AGENDA

UW-GREEN BAY FACULTY SENATE MEETING NO. 5
Wednesday, January 26, 2022
3:00 p.m.
Presiding Officer: Joan Groessl, Speaker
Parliamentarian: Steve Meyer

1. **CALL TO ORDER**

2. **APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 4**
   December 8, 2021 [page 2]

3. **CHANCELLOR'S REPORT**

4. **OLD BUSINESS**
   a. Change to the Faculty Handbook: UWGB Faculty Document on Tenure (second reading) [page 7]
      Presented by Personnel Council Chair Dana Atwood

5. **NEW BUSINESS**
   a. Open Access Policy
      Presented by Library Director Paula Ganyard
   b. EDI-Mentor (information item) [page 11]
      Presented by Prof. Patricia Terry
   c. Changes to Faculty Handbook 53.01-53.10 (first reading) [page 20]
      Presented by Chair of the Council of Unit Chairs Patricia Terry
   d. UW System Update
      Presented by UWGB Faculty Rep Jon Shelton
   e. Request for Future Business

6. **PROVOST'S REPORT**

7. **OTHER REPORTS**
   a. Academic Affairs Report – Submitted by David Voelker, Chair [page 24]
   b. Graduate Academic Affairs Report – Submitted by Gail Trimberger, Chair [page 30]
   c. University Committee Report – Presented by UC Chair Heidi Sherman
   d. Faculty Rep Report – Presented by Jon Shelton
   e. Academic Staff Report – Presented by Virginia Englebert
   f. University Staff Report – Presented by Kim Mezger
   g. Student Government Report – Presented by Ted Evert

8. **ADJOURNMENT**

[draft]

MINUTES 2021-2022
UW-GREEN BAY FACULTY SENATE MEETING NO. 4
Wednesday, December 8, 2021

Presiding Officer: Joan Groessl, Speaker of the Senate
Parliamentarian: Steve Meyer, Secretary of the Faculty and Staff

PRESENT: Riaz Ahmed (RSE), Tanim Ahsan (RSE), Mike Alexander (Chancellor, *ex-officio*), Dana Atwood (PEA), Gaurav Bansal (BUA), Devin Bickner (RSE-UC), Thomas Campbell (TND), Gary Christens (A&F), Marcelo Cruz (PEA), Greg Davis (RSE), William Dirienzo (ALTERNATE-NAS), William Gear (HUB), Joan Groessl (SOCW-UC), Lisa Grubisha (NAS), Richard Hein (Manitowoc Campus), Todd Hillhouse (PSYCH), Elif Ikizer (PSYCH), James Kabrhel (NAS), Daniel Kallgren (Locations-UC), Mark Kiehn (EDUC), Mark Klemp (NAS), Michelle McQuade-Dewhirst (MUSIC), Eric Morgan (DJS), Paul Mueller (HUB), Val Murrenus-Pilmaier (HUS), Rebecca Nesvet (HUS), Aniruddha Pangarkar (M&M), Matthew Raunio (Sheboygan Campus), William Sallak (MUSIC), Jolanda Sallmann (SOCW), Jon Shelton (DJS-UC), Heidi Sherman (HUS-UC), Patricia Terry (RSE-UC), Christine Vandenhouten (NURS), David Voelker (ALTERNATE-HUS), Sherry Warren (SOCW), Sam Watson (AND), and Aaron Weinschenk (PEA-UC)

NOT PRESENT: Kate Burns (Provost, ex-officio), Virginia Englebert (ASC), and Joseph Yoo (CIS)

REPRESENTATIVES: Kim Mezger (USC) and Ted Evert (SGA)

GUESTS: Scott Ashmann (Assoc. Dean, CHESW), Pieter deHart (Assoc. Vice Chancellor-Graduate Studies), Matt Dornbush (Dean, AECSOB), Paula Ganyard (Library Director), Susan Grant Robinson (Cabinet Liaison, Internal Affairs), Ben Joniaux (Chief of Staff), John Katers (Dean, CSET), Holly Keener (Executive Assistant II), Megan Olson Hunt (Assoc. Prof., RSE), Mary Kate Ontaneda (Executive Assistant, University Leadership), Courtney Sherman (Interim Assoc. Provost), Sheryl Van Gruensven (Senior Vice Chancellor, Institutional Strategy), Kris Vespia (Interim Director, CATL), Wendy Woodward (Assoc. Vice Chancellor/CIO), and Mike Zorn (Assoc. Dean, CSET)

1. CALL TO ORDER.
Exactly at the stroke of 3:00 p.m., Faculty Senate Speaker Joan Groessl called to order the fourth Faculty Senate meeting of the 2021-2022 academic year.

2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 3, November 10, 2021
Faculty Senate approved the October minutes by consensus.

3. CHANCELLOR'S REPORT
Before beginning on his list of items he wished to share with senate, Chancellor Alexander thanked Speaker Groessl for the relaxing music she plays prior to the start of each senate meeting. Now on to business… For those who are not aware, the University Union now has a

barbershop open for business across from the 1965 Room (the Chancellor took the opportunity to show off his recent haircut to the senate). The UW PayPlan (2% increase) is waiting for the Joint Committee on Employment Relations (JCOER) to meet to give their approval of the pay increase. [NOTE: JCOER approved the PayPlan increase at a meeting on 21 December 2021.] The Chancellor thanked everyone working on the compensation adjustments being made as a result of the labor challenges we are facing. He has had good conversations with both HR and the Committee on Workload and Compensation (CWC) as the university tries to stay in front of this issue. In speaking with Sheryl Van Gruensven, Chief Business Officer and Senior Vice Chancellor for Institutional Strategy, the Chancellor is anticipating an accurate budget prediction for the year. Overall, the budget is looking promising (that is, it will likely hold steady) and he hopes to be able to present it to the campus right after the semester break. The Position Review Committee (PRC) will officially be dissolved as of the new year. A new, more transparent method of moving positions forward is being developed and is geared toward finding a process that supports growth.

Turning his attention to COVID updates, the Chancellor reiterated that we are trying to be as consistent in our approach as possible – not making any decisions until we absolutely have to. We will continue to keep in place our mask mandate for all campus academic buildings. However, we are trying to sort out a way to relax the rules where students are living (vs. where people are working). To that end, over the break students will not be required to wear a mask while they are in their own residence hall building. We will continue to monitor the situation and this decision could be changed at any point should circumstances warrant. This approach is designed to encourage students to reside on campus where we can control the environment to some extent (as opposed to having them move off-campus where we have no control). It is also designed to give them as close to a "normal" college experience as possible. Finally, there will be two commencement ceremonies on Saturday, 18 December 2021. We have safety protocols in place, however, for anyone who is not comfortable attending a large commencement ceremony they should feel free to excuse themselves from attending.

In response to faculty questions, the Chancellor indicated there is no intention of removing the mask mandate in the classroom. Regarding the governmental subcommittee proposal at the end of the previous academic year that would regionalize the four-year campuses, that proposal did not go anywhere and there has been no further action on it by the legislature. However, once that idea is out there, it doesn't go away; to expect that this proposal will never resurface is probably unrealistic. Faculty Rep Shelton provided further insight, including that there is no serious conversation of this proposal any time soon.

4. OLD BUSINESS
a. None

5. NEW BUSINESS
a. Change to the Faculty Handbook: UWGB Faculty Document on Tenure
Dana Atwood, Chair of the Personnel Council (PC), introduced the first reading of proposed changes to the UWGB Faculty Document on Tenure (pp. 94-96 of the 2021 Faculty Handbook). The PC was asked to address the unofficial expectation that candidates going up for promotion to Associate Professor with tenure include an external letter(s) of support as part of their evidentiary file. As it currently stands, there is no such requirement explicitly stated in code

which has led to longstanding confusion between the PC and Units regarding external letters of support. After much deliberation, the PC decided to add item B.7 "At least one external letter from an expert in the faculty member's field evaluating the contributions of the candidate's scholarly activity and/or creative accomplishments" [found under the heading of "B. Scholarly Activity and Creative Accomplishment"]. The PC also took the opportunity to clean up the language of the "UWGB Faculty Document on Tenure" by using inclusive language ("their" vs. "his/her") and incorporating mission-driven language ("interdisciplinary, problem-focused learning…" and "deep commitment to diversity and inclusion" found in paragraph 2). When the floor was opened for discussion, senators had much to say.

Some senators wondered about the rationale for an external letter. They believed we have done well evaluating our faculty when it comes to tenure decisions. There is no need for an external letter as one letter does not impact the tenure decision. The external letter always positively reviews the candidate, so why levy a burden on someone outside the university for an opinion that can be determined internally? There is no valid reason why a letter is needed for an institution like ours which is primarily teaching focused. The tenure candidate's scholarship is proved through their record of creative activity, such as peer-reviewed publications. The fact that their scholarly/creative activity is peer-reviewed accomplishes the same thing as an external letter. For some senators, when it comes to a tenure decision, it is more a question of collegiality together with high quality teaching, followed by some scholarship and the promise of continued growth in scholarship. For this particular institution, consideration of the candidate's teaching qualities should exceed whatever scholarship comes from the candidate. One senator cited instances in which a tenure candidate's scholarship ensured their tenureability, but they had not focused on doing as good a job in the areas of teaching and service, and this scenario often led to our least desirable faculty colleagues. From a philosophical perspective, we should tenure our best teachers who have scholarly capabilities – but we don't need external letters to prove this. Overall, we shouldn't emphasize scholarship when the institution itself does not support the scholarly component of our work with funding.

Other senators thought an external letter provides another layer of evidence for members of the PC who are unfamiliar with or don't understand the type of scholarship accomplished by the tenure candidate. It is a useful method of assessing the relevance of a candidate's scholarly contributions by someone outside the university. It would also be a good method of verifying the candidate's content knowledge, which is particularly needed in fields that have a narrow focus. Some faculty thought one external letter was insufficient, three letters should be required. Some senators thought we should be looking at external letters as a means of empowering tenure candidates, not as a barrier to tenure, particularly when they address the heavy teaching and service expectations of UWGB compared to other institutions. Most tenure candidates currently provide external letters, so that's already the norm. A candidate who provides context for the influence of their scholarship has built a stronger case for tenure, so what the PC is actually trying to do is create an equitable process where the standards are set for everyone. As it currently stands, the process is inequitable, some candidates are providing up to a dozen external letters while others are not providing any (usually a function of the requirements of the Unit).

If the PC's proposal for an external letter is accepted, senators mentioned several clarifications or specifications they would like to see. For example: the external letter needs to be solicited from an individual with whom the candidate has not collaborated, but one who is familiar with the

type of scholarship conducted by the candidate; the external letter should be solicited by the Unit Chair, not the candidate; and the UWGB Document on Tenure needs to define and elaborate on inclusivity, does this refer specifically to inclusivity in the classroom or does it include being an inclusive colleague (once granted tenure, a colleague who neglects inclusivity in the sense of collegiality often creates a difficult working environment).

This discussion even led some senators to ask why we have a PC? Other universities in the UW System that do not have a committee equivalent to the PC. While it could be an additional layer of protection, which is good, it could also be considered an additional layer of onus for both the candidate and the colleagues serving on the PC.

b. Resolution on the Granting of Degrees
An alert Faculty Senate reminded the SOFAS of his failing memory. In this particular case, Senator Mueller remembered that senate needed to pass the Resolution on the Granting of Degrees or else we would have a very sad, if not outraged, class of students who would not be receiving their degrees at Fall 2021 commencement. After hastily updating said resolution, **Senator Davis moved acceptance of the Resolution on the Granting of Degrees, seconded by Senator Vandenhouten. The resolution passed 35-0-0.**

c. Request for future business
It's time to ring in a New Year
Let's do so with lots of good cheer
Champagne is flowing
Party horns blowing
Hugs and kisses to those we hold dear
(there was no new business brought forward by the senators this month)

6. PROVOST'S REPORT
The Provost was in Madison for the UW System-wide Provosts meeting.

7. OTHER REPORTS
a. Academic Affairs Report. Written report found on page 11 of the agenda.

b. Graduate Academic Affairs Report. Written report found on page 13 of the agenda.

c. University Committee Report. Chair Heidi Sherman reported that the UC will soon present its proposal on the Review of Administrators to Faculty Senate. The UC has also been meeting with the EDI workgroup to develop a proposal. In cooperation with Prof. Val Murrenus-Pilmaier and Provost Burns, the UC is working to populate the Gen Ed reform working group which will soon begin its work. Prof. Murrenus-Pilmaier will present Institutional Learning Outcomes to the UC at their next meeting. Chair Sherman finished her report by soliciting ideas for a potential faculty/staff joint meeting.

d. Faculty Rep Report. Faculty Rep Jon Shelton, who also serves on the UW System President search committee, reported that last week 12 candidates were interviewed over the course of two days via Zoom. There were a number of good candidates but the overall group was whittled down to a smaller list that was then submitted to a special Regent Committee. The Regent

Committee will narrow the list to two or three finalists, the names of whom will be publicly announced in the last week of January. Finalists will be interviewed in Madison. While there is no intention of holding public interviews, Senator Shelton is pushing for a procedure whereby faculty, staff, and students could participate in the interview process, even if it is "only" through the Faculty Reps, Staff Reps, and Student Reps. Senator Shelton is encouraged by the candidates who remain in the pool. There was pretty clear consensus on which candidates were acceptable. Senator Shelton was also encouraged that the opinions of the three faculty on the search committee were respected. In general, Senator Shelton is excited about the possibilities of faculty working more closely with the new System President, particularly in regards to how shared governance works at the System level. In response to a question from the senate, it is the Board of Regents who is the hiring authority and they are hoping to hold a vote as soon as the February Regents meeting.

e. Academic Staff Committee Report. Virginia Englebert could not attend today's meeting.

f. University Staff Committee Report. Kim Mezger, new Chair of the USC, taking over for Sue Machuca, had no additions to the report she submitted, which is found on page 14 of the agenda.

g. Student Government Association Report. SGA President Ted Evert reported that he is very happy with the recruitment of students to SGA so far this year. Thanks to the pandemic, student government started this semester with very low numbers (eight students), but since then numbers have almost tripled to 23 students. Most notably, the number of senators has increased from one to 13. SGA has worked with the Provost to set up opportunities for internships within student government. Starting in Fall 2022, SGA will add a committee within student government to advocate for student worker rights on campus.

8. ADJOURNMENT at 4:22 p.m.

Respectfully submitted,

Steve Meyer, Secretary of the Faculty and Staff

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

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 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 isolationalism 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 facilitiate 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 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 Chairperson: Selection

A. The chairperson 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 chairperson 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 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 anytime 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 unit.

53.05 Unit Chairperson: 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 budgetary 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 minors in a program housed within a unit.

B. Recommendations concerning the establishment, the merger, or the discontinuance of programs can be initiated by the faculty members concerned, the budgetary 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

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 Chairperson: Selection

A. The chairperson shall be selected in the manner described above for unit chairpersons, in 53.04.

53.10 Program Chairperson: Duties

A. The chairperson of the program shall perform all or some of the duties as described for unit chairpersons above in 53.05.

Faculty Senate New Business 5c 1/26/2022

The AAC met on Nov. Dec. 9 and Dec. 16.

The AAC took action on the course and program changes noted below. Additionally, the AAC approved the attached de-crosslisting plan submitted by Dean Chuck Rybak.

Request Type Key:

CC=Course Change, NC=New Course, D=Deactivation, PC=Program Change, NP=New Program

Course/Program	Request Type	Outcome
ORG LEAD 302 : Gender & Equity in Organizational Leadership	NC	Approved
ACCTG 301 : Intermediate Accounting I	CC	Approved
RT 382 : Precolumbian Art of Mesoamerica	CC	Approved
COMM SCI 200 : Civic Scholars Practicum	CC	Approved
ECON 206 : Macro Economics Laboratory	D	Approved
ECON 210 : Quantitative Methods for Economics and Business Economists	CC	Approved
ECON 304 : Contemporary Labor Markets	D	Approved
ECON 307 : History of Economic Thought	D	Approved
ECON 309 : Urban and Regional Economics	D	Approved
ECON 330 : Money, Banking and Financial Markets	CC	Approved
ECON 352 : Applied Economic Concepts	D	Approved
ENGLISH 224 : Practicum in Literary Publishing	CC	Approved
ENGLISH CREATIVE : Creative Writing Emphasis	PC	Approved
ENGLISH LITERATURE : Literature Emphasis	PC	Approved

ENV SCI 334 : Solid Waste Management	CC	Approved
ENV SCI : Environmental Science Major	PC	Approved
ENGR 240 : Micro-controllers and Programmable Logic Controllers	D	Approved
ET 130 : Basic Electrical Circuits I	D	Approved
ET 131 : Basic Electrical Circuits II	D	Approved
ET 150 : Codes, Safety, and Standards	D	Approved
ET 232 : Semiconductor Devices	D	Approved
ET 233 : Linear Circuits	D	Approved
ET 240 : Micro-controllers and Programmable Logic Controllers	D	Approved
ET 311 : Digital Electronics	D	Approved
ET 344 : Industrial Electronics and Control	D	Approved
ET 377 : Industrial Safety and Hygiene	D	Approved
ET 334 : Solid Waste Management	CC	Approved
GEOG 321 : Coastal Resources Policy and Management	CC	Approved
HISTORY 311 : History of Wisconsin	React.	Approved
HISTORY 334 : Contemporary Europe	NC	Approved
HISTORY 380 : U.S. Women's History	CC	Approved
MUSIC 366 : Advanced Studio Techniques Live Sound Reinforcement	CC	Approved
MUSIC 455 : Orchestration	NC	Approved
PHILOS 110 : Thinking Critically	D	Approved
PHILOS 237 : Technology, Values, and Society	D	Approved
PHILOS 251 : Ethics of Engineering and Technology	D	Approved
POL SCI-I : Political Science Minor	PC	Approved
POL SCI : Political Science Major	PC	Approved

PSYCH 302 : Developmental Research Methods	D	Approved
PSYCH 321 : Sport and Performance Psychology	CC	Approved
PSYCH 435 : Abnormal Psychology	CC	Approved
PSYCH 492 : Applied Research Lab	NC	Approved
PU EN AF 428 : Public and Nonprofit Program Evaluation	CC	Approved
RISING LDR : Rising Leadership	NP	Approved
SOANTH-I : Sociology & Anthropology Minor	PC	Approved
SOC WORK 455 : First Nations Futures and Decolonizing Social Work	NC	Approved
SOC WORK CHILD WELF : Social Work - Child Welfare Emphasis	PC	Approved
SOC WORK GENERAL : Social Work - General Emphasis	PC	Approved
SOC WORK SUBSTANCE : Social Work - Substance Abuse Emphasis	PC	Approved
SPANISH SPANISH-ED : Spanish and Latin American Studies Emphasis for Students Seeking Teaching Certification	PC	Approved
SPANISH SPANISH : Spanish and Latin American Studies Emphasis	PC	Approved
SPANISH-I EDUC LICEN : Spanish and Latin American Studies Emphasis for Students Seeking Teaching Certification	PC	Approved
SPANISH-I GENERAL : Spanish and Latin American Studies Emphasis	PC	Approved
WGSS-I : Women's, Gender, and Sexuality Studies Minor	PC	Approved
WOST 336 : Gender Development Across the Lifespan	D	Approved
WRIT_AA : Writing and Applied Arts	PC	Approved
ACCTG 301 : Intermediate Accounting I	CC	Approved

ACCTG 313 : Intermediate Accounting II	CC	Approved
ACCTG 323 : Intermediate Accounting III	CC	Approved
ACCTG 414 : Cost Accounting	CC	Approved
ACCTG 415 : Advanced Income Tax Theory and Practice	CC	Approved
ACCTG 423 : Advanced Income Tax Practicum (VITA)	CC	Approved
ACCTG 452 : Accounting Data Analytics	CC	Approved
ACCTG General : Accounting Major	PC	Approved
PSYCH 310 : Drugs and Behavior	CC	Approved
FIN 450 : Bank Administration and Management	CC	Approved
NURSING 280 : Pathophysiology Concepts for Nursing Practice	CC	Approved
ACCTG ACCTG_ACC : Accounting -Accelerated Emphasis	PC	Approved
BIOLOGY 317 : Structure of Seed Plants	D	Approved
BIOLOGY BIOL-ED : Biology for Educators Emphasis	PC	Approved
BIOLOGY-I : Biology Minor	PC	Approved
ECON 208 : Economics WTCS Bridge	NC	Approved
ECON 403 : International Economics	CC	Approved
ECON 453 : Cost Benefit Analysis	CC	Approved
ECON 480 : Capstone: Seminar in Economic Literature and Issues	CC	Approved
ECON APPLIED : Applied Economics emphasis	NP	Approved
ECON FINANCIAL : Financial Economics Major	PC	Approved
ECON-I : Economics Minor	PC	Approved
EDUC 333 : Curriculum & Assessment in Early Childhood	CC	Approved
EDUC 352 : Social and Family Influences on Development and Learning	CC	Approved

EDUC 361 : Introduction to the Art and Science of Teaching	CC	Approved
EDUC 363 : Introduction to the Art and Science of Teaching in Early Childhood	D	Approved
EDUC_CERT : Certificate in Foundations of Education	PC	Approved
ELEC CERT : Electrical Engineering Principles Certificate	NP	Approved
ELEC ENGR : Electrical Engineering Major	PC	Approved
ELEC ET : Electrical Engineering Technology	PC	Approved
ENGLISH 228 : Introduction to Technical and Professional Writing	NC	Approved
ENGLISH 344 : African American Literature	CC	Approved
ENGLISH 345 : LGBTQ Literature	CC	Approved
ENGLISH ENGL-ED : English Education Emphasis	PC	Approved
ENGR 213 : Mechanics I	CC	Approved
ENV ET : Environmental Engineering Technology	PC	Approved
ENV SCI : Environmental Science Major	PC	Approved
ET 360 : Project Management	CC	Approved
FIN 347 : Financial Markets and Institutions	D	Approved
FIN : Finance Major	PC	Approved
GEOG 250 : Introduction to Geographic Information Systems (GIS)	CC	Approved
GEOG 350 : GIS in Public and Environmental Policy	CC	Approved
GEOSCI GEO SC : Geoscience Emphasis	PC	Approved
GEOSCI GEO-ED : Geoscience Emphasis for Students Seeking Teaching Certification	PC	Approved
GLOBAL-I : Global Studies Minor	PC	Approved
HISTORY 207 : Introduction to African-American History	CC	Approved

HISTORY 400 : Voyageur Magazine Practicum	CC	Approved
HISTORY-I : History Minor	PC	Approved
HISTORY : History Major	PC	Approved
HRM-I : Human Resources Management Minor	NP	Approved
HUM BIOL 200 : Professions in Human Biology	NC	Approved
HUM DEV 336 : Gender Development Across the Lifespan	D	Approved
HUM DEV 353 : Family Development	D	Approved
HUM DEV 424 : The Development of Creative and Critical Thinking	D	Approved
HUM DEV 439 : SOC,BEHAV,BIOL IMPLIC-AGING	D	Approved
HUM DEV 481 : STUDENT LEAD TOPICS	D	Approved
HUM DEV 484 : Senior Honors Project	D	Approved
HUM DEV 496 : Research Assistantship	D	Approved
HUM DEV 497 : Internship	D	Approved
HUM DEV 498 : Independent Study	D	Approved
HUM DEV 499 : Travel Course	D	Approved
HUM STUD 320 : Language and Identity	CC	Approved
HUM-I Relg Studs : Religious Studies	PC	Approved
MECH CERT : Mechanical Engineering Principles Certificate	NP	Approved
MECH ET : Mechanical Engineering Technology	PC	Approved
MGMT 482 : Capstone in Business Strategy	CC	Approved
MGMT-I : MANAGEMENT MINOR	NP	Approved
MKTG-I : MARKETING MINOR	NP	Approved
Digital Marketing and Sales Management Certificate	PC	Approved
MKTG_CERT2 : CERTIFICATE IN MARKETING ANALYTICS	NP	Approved

Graduate Academic Affairs Committee Report to the Senate
January 26, 2022

The Graduate Academic Affairs Council met twice since the last Senate report.

On December 9, 2021, the GAAC accomplished several tasks.

Approved the following Courseleaf proposals:

    Program Changes
        MAT: Athletic Training

    New Courses
        GRAD 893: Dissertation Completion
        SOC WORK 655: First Nations Futures and Decolonizing Social Work

    Course Changes
        ECON 612: Economics of Sustainability (deactivation)
        MGMT 780: Advanced Project Management (deactivation)
        SOC WORK 716: Field III
        SOC WORK 718: Field IV

The committee expressed gratitude and best wishes to Megan Olson Hunt as she completed her term on the GAAC to begin her spring semester sabbatical.

On January 18, 2022, the GAAC accomplished the following Courseleaf proposal:

    Program Changes
        MS ENV SCI: Master of Science in Environmental Science and Policy
        MS ENV SCI COURSE: Course-Based
        MS ENV SCI ECOSYS: Ecosystem Studies Emphasis
        MS ENV SCI ENVTECH: Environmental Technology and Analysis Emphasis
        MS ENV SCI PERSONAL: Personal Program of Study
        MS ENV SCI POL ADM: Environmental Policy and Administration Emphasis
        MS MGMT: Master of Science in Management
        MSW: Master of Social Work

    New Courses
        BIO 565: Aquatic Invertebrates
        BIO 669: Conservation Biology
        ENV S&P 731: Freshwater and Marine Policy Law
        ENV S&P 732: Wildlife Law and Policy
        NUT SCI 612: Supervised Experiential Learning Practicum - Food Service & Systems
        NUT SCI 721: Supervised Experiential Learning Practicum - Community Nutrition

NUT SCI 786: Supervised Experiential Learning Practicum - Medical Nutrition Therapy Long-term Care

NUT SCI 788: Supervised Experiential Learning Practicum - Medical Nutrition Therapy Inpatient

NUT SCI 789: Supervised Experiential Learning Practicum - Medical Nutrition Therapy Outpatient

Course Changes

ECON 713: Environmental Economics and Sustainability
ENV SCI 669: Conservation Biology (deactivation)
ENV S&P 743: Ecology and Analysis of Communities and Landscapes
HWM 710: Research Methods for Wellness Programs
PSYCH 730: Sport Sociology
PSYCH 738: Psychology of Injury
PSYCH 740: Multicultural Psychology
PSYCH 781: Thesis I
PSYCH 782: Thesis II
PSYCH 787: Internship I
PSYCH 788: Internship II

For the remainder of the academic year, the GAAC will meet from 2:30-3:30 on the following dates:

February 22, March 29, and April 19.

Respectfully submitted,

Gail Trimberger
GAAC Chair