AGENDA

UW-GREEN BAY FACULTY SENATE MEETING NO. 1
Wednesday, September 14, 2022
3:00 p.m.
Presiding Officer: Patricia Terry, Speaker
Parliamentarian: Steve Meyer

1. **CALL TO ORDER**

2. **APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 8**
   May 4, 2022 [page 2]

3. **INTRODUCTION OF SENATORS**

4. **CHANCELLOR'S REPORT**

5. **OLD BUSINESS**
   a. Online Test Proctoring Policy (second reading) [page 9]
      Presented by Nichole LaGrow

6. **NEW BUSINESS**
   a. Election of 2022-2023 Deputy Speaker of the Senate
   b. Memorial Resolution for Professor Emeritus Ismail Shariff [page 13]
      Presented by John Stoll
   c. Change to Faculty Handbook 51.04 (first reading) [page 15]
      Presented by SOFAS Steve Meyer
   d. Change to Faculty Handbook – Faculty Representative (first reading) [page 17]
      Presented by Clif Ganyard
   e. Discontinuation of the Urban Studies and Arts Management majors (first reading) [page 19]
      Presented by CAHSS Dean Chuck Rybak
   f. Request for Future Business

7. **PROVOST'S REPORT**

8. **OTHER REPORTS**
   a. University Committee Report – Presented by UC Chair Devin Bickner
   b. Faculty Rep Report – Presented by Jon Shelton
   c. Academic Staff Report – Presented by Nichole LaGrow [page 21]
   d. University Staff Report – Presented by Lea Truttmann [page 22]
   e. Student Government Report – Presented by Harrison Thiry

9. **ADJOURNMENT**

[draft]
MINUTES 2021-2022
UW-GREEN BAY FACULTY SENATE MEETING NO. 8
Wednesday, May 4, 2022

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), Kate Burns (Provost, ex-officio), Thomas Campbell (TND), Gary Christens (A&F), Marcelo Cruz (PEA), Tara DaPra (HUS), Greg Davis (RSE), Christin DePouw (ALTERNATE-EDUC), William Gear (HUB), Joan Groessl (SOCW-UC), Lisa Grubisha (NAS), Richard Hein (Manitowoc Campus), Todd Hillhouse (PSYCH), James Kabrhel (NAS), Daniel Kallgren (Locations-UC), 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), Sherry Warren (SOCW), Sam Watson (AND), Aaron Weinschenk (PEA-UC), and Joseph Yoo (CIS)

NOT PRESENT: Elif Ikizer (PSYCH) and Karen Stahlheber (NAS)

REPRESENTATIVES: Virginia Englebert (ASC), Kim Mezger (USC) and Ted Evert (SGA)

GUESTS: Scott Ashmann (Assoc. Dean, CHESW), Pieter deHart (Assoc. Vice Chancellor for Graduate Studies & Research), Susan Gallagher-Lepak (Dean, CHESW), Clif Ganyard (Assoc. Prof., HUS), Susan Grant Robinson (Cabinet Liaison, Internal Affairs), David Helpap (Assoc. Prof., PEA), Ben Joniaux (Chief of Staff), Kerry Kuenzi (Assoc. Prof., PEA), Nichole LaGrow (Instructional Designer, CATL), McKinley Lentz (Admin Asst., Graduate Studies), Samantha Meister (Asst. Prof., EDUC), Amanda Nelson (Assoc. Dean, CSET), Mary Kate Ontaneda (Executive Assistant, University Leadership), Courtney Sherman (Interim Assoc. Provost), Sheryl Van Gruensven (CBO/Senior Vice Chancellor for Institutional Strategy), Kris Vespia (Interim Director, CATL), Wendy Woodward (Assoc. Vice Chancellor & CIO), and Mike Zorn (Assoc. Dean, CSET)

1. CALL TO ORDER.
Summoning all her strength, Faculty Senate Speaker Joan Groessl held back tears as she called to order the Faculty Senate for the last time this academic year, at (of course!) exactly 3:00 p.m. Would those be tears of sorrow or tears of joy, only Joan can answer that question.

2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 7, April 6, 2022
Faculty Senate approved the April minutes by consensus.

3. CHANCELLOR'S REPORT
This being the last senate meeting of the year, Chancellor Alexander excitedly extended his gratitude to faculty and staff shared governance leaders. Speaker Joan Groessl was presented

with the traditional engraved ceremonial gavel to commemorate her year leading Faculty Senate. Heidi Sherman, Virginia Englebert, and Kim Mezger, were presented with inscribed wine glasses to commemorate their year as Chair of the University Committee, Academic Staff Committee, and University Staff Committee, respectively. Knowing shared governance as I do, I'm sure those glasses will get plenty of use in the future (and in response to a question in the chat box, no, those glasses do not come filled with wine; however, the SOFAS Office can vouch that they definitely work, as we tried them out beforehand – we are all about quality control in the SOFAS Office, you know).

Moving onto business, the Chancellor stated that UWGB did get one capital project funded, $4M to update multi-building electrical systems. Regarding the Cofrin Technology and Education Center (CTEC), the contract between the State of Wisconsin and the architects working on the CTEC has finally been signed. Unfortunately, due to supply chain issues and inflation, there could not be a worse time to be constructing a signature building on campus, so we need to move as fast as possible through the design process. A core team is working on the project and is meeting regularly with the architects. Several groups from all across the university have begun planning how the building design could meet their current and future needs. In late summer or early fall feedback from the campus will be solicited. Overall, it will be an iterative process between the architects and the university. Our vision for the building should follow the thought that "We need people who are great at tomorrow" while also reflecting the spirit of this university. It is our hope that the actual construction will begin in about a year and the building will open in 2026.

There has been a lot of talk lately about academic freedom. Chancellor Alexander wanted to reiterate the support that UWGB administration has for academic freedom. It is administration's belief that we hire great faculty to teach at this institution and we trust the faculty to teach and mentor students in the best way possible. It is up to the faculty to decide how that is best accomplished, and it is the administration's job to support the faculty in that endeavor.

Everyone is encouraged to attend the campus cookout on Tuesday, 10 May 2022 and commencement on Saturday, 14 May 2022.

The Chancellor fielded questions from the senate floor related to the new CTEC building. Will there be physical books in our new building and will it remain part of the tunnel system? There will be books in the new building, but there will likely not be the stacks to which we have grown accustomed. We must think carefully about how we use this space effectively; we've already lost 40,000 square feet off the building that was originally planned. We need to build flexible space, space that allows us to adapt over the next 50 years. We are going to retain the tunnel (ahem, concourse) system. There is ongoing discussion with the architects regarding how the location of CTEC would encourage faculty, staff, students, and the public to gather there.

4. OLD BUSINESS
a. Request for Authorization to Implement a Master of Public Administration at UW-Green Bay (second reading)
Prior commitments prevented CAHSS Dean Rybak from being able to personally express his support for this RAI, however, he did contact Senate Speaker Groessl beforehand and provided the following comments, "This proposal meets the University's goals of expanding graduate

programs and would be the second graduate program in CAHSS. The proposal also addresses the University goal of expanding enrollment in our new 16-county footprint. The proposal, with its tracks for older/working adults, meets the University goal of reaching who we often refer to as 'nontraditional students.' (It serves to make them more traditional!). In relation to expanding enrollment in our new 16-county footprint, this degree is the first proposal to come to me that is programmatically designed specifically for our new 4-campus, 16-county identity. As always, I thank the faculty who brought forward the proposal for all their hard work, Pieter DeHart for his collaboration, as well as the GAAC, UC, and Faculty Senate for their feedback." Profs. Kuenzi and Helpap were present to answer any questions from senators. **Senator Cruz moved approval of the RAI, seconded by Senator Davis**. Senator Cruz expressed concern over workload and enquired whether another faculty line (or two) would be available in order to offer the MPA degree. Prof. Kuenzi answered that faculty lines are written into the proposal as long as enrollment meets the projections. With no other questions, **the motion passed 34-0-1**.

b. Changes to the Faculty Handbook: Faculty Mentoring (second reading)
Prof. Terry once again introduced her proposed change to the Faculty Handbook that would add a statement on mentoring to section 3.07 of the Faculty Handbook (Probationary Assistant Professors, Associate Professors, or Professors). She reminded senate that this proposal is not about the pros and cons of a multi-mentor system, nor does the proposal define how the mentoring is to take place (that is up to the Provost). Rather this proposal addresses whether senate wishes to codify the need for a mentoring program. **Senator Bansal moved to approve the changes to the Faculty Handbook, seconded by Senator McQuade Dewhirst**.

The proposal once again generated much discussion among senators. One senator suggested passing the mentoring recommendation on to the Provost, let the Provost work on the wording, then senate could vote on that wording. Another senator was concerned that there wouldn't be enough mentors to cover the number of anticipated new hires; have we determined the mechanism by which mentors will be assigned outside of units as well as inside of units? (There is no requirement that mentors come from a specific unit, nor is there a specific number of mentors prescribed; in fact, new faculty are not required to have a mentor(s) if they so choose.) Another senator stated that once we put this statement into the Handbook, we are responsible for meeting those terms, so we really need some clarity about the plan for implementation. (Actually, the Provost would be responsible for the implementation, but faculty should be willing to work with the Provost to figure it out. To those who are concerned that this will become a workload issue, the suggested mentoring is not intended to be onerous, perhaps getting together once per month over lunch or a coffee). One senator opined that although there may be issues that need to be worked out with the mentoring model, mentoring of new faculty is definitely needed, especially with the lack of personal contact due to COVID. If we do not mentor our probationary faculty, that will be a grave mistake. Also, our Faculty Handbook is a dynamic document, changes to the Handbook are not set in stone, if revisions are necessary those can be made at some later date. Another senator stated succinctly that zero mentoring is unacceptable, one mentor is potentially dangerous if the assigned mentor does a poor job, two or more mentors are needed for each mentee. Another senator addressed the workload issue of mentoring by comparing the amount of time it takes to complete a search and screen process to the amount of time it takes to mentor. If we get a good hire, we need to mentor that faculty member in the hopes of retaining them and thus avoiding additional searches. One senator, thinking back to her tenure review process, recalled the importance of having the support of multiple mentors. With

the proposed change to the Handbook, you're not going to have a single "coach," you're going to have a "community of people" to support you. The last senator to address the issue spoke of his support for mentoring but wanted to see the process better-defined if it's going to be codified in the Handbook.

When the votes were tallied, **the motion passed 25-9-1**.

5. NEW BUSINESS
a. Resolution on Granting Degrees
Speaker Groessl read aloud the Resolution on Granting Degrees for Spring 2022. **Senator Cruz moved acceptance of the resolution, Senator Christens seconded**. With no discussion **the motion was approved 29-0-0**.

b. Election of 2022-2023 Speaker of the Senate
Senator Bansal self-nominated, seconded by Senator Sallmann. **Senator Bickner nominated Senator Terry, which, surprisingly, was seconded by Senator Bansal**. With no other nominations, senators cast their vote. **By a margin of 23-13, Senator Terry was elected Speaker of the Senate for 2022-23**.

c. Online Test Proctoring Policy (first reading)
Nichole LaGrow provided some background on the Online Test Proctoring Policy. Two years ago (pre-COVID), discussions began regarding an online test proctoring policy and different tools were identified that we could pilot/test. We piloted Proctorio in 2020-21 and Honor Lock in 2021-22. The faculty and students participating in those pilots completed surveys to provide feedback. With the assistance of faculty who were involved in the piloting, those data were used to create a policy that would support academic integrity in our institution while also protecting the privacy of our students.

The School of Business uses a lot of proctoring due to the type of exams administered and because many of the students are seeking a license(s). One concern raised about the policy was the timeline required to get a proctoring software approved. Nichole responded that the CATL team would not be responsible for reviewing and approving the tools, that would go through GBIT to make sure we are meeting those requirements. The process of developing a policy was actually started because of faculty interest from Accounting and Finance specifically. Knowing that A&F used Proctorio from McGraw-Hill Connect, Nichole preemptively sought approval for that tool in advance. Currently, we have approval from GBIT for both Proctorio (independently) and Proctorio McGraw-Hill Connect.

If a student does not want to use the proctoring software and are concerned about their privacy, does the responsibility fall on the faculty member to implement the secondary policy? Is there any support provided for the faculty member or is it just added to their workload? One option is to allow the student to come in and take the test during office hours. It has been past practice that the faculty or department address any changes on an individual basis, but faculty should be empowered to do what makes them feel most comfortable about the security of their exam.

If anyone wants to bring in a new proctoring software package, time is the biggest issue. Because of that, an implementation schedule should be included as part of what senate approves.

Additionally, there should be some provision in the policy related to working with the Student Accessibility Services Office [this is listed under E1 of the policy, on page 29 of the agenda].

d. General Education Realignment Listening Session
Gen Ed Realignment Working Group Chair and Assessment Guru/Czar Val Murrenus Pilmaier updated senate on the status of realignment. She began by making a plea to all faculty, requesting feedback, ideas, and input to a gen ed survey recently sent to all faculty. Our last gen ed realignment was in 2014, since then we have had a mission change, a merger of campuses, and we've gone through two years of COVID. All of those factors have caused us to think about what is working/not working and what do we need to tweak to make sure we are providing the best opportunities to be student-centered. Feedback is the key, so the Working Group needs input from faculty regarding what is working (or not working) in gen ed, what things should be added to (or removed from) gen ed, whether there are there too many credits (or not enough) devoted to gen ed, how faculty feel about writing emphasis, etc. The Working Group wants to hear any and all thoughts in relation to gen ed. The plan is for the Working Group to work extensively on realignment this summer, then have something to present to the campus community next fall.

Senators were surprisingly quiet when provided the opportunity to give feedback, but there were a couple of opinions expressed. Speaking from years of experience, Senator Davis commented that general education needs to continually evolve. He then provided several thoughts for the Working Group to consider. In his years at UWGB as both a student and faculty member, he recalls only one time the university had a truly innovative gen ed program, that was one of the original gen ed programs developed by the institution and was made up completely of seminars. It consisted of two semesters of seminars in the students' freshman, sophomore, and junior years, and one semester of seminar their senior year. This formed the core of the gen ed requirement. It was innovative, it was impactful, and it was expensive. It always seems that gen ed programs are a delicate balance of quality and expense. Every time we go through a realignment process, we always start with academics as our top goal then we consider who gets to teach the students which ends the academic discussion and turns into a budgetary discussion. It would be wonderful if the current process could remain connected to the academic side of general education program and not devolve into a series of discussions about how one part of the campus got the shaft because they didn't get enough teaching credit. SGA President Ted Evert shared that he's heard that students want something climate change based in the gen ed program (right on, Ted!! A little SOFAS editorial there). Senator Kabrhel, commenting directly to Ted's feedback, stated that regarding the current sustainability gen ed requirement there are usually not enough classes particularly at the Additional Location campuses. Overall, there need to be more gen ed options at Manitowoc, Sheboygan, and Marinette.

e. Request for future business
Another school year in the books
It's time for divots, slices, and hooks
We all need the break
So I hope you will take
Some "me" time in your favorite nooks

(There was no future business brought forward for consideration. However, Greg Davis, alluding to his impending retirement in July, announced that this is his last Faculty Senate meeting of his career. In recalling his 14 years of service on the senate and two terms on the UC (including two stints as Speaker), he wished to recognize and thank the SOFAS for his service to the university and the senate. This particular SOFAS is grateful for Prof. Davis's kind words and wishes to, in turn, thank Prof. Davis. Greg became NAS Chair my first year at UWGB in 2001 and served as NAS Chair for my first 12 years as a faculty member, mentoring and supporting me through the tenure process. We should all thank Greg for his exceptional service to UWGB as a faculty member, NAS Chair, Associate Provost, Provost, Senator, Speaker of the Senate, and the list goes on. It is pretty much impossible to replace a Greg Davis. Thank you, Greg, for all you have done for UWGB!)

6. PROVOST'S REPORT

Provost Burns encouraged faculty to complete the general education realignment survey sent out by the gen ed realignment committee. Our summer enrollment is the highest ever, 6% higher than the record set last summer. Fall enrollment is also looking good, we are 5.5% higher (headcount) than we were at this time last year; this may be attributed to the new advising model as advisors encourage students to enroll at their assigned time. A course modality preference survey was sent out to 180 students (mostly on the Green Bay campus) inquiring about both gen ed courses as well as courses in their major. Regarding gen ed courses, results of the self-reported preferences indicated that students had a strong and equal preference for in-person and online instruction, well behind were hybrid, blended, and virtual. For courses in the major, students gave a slight edge to in-person courses, but also had a strong preference for online; trailing behind were hybrid and blended courses, virtual courses were way, way behind. Related to modality preferences, the university is working on classroom technology. There will be five point-to-anywhere classrooms on the Green Bay campus and one point-to-anywhere classroom at each of the Additional Locations. Many of these classrooms are up and running, the Manitowoc campus classroom will be completed by the end of May. Work is also underway to upgrade the smart technology in about 30 classrooms (enhanced video and sound capabilities). CATL has created a modalities chart for chairs to share that with their faculty. Updating senate on the current searches, Associate Provost candidates will be on campus the week of 16 May 2022; a candidate for the CATL Director position will be interviewing 10 May 2022.

7. OTHER REPORTS

a. <u>Academic Affairs Report</u>. Written report found on page 32 of the agenda.

b. <u>Graduate Academic Affairs Report</u>. Written report found on page 33 of the agenda.

c. <u>University Committee Report</u>. UC Chair Heidi Sherman reported that Devin Bickner was elected UC Chair for the 2022-23 academic year. Also, the UC will welcome Clif Ganyard and Kris Vespia as new members to the UC. Members completing their terms are Heidi Sherman and Jon Shelton. However, Jon Shelton will continue for one more year as UWGB's Faculty Representative. Thank you for your service as UC Chair, Heidi, and congratulations, Devin.

d. <u>Faculty Rep Report</u>. UWGB Faculty Rep Jon Shelton shared that the last Faculty Reps meeting is this Friday. Along with a couple of other Faculty Reps, Senator Shelton has started cultivating a relationship with the new UW System President. Over a productive breakfast

meeting at the April Board of Regents meeting, four Faculty Reps suggested the new President should strategically include the voices of faculty and staff if he wants to be successful, this would lead to a better working relationship between faculty/staff with UW System. He seems to be receptive to hearing the concerns of faculty and staff. Former UW-Milwaukee Provost, Johannes Brits, has been named the new UW System Vice President for Academic Affairs. He is well regarded in the System and is someone who is very pro-faculty, this is also a good step in involving faculty and staff on the front end of decisions made by System. On 15 April 2022, Governor Evers vetoed the critical race theory bill, but this bill may reappear especially if a Republican Governor is elected to office. Today, there were three new Evers' Regent appointees: Dana Walks, a former representative from the Eau Claire area; Jennifer Statin, a non-traditional UW-Parkside health sciences student; and Angela Adams, the chief communications and diversity officer of Goodwill Industries of Southeastern Wisconsin. At this point, Evers appointees are a pretty substantial majority of the Board of Regents, however, only two Evers appointees have been confirmed. So, the next election will definitely determine what the future Board of Regents will look like.

e. Academic Staff Committee Report. No report provided.

f. University Staff Committee Report. USC Chair Kim Mezger reported that the University Staff Assembly will take place on Thursday, 19 May 2022. There will also be a University Staff social in summer – at which time I am sure she will make good use of the engraved wine glass she received earlier in today's senate meeting.

g. Student Government Association Report. SGA President Ted Evert introduced incoming SGA President Harrison Thiry. As SGA President, Harrison will represent all four campuses. Harrison studied for two years at the Sheboygan campus and will be completing his studies at the Green Bay campus next year. Welcome, Harrison!

8. ADJOURNMENT at 4:52 p.m.

Respectfully submitted,

Steve Meyer, Secretary of the Faculty and Staff

Online Test Proctoring Policy

Purpose

The University of Wisconsin-Green Bay supports instructor efforts to enhance academic integrity. These efforts may be pedagogical and/or technological in nature. This policy provides broad guidelines instructors should follow when leveraging either the online proctoring tool purchased by the institution or an online proctoring tool integrated with approved textbook or other third-party tool.

This policy does not supersede or replace institutional guidance on purchasing of technology or University of Wisconsin System policies intended to guide the purchase and contract process for digital tools and resources. Only online test proctoring tools that have completed both the institutional and the system purchasing process can be used and are addressed by this policy.

Definitions

• LMS. The LMS, or Learning Management System, is used to facilitate learning in both in-person and distance education courses. The platform is centrally administered and hosts course materials including instructor-prepared content, files, discussions boards, quizzes, and exams.
• In-person proctoring. An instructor elects to preside over their exams to monitor students and the integrity of the exam. The location of the proctoring can be on any one of our four locations but the instructor is present in the room with the student(s) taking the exam. Students cannot be required to pay for in-person proctoring facilitated by the instructor.
• Online Test Proctoring. An instructor elects to use an approved remote proctoring tool specifically designed for online and electronic testing. Students may be required to pay for the online test proctoring tool.
• Off-Campus Test Proctoring. An instructor elects to refer students to an off-campus test proctoring sites to complete one or more course assessments. Off-campus test proctoring sites may include another college or university, a local library, or a private testing facility. Students may be required to pay for the off-campus test proctoring site.
• Proctoring. A strategy or tool intended to enhance the integrity and security of course assessments completed by students.
• SIS. The SIS, or Student Information System, is a centralized tool used as our institutional student record and course scheduling system. Students, Advisors, and Instructors rely on SIS during the scheduling process.

Policy

It is the policy of the University of Wisconsin Green Bay that instructors may elect to use online test proctoring in a distance education class to enhance exam integrity and security when one or more of the following criteria are met:

• The class leads to or is part of a program that leads to professional licensure as required by the accrediting or other licensing agency.
• The class is offered as an online, asynchronous course.

• The class is offered synchronously across locations and in-person proctoring during the class meeting time would be prohibitive.
• The distance education class is partnered with an in-person class, e.g. an online science lecture class and its in-person lab, can offer online proctoring for both in-person and distance education course content to assure parity and equity in the exam experience.
• The use of objective assessments supports the pedagogy of both the instructor and the course content and is best facilitated through an online proctoring tool.

Instructors who elect to use online proctoring should commit to adhering to the following guidelines in order to foster a positive learning environment.

A. Approved Online Proctoring Tool

Instructors may use those online proctoring tools pre-approved by UW-Green Bay and the University of Wisconsin System Use of software or programs not approved institutional policy may lead to employee discipline and may result in invalidation of the assessment performed implementing the unauthorized tool.

Prior to use of any tool which is not pre-approved, the requesting instructor must confirm that the tool is approved for use by contacting our LMS Administrator at dle@uwgb.edu not less than twelve weeks before the start of the semester in which the tool will be used. If the tool is not approved for use, the LMS Administrator will inform the requesting instructor of the process to seek approval for the tool but cannot guarantee that the tool will be approved in time for the intended semester. Prior to use the tool must be confirmed by GB-IT, CATL and the Dean of the College that UW-Green Bay Information Technology can support the tool; that CATL can provide education and support to the users of the tool; and that there are no other concerns about the use of the tool noting concerns about accessibility and equity in the use of these tools.

B. Notification of Online Proctoring to Students

If a class will use an online proctoring tool, students must be notified of the technology requirements, which may include such things as a webcam, microphone, stable internet, and any student fees associated with the online proctoring tool.

1. Time of Registration

Students should be alerted to the intent to use an online proctoring tool at the time of registration through the inclusion of a note in SIS. The notice should be a brief statement that indicates the intent to use an online proctoring technology required and any fees associated with the use of the online proctoring tool.

Sample Language:
"Students enrolled in this class may be asked to complete online exams using an online proctoring tool. Additional information regarding the online proctoring tool for this class will be provided on the first day of class. Students should plan to have access to a laptop or PC with a camera and microphone and a reliable internet service or be able to visit one of our four campus locations to borrow such technology from our campus libraries to complete exams."

2. Syllabus

Students should be alerted to specific information regarding the online proctoring tool required for the class and specific class policies regarding the use of online proctoring.

A sample syllabus statement for online proctoring is available through the Provost Syllabi Resource.

3. Timeliness

While the ideal timeline would allow instructors to include a statement in SIS, the process for the approval of technology may not allow such advance notice. If a note in SIS cannot be included when registration opens, instructors must email all registered students for the class as soon as a determination to use an online proctoring tool is made and must highlight the information regarding the online proctoring tool through inclusion of the syllabus statement, an announcement on the first day of class and a reminder forty-eight hours before the end of the add/drop period.
If instructors do not include a notification of the online proctoring tool in the syllabus, instructors cannot elect to use an online proctoring tool after the start of the semester.

4. In Class Overview

Instructors are encouraged to provide an overview of the online proctoring tool, including why the tool is used in the class and a reference to best practices for a positive student exam experience, before the end of the add/drop period. In class overviews can be delivered as a recording posted to the LMS, resource page in the LMS, or a live presentation shared during a synchronous class meeting.

C. Instructor Training

Prior to using an approved online proctoring tool, instructors are strongly encouraged to participate in a training, either provided by the vendor or the Center for the Advancement of Teaching and Learning in order to understand best practices in adopting the tool, how to interpret reports generated by the tool, and the process to address any academic misconduct as described under UWS 14, Wis.Admin.Code.

D. Online Proctoring Tool and Class Assessments

If a class uses an online proctoring tool, the instructors should clearly indicate which assessments must be completed using the online proctoring tool.

1. Practice Assessment

The instructor should provide students a practice assessment or low-stakes assessment early in the term prior to any online proctoring assessment that is worth more than 5% of the student's final grade. The practice assessment should allow students the opportunity to gain comfort with the tool as it will be used for their major assessments.

2. Access to Technology

Students who are unable to meet the technology requirements of the online proctoring tool are encouraged to either travel to a campus location during normal business hours to use a study group room and the technology required to engage in the online proctored exam in a campus library or work with their faculty member to identify a mutually agreeable solution.

E. Student Use of Online Proctoring Tool

All students are expected to use the online proctoring tool for all indicated assessments.

Instructors may be asked to provide exceptions and grant student(s) an in-person proctoring format for the assessment in the following scenarios.

1. Student Accessibility Services Office (SAS) Accommodation

Students working with the SAS may have accommodations that would require the student to complete an assessment in the SAS Office. Instructors will receive a letter from SAS indicating that the student's exams will be proctored in the SAS Office and should direct any inquiries regarding such accommodations to the SAS Office. Completing the exam in the SAS office does not necessarily eliminate the use of the online proctoring tool. The instructor should work with SAS and the student to determine the best path forward.

2. Student Request

Students can request to take the exam in person on the grounds of substantiated significant concerns with the online proctoring tool. Request must be submitted via a UW-Green Bay provided email or LMS messaging system to the instructor at least 96 hours prior to the scheduled opening of the assessment. Faculty should work with the student to identify a mutually agreeable and convenient solution which might include completing the exam using university laptops at a campus library, leveraging an off-campus proctoring solution, or providing in-person proctoring for the student.

F. Academic Misconduct

Online proctoring is one tool to assure the integrity and security of an exam. Faculty should carefully consider any report generated by an online proctoring tool and have substantiated and significant concern to warrant a negative impact on a student's grade.

Faculty should follow the process outlined in Chapter 14 of the Wisconsin Administrative Code to report instances of academic misconduct. If faculty have questions regarding the interpretation and application of Chapter 14 of the Wisconsin Administrative Code, they should seek guidance from their Chair and the Dean of Students Office.

Video, audio, and other information captured and recorded through the online proctoring tool can be submitted by the faculty member in support of an investigation into an academic misconduct violation and such information may be used in any academic misconduct proceedings.

Faculty Senate Old Business 5a 9/14/2022

Memorial Resolution for Professor Emeritus Ismail Shariff

Emeritus Professor, Dr. Ismail Shariff passed away on January 18, 2022, after having served 42 years as a founding member of our institution's faculty and its Economics Program. Ismail is survived by his wife Sajida, sons Mansoor and Mazkoor, and four UW – Green Bay alumnus grandchildren, a fact of which he was quite proud.

He was born in India, emigrated to the United States to earn his doctoral degree, and was always proud to be among the founding faculty of UW – Green Bay. That was Ismail Shariff – A teller of stories. A consummate talker, forever surprising one with the breadth of his knowledge and experiences. A verbal tsunami at times, continuing so long that one would await the onslaught to conclude. But never, one who did not care – for his students, his family, and his friends – but especially his students, and he had many of them over his many years at UW – Green Bay.

He adapted as an immigrant to the United States, dropped into a culture vastly different than that from which he had come. Told stories of working under Kenneth Parkinson to earn his doctorate in Economics at UW – Madison while seeking a job to support his young family, who had joined him from India. As he sought to complete that degree, worrying about next steps he was told by Professor Parkinson that this man, Ed Weidner, was founding a new university at Green Bay and that perhaps he should apply. And that interview, he recalled, was uniquely conducted in a trailer no less, looking over a farm field that was to be the site of Dr. Shariff's first and last academic appointment. Forever grateful to Professor Parkinson for making that fortuitous connection possible, he started his faculty career on the Manitowoc campus as an instructor while the physical infrastructure of the Green Bay campus and his hiring was completed. Yes, over the years he saw much change in our academic home and continued to tell the stories of our history to future arrivals, as an informal historian and teller of tales.

As a new faculty arrival to UW – Green Bay in 1991 from a top tier institution, he always wondered why I had chosen to come, and never ceased asking or pointing out the alternatives I had foregone; how could an economist fail to recognize opportunity cost? Yet I never asked him why he had failed to leave. With many international opportunities over the years, Ismail continued to maintain his resolute attachment to UW – Green Bay. His query to me, could likely have been answered by the rationale for his own choices. His academic home was uniquely suited to his skills and personality; the opportunity cost of leaving was just too high to incur – and that was why I stayed as well. In our own ways, we both discovered that UW – Green Bay is a unique institution, and we were blessed to call it home.

Having worked with him over the years, I am aware of many of his accomplishments. He was always involved in "things" and had "connections". After all, even at the time of my arrival he had likely instructed over 10,000 students, many of whom still resided in the region. But his connections went beyond that. He had been an Economic Advisor for the United Nations in Nigeria for two years while still retaining his appointment with UW – Green Bay. He also maintained a long-term affiliation as an economic consultant with the World Bank to assist in the evaluation of other nations' applications for financial assistance in their initiation of development projects. Not only did he do these things on the international stage, but he was also involved regionally in many ways over the years. One case being his direction of our region's Center for

Economic Education, before its restructuring and movement from campus to other locales, and another as a guest columnist for the Green Bay Press Gazette. As an academic author, he wrote two textbooks, an accomplishment of which he was quite proud, on "Business Cycles" and "International Trade". And he was forever coming into my office with new articles drafted, revised, or accepted for publication in numerous professional outlets. Recognized for these accomplishments, he was awarded the Elizabeth B. and Phillip J. Hendrickson Named Professorship in Business. His diverse interests are exhibited by opposites; he was once invited to tryout as a kicker for the Green Bay Packers and at another time nominated for a Nobel Prize in Economics. He was also an avid Packers fan and, as I understand, much like his wife Sajida he was a lover of card games, especially bridge.

As co-advisors for a new international organization Professor Shariff had attracted to our campus, Students in Free Enterprise (later renamed Enactus), we worked directly together with students for more than a decade. We assisted in student development of many campus, community, regional and even international projects that were presented by our students in an intensive series of regional and national events competitively judged by business executives. These activities led to our driving on multi-state trips, rooming together, and working to enable our students. We developed greater respect for each other, learning each other's strengths and weaknesses while building connections between ourselves and our students. My respect for Ismail Shariff increased immensely during these times, as did my understanding of his strength of character. He was a richly multifaceted friend with whom I wish I had spent more time following his retirement. The loss from his passing is as much mine as it is a loss for his family, our community, and UW – Green Bay. He will be missed as our institution's history continues to evolve without him as its storyteller.

Submitted by John R. Stoll

Faculty Senate New Business 6b 9/14/2022

Current Version

51.04 Faculty Status

Members of the academic staff teaching fifty percent or more (14 or more credits per year or its equivalent) will normally be granted "Faculty Status" by the Provost/Vice Chancellor, usually during the first year of an appointment. The designation is initiated as a recommendation from the appropriate Unit executive committee to the appropriate Dean(s), who recommends to the Provost/Vice Chancellor, who then must seek the approval of the University Committee. Faculty Status is conferred for the duration of the lecturer's appointment. Faculty Status will continue with any renewal of the initial appointment, so long as the conditions of appointment remain the same. However, both the reappointment recommendation to the appropriate Dean(s) and the Dean's reappointment letter will stipulate any continuation of Faculty Status. Any substantive change in the conditions of the lecturer's reappointment will require a full-process reconsideration of Faculty Status. Members of the academic staff who have been given faculty status have employment rights under the rules and policies concerning academic staff. In addition, they shall be counted in Faculty voting districts, and have the right to vote for and serve on faculty committees, including the Faculty Senate, when not excluded by the non-tenured nature of their appointments.

Potential Revision

51.04 Faculty Status

Ongoing, renewable Instructional Academic Staff mMembers in the Teaching Professor title series, of the academic staff teaching fifty percent or more (14 or more credits per year or its equivalent), will normally be granted "Faculty Status" upon hire. in their ongoing, budgeted, renewable instructional academic staff position Faculty status will continue for the duration of their appointment. by the Provost/Vice Chancellor, usually during the first year of an appointment. The designation is initiated as a recommendation from the appropriate Unit executive committee to the appropriate Dean(s), who recommends to the Provost/Vice Chancellor, who then must seek the approval of the University Committee. Faculty Status is conferred for the duration of the lecturer's appointment. Faculty Status will continue with any renewal of the initial appointment, so long as the conditions of appointment remain the same. However, both the reappointment recommendation to the appropriate Dean(s) and the Dean's reappointment letter will stipulate any continuation of Faculty Status. Any substantive change in the conditions of the lecturer's reappointment will require a full-process reconsideration of Faculty Status. Members of the academic staff who have been given faculty status have employment rights under the rules and policies concerning academic staff (as outlined in the Employee Handbook). In addition,However, they shall be counted in Faculty voting districts, and have the right to vote for and serve on faculty committees, including the Faculty Senate, when not excluded by the non-tenured nature of their appointments.

51.04 Faculty Status

Ongoing, renewable Instructional Academic Staff members in the Teaching Professor title series, teaching fifty percent or more (14 or more credits per year or its equivalent), will be granted "Faculty Status" upon hire. Faculty status will continue for the duration of their appointment. Members of the academic staff who have been given faculty status have employment rights under the rules and policies concerning academic staff (as outlined in the Employee Handbook). However, they shall be counted in Faculty voting districts and have the right to vote for and serve on faculty committees, including the Faculty Senate, when not excluded by the non-tenured nature of their appointments.

Faculty Senate New Business 6c 9/14/2022

Current Version

UW-Green Bay Faculty Representative

During the academic year, monthly meetings are held in Madison by representatives of governance groups from each of the UW campuses. The meetings involve issues of common concerns across the system, reports of issues specific to each campus, and a joint meeting with System administrators. Most importantly, the Faculty Representatives meetings offer opportunities for networking and the sharing of information. Traditionally, the Faculty Representative from UW-Green Bay has been the University Committee Chair, but the increasing responsibilities of this position and the fact that it is only a one year term have put constraints on the ability of the UW-Green Bay faculty representative to engage in full participation. Thus, in order to have greater continuity of the position, and to further engage the UW-Green Bay Faculty Senate in matters of shared governance, it is recommended that the UW-Green Bay Faculty Representative come from the ranks of the Faculty Senate, with a two year commitment of service. **Faculty Senate Document #09-03, Approved 10/14/2009**

Potential Revision

UW-Green Bay Faculty Representative

The Faculty Representative acts as the representative and advocate for UW Green Bay's faculty to UW System and the other campuses in the UW System. Responsibilities include attending meetings with the faculty representatives from other campuses (typically three times per semester) as well as a joint meeting with UW System administration. Faculty Representatives also are encouraged to attend as many UW Board of Regents meetings as possible during their tenure. Faculty Representative meetings involve issues of common concerns across the system and sharing issues specific to the faculty representatives' respective campuses. Most importantly, the Faculty Representatives meetings offer opportunities for networking and the sharing of information, and the Faculty Representative should be able to attend most meetings in person. Because the position of UW-Green Bay Faculty Representative requires a deeper knowledge of and participation in shared governance, ideally the Faculty Representative should be a current or previous member of the University Committee. the Faculty Representative will report directly to the University Committee and must attend and present regular reports to the Faculty Senate meetings. When the Faculty Representative position becomes open, the University Committee will recruit potential candidates from and base its selection upon that pool of individuals. In the event of an unsuccessful search, the pool will be broadened to current or previous Faculty Senators. The Faculty Representative must be a tenured faculty member. The selected Faculty Representative commits to a three-year term, which may be renewed once, for a maximum of six consecutive years of service in the position. When possible, the UC should select a new faculty representative with enough time left in the academic year for the current representative to help on-board them to the process.   In recognition of the significant labor of this position, the Faculty Representative receives a three-credit reassignment per academic year and the Provost's office reimburses travel mileage to meetings in Madison.

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Faculty Senate New Business 6d 9/14/2022

December 3, 2021 PEA Vote on rationale for discontinuation of Urban Studies Major:

Urban and Regional Studies (Urban Studies) has been a historically robust program at UW-Green Bay, with a significant number of successful alumni located across the country and the world. More recently, however, enrollment in the major has dropped significantly. Over a nine-year period, from 2013-2014 through the Fall 2021 semester, the program maintained an average of seven majors. Over the most recent five-year period, the program maintained an average of four majors. During the fall 2021 semester, the program maintains two active majors. In addition to these declines, the capacity of the program has been limited by faculty retirements, departures, and a lack of new faculty hires. The structure of the program and its course array also changed significantly when its budgetary unit (Urban and Regional Studies) was merged with another budgetary unit (Public and Environmental Affairs) in 2016. These changes have limited the program's ability to create new courses and attract new students, further exacerbating program enrollment declines. As a consequence of the trends noted above, the Public and Environmental Affairs budgetary unit voted at a regularly scheduled meeting of its faculty on December 3, 2021, to formally deactivate the Urban and Regional Studies/Urban Studies major at UW-Green Bay.

Arts Management Major Discontinuation Rationale
11.03.2021

The Arts Management program was initially formed as an interdisciplinary minor in the Communications and the Arts budgetary unit in 2001. The minor was to replace the outdated Esthetic Awareness minor and was designed to provide a career-oriented option for Art, Music and Theatre discipline students as an option to fulfill their interdisciplinary minor requirement. The Arts Management interdisciplinary major was developed in 2008 by combining an amalgam of courses from a number of disciplinary programs including Art, Music and Theatre and Business Administration, Political Science and Public Administration programs. The structure of the major provided an opportunity for Art, Music and Theatre students to benefit from the campus double counting policy that allowed students to double major without a significant additional credit burden. Since 2008, the hope for additional resources for further program development was never realized, with number of core Arts Management courses remaining nearly the same as the original minor.

Declining Program Enrollment

Program majors have declined significantly from 39 majors in the fall of 2013 to 8 majors in the fall of 2021. The reason for the decline in the number of majors is not entirely clear. Some of this could be attributed to the retirement of Prof. Ellen Rosewall (May 2019) as the program founder, coordinator and sole faculty member in the Arts Management program and the permanent loss of the FTE for that position. Since her retirement, core Arts Management courses have been staffed by very capable adhoc faculty, but the lack of fulltime faculty oversight of the program has had a negative impact on enrollments.
Competition with academic programs in Arts Management or Arts Administration at UW

Madison, UW Stout, UW Eau Claire and the University of Minnesota Duluth that offer graduate, undergraduate or certificate programs and are more fully resourced than our program here at UW-Green Bay may also be a factor.

In addition to declining enrollments and program overlap with other regional institutions, Administering the Arts Management program without a full time faculty position presents problems in maintaining consistency in staffing the existing course array and providing administrative support in promoting the major and mentoring students in the major.

The Arts Management major was a small program created and largely run by a single faculty member. When that faculty member retired, the position was not replaced, thus leaving the major to be staffed entirely by ad hoc instruction. Furthermore, the Arts Management major is housed in the Art & Design unit, which currently has no faculty members teaching for the degree program. Given the staffing situation, we felt it best to deactivate the major.

However, as the spirit of the curriculum is important (arts entrepreneurship and leadership) and we have successfully placed many graduates into the job market, we will be maintaining and updating the minor, as well as developing an Arts & Culture Entrepreneurship certificate available to majors across the arts: Theatre, Music, Art, Design, and Writing and Applied Arts.

Faculty Senate New Business 6e 9/14/2022

Academic Staff Committee Report for Faculty Senate

September 14, 2022

- The Academic Staff Committee continues to meet monthly.
- Three of our four subcommittees, Leadership and Involvement Committee, Professional Development Allocation Committee, Professional Development Programming Committee, have met or plan to meet by the end of the month to continue the work of their charges. The Academic Staff Personnel Committee has not yet met.
- We are planning a meeting for all four subcommittee chairs and their Academic Staff Committee Liaison with SOFAS to reaffirm responsibilities and clarify open records processes.
- Our UW-System Rep, Laura Nolan, plans to attend the System-Wide Governance Orientation on September 22. Nichole LaGrow will attend the System-Wide Governance meeting virtually on September 23
- Lynn Niemi, a member of our committee, will be in attendance for the Board of Regents meeting at Eau Claire, as part of a system-wide panel on disability services.
- Planning for the Fall Academic Staff Assembly is underway and scheduled for December 5th from 3 pm to 4:30 pm.
- Our next Academic Staff Committee meeting is scheduled for Wednesday, September 21st from 1:30 to 3 pm in Green Bay campus IS 1020 and via Zoom.

Respectfully submitted,

Nichole LaGrow, Chair
Academic Staff Committee

USC Report for Faculty Senate Meeting
September 14, 2022

- Welcome to many new committee members as they take on new roles, including the Chair! Leadership and participation are greatly needed and appreciated.
- University Staff Fall Conference 2022 is taking place in Green Bay on Friday, September 30th. *Last day to register is September 15*
- Thank you to the Faculty and Academic Staff for the hard work and collaborative efforts with University Staff this summer and fall as we all have navigated return to campus and new normal.
- The next University Staff Committee monthly meeting will be Thursday, September 15, 2022 at 10:00am virtually via Microsoft Teams. Please email 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.

Respectfully submitted,

Lea Truttmann, Chair
University Staff Committee