presented by Patricia Terry
Last system Rep meeting, we created a UW-System rep meeting on gen ed to give to BOR, saying the timeline is unreachable, and requests a process that allows us to spend the next year on it, and give a proposal to be implemented the following year (F27). It is doubtful that it will be considered. We talked about Act 15 workload progress...final document will go to BOR. Seems reasonably fair given we can't change it.
- c. Academic Staff Report—Submitted by Hleeda Vang
- d. Student Government Report—Presented by Nathan Halbach

Big things happening in Student Government. Chancellor talked to us about Act 15. We want to bridge the gap between UWGB and the City. We had a roundtable on that. Jay Rothman talked to SGA reps, was asked about student voices....sounds like there were no student voices. We want to do something about that. We have a working group on that.

8. ADJOURNMENT: 4:49 pm.

Blue = Universities of Wisconsin Core General Education Categories Effective Fall 2026

Green = UW-Green Bay Core Curriculum Categories Effective Fall 2025

Black = Notes

Mathematics & Quantitative Reasoning – 3-6 credits

- Quantitative Reasoning

Communication & Literacy – 6-9 credits

- One each of:
 - First Year Seminar
 - WF 100
 - Information Literacy
- WF 105 (list in major requirements for now)

Social & Behavioral Science – 3-6 credits

- Human Society and Behavior

Humanities & Arts – 6 credits

- One each of:
 - Human Cultures and Values
 - Creative and Artistic Inquiry

Natural Science & Wellness – 4-8 credits

- One each of:
 - Scientific Methods and Inquiry
 - Environmental Sustainability
 - One must be a “Lab” course (an embedded lab component in a course is acceptable)
 - CSET Dean and relevant faculty working on this

Civics & Perspectives – 3-6 credits

- One each of:
 - Global Perspectives
 - Ethnic Studies

Total credit range allowed: 30-36

- This model: 33-36
 - Some science and math courses are 4-credit courses

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 2025 Commencement.

Faculty Senate New Business 5a 12/10/2025

Public and Environmental Affairs Unit Meeting Minutes

Monday October 27, 2025 at 11:00am (Microsoft Teams)

Members: Bit An (absent), Dana Atwood (Chair), Alise Coen, Marcelo Cruz, David Helpap, Patricia Hicks, Ray Hutchison, Mel Johnson, Christopher Kleps, Kerry Kuenzi (sabbatical), Laurel Phoenix, Aaron Weinschenk (Director)

1. Approval of the minutes from the September 24, 2025 meeting (attachment)
 - a. Approved by acclaim.
2. Scheduling Reviews: Annual and Laurel's PTR (due by March 1)
 - a. The executive committee jointly decided that our review meeting, including the PTR, will be held on Monday, November 2 2025 from 9am-11am.
3. EPP Major Deactivation (program members voted yes and will keep minor and certificate).
 - a. Laurel motioned to deactivate the Environmental Policy and Planning (EPP) major and related Organizational Leadership Emphasis. With the condition that they build the EPP certificate and slightly revise the EPP minor. Marcelo Seconds. Lauri Wellhouse who works with EPP in the registrar could not attend, but she wanted to say that "given the enrollment trend, I understand the rationale for considering deactivation and appreciate EPP's proactive approach in maintaining the minor and certificate options."
With a vote of (9-1-0), the unit acknowledged regret and sadness around voting to deactivate the EPP major. It was noted that the deactivation is a result of declining enrollments, which became particularly steep over the past two years in the aftermath of the initial proposal for deactivation within the university. In voting to deactivate the major at this time, the unit's faculty acknowledged the many great students who graduated from the EPP program and have gone on to do impressive things for our state and surrounding communities of northeast Wisconsin. EPP alums and local community organization representatives had previously written letters to retain the major when the deactivation was suggested two years ago. PEA Faculty including Laurel Phoenix and Marcelo Cruz (and Elizabeth Wheat - who is no longer with the university) as well as others collaborating across disciplines did important work supporting this program, developing and adapting its curriculum, and cultivating strong alum connections. The unit acknowledged their dedication and the efforts that went into this program to better serve our students, our community, and the natural environment.

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

First Year Seminar Working Group Update 12.3.25

Mission

The First Year Seminar (FYS) program at UW Green Bay is dedicated to fostering a supportive and engaging learning environment for first-year UWGB students, including transfer students, through small class sizes and significant faculty interaction. The mission is to promote student engagement, facilitate a smooth transition to life as a Phoenix, and lay the foundation for academic success.

By ensuring close faculty-student connections and providing access to a wealth of student success resources, the FYS program is committed to cultivating a community of curious and engaged learners who are eager to explore new ideas, develop their communication skills, and carefully analyze information. This holistic approach will help students gain the tools necessary to be well-prepared to excel in their academic and personal endeavors.

Learning Outcomes

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

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

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

Succeeding as a Phoenix Modules

- Introduction
 - a) Setting Course Expectations
 - b) Professionalism & communicating with faculty
- Technology Skills
 - a) Canvas Skills
 - b) File Management
 - c) E-mail
- Before Class: Preparing to Learn
 - a) Time management & goal setting
 - b) Fruitful Discussions & Voice (in class expectations)
 - c) Study strategies & note-taking methods
 - d) Academic integrity & plagiarism & AI use
- Library Basics & Lateral Reading
 - a) Familiarize students with SearchUW
 - b) Introduce students to Lateral Reading

- Academic Planning
 - a) Introduction to Academic Advising – Required Advisor Visit
 - b) Overview of Stellic and creating an Academic Plan
 - c) Financial Aid & Academic Planning – Loan Literacy
- Career Planning
 - a) Pathway U Assessment and Finding Your Why
 - b) Introduce students to NACE Competencies
- Beyond Class: Thriving as a College Student
 - a) Social community outside of the classroom
 - b) Building a network of support with faculty and staff
- Conclusion
 - a) Reflecting on First Semester as a Phoenix

Proposal for Updating the Academic Standing Policy

Introduction

At UW–Green Bay, student success means more than classroom achievement—it includes timely, meaningful connections to the resources that help students thrive. Academic Standing policies are a critical tool for identifying challenges and guiding intervention. Updating our policy will allow us to recognize concerns earlier, reduce stigma while maintaining accountability, and connect students quickly with Advisors, Academic Success Coaches, and other supports. These changes strengthen retention efforts and help every Phoenix stay on track toward graduation.

Summary of Proposed Changes

1. Terminology Adjustments

- a. Replace *Academic Probation* with **Academic Notice**.
- b. Replace *Strict Probation* with **Academic Warning**.
Rationale: Removes potentially stigmatizing language while maintaining accountability.

2. Credit Requirement Revision

- a. Eliminate the requirement that students must attempt 12 credits before earning academic standing.
Rationale: Allows early identification of at-risk students regardless of credit load, connecting them quickly with Advisors and Academic Success Coaches for proactive support.

3. Suspension Criteria Update

- a. Remove the provision that permits suspension if a student's cumulative GPA falls below 1.0.
Rationale: This disproportionately affects first-term, first-year students. Adjusting the policy ensures these students receive support before facing suspension.

4. Suspension Waiver Update

- a. Provide visibility for Suspension Waiver as a standing for students by revising the "Appeals" section of the Catalog
Rationale: Gives transparency for the options that a student has for appealing a suspension, and the conditions required for waiver.

Together, these updates to the Academic Actions Policy strengthen our ability to support students while maintaining clear expectations. By fostering early connections and reducing unnecessary barriers, we can enhance both student success and institutional retention.

Data Snapshot: Why These Changes Matter

- **Suspension Risk:** Between Fall 2021 and Spring 2025, 738 students (7.65% of headcount) earned their first term with a GPA below 1.0 and were suspended after just one semester. Most pursue suspension waivers, but a warmer referral and structured support could better guide them to success.
- **Hidden At-Risk Group:** In Fall 2024, 821 students (7%) maintained a cumulative GPA above 2.0 but earned a term GPA below 2.0 – an early warning sign for future academic decline.
- **Best Practices:** National research recommends reworking updating probation language and policies to reduce stigma and promote retention [California Competes (2024). [Reworking Academic Probation to Promote Student Success](#)]

Academic Standing Across the Universities of Wisconsin

Our proposed revisions to the Academic Actions Policy align UW–Green Bay with trends already present across the Universities of Wisconsin.

- **UW–Eau Claire** uses an *Academic Concern* status before probation, emphasizing early alerts rather than immediate suspension.
- **UW–La Crosse** employs an *Academic Warning* for students with term GPAs between 1.00 and 1.99, providing intervention prior to probation or suspension.
- **UW–Milwaukee** has multiple tiers of *Academic Warning* and *Final Academic Warning* to structure accountability while keeping students enrolled.
- **UW–Oshkosh** and **UW–Platteville** evaluate standing at lower credit thresholds (6–7 credits), ensuring that part-time students are included in monitoring.
- **UW–Stevens Point** and **UW–Stout** allow multiple semesters on *Warning* or *Probation* before dismissal, providing extended opportunities for improvement.
- **UW–Superior** already uses *Academic Notice* in place of probationary language, directly reflecting the stigma-reducing approach we are recommending.
- **UW–Whitewater** applies an *Academic Warning* status for term GPAs below 2.0, limiting enrollment but avoiding probation or dismissal unless cumulative GPA falls.

Takeaway: Across the Universities of Wisconsin, there is a clear move toward reducing stigma, monitoring students with fewer credits, and introducing early-warning statuses. Our proposed changes would not only bring UW–Green Bay in line with these practices but also strengthen consistency and clarity for students transferring within the system.

Academic Affairs Committee Report

November 7, 2025

New Courses Approved:

ART 284

DESIGN 236

Course Changes Approved:

HUM STUD 210

ME206

New Courses Approved:

FIN 440: Financial Modeling and Valuation

FIN 449: Fixed Income Securities

Course Changes Approved:

ENGR 202: An Introduction to Smart Cities

Human Bio 475

ME 160: Ethnicity in Engineering and Science

MKTG: Negotiation and Conflict Resolution

Program Changes Approved:

DJS Criminal Justice

DJS Global Democracy

DJS Legal Studies

DJS Social Justice

ENV POL PL Major (Deactivate)

Submitted by Andrew Austin

Graduate Academic Affairs Council Report
November 12, 2025

The Graduate Academic Affairs Council met October 31, 2025 and approved the following Courseleaf proposals:

- I. Course Changes:
 - a. BUSAN 635: Foundations of Strategic information management
 - b. CYB 700: Fundamentals of Cybersecurity.
 - c. CYB 701: IT and Operating Systems Security
 - d. CYB 703: Network Security.
 - e. CYB 705: Cyber Crime
 - f. CYB 707: Cybersecurity Program Planning.
 - g. CYB 710: Introduction to Cryptography.
 - h. CYB 715: IT Security Risk Management.
 - i. CYB 720: Cybersecurity Ethics & Communication
 - j. CYB 725: Digital Forensics.
 - k. CYB 765: Security Program Management
 - l. CYB 770: Security Architecture
 - m. CYB 775: Advanced Cryptography
 - n. CYB 780: Software Security
 - o. CYB 789: Cybersecurity Pre Capstone
 - p. CYB 790: Cybersecurity Capstone
 - q. DJS 563: The U.S. and Genocide
 - r. History 526: global Environmental History
 - s. Hum Stud 583: Contemporary Cultural Issues
 - t. Pol Sci 553: Politics of Developing Areas
 - u. Pol Sci 560: International Relations
 - v. SCM 644: Purchasing

- II. Program Changes:
 - a. ABT_Cert: Business management
 - b. ABT_Cert Fundamentals of Biotechnology
 - c. ABT_Cert Quality Assurance
 - d. ABT_Cert Research and Development
 - e. MS_ABT ABI: Applied Bioinformatics
 - f. MS_CYB FORENSIC: Digital Forensics
 - g. MS_CYB SECURITY: Security Architecture.
 - h. MS_CYB CYBER: Cyber Response
 - i. MS_CYB DFSM: Digital Forensics & Security Management
 - j. MS_CYB GOVERN: Governance & Leadership
 - k. MS_CYB SSD: Secure Systems Design

**University Staff Committee
Report for Faculty Senate Meeting
December 10, 2025**

- From the October 15, 2025 meeting:
 - The Chancellor and Provost attended and provided updates on the student survey and white paper.
 - Bev Majewski provided an HR update.
 - The election committee reported they are seeking members for the following committees: University Staff Committee, Committee on Workload and Compensation, Committee on Accessibility Issues and Personnel Committee.
 - Professional Development Sent out a Save The Date email about a Professional Development Day for University Staff that will be held on January 7, 2026.
 - Becky Haeny and Theresa Mullen shared updates from the UW System Governance meeting, University Committee meetings and the Faculty Senate Meeting.
- From the November 20, 2025 meeting:
 - Rachel La Crosse provided an HR update.
 - Meagan Strehlow attended to share updates on the Division of Student Access and Success.
 - The Election Committee reported there are five vacancies and a survey will be sent about interest.
 - Professional Development reported that the University Staff conference theme is Rise and Reimagine being held in the STEM Innovation Center
 - Becky Haeny and Theresa Mullen shared updates from the UW System Governance meeting, University Committee meetings and the Faculty Senate Meeting.
- The next University Staff Committee meeting is December 18, 2025, 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