

## AGENDA

### **UW-GREEN BAY FACULTY SENATE MEETING NO. 5**

Wednesday, January 24, 2024

3:00 p.m., TEAMS

Presiding Officer: Patricia Terry, Speaker of the Senate

Parliamentarian: Michael Draney, Secretary of the Faculty and Staff

- 1. CALL TO ORDER**
- 2. APPROVAL OF MINUTES: FACULTY SENATE MEETING NO. 4. December 6, 2023 [Page 2]**
- 3. CHANCELLOR'S REPORT**
- 4. OLD BUSINESS**
  - a. Core Curriculum Proposal (Valerie Murrenus Pilmaier, Bree Lybbert)—Second Reading/Vote [Page 7]
- 5. NEW BUSINESS**
  - a. Suspension of Economics Program (Matt Dornbush)—First Reading [Page 17]
  - b. CWC Update (Jena Richter Landers)—Informational Item and Request for Feedback
  - c. Requests for Future Business
- 6. OTHER REPORTS**
  - a. Graduate Academic Affairs Report—Submitted by Jeremy Intemann [Page 24]
  - b. University Committee Report—Presented by UC Chair Clif Ganyard [Page 28]
  - c. Faculty Rep Report—Presented by Christine Vandenhouten
  - d. Academic Staff Report—Submitted by Laura Nolan [Page 36]
  - e. University Staff Report—Submitted by Lea Truttmann [Page 37]
  - f. Student Government Report—Presented by Karime Galaviz
- 7. ADJOURNMENT**

[draft]

**MINUTES 2023-24**  
**UW-GREEN BAY FACULTY SENATE MEETING NO. 4**

Wednesday, December 6, 2023

3:00 p.m., TEAMS

Presiding Officer: Patricia Terry, Speaker of the Senate

Parliamentarian: Michael Draney, Secretary of the Faculty and Staff

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

**REPRESENTATIVES:** Karime Galaviz (SGA Pres., *ex officio*)

Roshelle Amundson (Representing ASC)

**GUESTS:** John Arendt (EMBI), Scott Ashman (Assoc. Dean, CHESW), Devin Bickner (Faculty, CSET), Michael Bubolz (CIO), Peter deHart (Assoc VC Grad Studies & Research), Sarah Denis (Graduate Admissions Recruiter), Susan Grant Robinson (Chief of Staff), Marci Hoffman (Grad Programs Manager), Brianna Hyslop (Manager of Learning Center), John Katers (Dean, CSET), McKinley Lenz (Administrative Asst, Grad Studies), Ryan Martin (Dean, CAHSS), Melissa Nash (HR Director), Heidi Neverman (Faculty-Nursing), Jodi Pierre (Librarian), Mike Zorn (Assoc Dean, CSET).

**1. CALL TO ORDER. 3:02 pm**

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

By consensus. One correction was noted: Angela Baerwolf attended the meeting as SOCW alternate Senator, not as a guest.

**3. CHANCELLOR'S REPORT**

Chancellor thanked everyone for their work. He is trying to address budget issue by Fall 2024, so we can move on from there. Enrollment is looking good...getting students to register for classes on time really helps, so we are working on that. We are at 71% of our last Spring total; that total used to be MUCH lower.

- We hired Allen Peters, Economic Development Director for Phoenix Innovation Park. Funding ½ from Brown County, ½ from sale of Chancellor home. He’s been working for about a week now. Should be great for increasing community engagement going forward.
- UW-System paying for Deloit(?) to come to each campus for a financial wellness check. They will be on campus in coming week or so.
- Fundraising campaign going well.
- Thanks to those participating in meetings at additional campuses. He’s excited where we are heading on those campuses, and our approach to them. Thanks for the conversation, and for being proactive. Thanks to this group (Senate) for your support of additional campuses. We are one university with four access points. We are steadily gaining traction at those areas.

Looking forward to seeing many of you at graduation. Questions?

Sallmann: Email about response to the Daily Cardinal story...wants your response to the bullet points about making it easier to eliminate people and programs? Chancellor wouldn’t characterize it quite that way, but essentially Rothman was just trying to summarize salient points of an article, its not a policy statement. Chancellor is convinced the article is not correct, that Rothman is indeed committed to a diversity of programs at our campuses. Chancellor states our discussions happened way before the article. Also, everyone will be able to live out there current contract, no one’s contract is being changed. Please address questions to Melissa Nash, it is a complex issue. Bill Dirienzo: UC did receive information about the contract changes, so feel free to contact us. Encourages us to read through the article, there are additional points in there that Bill thinks is important.

Q for Chancellor: Specifics that Deloit is going to be looking into? How precisely will leadership be involved? We’ll be looking at DSI(?) scores, a measure of financial health...in the past, our score was fairly high. They’ll also look for weaknesses and opportunities. We will share findings from their report with governance, including UC Chair, ASC and USC reps, Faculty Rep...

Dan Kallgen: Any news/update regarding boiler on Marinette campus. Ch: We have gotten into some good conversations, and they have come to look at the boiler, but no decision yet about how to navigate that issue.

Doug Brusich asked about whether we are allowed to record stuff in a face-to-face (yes)

Dana asked about a complex modality (Courtney Sherman asked to clarify so we put the right modality in there, so students aren’t confused).

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

- a. Update to University Absence Policy (Rebecca Nesvet, Patricia Terry)—Second Reading, Action Item

The authors added a few points to clarify that the policy is intended to help caregivers.

#### **Motion to approve the updated proposal (H. Sherman/Kallgren)**

Gunn: Confused about the first bullet point (Title IX), and Terry Nesvet tried to explain

#### **Amendment to (other non-job related) travel/social activities...delete what’s in parentheses. (Sallmann/Reilly)**

Discussion on amendment: NONE

**Vote on amendment: 36 YES/0 NO/3 abstain**

**Vote on proposal: 35/0/no/1 abstain. Motion carries.**

- b. Distance Education Modality, Request for Feedback [Toni Severson, Courtney Sherman]—Informational Item

Q from Berns-Herrboldt about online class/in-person labs...what modality?

**5. NEW BUSINESS**

- a. Resolution on Granting of Degrees

**Motion to approve: C. Ganyard/Karau. No discussion.**

**38/0/0 passes.**

- b. Proposal to Eliminate Merit Reviews (Clif Ganyard)—First Reading

Introduced by Clif Ganyard.

**Joan Groessl....motion to amend rules to vote now. Groessl/Sallak**

Sen. Brusich raised an objection to suspending the rules. Clif Ganyard explained the UC's position on this unusual suspension, due to upcoming Merit Reviews. Sallman added to this.

Sallak: Music has always pushed for fewer reviews. They are in favor.

**34/2/0 Motion Passes.**

**Groessl/Sallmann to approve this motion.**

Question from Senators (Vandenhouten, Meinhardt) about whether merit reviews would be prohibited if this passes. SOFAS says no, it just won't be required. Units can do what they want.

**37/0/0 abstain: Motion Carries.**

- c. Resolution in Favor of Faculty-led Travel Courses (Rick Hein)

This resolution is a response to the recent moratorium on travel courses on budget grounds. The International Education Committee is very concerned about this.

**Motion to approve: Hein/Vandenhouten**

Question from a Senator about whether this needs a second reading. No, because not in Handbook.

Sen. Meinhardt spoke in favor, saying that travel courses can be life changing to students.

Hein: 70% of UWGB students doing an international thing are faculty-led

### **Motion Passes 35/1/0**

#### d. Core Curriculum Proposal (Valerie Murrenus Pilmaier, Bree Lybbert)—First Reading

Procedural question from Lybbert about typos on the first reading. SOFAS states that we can change anything between the two readings.

Intro by Val Murrenus Pilmaier thanking everyone helping with this. Everything has changed so much since before the pandemic, and change was needed. Lots of feedback from students, faculty, staff, alumni, etc. about Gen Ed goals, changes, impacts, etc.

- Lowers credits 43-46→ 30 credits.
- No category has more than 3 credits.
- Added information literacy; took out civics category.
- Revised learning outcomes, based on current outcomes plus state of the art outcomes. Trying to make courses fit into only one category.
  - Why? Too many courses, confusing overlap of what courses count where.
  - Why now? We started 2.5 years ago, back before the “dumpster fire”. “Its never the right time”.

Several docs: proposed model; learning outcome; list of changes; revised timeline (implementation F25; into catalog by Dec. 24)

Sen. Hillhouse question on capstone...not in gen ed anymore. Will capstone still be a graduate requirement or not? A: Capstone won't be in gen. ed. Can be a HIP still.

Sen. Sallak concerned this doesn't go far enough in shortening time to degree. Gen. Eds. Must be 100-200 level courses, which eliminates double counting for gen ed and upper level requirements. Murrenus-Pilmaier: There are always exceptions available due to content, etc. We Don't want skill level to inhibit intro and soph level people from getting in.

Berns-Herrboldt: Comments to strengthen science content of sustainability requirements.

Sen. Choudhury asked about 0-3 credit requirement (A: 0 required if testing out in CCIHS, etc.)

Choudhury also asked about Human Society and Behavior and Human Cultures and Values....what's the difference? A: We don't like the terms, but we want to distinguish between Humanities and Social Sciences.

Choudhury asked about need for arts, etc. in Gen. Ed. A: Those skills are essential to be well-rounded global citizens. He proposed a new category, human/computer interactions. Murrenus Pilmaier responded that they'd never heard that suggested before.

Sen. Rasedul...suggested that some categories have overlap, and wants to combine some. VMP says that is a topic for Senate.

Sen. Malone: Seconds the need for scientific understanding and sustainability. Question about where outcomes can be found. A: In courseleaf (and should be reflected in the syllabus). That's GEC's purview (then reviewed by AAC).

Brusich...perspectives from HUB. Worried that the two “Human” categories will confuse students. Worried about Colleges offering their own Gen. Ed. classes in categories they don’t specialize in. Third, can we do a FYS/Gen Ed combo. Speaker Terry requested no response from the GEC.

Sallmann advocates NOT adding more sciences to sustainability requirement.

- e. Requests for Future Business....Terry did this at the end, right before adjournment.

## **6. OTHER REPORTS**

- a. Academic Affairs Council Report—Submitted by Vince Lowery [Page 30]
- b. University Committee Report—Presented by UC Chair Clif Ganyard. Note: Ganyard had to leave early, so could not present this report.
- c. Faculty Rep Report—Presented by Christine Vandenhouten

Faculty Reps met 1 Dec. (virtually). Discussed integration of faculty governance in budget process. Making a table about that right now. Discussed Daily Cardinal article with President Rothman....he says his email was taken out of context, and reiterated his support for liberal arts. Discussed titling process for academic staff. Many Universities have NOT adopted a Teaching Professor title. Discussed teaching loads for those titles. BOR meeting tomorrow in Madison. EdD in Education up for approval. UW-Parkside’s budget process....next phase may include layoffs.

- d. Academic Staff Report—Submitted by Laura Nolan [Page 32]
- e. University Staff Report—Submitted by Lea Truttmann [Page 33]
- f. Student Government Report—Presented by Karime Galaviz: GB SGA is considering joining University Student Gov. Association. Trying to restructure student government on campus, especially to give more voice to additional campus students. SGA also met Dec. 1. First President’s Council meeting this Friday.

## **7. ADJOURNMENT. 4:58 pm.**



# Core Curriculum Proposal

**11/29/2023**

General Education Working Group:

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

Documents:

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



## Current Purpose

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

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

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

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

## Revised Statement: Core Curriculum Purpose Statement

### Purpose:

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

### The Core Curriculum:

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

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

Revised by the General Education Realignment Working Group, July 2023

**GREEN BAY | MARINETTE | MANITOWOC | SHEBOYGAN**

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## Current UWGB General Education Model

### Graduation Requirements

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

### General Education Requirements

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

\*Denotes UW System requirement



## Revised UW-Green Bay Core Curriculum Model

### Proposed Graduation Requirements

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

### Proposed Core Curriculum Requirements

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

\*Denotes UW System requirement

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



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

### Critical Thinking:

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

### Problem Solving:

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

### Textual Comprehension:

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

## **Domain-Specific Learning Outcomes**

### First Year Seminar

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

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

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

### Creative and Artistic Inquiry

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

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

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

### Human Cultures and Values

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

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



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

#### Human Society and Behavior

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

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

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

#### Global Perspectives

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

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

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

#### Ethnic Studies

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

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

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

#### Scientific Methods & Inquiry

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

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

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



### Environmental Sustainability

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

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

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

### Quantitative Reasoning

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

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

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

### Information Literacy

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

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

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



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

Criteria for Course Inclusion in the General Education Program:

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

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

Further Considerations:

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



## General Education Realignment Timeline

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



To: Clif Ganyard, University Committee (UC) Chair

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

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

Subject: GEC approval of revised Gen Ed proposal

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

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

Attached Documents:

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





# **Economics Suspension Proposal**

**1/10/2024**

Documents:

Dean's Rationale  
Accounting & Finance Department minutes 11/29/2023  
AAC Minutes 12/15/2023  
UC Minutes 1/10/2024



**AUSTIN E. COFRIN**  
**SCHOOL of BUSINESS**  
UNIVERSITY of WISCONSIN-GREEN BAY

Date: 12/8/2023

To: Vince Lowery, Chair AAC

From: Mathew Dornbush, Dean Cofrin School of Business

CC: Courtney Sherman, Associate Provost; Katrina Hrivnak, Assistant Registrar

Subject: Software processing mistake in CourseLeaf

Dr. Lowery,

I am notifying you of a processing mistake I made while attempting to initiate workflow within CourseLeaf for the Suspension of the BS Economics program. Rather than hitting the Workflow button, I hit the Admin Save button, thinking I was saving my work. Upon hitting the button, it was clear that this initiated an actual action. As I did it for one of the two emphases, I repeated for the second emphasis for consistency, assuming it would route to the Registrar who could return to me or the appropriate next step in the process. I immediately messaged (12/8/2023 10:52 AM), then spoke with (12/8/2023 10:54 AM) on Teams, Assistant Registrar Hrivnak to correct the routing, and was quite surprised to learn that they are unable to reverse this process, thus requiring this memo. I apologize for this rather embarrassing misstep on my part. The Assistant Registrar messaged me on Teams (12/8/2023 11:18 AM), "the good news is that your name is on the proposal activity, and you did include the detailed support rationale (you can see it if you click on the History for Dec 8, 2023)" suggesting the AAC will be able to view the electronic record. It appears that my mistake will require a more traditional "paper" processing to document the correct workflow.

For your convenience, the justification I provided was:

Per the Department of Accounting & Finance vote on 11/29/2023 (7 in favor, 0 opposed, 0 abstentions) the BS Economics will be Suspended and no longer listed as a major option at UWGB after the current 2023-2024 AY catalog. Per UW Policy 3.4: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting, "suspending admissions allows a university to temporarily remove a program from the statewide academic degree program array and, if appropriate, within five years of the program's suspension, reinstate the program when demand and resources justify the continued operation of the program without Board of Regents (BOR) approval. When in suspension, the program in question is not included in the systemwide array or listed in electronic publications." Emphasis will now be placed on expanding the impact of the economics discipline, first within existing CSB majors (by far the current largest ECON student credit hour consumer) and through an improved and refocused minor, and second through expansion of opportunities with disciplines outside of the CSB. Additional documentation including a detailed discussion of the process leading to this decision and meeting minutes from 11/29/2023 have been shared with the Associate Provost.

# Accounting & Finance Department Meeting

AY 2023-2024

Date: 11/29/2023 | 11:00-12:00 | via TEAMS

Name	Role	Voting Member?	In Attendance?
Kathy Adams-McIntosh	Lecturer	No	N
Zhouli Axelton	Asst. Professor	Y	Y
Preston Cherry	Asst. Professor	Y	N
Kevin Jaklin	Asst. Teaching Professor	Y	Y
Heather Kaminski	Asst. Professor	Y	N
EJ Kwak	Asst. Professor	Y	Y
Tom Nesselin	Assoc. Professor, Exec. Comm	Y	Y
Matt Raunio	Assoc. Professor, Exec. Comm	Y	Y
Grace Sang	Asst. Professor	Y	Y
Idris Sanusi	Asst. Teaching Professor	Y	Y
Karl Schindl	Professor, Chair, Exec. Comm.	Y	Y
Mussie Teclezion	Assoc. Professor, Exec. Comm.	Y	Y
Mai Yang	Advisor	No	Y
Kerry Yang	AAll	No	Y

**Recorder:** Kerry Yang

**Guests:** None

## Minutes

### 1. Approval of Minutes

- Matt motions to approve
- Tom seconds
- All in favor, no opposed, no abstains
- Motion carries

### 2. Chairs Report

- Searches
  - Economics -haven't met yet, Mussie states Sue will set meeting soon
  - Accounting-teaching faculty-itineraries will go out today with meetings set for next two weeks
- Finance sub committee
  - Committee has met and any comments can be submitted
- Common Textbook for ACCTG 202
  - Karl met w/McGraw Hill students will have 180 additional days to use text at no cost
- Per Rasoul, Fall 2024 schedule able to be worked on and will be mostly the same
  - If you have any input, let Karl know in advance

### 3. Bob Rupp

- Will reschedule for a future meeting

### 4. HIPs for ACCTG

- Kathryn has let us know we need more HIPs courses
  - It has to be a required course
- Heather can make Cost Accounting a HIPs course for Managerial
- Still need one for Tax
  - Zhuoli can turn ACCTG 415 into HIPs

**5. Senators**

- Need to elect 2 senators for 2024 to 2026
  - Matt volunteers himself
  - Zhuoli nominates herself
  - Heather nominates herself although not present
  - Tom agrees to be the alternate again
- Mussie motions for Heather and Zhuoli to be senators with Tom as an alternate
- All in favor, no opposed, no abstains
- Motion carries

**6. Economics Program & Minor**

- The committee met and Matt Dornbush agreed to pause the Econ major and will hopefully bring it back
  - Karl has talked to Courtney Sherman about entering into a Consortium with other universities to rotate upper-level courses that haven't been enrolling well
  - Per Tom, hasn't had time to publish with all courses taught and can see why a major is not viable at this juncture
  - Mussie proposes to pause the Major with an opportunity to bring it back
  - Tom seconds
  - All in favor, no opposed, no abstains
  - Motion carries
- A minor has been proposed by the committee
  - Kevin motions to approve the minor
  - Mussie seconds
  - All in favor, no opposed, no abstains
  - Motion carries

**7. VITA**

- CPA exam is changing and Zhuoli suggests making VITA an elective so they can take another course
  - Per Zhuoli, need more students coming in
  - Matt motions to make 413 as an elective for tax track for acctg majors
  - Idris seconds
  - All in favor, no opposed, no abstains
  - Motion carries
- Portfolio Management Emphasis
  - Mussie motions to approve the portfolio management emphasis
  - Tom seconds
  - All in favor, no opposed, no abstains
  - Motion carries

**8. Other Business**

- Will meet one more time before break and hope to see everyone at the Holiday party

<b>Future Meeting Dates</b>

12.15.23

Attendees: Vince Lowery (chair), Andrew Austin, Rebecca Abler, Val, Chandra, Heidi Sherman, Courtney Sherman (ex officio), and Katrina Hrvinak (registrar's office)

1. Approval of 11.17 meeting minutes (motion by H. Sherman, Chandra seconded)
2. Chair reviewed pre-approved minor course changes
3. Discussion of differences between program suspension and deactivation processes
  - a. C. Sherman explained distinctions between processes in CourseLeaf and curriculum guide
  - b. Committee discussed aligning processes
    - i. C. Sherman will take up in revising the curriculum guide
    - ii. C. Sherman also explained provost's intent to send all major suspensions through UC/Faculty Senate
4. Committee action
  - a. Program Array
    - i. Suspension of Econ major
      1. Committee approved 5-0
    - ii. Changes to Econ minor approved
  - b. New Courses APPROVED
    - i. Social Work 372, 400, 401, 421, 442, and 462
  - c. Program Changes APPROVED
    - i. Social Work
      1. Behavioral Health Emphasis
      2. Child Welfare Emphasis
      3. General Emphasis
    - ii. DJS
    - iii. Emphases
      1. Global Democracy Emphasis
      2. US and the World Emphasis
      3. Social Studies Education Emphasis
    - iv. Minor
      1. DJS Minor DEACTIVATED
      2. Social Justice Minor (approved pending reformatting)
    - v. ORG LEAD
      1. Elimination of WF 105/200 from program emphases requirements
5. Committee discussion of UC request re: review of dual enrollment reports – committee supported this proposal unanimously

## University Committee Meeting Minutes

January 10, 2024

**Present:** Christine Vandenhouten, Patricia Terry, Christine Smith, Clif Ganyard, Dan Kallgren, William Dirienzo, Karima Galaviz, Laura Nolan, Becky Haeny, and Joan Groessl (minutes)

**Guests:** Matt Dornbush, Courtney Sherman, Kate Burns

### Minutes Approval

December 13, 2023 and January 3, 2023 minutes—approved by consensus.

### Suspension of Economics Program (Matt Dornbush)

Programs have had some challenges for some time. Matt explained the rationale for the proposed suspension of the program. Current enrollment at about 36; the school looks to move from an emphasis to a major with over 100 students. Advisory wanted graduates to have strong economics understanding but integrated within one of the other business majors—maximize the impact of the discipline.

Unanimous faculty vote to suspend the economics program. Have strengthened the minor. Should the major be brought back, needs to have some differentiated offering. A vote was taken per the University Committee curricular policy, Bill made the motion, seconded by Patricia to move the matter forward to Senate. Motion carried unanimously.

### Provost – Program Array Discussion (Kate Burns & Courtney Sherman)

Updates: (1) University received the Carnegie classification for community engagement. (2) St. Norbert's has approached for 2 +2 or 3 +2 (graduate) options. Are willing to honor our tuition rate (for students who would start here and continue on to St. Norbert's). (3) Theater and Dance discussions still ongoing. (4) Academic Affairs has shared budget proposals with Business and Finance—focus on ongoing (instead of one-time) with limit on personnel impact. (a) Reduce S & E. (b) ad hoc instruction offsets, use 189 [Collaborative revenue] ongoing (c) reassignments (d) overloads/reassignments. Will get into as can over the next month.

Questions from the UC: (1) SOFAS position—still under discussion of what needs are to determine how best to cover. CATL assist is planned; still need to determine shared governance. Kim did work on pre-work of the spring semester responsibilities prior to transitioning to other positions. The SOFAS support position is on the position savings in the budget proposal (funding is retained but position not). (2) Marinette-still looking to announce status for fall semester courses by end of the month. Library for both Marinette and Manitowoc being finalized. Reacting to news media who was contacted re: books being thrown away. Dumpster drawing attention. (3) Tuition—those admitted for fall as the Marinette campus will retain the current tuition structure. The goal will be to maintain this rate until the student graduates. Beginning fall of 2024, no longer count Marinette as a campus for system enrollment. After the 2024-2025 AY, will be unable to declare Marinette as a home campus. We are in year 1 of the tuition equalization plan.

### CWC Update (Jena Richter Landers)

Committee recommitted to working toward the existing charge. Will send questionnaire to faculty and staff non-salary “pain points” with potential solutions; fits with Item 3 (a) of the charge. Suggested idea

of sitting with Chairs over chairs reimbursement. Focus on small but meaningful efforts. Climate Survey might also be a source of information. Report will be added to the Senate agenda for Jena to present.

### **Additional Issues**

Fee structure for those who do not utilize the campus resources (e.g., online students).

Reimbursement for summer instruction adjustments.

Follow-Up: Assistant Teaching Professors and faculty status—Melissa Nash sent some information to Laura. Clif will send on to the committee.

### **University Vision/Values – Next Steps**

Manitowoc/Sheboygan vision—Discussion of coordinating course scheduling. Differing needs of high school age versus returning adults. Planning monthly discussions at the campuses. Sense of community on these campuses (over transactional) was discussed.

Next steps: How to go about defining the vision? Grass roots approach to visioning? Will work expended be reinforced by administration? College visions—perhaps start with review and then could feed into a larger university vision. Role for the non-academic units? Idea of “lunch with the UC”.

### **Next week**

Melissa Nash will attend the meeting. Will review administrator evaluations in closed session at the start of the meeting.

**Graduate Academic Affairs Committee Report to the Senate  
January 4, 2024**

The Graduate Academic Affairs Council has met 6 times since our last report in March, most recently on December 21, 2023, and accomplished the following tasks:

- Approved the following Courseleaf proposals:
  - A. Course Changes
    1. PSYCH 635: Psychopathology
    2. PSYCH 721: Applied Sport and Performance Psychology
    3. PSYCH 730: Sport Sociology
    4. PSYCH 738: Psychology of Injury
    5. ENV S&P 797 : Internship
    6. PSYCH 787 : Practicum I
    7. PSYCH 788 : Practicum II
    8. HWM 700: Contemporary Health and Wellness Perspectives
    9. HWM 705: Strategic Management for Wellness Managers
    10. HWM 710: Research and Data Analysis for Wellness Programs
    11. HWM 715: Professional Communication for Wellness Managers
    12. HWM 725: Evidence-based Practices in Health and Wellness
    13. HWM 730: Holistic Aspects of Health
    14. HWM 750: Planning and Evaluation for Wellness Managers
    15. HWM 755: Health Policy and Action
    16. HWM 770: Human and Group Behavior
    17. HWM 780: Best Practices and Emerging Issues in Wellness
    18. HWM 787: Capstone Preparation Course
    19. HWM 790: Health and Wellness Management Capstone
    20. SOC WORK 692: Supplemental Supervision
    21. AT 541 : Clinical Anatomy & Physiology
    22. AT 601 : Foundations of Athletic Training
    23. AT 605 : Therapeutic Interventions I
    24. AT 610 : Psychosocial Aspects of Healthcare
    25. AT 651 : Clinical Exercise Sciences
    26. AT 700 : Evidence Based Practice I
    27. AT 701 : Evidence Based Practice II
    28. AT 705 : Therapeutic Interventions II
    29. AT 706 : Therapeutic Interventions II
    30. AT 740 : Evaluation and Management of Systemic Conditions
    31. AT 750 : Athletic Training Administration
    32. AT 755 : Healthcare Communication
    33. AT 760 : Clinical Education I
    34. AT 761 : Clinical Education II
    35. AT 762 : Clinical Education III



36. AT 763 : Clinical Education Capstone
37. AT 790 : Athletic Training Research Capstone
38. ECON 602 : Environmental Economics
39. ECON 653 : Cost Benefit Analysis
40. EDUC 528 : Disciplinary Language and Literacy Development
41. EDUC 706 : Doctoral Inquiry
42. EDUC 713 : Leadership Field-Based Application
43. EDUC 717 : Organizational Theory and Behavior
44. EDUC 718 : Leading Diverse Organizations
45. EDUC 719 : Leadership for Equity and Social Justice
46. EDUC 801 : Seminar in Leading with Emerging Technologies
47. EDUC 806 : Research Design and Methodologies
48. EDUC 808 : Intro to Quantitative Methods
49. EDUC 809 : Advanced Qualitative Methods
50. EDUC 811 : Seminar: Immersive Leadership Experience
51. EDUC 888 : Dissertation Project Seminar
52. EDUC 895 : Special Topics
53. EDUC 897 : Internship
54. EDUC 898 : Independent Study
55. EDUC 899 : Dissertation
56. ENTRP 685 : New Venture Acceleration
57. ENV SCI 505 : Environmental Fate and Transport
58. EPP 522 : Environmental Planning
59. EPP 578 : Environmental Law
60. EPP 580 : Global Environmental Politics and Policy
61. NUT SCI 621 : Community and Public Health Nutrition
62. NUT SCI 623 : Community and Public Health Nutrition – Lab
63. NUT SCI 686 : Medical Nutrition Therapy II: An Integrative and Functional Approach – Lecture
64. NUT SCI 688 : Medical Nutrition Therapy II: An Integrative and Functional Approach – Discussion
65. PHYSICS 605 : Electronics for Scientists
66. PHYSICS 617 : Nuclear Physics and Radiochemistry
67. PSYCH 625 : Theoretical Orientations
68. PSYCH 790 : Special Topics and Projects
69. PUB ADM 506 : Regulatory Policy and Administration
70. PUB ADM 514 : Administrative Law
71. PUB ADM 607 : Service in the Public Sector
72. PUB ADM 608 : Public Policy Analysis
73. PUB ADM 615 : Public and Nonprofit Budgeting
74. PUB ADM 628 : Public and Nonprofit Program Evaluation
75. SOC WORK 704 : Generalist Practice II
76. SOC WORK 712 : Field I

77. SOC WORK 713 : Seminar I
  78. SOC WORK 714 : Field II
  79. SOC WORK 716 : Field III
  80. SOC WORK 717 : Seminar III
  81. SOC WORK 718 : Field IV
  82. SOC WORK 719 : Capstone Seminar
  83. SOC WORK 720 : Diversity, Social Justice & Advocacy
  84. SOC WORK 721 : Advanced Practice: Multi-Level Family Systems
  85. SOC WORK 723 : Trauma Informed Care
  86. SOC WORK 724 : Motivational Interviewing
  87. SOC WORK 727 : Psychopathology in Clinical Social Work
  88. SOC WORK 728 : Advanced Policy: Leadership, Advocacy and Practice
  89. SOC WORK 731 : Research for MSW Practice
  90. SOC WORK 735 : Emerging Issues in Child Welfare
  91. SOC WORK 737 : Crisis Intervention
  92. SOC WORK 747 : Clinical Theories for Mental Health Practice
  93. SOC WORK 751 : Social Work Practice in Schools
  94. SOC WORK 761 : Overview of Wisconsin DPI School Social Work Standards
  95. SOC WORK 762 : Wisconsin DPI School Social Work Standards Practicum
  96. SOC WORK 767 : Assessing Risk, Resilience, and Psychopathology in Social Work
  97. WATER 644 : Aqueous Geochemistry
- B. Program Changes
1. EdD: EdD in Applied Leadership.
  2. MS\_SEPP APPLIED : Applied track
  3. MS\_SEPP COURSE : Course-based Track
  4. SSW\_CERT : School Social Work Certificate
  5. HWM\_CERT1: Foundations of Health and Wellness
  6. HWM\_CERT2: Leadership in Health and Wellness
  7. HWM\_CERT3: Improving Health with Data and Policy
  8. MPA EMERMGT: Master of Public Administration - Emergency Management Emphasis
  9. MS HWM: Master of Science Health and Wellness Management
  10. SMGT: Graduate Certificate in Climate Leadership
  11. SMGT: Graduate Certificate in ESG
  12. ED\_APPLD : Doctorate of Education in Applied Leadership
  13. MAT : Athletic Training
  14. MS MGMT GENERAL : Master of Science in Management
  15. MS\_SEPP APPLIED : Applied track
  16. MS\_SEPP COURSE : Course-based Track

Respectfully submitted,

Jeremy Intemann  
GAAC Chair

## University Committee Report

### to Faculty Senate

1/24/2024

The University Committee was quite busy with projects and discussions on a variety of topics in November and December 2023 and January 2024. Here are some of the projects we have been working on:

1. In collaboration with the Associate Provost's Office, the UC established a working group to review the University's shared governance structures and make recommendations on changes that could or should be made to improve the functioning of shared governance. The charge and membership of that group are attached to this report. The group had their first meeting on 12/6/2023 and are expected to submit a preliminary report by 5/1/2024.
2. The UC also has been engaged in discussions with Student Access and Success (SAAS) regarding oversight and communication of dual enrollment programs (CCIHs, Rising Phoenix, etc.). After several meetings, the AVC SAAS proposed a communication plan, to which the UC offered some amendments. The plan would establish regular reporting on dual enrollment programs between the Academic Affairs Council (AAC) and SAAS. We are waiting for the AVC SAAS to respond to our suggestions and then hope to implement the plan this semester.
3. As you know, after consulting with Human Resources, the UC proposed the elimination of merit reviews. The proposal is attached to this report. That proposal was approved by the Faculty Senate on 12/6/2023.
4. The UC has given some thought to University's Vision and Values. We have consulted with the Chancellor, who believes that such vision statements are best when they are grassroots initiatives and is supportive of faculty and staff working to develop such a statement. At present, the UC has invited faculty and staff on the branch campuses to share their thoughts on the needs of those campuses. We chose to start with the branch campuses after the Administration's meetings with faculty and staff at those locations to talk about changes that were being made. At that time, several faculty members asked what our vision is and were asked to develop such a vision themselves. Bill Dirienzo is acting as the UC's liaison for this work.
5. The UC has been collaborating with the Associate Provost and the Executive Director of University Union to develop a survey for faculty on their interactions with the bookstore. The survey is almost finished, and we hope to send it out in the third week of the semester.
6. The UC and governance have had several meetings with the provost to discuss program array. After our meeting on 12/13/2023, we reached out to several of the constituents involved in these discussions to assess what their current status was, and subsequently, we drafted a memo stating our evaluation and expectations for the provost. That memo is attached to this report.
7. The UC met with HR to review the Administrator Feedback of the Chancellor and Provost that was conducted in fall 2023. That information is part of personnel review and so is confidential. I mention it here only to record that the [process](#) was completed properly and that shared governance was included in it. The UC will begin preparing for the next round of administrator reviews, which will include the Dean of CSET and the dean of CSOB, in fall 2024.

8. The UC and governance have been involved in several meetings with the Chancellor, Provost, and other administrators to discuss the development of the additional locations. The Administration has solicited our opinions and feedback on several issues in an effort to improve communication, which we appreciate. More information will be shared with the university community in the next couple of weeks.
9. Likewise, The UC and governance have been involved in several meetings with the Chancellor, Chief Budget Officer, and other administrators to discuss the development of the budget. We have had the opportunity to ask questions and provide feedback on our current status. The Administration is currently developing a communication plan to update the university community on the budget status, which should be shared in the next couple of weeks.
10. Finally, on 1/17/2024, the UC elected Bill Dirienzo to serve as UC Chair for next year (2024-2025).

## **Governance Structure Working Group**

10/27/2023

Background: The University has undergone numerous changes over the past decade, including the adoption of a new mission, the reorganization into four colleges and schools, the addition of three branch campuses, the addition and growth of a number of new programs, and the addition of new degree programs. Some of these developments, perhaps especially the creation of four colleges and schools out of two in 2016, have affected how faculty are represented in shared governance. However, our governance structures have not been reviewed since these changes occurred.

The University Committee, the Office of the Provost, and the Secretary of the Faculty and Staff therefore are establishing a working group to review about our current governance structures and make recommendations for improvement.

### Membership:

The Governance Structure Working Group is an appointed working group. Membership includes:

Courtney Sherman, Associate Provost  
Mike Draney, SOFAS  
Kim Mezger, Staff Rep  
Bill Dirienzo, UC Rep  
Adam Gaines, AH Rep  
Kerry Kuenzi, SS Rep  
Julie Wondergem, NS Rep  
David Radosevich, PS Rep CSOB  
Christine Vandenhouten, PS Rep CHESW  
Tim Kaufmann, CCN Rep  
Roshelle Amundson, Academic Staff Rep  
University Staff Rep

Two professional Studies domain representatives are included because that domain currently is split between CHESW and CSOB.

### Charge:

The purpose of the Governance Structure Working Group is to review the current shared governance structures at UW Green Bay and to make appropriate recommendations for restructuring. Specifically:

- Review the system-wide data compiled by UWSP for context and consideration of possible opportunities.
- Consider the complete array of governance committees at UWGB. Is this the correct array of committees for UWGB? Are there committees we no longer need? Are there committees we do not have that we should have.
- Review the composition and charge of committees. Do the membership and charge of each committee best reflect the needs of shared governance? Can the size or workload of any committees be reduced?
- Review the process for recruiting, electing, and appointing representatives to committees. Currently, for faculty, committee appointments are made by domain (AH, NS, PS, SS) which may

not reflect the structure of a university with four colleges. Is there another way that representation on committees can be equitably and fairly distributed?

The working group will submit a preliminary report to the University Committee, Associate Provost, and SOFAS by **May 1, 2024**.

The working group will submit recommendations for improvements to the University Committee, Associate Provost, and SOFAS by **December 1, 2024**.

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

University Committee  
SOFAS Office  
11/29/2023

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

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

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

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

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

This change will take effect immediately upon approval.

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

#### UWGB CHAPTER 3 FACULTY APPOINTMENTS

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

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

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



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

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

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

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

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

11/20/2023

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

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

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

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

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



To Kate Burns, Provost  
From Clifton Ganyard, University Committee Chair  
Re Program Array Discussions  
Date January 3, 2024

As per the University Committee's discussion with the Provost on 12/13/2023, the University Committee reached out to constituents involved in program array discussions regarding Geography, Physics, and Theatre. Our evaluation of the status of these discussions is as follows:

Regarding **Physics**, the faculty of Natural and Applied Sciences declined to support the discontinuation of the minor. Both the faculty and the dean seem satisfied with this outcome, and the matter has been resolved. The University Committee does not have a role to play at this stage in the process, and we expect that the normal curriculum approval and shared governance process for [discontinuation of a minor](#) as outlined in the Curriculum Guide will continue.

Regarding **Theatre**, discussions between the faculty and the dean are continuing and seem to be making progress toward a reasonable compromise. These discussions should continue in this direction. The University Committee does not have a role to play at this stage in the process, and we expect that the normal curriculum approval and shared governance process for [discontinuation of a major](#) as outlined in the Curriculum Guide will continue.

Regarding **Geography**, discussion between the dean and the faculty seems to be continuing, and the dean's interest in pursuing a new credential (e.g., GIS certificate) is promising. These discussions should continue in this direction. The University Committee does not have a role to play at this stage in the process, and we expect that the normal curriculum approval and shared governance process for [discontinuation of a minor](#) as outlined in the Curriculum Guide will continue.

It is not the role of the University Committee to act as a mediator in these processes, and we expect that the normal curriculum approval and shared governance process as outlined in the Curriculum Guide will continue.

cc: University Committee

## January 2024 Academic Staff Committee Report

- The Academic Staff Committee continues to meet monthly and held its monthly meeting on Wednesday, January 17th.
  - CURRENT MEMBERSHIP
    - Laura Nolan, Green Bay campus (Chair,)–CECE Program Manager
    - Katrina Hrivnak, 21-24, Assistant Registrar –(Vice Chair)
    - Roshelle Amundson, Assistant Teaching Professor
    - Bethany Welch, Marinette campus – Academic Advisor
    - Bobbie Webster, Natural Areas Ecologist, Ctr for Biodiversity
    - Samuel Robinson, 23-26, Enrollment Services Manager
    - Hleeda Vang, 23-26, Student Success Coach
  
- At our January meeting, we discussed the following:
  - Made nomination to finish term for Leadership and Involvement opening.
  - HR Report received.
    - HR is accepting comments for updates on AS Contracts until Feb 1.
    - Follow-up on ASC Policy Changes Feedback. Several options discussed how best to serve the needs of HR to get feedback from IAS while balancing SOFAS request to send to IAS. Copy HR. Discussed with Megan Nolte how to approach. The email will come from HR with a supplemental email from the ASC (via SOFAS) encouraging staff to be informed and voice opinions relating to shared governance
    - HR Report ATP July 2025 date. Melissa attended ASC Fall Assembly and UC to present new layoff policies. HR is looking for more feedback. A decision will be made in February whether new policies will take place July 2024. HR recruitment processes are being streamlined with an effort to minimizing forms. Performance evals for 2023 have begun. They are due to HR March 22<sup>nd</sup>. Four academic staff positions are actively being recruited for currently. Laura asked Megan for the total number of positions which were originally open prior to cutting back to four
  - Update form Chancellor/Governance Meeting – Laura discussed brief updates and will bring several questions to the next meeting with the Chancellor.
  - We discussed impact of Kim’s position in the SOFAS office

Our next meeting will be held on February 21st at 1:30pm.

Respectfully submitted by Laura Nolan, ASC Chair 2023-24

**USC Report for Faculty Senate Meeting  
January 24, 2024**

- University Staff Committee next monthly meeting is Thursday, February 15, 2024 at 10:00am virtually via Microsoft Teams. The University Staff Committee voted to cancel the December meeting. We reconvened on January 18 2024. Please email [truttmal@uwgb.edu](mailto:truttmal@uwgb.edu) for the meeting link. The decision was made to continue meeting via TEAMS as a means of inclusion and equity across all groups and locations.
- As University Chair, I will continue to meet weekly with the Chancellor along with other shared governance leaders to discuss and bring concerns regarding our current budget issues.

Respectfully submitted,

Lea Truttmann, Chair  
University Staff Committee