

UW-GREEN BAY FACULTY SENATE ACTIONS AND RESOLUTIONS

ACADEMIC YEAR 2016-17

<u>Number</u>	<u>Name</u>	<u>Date Approved</u>
<u>#16-01</u>	Appointment of Director of Student Success and Engagement as an <i>ex-officio</i> member of the General Education Council	9/14/2016
<u>#16-02</u>	Authorization to Implement an MS in Athletic Training	10/12/2016
<u>#16-03</u>	Resolution on the Granting of Degrees	11/9/2016
<u>#16-04</u>	Child Care Alliance Resolution	11/9/2016
<u>#16-05</u>	Revised Post Tenure Review Policy	11/14/2016
<u>#16-06</u>	Undergraduate Certificate Program Policy	12/14/2016
<u>#16-07</u>	Resolution in Support of Students Regardless of Citizenship Status	12/14/2016
<u>#16-08</u>	Reaffirmation of the Resolution against Campus Carry	12/14/2016
<u>#16-09</u>	Revised Learning Outcomes for General Education	12/14/2016
<u>#16-10</u>	Memorial Resolution for Juanita Theile	2/22/2017
<u>#16-11</u>	Resolution Supporting Diversity at UWGB	2/22/2017
<u>#16-12</u>	“Fund the Freeze” (and Cut) Pledge	2/22/2017
<u>#16-13</u>	Resolution on Workload Equity	2/22/2017
<u>#16-14</u>	Annual Review Policy for Faculty	3/29/2017
<u>#16-15</u>	Memorial Resolution for Roy Lukes	3/29/2017
<u>#16-16</u>	Resolution on the Granting of Degrees	3/29/2017
<u>#16-17</u>	Distance Education Policy	3/29/2017
<u>#16-18</u>	Institutional Learning Outcomes Policy	3/29/2017
<u>#16-19</u>	Changes to UWGB Chapter 5: Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination	4/26/2017
<u>#16-20</u>	Memorial Resolution for Dr. George T. O’Hearn, Professor Emeritus	4/26/2017
<u>#16-21</u>	Memorial Resolution for Dr. Robert Cook, Professor Emeritus	4/26/2017
<u>#16-22</u>	Memorial Resolution for Dr. Elaine McIntosh, Professor Emeritus	4/26/2017

<u>#16-23</u>	UC Statement on the Value of General Education	4/26/2017
<u>#16-24</u>	Resolution on FYS Class Credit for Student Organization Participation	4/26/2017

Faculty Senate Document #16-01 – Approved 09/14/2016

Appointment of Director of Student Success and Engagement as an *ex-officio* member of the General Education Council

Associate Provost Clif Ganyard requested a change to the membership of the General Education Council with the addition of the Director of Student Success and Engagement as an *ex-officio* non-voting member. Some of the reasons Prof. Ganyard cited for making this request included: the person in this position oversees a lot of important work expanding and extending student success support (student access, in particular), this person is very engaged with a number of offices across campus (Provost's Office, Enrollment Services, Student Affairs, the four colleges), and general education plays an important part in initiatives such as the Gateway to Phuture Success (GPS) program and First Year Seminars. Having this individual on the GEC will be very useful to members of the council as they will get direct reports, feedback, and opinions from the Director, and vice-versa. Prof. Ganyard pointed out that the GEC does more than just approve general education courses, their role is to oversee the entire general education program, work on assessment procedures for that program, and make sure it is all carried out appropriately. Having the Director involved in that process will be very useful for both parties to maintain good communication. **Senator Vandenhouten moved to appoint the Director of Student Success and Engagement as an *ex-officio* member of the General Education Council (Senator Austin seconded).** No discussion followed and **the motion passed (28-0-0).**

Faculty Senate New Business 5e 9/14/2016

Faculty Senate Document #16-02 – Approved 10/12/2016

**REQUEST FOR AUTHORIZATION TO IMPLEMENT AN
ENTRY-LEVEL MASTER’S IN ATHLETIC TRAINING PROGRAM AT UW-GREEN BAY**

PREPARED BY UW-GREEN BAY

ABSTRACT

The University of Wisconsin-Green Bay proposes to establish an entry-level Master of Science in Athletic Training (MSAT) degree with a five year (3+2) option in the Department of Human Biology. The MSAT program is designed to satisfy all of the requirements specified by the Commission on Accreditation of Athletic Training Education (CAATE), as well as the graduation requirements for UWGB. Upon the completion of this proposed program, students will be eligible to sit for the National Athletic Trainers’ Association (NATA) Board of Certification Exam. The projected entry-level MSAT with a five year (3+2) option will provide a unique opportunity for UW-Green Bay students to obtain credentials as a certified athletic trainer in northeast Wisconsin. The professional graduate program will require 73 credits, which includes 14 credits of clinical practicum and six credits of research methods in preparation of a capstone project or thesis. The program will enhance both graduate and undergraduate research opportunities, strengthen community partnerships, support UW-Green Bay’s Division 1 athletic program, and retain alumni from the UW system who are seeking careers as certified athletic trainers.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin – Green Bay

Title of Proposed Program

Athletic Training

Degree/major Designation

Master of Science

Mode of Delivery

Instruction of lectures and labs will be face-to-face and clinical/practicum rotations will occur at UWGB and in the surrounding Northeast Wisconsin communities.

Single Institution or Collaboration

Single Institution

Projected Enrollment by Year Five

The table below represents enrollment and graduation projections for students entering the program over the first five years of program implementation. The numbers are based on the assumption that there will be a 90% retention rate from year one to year two of the program. By the end of the fifth year, it is expected that 52 students will have enrolled in the program. By the end of the sixth year, it is expected that 46 students will have graduated from the program.

	1st Year	2nd Year	3rd Year	4th Year	5th Year
New Students Admitted	14	0	18	0	20
Continuing Students	0	12.6	0	16.2	0
Total Enrollment	14	12.6	18	16.2	20
Graduating Students	0	12.6	0	16.2	0

Tuition Structure

The MSAT degree will consist of 73 credits. Coursework is separated into four categories: cross-listed courses, didactic courses, clinical courses, and research/thesis courses. Cross listed courses (20 credits; e.g. Kinesiology, Psychology of Sport and Injury) will be funded from general purpose revenue (GPR). Didactic courses (33 credits; e.g. Therapeutic Modalities, Athletic Training Administration), clinical courses (14 credits; e.g. Clinical Practicum), and research/thesis (6 credits; Research Methods) will be funded from tuition generated by the program.

Students enrolled in the MSAT program will pay standard per credit graduate tuition rates (\$424.47/cr. for in-state students) per existing UW-Green Bay policies. However, due to the high programmatic credit load typical of MSAT professional graduate programs (e.g. 73 credits), student will pay on a per credit basis, and thus will not be eligible for existing tuition plateaus designed for traditional graduate programs (e.g. 30 credits). Nevertheless, student segregated fees will follow existing UWGB policies; MSAT students will not carry a larger burden of student segregated fees. Research of eight additional MSAT graduate programs across the nation indicated that the tuition structure varies considerably from program to program (i.e. \$385-\$733 per credit hour; \$14,013-\$49,176 per year).

Department or Functional Equivalent

Department of Human Biology

College, School, or Functional Equivalent

College of Science and Technology

Proposed Date of Implementation

Pending approval by the UW System and the Board of Regents, the first class for the degree will be offered in Summer 2018.

INTRODUCTION

Rationale and Relation to Mission/Strategic Plan

UW-Green Bay's mission is based on a commitment to provide a problem-focused educational experience that enhances critical thinking skills to address complex issues. The proposed plan for an entry-level MSAT is consistent with that mission in that it will enable students to address problems using knowledge gained through clinical rotations, practicum experiences, didactic education, and research inquiry. This proposed program also aligns with UWGB's strategic plan, which emphasizes enrollment growth (particularly through graduate programs), promoting opportunities for innovation, establishing distinctive partnerships within the community, and highlighting academic programs focused on healthcare.

According to CAATE, "Athletic trainers are health care professionals who collaborate with physicians to provide preventative services, emergency care, clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions." Clearly, such a program will enhance collaboration and cooperation with health based institutions within the Green Bay community and Northeast Wisconsin region. The Green Bay community is unique in that it offers a wealth of opportunities for students to gain clinical experiences. As well as partnering with a number of high quality medical institutions (i.e. Prevea Health, Bellin Health, Aurora Health Care), Green Bay is a "sports-rich community" and rotation opportunities will include professional (i.e. Green Bay Packers, Green Bay Blizzard), minor league (i.e. Green Bay Bullfrogs, Green Bay Gamblers, Appleton Timber Rattlers), collegiate (i.e. D1 UW-Green Bay, D3 St. Norbert College, D3 Lawrence University), and/or high school practicum sites. In fact, UWGB has received letters of support from a number of the aforementioned organizations. Students enrolled in the

program will receive exposure to multiple levels of competition and network with more than 30 medical professionals in the area.

In addition to developing significant relationships with community partners, a program of this nature will strengthen relationships between academics, athletics, and student populations on the UWGB campus. An entry-level MSAT complements the Human Biology undergraduate degree, particularly emphasizes in Health Science and Exercise Science. Human Biology is currently the second largest major on campus (spring 2016 enrollment: 421 students). Students at UW-Green Bay, in particular, will have an (new) option for career development in an emerging area of the health care profession.

Need as Suggested by Current Student Demand and Market Demand

UWGB's Department of Human Biology surveyed Human Biology declared majors during the spring 2016 term to gain student perspective on the need for the MSAT program, to gauge personal interest in enrolling in this program at UWGB, and to determine the perceived value of this program to UWGB and the Northeast Wisconsin region. The Human Biology major includes four areas of emphasis: Exercise Science, Nutritional Science, Health Science, and General. Students who pursue a master's in athletic training after completing a B.S. in Human Biology typically graduate with an Exercise Science emphasis. The survey (N=79) indicated that 51.9% of all Human Biology majors and 73.1% of Human Biology majors with an Exercise Science emphasis have a personal interest in a MSAT program at UWGB. Over 92% of the respondents believe there is a need for the MSAT program at UWGB and 94.9% believe that this program would enhance the image of UWGB and is important to the Northeast Wisconsin region. The addition of the MSAT program at UWGB will enable current Human Biology students to continue their studies via the 3+2 option, while simultaneously recruiting students regionally and nationally.

According to the Bureau of Labor Statistics, the job outlook for athletic trainers across the nation is anticipated to grow by as much as 21.3% from 2014-2024, which is much faster than the average for all occupations.¹ There is a projected 18% increase in the number of athletic training jobs in Wisconsin from 2012-2022. Similarly, Wisconsin Department of Workforce Development's 2012-2022 projections indicate a 14.83% increase in health care occupations throughout the state.²

Currently, only 24.5% of athletic trainers (aged 25-44) have attained a master's degree or doctoral degree. The NATA has recently changed the mandatory athletic training degree level to a master's degree. Baccalaureate programs may not admit, enroll, or matriculate students into the athletic training programs after the start of the fall 2022 semester. After that point, athletic training candidates must possess a master's in athletic training to sit for the NATABOC exam and practice as a certified athletic trainer.

¹ U.S. Bureau of Labor Statistics. (2015). *Occupational Outlook Handbook. Healthcare, Athletic Trainers*. Retrieved from <http://www.bls.gov/ooh/healthcare/athletic-trainers.htm#tab-6>

² State of Wisconsin Department of Workforce Development. (2014). *Labor Market Information*. Retrieved from <http://wisconsinjobcenter.org/labormarketinfo/>

Emerging Knowledge and Emerging Directions

Athletic trainers have traditionally been employed in athletic settings, including professional sports, universities/colleges, and high schools. However, the field of athletic training has evolved, and now requires certified athletic trainers to develop the skills and knowledge to treat clients and patients in a variety of settings beyond the athletic field/court (e.g. performing arts, military, law enforcement, government, hospitals, clinics, industry, etc.). Athletic training professionals have progressively become an extension of other health domains (e.g. understand how to measure and fit medical equipment prescribed by physicians). The National Athletic Trainers' Association has recognized this new direction in employment opportunities and created a committee specifically focused on emerging practices in the profession (the Clinical and Emerging Practices Athletic Trainers' Committee).

The proposed MSAT program will embrace this new direction and provide experiences that integrate student athletic trainers in nontraditional settings (e.g. AT Field Experience). For example, the AT Field Experience would include an opportunity to attend a fire and rescue training session with a local fire department. Graduates of the MSAT program will understand the concepts of professional practice and develop the knowledge and skills necessary to contribute to the field in this diverse capacity.

DESCRIPTION OF PROGRAM

An entry-level MSAT is designed for graduates of a baccalaureate program with a degree in a related field (i.e. Human Biology, Kinesiology, Exercise Science) who would like to pursue the profession of athletic training. Students pursuing the proposed 3+2 MSAT degree would complete undergraduate core/athletic training courses during the first 3 ½ years of the program and would complete graduate core/elective courses during the last 1 ½ years of the program. Students who complete a baccalaureate program at UWGB, or at another institution, and pursue UWGB's entry-level MSAT would complete the graduate program in 2 years.

Graduate athletic training programs follow the constructs of most professional health care programs, which include a didactic classroom curriculum and a variety of clinical experiences (approximately 750 contact hours). Based on accreditation standards, this program necessitates that UWGB will partner with the community to provide traditional clinical rotations. Required clinical experiences include exposure to treatment and care of injuries related to sports activities of both genders and contact/noncontact athletics (i.e. high school settings, equipment intensive, upper vs. lower extremity focus, etc.). Additional clinical rotations, including orthopedics (i.e. surgical observation, rehabilitation, primary care sports medicine) and general medicine (i.e. family practice, urgent care), would also be a requirement of the program. Students will complete a master's thesis or capstone project under the direction of a faculty member in the Department of Human Biology with opportunities to collaborate with faculty from other disciplines (e.g., psychology). Following the completion of this program, students would be eligible to sit for the Board of Certification exam and enter the profession of athletic training.

Institutional Program Array

UW-Green Bay currently provides pre-professional prerequisite courses necessary to enroll in the proposed MSAT program. Required pre-athletic training coursework is drawn from biology, psychology, mathematics, physics, chemistry, anatomy, and physiology. Typically, UWGB students complete a B.S. in human biology and apply to entry-level master's programs out of state to obtain their credentials to practice as a certified athletic trainer. This program aims to retain NE Wisconsin students in NE Wisconsin.

Other Programs in the University of Wisconsin System

There are currently six accredited undergraduate programs in "good standing" in the University of Wisconsin System, including: UW-Eau Claire, UW-LaCrosse, UW-Madison, UW-Milwaukee, UW-Oshkosh, and UW-Stevens Point. These programs are designed for soon-to-be high school graduates who plan to complete a four-year baccalaureate degree. To be clear, this is not the type of program suggested in this proposal. It is our contention that UWGB is well suited to accept well trained undergraduates interested in pursuing a master's degree and athletic training certification concurrently.

There are currently two Masters in Athletic Training programs offered in the state of Wisconsin, UW-Milwaukee (degree change pending) and Concordia University (active, in good standing). The Board of Regents recently approved UW-Stevens Point's request to implement a graduate program. UW-Eau Claire and UW-Oshkosh have completed their notices of intent to develop a graduate degree and will be seeking approval from the Board of Regents in the near future.

Furthermore, the NATA Board of Directors and the Commissioners of the CAATE recently announced a major decision to establish the professional degree in athletic training at the master's level as of 2022. With that being said, it is anticipated that all UW-System undergraduate programs will be transitioning to a MSAT as the requirement is phased in over the next several years. While offering strong programs for other regions of the state, the existing degree programs do not meet the needs of many students in northeastern Wisconsin, which is also home to a high concentration of high caliber athletic organizations.

Collaborative Nature of Program

While classroom and laboratory instruction in the MSAT program will be delivered from a single institution, a number of academic programs (i.e. human biology, nursing, psychology, graduate studies) and non-academic programs (i.e. athletics, student advising, financial aid) at UW-Green Bay will collaborate to fulfill the student learning outcomes for the accredited program. Furthermore, the Department of Human Biology and the Department of Natural and Applied Sciences house the necessary facilities and equipment to conduct research for master's theses and/or a capstone project. It is also anticipated that many of the graduate students enrolled in the proposed MSAT program would receive teaching assistantships to instruct lower-level labs within the human biology undergraduate degree (i.e. Anatomy & Physiology Lab). Teaching Assistants provide an important and cost-effective means of delivering high-quality instruction in introductory science laboratories, yet UWGB remains under-developed in this resource. UW-Green Bay's Division 1 athletic program and Prevea Health (the organization currently contracted for athletic training support at UWGB) enthusiastically support the current proposal. As indicated previously in this document, it is expected that the MSAT program will establish several community partnerships with various organizations (i.e. Green Bay Packers, Green Bay Blizzard, Green Bay Gamblers) to fulfill clinical rotations.

Delivery

The MSAT didactic courses (lectures and labs) will be taught in a traditional face-to-face format on the UW-Green Bay campus. The clinical courses (AT Practicum I-IV and AT Field Experience) will be taught at medical institutions and athletic facilities in the surrounding community, as organized by the clinical coordinator and under the direction of identified preceptors. The MSAT program will require oversight and instruction by certified athletic trainers, including: a program director, a clinical coordinator, and additional adjunct clinical instructors.

Diversity

UW-Green Bay is dedicated to finding ways to expand the diversity of their campus community. UWGB faculty and staff have engaged in several strategic initiatives to recruit a more diverse student body and offer diverse experiences and perspectives throughout a student's undergraduate program. The American Intercultural Center (AIC) and the Center for Advancement of Teaching and Learning (CATL) offer resources and services that promote academic success and personal growth of multicultural students. The College of Science and Technology, in collaboration with the AIC and CATL, is committed to fostering diverse experiences for students in the MSAT program.

The proposed MSAT program will serve a diverse student body who will be recruited regionally and nationally, including nontraditional students. The 3+2 program option has potential to create streamlined transfer paths and articulation agreements with Wisconsin Technical Colleges (e.g. NWTC's Physical Therapist Assistant – Associate Degree) and the two-year UW Colleges, which will serve a more diverse student population.

Upon admission into the program, students will be exposed to diverse settings across the region through clinical rotations integrated within the curriculum. Students will participate in diverse clinical rotations in various corporate and academic settings.

Student Learning Outcomes

The National Athletic Trainers' Association published a thorough document entitled *5th edition of the NATA Athletic Training Education Competencies*¹ (<http://caate.net/wp-content/uploads/2014/06/5th-Edition-Competencies.pdf>), which provides detailed student learning outcomes for accredited athletic training programs. The competencies outlined in the document are the minimum requirements for a student's professional education. In addition to classroom and laboratory instruction, students will fulfill these competencies through clinical rotations and integrated research experiences.

As determined by CAATE (and included in the *5th edition of the NATA Athletic Training Education Competencies*), an athletic trainer must demonstrate the knowledge and skills within the following content areas:

- Evidence-Based Practice
- Prevention and Health Promotion
 - General Prevention Principles
 - Prevention Strategies and Procedures
 - Protective Equipment and Prophylactic Procedures
 - Fitness/Wellness
 - General Nutrition Concepts
 - Weight Management and Body Composition
 - Disordered Eating and Eating Disorders
 - Performance Enhancing and Recreational Supplements and Drugs
- Clinical Examination and Diagnosis
 - Systems and Regions
 - Musculoskeletal
 - Integumentary
 - Neurological
 - Cardiovascular
 - Endocrine
 - Pulmonary
 - Gastrointestinal
 - Hepatobiliary
 - Immune
 - Renal and Urogenital
 - Face, including Maxillofacial Region and Mouth
 - Eye, Ear, Nose, and Throat
- Acute Care of Injury and Illness
 - Planning
 - Examination
 - Immediate Emergent Management
 - Immediate Musculoskeletal Management
 - Transportation
 - Education
- Therapeutic Interventions
 - Physical Rehabilitation and Therapeutic Modalities
 - Therapeutic Medications
- Psychosocial Strategies and Referral
 - Theoretical Background
 - Psychosocial Strategies
 - Mental Health and Referral
- Healthcare Administration
- Professional Development and Responsibility
- Clinical Integrated Proficiencies

- Prevention and Health Promotion
- Clinical Assessment and Diagnosis/Acute Care/Therapeutic Intervention
- Psychosocial Strategies and Referral
- Healthcare Administration

In addition to the above competencies, the *5th edition of the NATA Athletic Training Education Competencies* states that the following foundational behaviors of professional practice should be incorporated into accredited athletic training programs:

- Primacy of the Patient
- Team Approach to Practice
- Legal Practice
- Ethical Practice
- Advancing Knowledge
- Cultural Competence
- Professionalism

¹ National Athletic Trainers' Association. (2014). *Athletic Training Education Competencies*. Retrieved from <http://caate.net/wp-content/uploads/2014/06/5th-Edition-Competencies.pdf>

Assessment of Objectives

The program director and clinical coordinator will have the responsibility for the assessment of student learning. The program director will assign specific learning goals to each course that are designed to address core competencies as outlined in the *5th edition of the NATA Athletic Training Education Competencies*. Student learning outcomes will be assessed directly and indirectly throughout the two-year program. A more detailed assessment plan will be created by the program director and clinical coordinator as the courses are implemented during the first two years of program development.

Program Curriculum

After the obtaining a baccalaureate degree and completing the prerequisite courses listed below, the MSAT will consist of 73 credits. The credit load includes 14 credits of clinical practicum and six credits of research methods in preparation of a capstone project or thesis.

Prerequisite Coursework (34 hours)	Hours/Course
One semester biology w/ lab	4
Two semesters of chemistry w/ lab	8
One semester of physics w/ lab	4
Two semesters anatomy and physiology or equivalent w/ lab	8
Exercise Physiology	3
Introduction to Psychology	3
Statistics	4
Medical Terminology (credit or non-credit course)	

Required Graduate Courses (73 hours)	Hours/Course
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Summer 1

Gross Anatomy (cross-listed)	4
Principles in Athletic Training (cross-listed)	3
Evaluation and Management - Emergent Conditions	2

Fall 1

Orthopedic Assessment - Lower Extremity and Spine	4
Therapeutic Modalities	3
Kinesiology/Biomechanics (cross-listed)	4
AT Clinical Practicum I	3

Spring 1

Orthopedic Assessment - Upper Extremity, Trunk, and Head	4
Bioenergetics of Athletic Performance (cross-listed)	4
Rehabilitation in AT I	4
AT Clinical Practicum II	3

Summer 2

Psychology of Sport and Injury (cross-listed)	3
Athletic Training Administration	3
Research Methods I	1
AT Field Experience	2

Fall 2

Diagnostic Imaging and Lab Studies	2
Healthcare Information Technology (cross-listed)	2
Rehabilitation in AT II	3
Research Methods II	2
AT Clinical Practicum III	4

Spring 2

Nutritional and Pharmacological Interventions	2
Seminar in AT	3
Research Methods III	3
AT Clinical Practicum IV	4
BOC Prep	1

Projected Time to Degree

Students who apply to the MSAT program with a baccalaureate degree (and having already met the prerequisite courses) will complete the degree in two full years (including summers). UWGB undergraduate students who have fulfilled the prerequisite courses and enroll in the 3+2 track will be able to complete both a B.S. in Human Biology and M.S. in Athletic Training in five years. Students will be required to take courses in sequence and must enter the program the summer term. The master's thesis or capstone project must be completed in the final semester.

Program Review Process

UWGB's Graduate Academic Affairs Council (GAAC) is charged with oversight of all graduate programs on campus, including review and approval of all credit courses and all academic programs at the graduate level. The MSAT program will be formally reviewed on a seven-year cycle by the department, the college program review committee, the Dean of the College of Science and Technology, and the GAAC. The Graduate Academic Affairs Council forwards all recommendations and decisions to the Faculty Senate, and provides advice regarding issues of graduate level education policy and implementation.

In addition, the program must submit an annual report (and additional progress reports if requested) to CAATE, which includes changes to program, personnel, and fiscal matters. Initial CAATE accreditation of the program requires a five-year review, including a self-study, peer review, and site visit. Continuing accreditation may be granted by CAATE for a maximum of ten years. The College of Science and Technology and the Department of Human Biology will manage the resources to ensure that funds are available to invest in the program as needed.

Accreditation

The program will need to be approved through the Higher Learning Commission. In order for students to practice in the field, they must graduate from a CAATE accredited program and pass the National Athletic Trainers' Association Board of Certification Exam. For this reason, the entry-level MSAT program will seek accreditation through the Commission on Accreditation of Athletic Education (CAATE)¹.

¹ Commission on Accreditation of Athletic Training. (2015). *Pursuing and Maintaining Accreditation of Professional Programs in Athletic Training*. Retrieved from <http://caate.net/wp-content/uploads/2015/10/Pursuing-and-Maintaining-Accreditation-Professional-Final-1.pdf>

University of Wisconsin - Green Bay						
Cost and Revenue Projections For Newly Proposed Program						
	Items	Projections				
		2018	2019	2020	2021	2022
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	14	0	18	0	20
	Enrollment (Continuing Student) Headcount	0	12.6	0	16.2	0
	Enrollment (New Student) FTE	14	0	18	0	20
	Enrollment (Continuing Student) FTE	0	12.6	0	16.2	0
II	Total New Credit Hours (# new sections x credits per section)	30	32	0	0	0
	Existing Credit Hours	8	9	38	41	38
III	FTE of New Faculty/Instructional Staff	1.0	0.0	0.0	0.0	0.0
	FTE of Current Fac/IAS	0.25	1.33	1.25	1.33	1.25
	FTE of New Admin Staff	1.25	0.0	0.0	0.0	0.0
	FTE Current Admin Staff	0	1.25	1.25	1.25	1.25
IV	New Revenues					
	<i>From Tuition (new credit hours x FTE)</i>	\$219,285	\$201,303	\$293,328	\$269,275	\$339,087
	<i>From Fees</i>	\$0	\$0	\$0	\$0	\$0
	<i>Program Revenue - Grants</i>	\$0	\$0	\$0	\$0	\$0
	<i>Program Revenue - Other</i>	\$0	\$0	\$0	\$0	\$0
	<i>Reallocation</i>	\$0	\$0	\$0	\$0	\$0
	Total New Revenue	\$219,285	\$201,303	\$293,328	\$269,275	\$339,087
V	New Expenses					
	Salaries plus Fringes					
	<i>Faculty/Instructional Staff</i>	\$99,388	\$110,785	\$103,739	\$115,243	\$108,307
	<i>Other Staff</i>	\$96,932	\$110,690	\$112,904	\$115,162	\$117,466
	Other Expenses					
	<i>Facilities</i>	\$0	\$0	\$0	\$0	\$0
	<i>Equipment</i>	\$0	\$0	\$0	\$0	\$0
	<i>Other: NATA membership, Accred., Prof. Dev., etc</i>	\$10,517	\$12,104	\$11,017	\$12,104	\$11,017
	Total Expenses	\$206,837	\$233,580	\$227,661	\$242,510	\$236,790
VI	Net Revenue	\$12,448	-\$32,276	\$65,667	\$26,765	\$102,297
Narrative: Explanation of the Numbers and Other Ongoing Commitments that will Benefit the Proposed Program						
<p>I. Enrollment assumes admitting an initial biennial cohort of 14 full-time students, increasing to 20 students by year 5, with 90% student retention rate between years 1 and 2 of the program.</p> <p>II. We are proposing 55 new graduate SCH, with the remaining SCH (20) pulled from cross-listed courses available in our large undergraduate Human Biology Program, thus benefitting both programs and providing limited elective options.</p> <p>III. We propose adding a Director (50% teaching/50% admin) and a Clinical Coordinator (50% teaching/50% admin) in yr 1. We have also budgeted 25% time for general admin support (also starting yr 1), primarily to support the clinical interns. Additional instruction will occur in summer, via existing faculty, and through use of practicing Athletic Trainers. Accreditation requirement, coupled with clinical placement workload mandates a large administrative cost.</p> <p>IV. Graduate tuition rates are held at the standard level for UWGB, but we request students pay per credit for all credits. Professional MSAT programs have high SCH (73 for this program), thus traditional graduate student credit load does not apply, nor work financially.</p> <p>V. We included membership and accreditation expenses for NATA, as well as faculty and staff professional development dollars.</p>						
<i>a</i> - Number of students enrolled						
<i>b</i> - To be based on 12 credits at the undergraduate level and 7 credits at the graduate level						
<i>c</i> - Number of faculty/instructional staff providing significant teaching and advising for the program						
<i>d</i> - Number of other staff providing significant services for the program						
Provost's Signature:				Date:		

Faculty Senate Document #16-03 – Approved 11/9/2016

Resolution on the Granting of Degrees

Be it resolved that the Faculty Senate of the University of Wisconsin-Green Bay, on behalf of the Faculty, recommends to the Chancellor and the Provost and Vice Chancellor of Academic Affairs of the University that the students certified by the Registrar of the University as having completed the requirements of their respective programs be granted their degrees at the Fall 2016 Commencement.

Faculty Senate New Business 5a 11/9/2016

Faculty Senate Document #16-04 – Approved 11/9/2016

Child Care Alliance Resolution

The Child Care Alliance (CCA) asks that the Faculty Senate consider a resolution supporting moving forward on the planning process to develop a long-term plan for a Child Care Center on campus. While the CCA, in cooperation with our sister student organization, and SGA's Equity and Diversity committee, continues to advocate to make our campus more child-friendly, we ask that the administration follow up on their statements in our meeting of Spring 2016 and engage in a collaborative planning process. In accordance with our plan- which can be found [here](#) - we ask that the Faculty Senate, the Academic Staff Committee and the University Staff Committee- resolve to support the four "Action Items" from section X of our plan. As we argue in the plan, this center would serve social justice imperatives and improve access, retention and recruitment- both for student parents, and for other students who need work, internship and research experience.

We ask the administration to do the following:

Commit publicly to supporting student, faculty and staff parents and to the long-term goal to establish a Children's Center rooted in High Impact Experiences for all UWGB Students.

Initiate a formal planning process to consider building site or renovation possibilities and further develop the business model; this can be an early version of the Childcare Committee mentioned in the plan and/or include a UWGB student competition to develop a profitable plan. This formal process could also include partnering with SGA on their subsidy plan and considering other ways to make the campus friendlier for student-parents.

Dedicate campus resources to gaining grants that could facilitate this program, such as the Department of Labor's Strengthening Working Families Initiative.

Begin a Capital Campaign through Advancement and commit to a \$1 for \$2 raised match; If 2/3rds of the required funds are raised, including segregated fees, the University will match the remainder.

Faculty Senate New Business 5c 11/9/2016

Faculty Senate Document #16-05 – Approved 11/14/2016 (special meeting of the faculty senate)

**Guidelines for Periodic Post-Tenure Review
in Support of Tenured Faculty Development**

This policy has been created in pursuance of Regent Policy Document 20-9: Periodic Post-Tenure Review in Support of Tenured Faculty Development (adopted 3/10/2016).

I. DEFINITIONS

1. For the purposes of this document, the following definitions are used:
 - a. “Annual review” refers to any review of a faculty member that is carried out annually in accordance with University or System policies.
 - b. “Merit review” refers to the periodic review of a faculty member, carried out by their unit, for the purposes of determining a merit score for compensation increases, when available.
 - c. “Post-tenure review” refers to the review of a tenured faculty member every five years, starting with the fifth academic year following the awarding of tenure.
 - d. “Unit” refers to the primary budgetary unit to which a given faculty member belongs, viz., the unit that holds the budgetary line for the given faculty position.

II. PURPOSE AND PRINCIPLES

1. Post-tenure review shall be a formative process with the goal of continuing to develop and support, to the fullest extent possible, the talents and aspirations of each faculty member. The review shall not infringe on existing faculty rights and protections, including those of academic freedom, as defined by the University of Wisconsin–Green Bay Faculty Handbook. The review shall not be construed as a re-tenuring process.
2. The University should have an appropriately funded faculty development program that is available to all faculty members to support their professional development at any time during their careers. Evaluation of professional development and scholarly and creative activities should take into consideration the available resources and support (e.g, a freeze on travel or a lack of funds for travel or research, etc.).
3. These guidelines are intended to provide a framework and basic procedures for post-tenure review. Each unit is responsible for generating more specific policies, evaluation criteria, etc., consistent with the basic guidelines articulated herein.

III. PROCEDURES

1. Post-tenure review is a separate and distinct process from any annual and merit reviews conducted by a unit. However, the post-tenure review process fulfills any annual review requirement for the year in which it is carried out, and, at the discretion of the unit, a review for merit may happen at the same meeting as the post-tenure review.

- Moreover, a faculty member seeking promotion to full professor may use review and evaluation for promotion to meet the requirements for post-tenure review. The substitution is permissible only when promotion is sought in the same year as, or sooner than, the faculty member's scheduled post-tenure review. An individual receiving a positive recommendation for promotion consideration will be awarded a "meets expectations" status for the post-tenure review and will not be required to undergo another post-tenure review for five years. If the individual receives a negative recommendation for promotion consideration, the executive committee will subsequently vote on the post-tenure review determination as specified in Section III.9 below. A negative recommendation for promotion shall not be construed as a determination that the faculty member "does not meet expectations."
2. Post-tenure review shall be performed every fifth year after the year of the faculty member's promotion to tenure. The review may be deferred upon the request of a faculty member only with the approval of the Provost/Vice Chancellor for Academic Affairs, for unusual circumstances such as when the review would coincide with a sabbatical, other approved leave, promotion review, announced retirement, or an appointment to a full-time administrative position. In such cases, the Provost will specify the new review cycle that applies to the faculty member. As a general rule, a faculty member who assumes a full-time administrative position should have a new five-year review schedule begin upon resumption of normal faculty duties.
 3. The review shall be based upon the faculty member's current activities and the performance of the faculty member since their last post-tenure review, or since gaining tenure (for faculty who are having their first post-tenure review). The updated personnel file of the faculty member shall be used for the documentation of appropriate activities. This file shall contain the following materials, in addition to any other materials required by the relevant unit's policy: updated curriculum vita, Professional Activity Reports for the period under review, a summary of student evaluation data for the period under review, any annual and merit review memos from the period under review, and a one-page statement addressing the three areas of evaluation (see below).
 4. The outcome of the post-tenure review should be consistent with the evaluations of materials from any annual and merit reviews from the same time period while taking into consideration materials from any unreviewed period.
 5. Faculty shall have at least three-month's notice of the intent of a unit to perform their post-tenure review. However, failure to meet this notice requirement does not obviate the requirement to conduct and participate in the review. If notification requirements have not been met, the faculty member may accept a review date with less than three-months notice, or the review may be delayed, so long as the review takes place before the end of the academic year for which the faculty member is due to be reviewed.
 6. Each unit shall develop criteria by which they will evaluate their tenured faculty. The criteria should be based upon the professional obligations of the faculty of the unit. The criteria should: allow for the effective evaluation of the tenured faculty member's performance; be consistent with the mission and expectations of the university and the faculty member's college and unit; and be sufficiently flexible to permit shifts in the faculty member's professional emphasis. All criteria must fall within the

following three categories: teaching; scholarly and creative activities; and university and community service. Minimal standards include:

- a. Teaching: Faculty consistently meet all of their classes and hold appropriate office hours (or maintain equivalent engagement with students for online courses); they continually reflect on their teaching and respond to constructive feedback; and they update their course content and pedagogy as appropriate, in light of scholarly and pedagogical developments in their fields.
 - b. Scholarly and Creative Activities: Faculty maintain familiarity with recent developments in their disciplinary field(s) and maintain scholarly or creative engagement, whether through attending conferences, publishing, or otherwise participating in scholarly or creative communities or dialogues.
 - c. Departmental, Institutional, and Community Service: Faculty contribute to departmental, college, university, professional, and community life through participation in committees, panels, forums, projects, etc. While regular participation is expected at the unit and departmental level, contributions to other groups will vary over time, and major commitments in one area (*e.g.*, serving as a committee chair) may compensate for fewer contributions in other areas (*e.g.*, community-level service).
7. Post-tenure reviews will usually occur during the first half of the spring semester. Supporting documentation to be considered during the review should be available to the review committee at least one week before the scheduled review.
8. The review shall be conducted by the executive committee of the unit, or by a review committee agreed upon by the executive committee, employing procedures to be determined by the unit.
9. Based upon the materials submitted for review, the review committee should consider whether the faculty member under review has discharged conscientiously and with professional competence the duties appropriately associated with the faculty member's position and then find the member to either meet expectations or not, as follows:
- a. Meets expectations. This category is awarded to those tenured faculty members whose performance reflects the expected level of accomplishment over the previous five years.
 - b. Does not meet expectations. This designation should be given to those tenured faculty members whose performance reflects a level of accomplishment below the expected level and which requires correction. All reviews resulting in "does not meet expectations," unless overturned upon further review, will result in a remediation plan as described below.
10. For faculty members who receive the "meets expectations" award:
- a. The review committee shall produce a written report for each faculty member reviewed. The report should summarize the accomplishments of the faculty member and address how the university can support their professional development goals. The reviewed faculty member shall be given access to the report and shall have the opportunity to provide a written response to the report. The report and any responses to the report shall be provided to the faculty member, their unit chair, and Dean.

- b. The Dean, upon the full examination of the faculty member’s post-tenure review documentation, the report of the review committee, and any statements from the faculty member under review addressing the findings of the review committee, must either concur with or dissent from the findings of the review committee. If the Dean concurs with the “meets expectations” determination, then the review process is complete, and the Dean shall notify the Provost/Vice Chancellor for Academic Affairs of the outcome.
 - c. If the Dean dissents from the “meets expectations” finding of the review committee, then the Dean shall inform the faculty member under review and the review committee in writing of the reasons for this decision, based upon the criteria established under III.6 above. The faculty member and/or the review committee shall have thirty days to submit a response (unless granted an extension by the Dean). The Dean shall forward the case materials and any responses to the Chancellor (or the Chancellor’s designee) for consideration, at which point the review process continues in accordance with III.11.c and subsequent guidelines stated below.
 - d. The faculty member deemed to meet expectations shall be eligible for professional development funds and merit and star salary adjustments during the period leading up to their next post-tenure review, subject to availability of resources.
11. For faculty members who receive the “does not meet expectations” designation:
- a. The review committee shall produce a written report identifying the deficiencies identified in the record that require remediation before a “meets expectations” award can be given. Said report shall specify which of the three categories (teaching, scholarship and creative activity, and/or university and community service) needs improvement for the faculty member to be recognized as meeting expectations. The faculty member will be given the opportunity to provide the review committee with a written statement addressing the findings of the review committee. (The faculty member’s response shall be submitted within thirty days, unless an extension is granted by the Dean.) The report, along with any statements by the faculty member under review, shall be forwarded to their unit chair and Dean.
 - b. The Dean, upon the full examination of the faculty member’s post-tenure review documentation, the report of the review committee, and any statements from the faculty member under review addressing the findings of the review committee, must either concur with or dissent from the findings of the review committee and forward the case to the Chancellor (or the Chancellor’s designee) for consideration.
 - c. The Chancellor (or designee) may, upon review of the case, inform the faculty member that a finding of “meets expectation” has been awarded to the faculty member or may identify which deficiencies must be addressed in a remediation plan.
 - d. Upon the request of the Chancellor (or designee) to develop a remediation plan, the faculty member, in consultation with their Dean, will develop a plan to address the deficiencies identified by the Chancellor (or designee).

- i. The primary focus of the remediation plan shall be developmental and to provide the faculty member with appropriate support from the unit, department, or Dean as applicable.
- ii. The plan will contain one or more specific measurable achievements for each deficiency identified by the chancellor or designee. The plan will specify what array of achievements will constitute the completion of the plan.
- iii. The timeline for the completion of the plan should not be more than three consecutive semesters (not including summer terms) starting at the beginning of the semester after the chancellor or designee has requested a remediation plan. In remediation plans related to a performance shortfall in research, where more than three academic semesters may be necessary to correct identified deficiencies, an extension of one academic semester shall be permitted only with the approval of the Chancellor, which shall trigger a notification of that extension to the UW System Administration Vice President for Academic and Student Affairs.
- iv. The remediation plan should indicate that: 1) progress meetings will be scheduled with the Dean, the chair, and the faculty member near the conclusion of each semester during which the plan is in effect in order to help determine progress and identify additional improvement resources that may aid the faculty member; and 2) a final remediation follow-up meeting will occur between the Dean, the chair, and the faculty member after the deadline, but before the start of the next academic semester, and not to exceed 21 calendar days past the deadline (e.g., if three semesters are provided, within 21 calendar days of the close of the third semester to allow for student evaluations to be accessed, etc.). At the meeting, the Dean will consult with the faculty member and the chair about the evidence indicating that the faculty member has met or not met the obligations of the remediation plan. The Dean may request additional evidence from the unit, the faculty member, and other sources (such as a publisher) prior to or following the meeting.
- v. The faculty member is also advised to consult with the Secretary of the Faculty and Staff (SOFAS), as University Ombudsperson, throughout the remediation period.
- vi. The faculty member may submit to the Dean evidence of the completion of the remediation plan at any time during the timeline of the remediation plan. Upon review of this material and following the remediation follow-up meeting described in III.11.d.iv above, the Dean may:
 1. deem the remediation plan to be completed and restore the faculty member to a status of “meets expectations.”
 2. deem the evidence to be insufficient to constitute the completion of the remediation plan and provide the faculty member with specific reasons for this determination.
- vii. If the remediation plan is not completed to the satisfaction of the Dean by the end of its timeline, the Dean may file a complaint against the faculty

member to the Chancellor regarding the faculty member's failure to meet the expectations of their employment. Upon review of the complaint, the Chancellor, after consulting with the Dean, shall determine whether sanctions are necessary and, if so, shall pursue the appropriate sanctions, in compliance with UWGB 6.01 (for disciplinary action) or UWGB Chapter 4 (for dismissal).

- viii. Faculty members who are completing a remediation plan, or who have been found to have not met the conditions of a remediation plan, are not eligible for merit-based pay increases. After the faculty member is restored to "meets expectations" status, the faculty member is once again eligible for merit pay, but retroactive pay cannot be awarded.
12. A full written record of each faculty member's post-tenure review shall be provided to the Dean and Chancellor (or designee). Information and documentation relating to the review shall be maintained by the Dean and disclosed only at the discretion, or with the explicit consent, of the faculty member, unless required by business necessity or by law.
 13. Each unit chair is required to report annually to the Dean and Chancellor (or designee) that all post-tenure reviews for tenured faculty in their annual cycle have been completed. The Chancellor (or designee) has responsibility for ensuring the reviews are completed on schedule.
 14. The reviews conducted and remediation plans developed in accordance with this policy are not subjected to the grievance process set forth in Chapter UWS 6.02, Wis. Admin. Code.

Faculty Senate Old Business 2a 11/14/2016

Faculty Senate Document #16-06 – Approved 12/14/2016

Undergraduate Certificate Programs

UW Green Bay

The University of Wisconsin Green Bay offers certificates to provide students the opportunity to develop focused expertise in select academic areas, as a means to further their employability, or to enhance their professional qualifications. All certificate programs must have an executive committee which oversees the offering of the certificate. In establishing a new certificate, a clear rationale must be provided by the Executive Committee detailing the purpose and value of that certificate.

Requirements for Certificates

All certificates must have a minimum of 12 required credits. Those credits can be any combination of lower and upper level courses.

The certificate may be either associated with an academic program or a stand-alone certificate (i.e. a certificate that is not associated with an academic program). If the certificate is a stand-alone certificate, it must demonstrate that it provides for increased employability or enhanced professional qualifications for anyone receiving the certificate.

The Executive Committee's membership must include a minimum of three tenured faculty members. The committee can be an existing Executive Committee, such as a budgetary unit or department, or can be developed among interested faculty. The committee must meet at least once a year and forward copies of minutes for all meetings to the Provost's Office.

The Executive Committee must appoint an advisor for the certificate or have the chair serve that function. The advisor or chair advises students and performs necessary administrative tasks such as approving substitutions.

In order to be awarded a certificate, a student must have a minimum 2.0 Grade Point Average in the certificate's courses and earn 9 credits or one half the total required credits, whichever is greater, in residency at UWGB. The Executive Committee may establish a Grade Point Average higher than 2.0 or additional criteria that must be met to earn a certificate.

Students must declare that they are pursuing a Certificate Program by filing a Declaration of Major/Minor/Certificate form.

The Registrar's Office transcribes certificates earned on an academic record when a student completes a degree. Certificate Executive Committees may print and award a separate certificate of completion.

Faculty Senate Old Business 4a 12/14/2016

Faculty Senate Document #16-07 – Approved 12/14/2016

**University of Wisconsin–Green Bay Faculty Senate Resolution in Support of Students
Regardless of Citizenship Status**

SECTION I

WHEREAS the University of Wisconsin–Green Bay’s core mission supports serving the needs of all students, including those of "women, minority, disadvantaged, disabled, and nontraditional students" and states that the institution should “seek racial and ethnic diversification of the student body and the professional faculty and staff.”

WHEREAS the University of Wisconsin System’s strategic framework affirms the need to “embrace a diversity of people and thought...”.

WHEREAS the Senate and our academic community and peers across the country are concerned about the recent increase in hate crimes and inflammatory language around the United States, including at the University of Wisconsin.

WHEREAS there have been repeated examples of threats against women, LGBTQAI-identified individuals, specific ethnic and religious groups, and immigrants during and after a divisive presidential election.

WHEREAS UWGB Chancellor Gary Miller’s Nov. 16th message to the campus community maintains that: “The acceptance, support, and respect of people of all backgrounds and orientations is a steadfast and immutable conviction of this University. Under no circumstances will intolerance, harassment, or violence be tolerated. Our commitment to you is to provide a safe and nurturing campus community.”

WHEREAS proposed immigration policies of the incoming presidential administration could undermine the safety and security of members of our educational community and their families, particularly those students and staff without the privileges of US citizenship.

WHEREAS two internal 2011 memos indicate that U.S. Immigration and Customs Enforcement officers are subject to certain restrictions upon entering sensitive locations including college campuses:

<https://www.ice.gov/doclib/ero-outreach/pdf/10029.2-policy.pdf>

<https://www.ice.gov/doclib/secure-communities/pdf/prosecutorial-discretion-memo.pdf>

(Enforcement actions covered by the policy include arrests, interviews, searches, and surveillance for the purposes of immigration enforcement.)

WHEREAS a number of universities and colleges throughout the country are declaring themselves to be a “Sanctuary Campus” to signal their continued commitment to protect all its members regardless of their immigration status.

SECTION II

THEREFORE, the Faculty Senate of the University of Wisconsin–Green Bay, REQUESTS that the UW System and the UWGB administration develop a protocol and provide guidance to enable us to:

1. Protect the safety and security of our students, faculty, and staff.
2. Protect student privacy by restricting the release of information about students’ immigration status to law enforcement agencies, including ICE.
3. Determine if and when it is appropriate for federal immigration officials to access campuses for the purposes of immigration enforcement.
4. Assign a specific administrative office to assist our DACA students and other students who lack the protections of citizenship on a strictly confidential basis.
5. Implement campus-wide training in de-escalation intervention techniques and Upstander intervention, including for UWGB campus police.
6. Commit to providing adequate mental health services for our students, including mental health professionals who have competency in working with politically marginalized communities.
7. Implement a forum for ongoing feedback from students, faculty, and staff about campus climate and additional future actions to protect the safety and dignity of the UWGB community.

Faculty Senate New Business 5b 12/14/2016

Faculty Senate Document #16-08 – Approved 12/14/2016

Resolution of the University of Wisconsin–Green Bay

Faculty Senate Against LRB-2653/1

Unanimously Approved on October 28, 2015

WHEREAS, the university is an institution devoted to the development and enlargement of students' minds and abilities, to the free and open discussion of ideas, and to the creation and dissemination of knowledge; and

WHEREAS, the very presence of concealed weapons undermines the safe environment necessary for the exploration of controversial and challenging ideas; and

WHEREAS, the presence of concealed weapons on campus increases the possibility of accidents, homicides, and suicides, and interferes with campus safety plans; and

WHEREAS, the potential presence of concealed weapons threatens to cause fear and mistrust, interfering with everyday interactions among faculty, staff, and students; and

WHEREAS, the permitting of weapons into campus classrooms, offices, dining areas, residence halls, lounges, and other spaces would fundamentally change the nature of employment, enrollment, and residency at the university; and

WHEREAS, private businesses and institutions have the ability under state law to prohibit concealed weapons; and

WHEREAS, we stand in solidarity with other UW System campuses,

THEREFORE, the Faculty Senate of the University of Wisconsin–Green Bay hereby declares our opposition to LRB-2653/1 or any such law that would require public colleges and universities in Wisconsin to allow the carrying of weapons in campus buildings by anyone other than authorized law enforcement officers.

References:

"Leading Causes of Death Reports, National and Regional, 1999 – 2013." Centers for Disease Control and Prevention. http://webappa.cdc.gov/sasweb/ncipc/leadcaus10_us.html

Faculty Senate New Business 5c 12/14/2016

Faculty Senate Document #16-09 – Approved 12/14/2016

General Education Learning Outcomes

General Education Program Goals

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.

Learning Outcomes: Each General Education course will meet at least one of the Learning Outcomes in each category.

Biological Sciences

- Explain central principles and theories of biological sciences.
- Describe the inquiry process through which the sciences approach the development of understanding of the natural/biological world.

Ethnic Studies

- Identify and describe ethnic, racial, and cultural contrasts from multiple perspectives.
- Articulate causes and effects of stereotyping and racism.

Fine Arts

- Demonstrate technical skills and knowledge necessary to create or perform artistic functions.
- Develop historical, stylistic, cultural or aesthetic knowledge necessary to create or evaluate quality of an art form.

Global Cultures

- Demonstrate an understanding of and engage in informed judgments of global issues and individual and cultural differences outside the United States.
- Explore issues that cross geographic, political, economic and/or socio-cultural boundaries outside the United States.

Humanities

- Describe the Humanities' unique ways of understanding major events and movements in Western and world civilizations by critically examining a range of literary, philosophical, and other cultural texts produced by those movements.
- Articulate individual and social values within cultures and the implications of decisions made on the basis of those values.

Physical Sciences

- Explain central principles and theories of physical sciences.
- Describe the inquiry process through which the sciences approach the development of understanding of the physical world.

Quantitative Literacy

- Demonstrate competence in performing quantitative operations.
- Apply analytical concepts and operations to interpret models and aid in problem-solving, decision-making, and other real-world problems.

Social Sciences

- Explain how social scientists practice critical thinking.
- Demonstrate the ability to address problems using tools and methods exemplary of two different social sciences.

Sustainability

- Think critically regarding the array and implications of alternative sustainability definitions and describe why actions to achieve sustainability are complex and controversial.
- Discuss sustainability within the context of ethical decision-making and engage in informed judgments about environmental problems as socially responsible citizens.

Faculty Senate New Business 5d 12/14/2016

Faculty Senate Document #16-10 – Approved 2/22/2017

Memorial Resolution for Juanita Theile

Dr. Juanita R. Theile, past Chair of UWGB's Professional Program in Nursing passed away on Friday, August 12, 2016. Juanita joined the faculty in 1983 and was the second Chairperson of the nursing program, chairing the program 1983 until 1994. Juanita was instrumental as a Chairperson; she accomplished many things during her 12 years here. First and most important she prepared the program for National League for Nursing accreditation which the program received in 1984. It was a new program at the time and this was its first accreditation, which was so important to students. They needed to graduate from an accredited baccalaureate program to enter master's programs and to be eligible to apply for nursing positions. This was a tremendous accomplishment, which was essential for the continuation of the nursing program. Juanita was also instrumental in starting our own chapter Kappa Pi Chapter of Sigma Theta Tau, which is an international nursing honor society. There were many steps in getting the chapter started, including setting up a charter chapter, and site visits from dignitaries from chapter headquarters in Indianapolis. Induction ceremonies were formal and held at the Weidner Center, area hotels, and restaurants. The chapter still flourishes today and is now a chapter at-large with Bellin College. During her time here, Juanita and her husband (a Lutheran minister) routinely invited faculty and their spouses to join them for dinner at their home in Shawano. Juanita was an avid horticulturalist and gardener. At their Shawano home get-togethers we enjoyed her beautiful flowers and vegetables from the garden. Prior to moving here, Juanita and her husband lived in [Papua, New Guinea](#) doing missionary work for 25 years. Juanita and Ken told many fascinating stories of health care in this third world country, and about the primary schools that Juanita started and taught in. Juanita and Ken moved to Shawano in 1983 when Ken accepted a pastoral call at a Lutheran church. Prior to that, they lived in Des Moines, Iowa. Juanita was recruited to Grand View College in 1975 to start a BSN program when the Lutheran Hospital School of Nursing closed. She was responsible for faculty recruitment, curriculum development, and initial accreditation from the National League for Nursing. While in Des Moines she earned her doctorate from Drake University. She was admired for her faith, commitment to students, staff, and nursing leadership in central Iowa. While at the UWGB, Juanita inspired students and staff alike. She was the sole advisor for all incoming students and was often seen in her office advising 1:1 with a pleasant and caring demeanor. Through her advising 100s of new students were signed into the program during her years here. In addition to chairing the program and advising, Juanita taught courses in nursing leadership and the final "capstone" course Synthesis for Nursing Practice. Her scholarship centered around identifying and testing ways to improve nursing education. In her advising and teaching she demonstrated compassion, critical thinking, cultural sensitivity, and many leadership characteristics. Of the leadership characteristics most remembered was her ability to facilitate the success of others. For example she would participate in conducting and writing research studies and then when finished she would say "just take my

name off”, you need this authorship more than I do. She paved the way for two faculty to start and finish PhD programs, making adjustments along the way in teaching loads and the like. She was always prepared and on time for chairing meetings and lecturing in the classroom, She was a future thinker which was demonstrated in 1990 when a group from UW-Extension came to UWGB to announce the start of the online Collaborative Program in Nursing and invite our participation. Instead of resisting the change, she embraced it telling the representatives from UW-Extension “yes count us in”. She then saw to it that her faculty were supported in training and course development of new online nursing courses. Today the Collaborative Program in Nursing started by Juanita Theile flourishes and is now known as BSN@Home. Before retiring from UW-Green Bay, Juanita and her husband spent two summers in China doing missionary work. It was grueling and frightening work, but they both believed in always doing for others. It is true that Juanita Theile leaves a legacy here for those who knew her and actually for those who did not. Her accomplishments, national accreditation, starting of the Kappa Pi Chapter of Sigma Theta Tau International, and her leadership of the program are indelibly inked into the existing program and it moves on into the future.

- Mimi Kubsch

Faculty Senate New Business 5a 2/22/2017

Faculty Senate Document #16-11 – Approved 2/22/2017

Resolution Supporting Diversity at UW–Green Bay

Whereas, an extensive study by Bove and Elia (2017) on the effect of cultural heterogeneity on economic growth suggests that “immigration fueled diversity is generally good for economic growth. “

Whereas, Kerby and Burns (2005), in their list of the top ten economic facts involving diversity in the workplace, state that “a diverse workforce combines workers from different backgrounds and experiences that together breed a more creative, innovative, and productive workforce.”

Whereas, a study by the National Academies of Sciences, Engineering, and Medicine (2016) also states that “immigration has an overall positive impact on long-run economic growth in the United States.”

Whereas, the rhetoric and politics in recent months has aroused antipathies towards members of our society, resulting in ethnic and religious divisions and the spread of xenophobia.

Be it resolved that:

The faculty of UW–Green Bay appreciate and support colleagues and students from all backgrounds. We value their contributions to this institution and the greater community and hope that all members of our campus community find UW–Green Bay to be a welcoming environment.

UW–Green Bay faculty are dedicated to preserving the pursuit of truth through evidence-based scholarship and critical inquiry.

Faculty Senate New Business 5b 2/22/2017

Faculty Senate Document #16-12 – Approved 2/22/2017

FUND the FREEZE (and Cut) Pledge

<https://fundthefreeze.org/>

We recognize that college affordability and accessibility are critical in moving Wisconsin forward. Since the 2011 state budget, the cumulative cuts to the UW system have totaled \$795 million. Adjusted for inflation, this means Wisconsin now spends less educating students in the system than at any time in its history. These cuts have harmed students by reducing class offerings and programs, increasing class sizes, and lengthening time to degree.

In August 2016, the Board of Regents released a strategic plan entitled “2020FWD.” We believe that any strategic plan that is truly forward-looking should fully fund the tuition freeze (and any cuts) by 2020. According to the governor’s calculations, this would require a \$70 million increase in funding each of the next three years, in addition to the amount needed to potentially lower tuition.

For the benefit of UW students and to support the economic vitality of this state, we, the undersigned, pledge to support fully funding the tuition freeze and any future tuition cuts.

FUND THE FREEZE! explained

The Fund the Freeze pledge is designed to protect the affordability of college for middle- and working- class students here in Wisconsin AND reverse the irresponsible cuts to higher education services in a state that was once an exemplar for public education in the rest of the country.

There is no such thing as a free lunch. You get what you pay for. These are truisms that we all intuitively understand. For generations, UW system students have had access to a strong public education system that served as an engine of economic growth for the state in addition to preparing them for the challenges of citizenship in a complicated world. Much of that high quality system relied on the promise that the state of Wisconsin would fund it.

Since the early 1970s, state support for education has declined. It has declined over the course of many legislative sessions, but since 2011, the cuts have been severe. According to the non-partisan Legislative Fiscal Bureau, the legislature's cuts since 2011 have deprived the UW system of \$795 million.¹ The State of Wisconsin spends less, adjusted for inflation, on educating its students at our 26 campuses than at any time since 1973-74.² A recent study by the USA TODAY NETWORK-Wisconsin shows that the state of Wisconsin now spends \$900 less per student than it did just six years earlier.³

At the same time, Gov. Scott Walker and the legislature have frozen tuition in the UW system since 2011, and Gov. Walker now proposes a 5% cut. The AFT Higher Education Council understands why this course of action is politically desirable. Students in Wisconsin and across the US have seen tuition—and their amount of student debt—increase dramatically. *But, tuition has increased because state funding has decreased.* Combining severe budget cuts and the tuition freeze has begun to dramatically reduce the quality of education in the UW system.

Many campuses now have significantly fewer faculty, leading to fewer course offerings. Many campuses now have fewer academic counselors to assist students in efficiently planning course selections. Many campus libraries have lost access to important research resources, like academic journals and databases. Many campuses have had to reduce internship opportunities and community partnerships that help students get jobs in today's competitive market. Many campuses have even been forced to reduce security officers who ensure students are safe.

A low-quality education is no way to maintain affordable tuition. But the good news is that we can still have both a high quality and affordable UW system. Here's how:

Beginning in the 2017-18 budget biennium, let's fully fund the tuition freeze and any tuition cuts.

According to Gov. Walker's own estimates,⁴ the freeze has saved the average student—and thus reduced spending on instruction—\$6311 over the past four years. If we multiply this savings by the average number of resident students (approximately 136,000)⁵ over that time, we end up with a total of a little over \$840 million. Therefore, the cost of extending the freeze for the next two years would be around \$420 million. A 5% tuition cut, which would certainly help students, will cost even more.

¹https://gallery.mailchimp.com/7126ec513f66440e67bfd72aa/files/1_18_16_ed_cuts_LFB_memo.pdf

² Letter from Legislative Fiscal Bureau to Representative Barca and Shankland, Aug. 12, 2016. PDF of letter available upon request of the AFT Higher Education Council.

³ http://content.postcrescent.com/appleton/by_the_numbers_1/#2

⁴ <http://walker.wi.gov/newsroom/press-release/working-wisconsin-governor-scott-walker-announces-college-affordability>

⁵ <https://www.wisconsin.edu/reports-statistics/educational-statistics/student-statistics/>

We can maintain this \$420 million dollar freeze if we restore some of the funding that has been cut since Gov. Walker took office in 2011. The Board of Regents understands that the UW system requires more funding: in its Forward 2020 it called for a very modest \$42 million increase in the next biennial budget.⁶ This is nowhere near enough of an increase, however, to ensure our students get the high-quality education our UW system stands for. Instead, the AFT Higher Education Council's Fund the Freeze pledge supports an increase of five times that figure in the next biennium: \$70 million in 2017-18 and \$140 million in 2018-19. We also propose an additional \$210 million in the biennium beginning 2019-20. In the next biennium alone, our proposal represents over five times the amount of the regents' clearly insufficient proposal and over twice as much as Gov. Walker's. Our proposal also doesn't attempt to punish campuses for events beyond their control—like the number of students who get jobs in a slowly growing Wisconsin economy or the number of students from working families who, because of financial pressures caused by declining state investment, often require additional time to graduate. Finally, our proposal will only cover half of the \$795 million budget cuts—even over two biennia! But it will begin to restore many of the services students have lost, and tuition will not increase by a penny.

Though \$420 million by 2020 sounds like a big number, it is a necessary increase if our universities are going to be able to offer the classes students need to complete degrees on time and to ensure access to vital support services like academic and financial aid counseling. Moreover, this funding increase will take a major step toward fulfilling targets set by the President Obama in his 2009 American Graduation Initiative, the goal of which is that 60% of Wisconsin residents age 25-34 will hold an associate or bachelors degree by the year 2020. Currently, Wisconsin is stalled or declining in the higher education achievement of its people. Total enrollment at UW campuses declined in 2015-16 and the number of undergraduate degrees conferred has virtually remained flat during the entire four years of the tuition freeze. If the Walker Administration's policies continue, Wisconsin in 2020 will almost certainly have a lower percentage of 25-34 year-olds holding a college degree than it did in 2010, making it likely the only state in the US to go backward.

That's why we ask you, as a legislator, candidate for political office, campus leader, community leader, or student organization, to publicly endorse our proposal to restore part of the cuts in basic funding to the UW System, fund the freeze (and any potential cuts), and save and extend a public good that gives our students both a path to the middle class and the civic skills necessary to be contributing citizens of this great state. We also ask that you circulate this pledge, to your constituents and members of your organizations. Forward, Wisconsin!

[https://www.wisconsin.edu/download/publications\(2\)/Fact-Book.pdf](https://www.wisconsin.edu/download/publications(2)/Fact-Book.pdf)

⁶ <https://www.wisconsin.edu/news/archive/board-of-regents-approves-uw-systems-2020fwd-strategic-framework-focused-on-affordability-excellence-and-developing-tomorrows-workforce/>

Faculty Senate Document #16-13 – Approved 2/22/2017

Resolution on Workload Equity

The Faculty Senate calls for the standard teaching load across campus to be equitable, with no college (or school) having a lower standard teaching load (or an expectation of more reassigned time for scholarship) than the other colleges.

Faculty Senate New Business 5d 2/22/2017

Faculty Senate Document #16-14 – Approved 3/29/2017

Annual Review Policy for Faculty

As required by the university chancellor, all faculty must undergo a review annually. The annual review procedures for probationary or “tenure-track” faculty are specified in UWGB Chapter 3. The policy contained herein applies to tenured faculty. Exceptions or delays are allowed only by the approval of the dean in unusual situations such as sabbatical, announced retirement, absence from campus for approved leave, etc.

This policy lays out a framework for annual faculty review and articulates the relationship of the annual review to other reviews. Each unit shall develop more specific policies, in adherence with the guidelines below.

1. The purpose of the annual review is to provide faculty with an opportunity to reflect on and receive formative feedback about their teaching, scholarly and creative activities, and service.
2. A distinct annual review is required only if a tenured faculty member is not under a higher level of review (promotion, post-tenure, or merit).
3. The annual review is distinct from:
 - a. the merit review, insofar as there is no requirement for the faculty member under review to be categorized, ranked, or otherwise scored;
 - b. post-tenure review, insofar as there is neither a requirement for a determination of “meets expectations” or “does not meet expectations,” nor, in the case of the latter, for a remediation plan; and
 - c. review for promotion, insofar as it does not affect rank.
4. The executive committee of each budgetary unit shall develop annual review procedures, specifying:
 - a. Party or parties responsible for conducting the reviews (i.e., chair, dean, executive committee, or sub-committee of disciplinary or unit executive committees) and whether the reviews shall be carried out individually or in groups. Note: Unlike higher-level reviews, an annual review does not require the participation of all units to which a faculty member belongs.
 - b. Basic expectations that take into account the relatively brief period of review.
 - c. The timeline for completing the reviews during the Fall semester, with all necessary reports to be filed by November 30.
5. The faculty member under review shall be notified in writing 20 days prior to the date of review of the time and place of the review session. Given the routine and formative nature of the review, this notification need not be individualized; a single electronic notification from the chair to all members of a unit who are to undergo the annual review shall suffice.
6. The required documentation for the annual review shall be limited to the Professional Activities Report (PAR), which each faculty member is required to submit annually, by October 1, enumerating their activities for the previous academic year and summer.
7. The annual review discussion should consider the activities documented in the PAR and should focus on acknowledging accomplishments, supporting career development, and providing constructive feedback as appropriate.
8. Upon the completion of the annual review process, the unit chair shall send a memo to the dean that lists who was reviewed, on what date(s), and by whom. If faculty members satisfied the annual review requirement via some higher form of review, this fact shall be noted.

Faculty Senate Old Business 4a 3/29/2017

Memorial Resolution for Roy Lukes

Roy Lukes, friend of the UW-Green Bay community for more than four decades, died at the age of 86 on June 26, 2016. A native of Kewaunee, Wisconsin, Roy attended the Door-Kewaunee Teacher's College and continued his education at the State Teacher's College in Oshkosh, where he graduated in 1953 with a Bachelor's Degree in Education. After two years of military service he taught elementary science at Shorewood Hills School in Madison while working on his Master's Degree in Education, which he completed in 1959. He went on to teach in Wisconsin Rapids and Cottage Grove, eventually returning to teach at the Door-Kewaunee Teacher's College. While in Door County he took a summer job at The Ridges Sanctuary in Baileys Harbor, and in 1964 Roy became the first resident manager and naturalist of The Ridges.

His new position led him to become close friends with Emma Toft, a legendary Door County conservationist whose family land was located adjacent to The Ridges Sanctuary. Near the end of Emma's life, the Toft property was sold to The Nature Conservancy, who subsequently donated it to the University of Wisconsin System to be managed by UW-Green Bay. Roy and his wife, Charlotte, also an accomplished naturalist, were enlisted as local caretakers of Toft Point, which became an important place in their lives and inspired a rich heritage of student research and hands-on learning for UW-Green Bay students. He and Charlotte led the formation of the Friends of Toft Point, Inc., a citizen group that works with UW-Green Bay faculty and staff to preserve the wild character of the Toft Point Nature Reserve. Toft Point eventually was designated as a State Natural Area and, more recently, it has been recognized as part of the Door Peninsula Coastal Wetlands, one of 37 U.S. Wetlands of International Importance authorized under the Ramsar Convention, an international treaty adopted in 1971.

Roy began writing weekly nature articles for The Door County Advocate in 1968, later adding contributions to the Green Bay Press-Gazette and the Appleton Post Crescent. He wrote nature stories for other publications, compiling over 3,000 weekly nature articles for local papers during his lifetime. He also wrote five books: *Once Around the Sun*, a Door County Journal; *Out on a Limb*, A Journal of Wisconsin Birding; *The Ridges Sanctuary*; *Toft Point a Legacy of People and Pines*; and *Tales of the Wild*, A Year with Nature. These scholarly works have uniquely and accurately documented the history of Toft Point and surrounding lands in Door County.

Together with Charlotte (who is still active in local nature conservation and education projects), Roy led countless nature hikes at Toft Point and elsewhere in Door County. He was a highly skilled nature photographer, sharing his works in publications and art exhibits throughout northeast Wisconsin. He and Charlotte also contributed hundreds of specimens to the Richter Museum of Natural History at UW-Green Bay. Lawrence University in Appleton presented Roy with an honorary Doctor of Science degree in June 2002. In 2003 UW Oshkosh honored him with a 50th alumni anniversary award and he received the UWO Chancellor's Medallion in December 2004. The Gathering Waters Conservancy presented him with a Lifetime Achievement Award in 2014 and the Wisconsin Society for Ornithology gave him a Lifetime Achievement award in May of 2015. He received many other civic, literary and environmental awards during his lifetime. Recently, West Bend philanthropist Ron Horn commemorated Roy and Charlotte with a student research endowment that will fund small grants for UW-Green Bay student research on the flora or fauna of Toft Point and surrounding lands in Door County.

Roy's tangible contributions to the conservation and stewardship of nature in Door County and elsewhere are well-documented. Beyond this important legacy, however, he was an incredibly kind, caring, and gentle man whose optimistic spirit lives in on in those who have been fortunate to know him. UW-Green Bay faculty, staff, and students will continue to benefit from his life work, which clearly has helped make UW-Green Bay and the world in general a better place.

- Robert Howe

Faculty Senate New Business 5a 3/29/2017

Faculty Senate Document #16-16 – Approved 3/29/2017

RESOLUTION ON THE GRANTING OF DEGREES

Be it resolved that the Faculty Senate of the University of Wisconsin-Green Bay, on behalf of the Faculty, recommends to the Chancellor and the Provost and Vice Chancellor of Academic Affairs of the University that the students certified by the Registrar of the University as having completed the requirements of their respective programs be granted their degrees at the Spring 2017 Commencement.

Faculty Senate New Business 5b 3/29/2017

Distance Education Policy

What is Distance Education?

Distance education is defined as a planned teaching/learning experience in which teacher and students are separated by physical distance and teacher-student interaction occurs through multiple modalities of existing and evolving media. Distance education requires special techniques of course design, instructional techniques, assessment, and methods of communication by electronic and other technology, as well as special organization and administrative arrangements. We accept the Higher Learning Commissions definitions for Distance Education courses and programs:

- Distance education courses are those in which all or the vast majority (typically 75% or more) of the instruction and interaction occurs via electronic communication or equivalent mechanism with the faculty and students physically separated from each other.
- Distance education programs are those certificate or degree programs in which 50% or more of the required courses may be taken as distance education courses.

Modes of Delivery

A variety of electronic instructional delivery modes are available at UW-Green Bay, including:

Asynchronous:

1. Online: Courses offered via the internet using a Learning Management System (LMS)
2. Blended or Hybrid (Arranged): Combines face-to-face classroom instruction with distance education activities

Synchronous:

3. Compressed Video: Occurs in real time and allows the instructor to communicate with remote site sections of the class via two-way audio/video. Instructors and students hear and see each other live from each site. These courses blend face-to-face and online pedagogies.

The UW-Green Bay schedule of classes indicates which courses are being offered via distance education and via which delivery format.

Philosophy Guiding Online Education

At the University of Wisconsin-Green Bay, we hold in creative tension two distinct aspects of distance education. On the one hand, online education is every bit as rigorous as traditional, or face-to-face education. The quality of the educational experience should be equivalent for teacher and student alike. Yet, while distance education retains the high expectations we expect of our face-to-face courses, we are mindful of the fact that online instruction and in-class instruction are not the same. In order to reach the same standards of excellence, face-to-face and online courses use different pedagogical methods and modes of interaction. Online and traditional instruction are two different roads that lead to the same location.

Purpose Statement

As the University of Wisconsin-Green Bay's mission is to provide an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues, the University recognizes the advantages of providing learning opportunities that are not restricted by time, place, or method of delivery and that all approaches to instruction must meet the same high quality standards that exist for traditional classroom-bound education. In an effort to meet and

ensure that these standards exist in distance education at UW-Green Bay, the distance education policy provides two purposes:

1. To provide a guide for developing and implementing distance education.
2. To communicate quality standards for the delivery and assessment of distance education.

The development, delivery, and evaluation of distance education courses and programs take place in the context of the policies and procedures of all existing academic programs.

Requirements and Expectations for Distance Education Courses

All distance education courses at UW-Green Bay are considered comparable to traditional courses and adhere to the same course standards, prerequisites, and requirements as traditional sections of identical courses.

Assessment of Tuition

All distance education courses at UW-Green Bay are assessed tuition and segregated fees. In addition, a distance education fee is assessed per credit. Students who register for all online classes will be charged in-state tuition.

Faculty and Faculty Support

As with traditional courses, UW-Green Bay's faculty assumes primary responsibility for and exercises oversight over distance education instruction, ensuring the rigor of courses, curriculum, and the quality of instruction. Blended courses offered less than 50% via distance education are not required to follow the Distance Education Policy. With noted differences between teaching distance education courses and teaching courses using "traditional" methodologies, the decision to use distance learning can be made on a course-by-course basis, with consideration given to the content of the course, the needs of the learners, and the flexibility of the delivery mechanism.

Alternatively, distance education can be used to deliver entire programs or majors. This decision is made at the Dean and Provost level, and follows governance procedures set by the HLC and the UW-System. The UW-System policies regarding the creation of new programs can be found in the [Academic Information Series document 1.0](#). Instructional design for distance learning classes and programs should reflect best practice quality standards, and provide for an accessible and navigable environment, and learning experience for students.

Faculty Qualifications

Instructors in distance education courses will meet the faculty qualification requirements laid out in the Higher Learning Commission guidelines. UW-Green Bay provides an ongoing program of orientation, training, and support for faculty. Instructors take part in electronically delivered offerings that are faculty-centered, peer-reviewed, and designed to certify the quality of online, blended, and face-to-face courses. The quality assurance process addresses the following components of distance instruction:

- Course Overview and Introduction
- Learning Objectives Assessment and Measurement
- Resources and Materials Learner Engagement
- Course Technology
- Learner Support
- Accessibility
- Professional Communications

Training

For online distance education courses, the Center for the Advancement of Teaching and Learning provides training regarding course design and implementation. Training is provided in onsite cohorts and through individual consultations in a format that prepares faculty to develop courses that are in accordance with the quality assurance process 1) Starters Fellows for those new to teaching in an online environment and 2) Advanced Fellows for those who meet the qualifications to have a course submitted for peer-review with Quality Matters.

Course Load, Compensation, Ownership of Materials, and Copyright

Distance learning courses are typically part of a faculty member's regular teaching load, with the same rate of compensation as traditional courses. Distance learning courses may also be taught as an overload, at the same rate of compensation as traditional courses taught as an overload. Any exceptions (e.g., reassigned time for developing courses using new distance technologies) are reviewed on a case-by-case basis, and as per current procedure, must be approved by the department head, the dean, and the provost. See the Workload Policy for the respective colleges.

UW-Green Bay follows the guidelines outlined by the University of Wisconsin System (UWS) with regard to ownership of materials and utilization of revenues derived from the creation and production of intellectual property found in the UWS Intellectual Property and Shared Royalties Policy and in UW-Green Bay's Intellectual Property and Shared Royalties Policy.

Faculty must keep in mind copyright, trademark, and licensing issues when designing distance education courses and therefore should be familiar with UW-Green Bay's Copyright Policy. Examples include the use of copyrighted photographs, graphics, text selections, audio clips from a song, or video clips from a movie. As UW-Green Bay's policy states, the usual permissions must be acquired and documented by the faculty member. When in doubt about copyright ownership, it is preferable to be overly cautious. If copyright permission cannot be obtained or if ownership is questionable, faculty should substitute other resources where copyright permission is clear and obtainable, or substitute resources that are in the public domain.

Availability and Communication with Students Office Hours

As required by UW-Green Bay, each instructor should maintain office hours every week during each semester to accommodate student consultations. Instructors should post these hours on the syllabus, the learning management system, on the instructor's door, and kept by the department chair. It is encouraged that a minimum of one hour of scheduled office hours a week for each online class taught. For their distance courses, instructors may use various modes of synchronous online communication (e.g., online chat, instant messaging, FaceTime, Skype, email, etc.).

Response Time

Instructors teaching distance education courses are encouraged to respond to student inquiries in a timely fashion (within 48 hours).

Credit Hour Policy

All courses, including those using a distance education delivery method, must adhere to UW-Green Bay's Credit Hour Policy.

Preferred Course Approval Pathway

UW-Green Bay has developed a pathway that will assist instructors in aligning their online courses with the best practices in teaching and learning. The outline of that process is described below and instructors may contact the Center for Teaching and Learning for a fuller description of the course development process. (See Figure 1.)

Pathway for New Distance Education Instructors

Within three semesters of teaching their first online course, instructors will have completed the Starter Online Teaching Fellows course. The intention of this course is to ground online courses in the best practices of teaching and learning for distance delivery.

Pathway for Experienced Distance Education Instructors

For those instructors who have completed the starters course, subsequent courses will be reviewed with an expedited review process. Every three years, a CATL staff member and the course instructor will work together to adapt the course to changes in technology and online delivery.

Rationale

Online courses require different faculty development than face-to-face courses. UW-Green Bay intends the approval process to be supportive of instructors because online instructional design may be outside of their expertise.

Course Availability

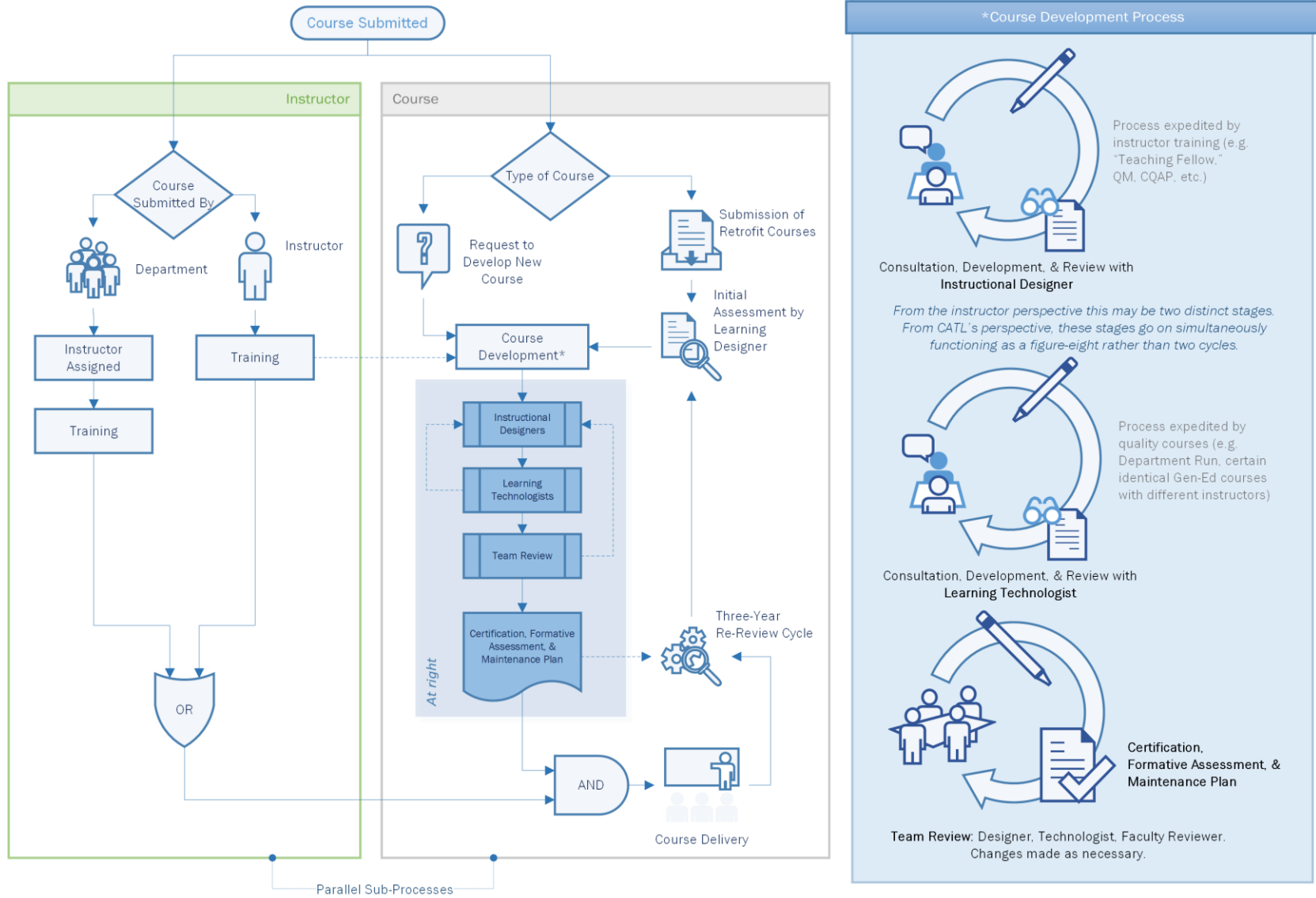
The ability of the faculty member to continue to offer the course using the approved distance delivery method depends on factors including but not necessarily limited to (a) the results of the faculty member's annual evaluations of teaching, particularly with regard to teaching the course in question and the delivery method in question, (b) student needs, (c) department/college/university goals concerning distance versus face-to-face delivery of individual courses and degree programs, and (d) resource availability. The department head has primary responsibility for overseeing the scheduling of courses offered through the department each semester and summer, and that includes the scheduling of the course delivery format.

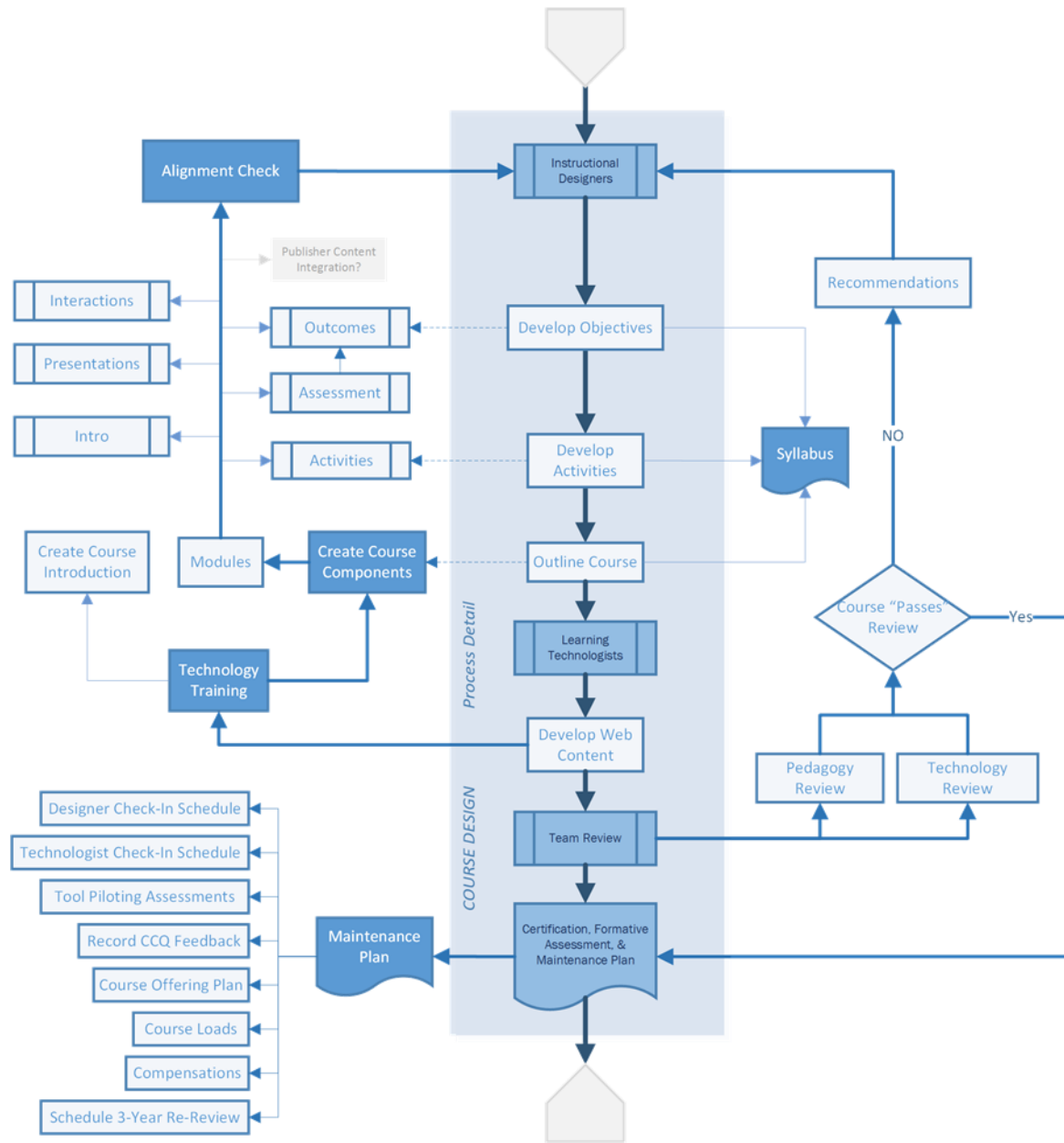
Course Assessment

Individual courses are expected to adhere to approved course descriptions and have similar expected student learning outcomes, regardless of the course delivery format. Student satisfaction is assessed through Course Comment Questionnaires (CCQs) surveys administered in each class during the Fall, Spring, and Summer semesters, regardless of the delivery format of the class. CCQs are shared with course instructor and department chair for each online course.

Faculty Senate New Business 5c 3/29/2017

Figure 1:





**Institutional Learning Outcomes (ILO)
University of Wisconsin – Green Bay**

Background: In its 2007 Report of a Comprehensive Evaluation Visit to the University of Wisconsin – Green Bay, the Higher Learning Commission Site Visit Team made several recommendations, including the requirement that the University submit a report to the HLC that discusses the “alignment of [the growth agenda] with the overall mission of the university with specific focus on how resources will be allocated to improve faculty and staff workload, faculty-student ratio, and enhance quality of instruction and student learning.” In addition, the Team noted that while some progress toward assessment of student learning had been made, continued effort to review, measure, and use the accumulated data for curricular and budgetary decisions that would improve student learning was necessary. The team noted that continued good faith participation in the HLC Academy for Assessment of Student Learning “is a necessary condition for the University to demonstrate its commitment to student learning and outcome assessment.”¹ The University did participate in the HLC Academy from 2009 to 2011 and made presentations at the HLC Annual Conferences in 2009 and 2011. In addition, the required report on the growth agenda was submitted to the HLC in 2011.

As part of its response to these requirements, the University engaged in the MLLO Project, an effort to develop Mission Level Learning Outcomes (MLLOs). The Project identified five core learning goals identified in the University’s mission: Interdisciplinary, Problem-focused Education; Critical Thinking; Diversity; Environmental Sustainability; and Citizenship.² One of the goals of the project was to show that the specialized Mission of the University was an integral part of the curriculum across many majors, disciplinary, interdisciplinary, or professional. Students encounter the special themes embedded in the Mission from multiple perspectives during their academic careers, in their majors and minors, in general education, and in co-curricular activities. Virtually every major identified critical thinking and problem solving, interdisciplinarity, and communication as core learning objectives, and in addition, most majors emphasized at least one additional learning outcome identified by the Project team. The project continued to develop through 2011, culminating in a focus on diversity, another area the HLC had recommended for attention and development.³

Parallel to these efforts, the University initiated an extensive reform of its General Education program in 2009. The charge of the General Education Task Force was to develop a General Education Program that “supports the University's Select Mission by providing an interdisciplinary, problem-focused educational experience that prepares students to think

¹ Report of a Comprehensive Evaluation Visit to University of Wisconsin-Green Bay, Green Bay, Wisconsin, November 12-14, 2007, for The Higher Learning Commission, A Commission of the North Central Association of Colleges and Schools.

² UWGB, The MLLO Project: Assessing Mission Level Student Learning Objectives: <http://www.uwgb.edu/MLLO/index.html>. Accessed 11/22/2015.

³ UWGB, Poster presentation to HLC Annual Conference, 2009: General Presentation: <http://www.uwgb.edu/MLLO/Results/Academy%20Poster%20Session%202009.pdf>.

UWGB, Poster presentation to HLC Annual Conference, 2011: Focus on Diversity: <http://www.uwgb.edu/MLLO/Results/Academy%20Poster%20Session%202011.pdf>. Accessed 11/22/2015.

critically and address complex issues in a multicultural and evolving world.”⁴ The project concluded in the fall of 2012 with specific recommendations for a new General Education program and its implementation.⁵ In the process of developing these recommendations, the General Education Task Force drew upon several general education models, including the Association of American Colleges & Universities (AAC&U) Liberal Education and America’s Promise (LEAP)⁶ initiative and the Lumina Foundation’s Degree Qualifications Profile (DQP).⁷ As a result, UWGB’s General Education Program⁸ strongly reflects the Learning Outcomes presented in the LEAP initiative and the DQP project. The program was implemented in 2013-2014 and officially launched in the fall 2014.

The purpose of this current project is to connect the MLLO Project to the University’s new General Education Program by establishing explicit Institutional Learning Outcomes (ILO) that may be connected to general education, programmatic education, and co-curricular education.

Institutional Learning Outcomes:

Upon completion of their education at the University of Wisconsin – Green Bay, students will have

1. demonstrated the **specialized knowledge, skills and perspectives** in their chosen field or fields of study.
2. demonstrated **broad and integrative knowledge** across a variety of fields of study.
3. developed a variety of **intellectual skills**, including analytic inquiry, information literacy, diverse perspectives, ethical reasoning, quantitative fluency, and communicative fluency.
4. engaged in **applied and collaborative learning activities**, in both academic and non-academic settings.
5. demonstrated **engaged citizenship** in the United States and the world.
6. developed an understanding of and appreciation for environmental and cultural **sustainability**.
7. demonstrated the ability to **identify and address problems** from an **interdisciplinary perspective**.

Approval Record

4/7/2016 Academic Affairs Council (AAC)
5/12/2016 Graduate Academic Affairs Committee (GAAC)

⁴ UWGB, Gen Ed Reform Task Force: <http://www.uwgb.edu/liberal-arts/general-ed/gen-ed-reform.asp>. Accessed 11/22/2015.

⁵ UWGB, Final Report of the General Education Task Force, Fall 2012: <http://www.uwgb.edu/liberal-arts/general-ed/Final%20Report%20of%20the%20GE%20Task%20Force.pdf>. Accessed 11/22/2015.

⁶ Association of American Colleges & Universities (AAC&U) Liberal Education and America’s Promise (LEAP): <http://www.aacu.org/leap>. Accessed 11/22/2015.

⁷ Lumina Foundation, Degree Qualifications Profile (DQP): <https://www.luminafoundation.org/resources/dqp>. Accessed 11/22/2015.

⁸ UWGB, General Education Program: <http://catalog.uwgb.edu/undergraduate/planning/general-education/>. Accessed 11/22/2015.

11/9/2016 General Education Council (GEC)
2/27/2017 Provost
3/8/2017 University Committee (UC)
3/29/2017 Faculty Senate

Faculty Senate New Business 5d 3/29/2017

Alignment of ILOs with Curriculum:

Institutional Learning Outcomes	Major/Minor Outcomes and Requirements	General Education Outcomes	General Education Requirements	Co-curricular Activities
Specialized Knowledge	Specific Outcomes as determined by major and/or minor.		<ul style="list-style-type: none"> • Capstone requirement (3 cr) 	
Broad and Integrative Knowledge		<ul style="list-style-type: none"> • Introducing students to interdisciplinary education. • Providing knowledge that includes disciplinary breadth. 	<ul style="list-style-type: none"> • First Year Seminar requirement (3 cr) • Fine Arts requirement (3 cr) • Humanities requirement (6 cr) • Natural Sciences requirement (3 cr) • Biology requirement (3 cr) • Social Sciences requirement (6 cr) • Capstone requirement (3 cr) 	<ul style="list-style-type: none"> • Diversity Task Force • Healthy Choices Task Force
Intellectual Skills				
Analytic Inquiry		<ul style="list-style-type: none"> • Working with students to develop an understanding of critical social problems • Supporting the development of important academic skills including communication, critical thinking, problem solving and quantitative and information literacy. • Demonstrate the ability to address problems using tools and methods exemplary of two different social sciences. • Think critically regarding the array and implications of alternative sustainability definitions and describe why actions to achieve sustainability are complex and controversial. 	<ul style="list-style-type: none"> • Social Science requirement (6 cr) • Sustainability Perspective requirement (3 cr) 	
Information		<ul style="list-style-type: none"> • Supporting the development of important academic skills including 		

Literacy		communication, critical thinking, problem solving and quantitative and information literacy.		
Diverse Perspectives		<ul style="list-style-type: none"> • Identify and describe ethnic, racial, and cultural contrasts from multiple perspectives. • Demonstrate an understanding of and engage in informed judgments of global issues and individual and cultural differences outside the United States. • Articulate individual and social values within cultures and the implications of decisions made on the basis of those values. 	<ul style="list-style-type: none"> • Ethnic Studies requirement (3 cr) • Global Culture requirement (3 cr) • Humanities requirement (6 cr) 	<ul style="list-style-type: none"> • Diversity Task Force • Ally Conference • Pride Center • Campus Cupboard • Safe and Inclusive Live Environment (SAIL) • SGA Equality and Diversity Committee • American Intercultural Center
Ethical Reasoning		<ul style="list-style-type: none"> • Working with students to develop an understanding of critical social problems. • Articulate causes and effects of stereotyping and racism. • Demonstrate an understanding of and engage in informed judgments of global issues and individual and cultural differences outside the United States. • Discuss sustainability within the context of ethical decision-making and engage in informed judgments about environmental problems as socially responsible citizens. • Articulate individual and social values within cultures and the implications of decisions made on the basis of those values. 	<ul style="list-style-type: none"> • Ethnic Studies requirement (3 cr) • Global Culture requirement (3 cr) • Sustainability Perspective requirement (3 cr) • Humanities requirement (6 cr) 	

Quantitative Fluency		<ul style="list-style-type: none"> • Demonstrate competence in performing quantitative operations. • Apply analytical concepts and operations to interpret models and aid in problem-solving, decision-making, and other real-world problems. 	<ul style="list-style-type: none"> • Math Competency requirement • Quantitative Learning requirement (3 cr) 	
Communicative Fluency		<ul style="list-style-type: none"> • Supporting the development of important academic skills including communication, critical thinking, problem solving and quantitative and information literacy. 	<ul style="list-style-type: none"> • English Competency requirement 	
Applied and Collaborative Learning	Specific Outcomes as determined by major and/or minor.		<ul style="list-style-type: none"> • Capstone requirement (3 cr) 	
Engaged Citizenship		<ul style="list-style-type: none"> • Working with students to develop an understanding of critical social problems. • Demonstrate an understanding of and engage in informed judgments of global issues and individual and cultural differences outside the United States • Discuss sustainability within the context of ethical decision-making and engage in informed judgments about environmental problems as socially responsible citizens. • Articulate individual and social values within cultures and the implications of decisions made on the basis of those values. 	<ul style="list-style-type: none"> • Global Culture requirement (3 cr) • Sustainability Perspective requirement (3 cr) • Humanities requirement (6 cr) 	<ul style="list-style-type: none"> • Student Government • Circle K International • Habitat for Humanity • Campus Kitchen Project • Campus Cupboard • Make a Difference Day • National Residence Hall Honorary (NRHH) Society • Vets 4 Vets Club
Sustainability		<ul style="list-style-type: none"> • Think critically regarding the array and implications of alternative sustainability definitions and describe why actions to achieve sustainability are complex and controversial. • Discuss sustainability within the 	<ul style="list-style-type: none"> • Sustainability Perspective requirement (3 cr) 	<ul style="list-style-type: none"> • Public and Environmental Affairs Committee (PEAC) • Sustainable Local Organic (SLO) Food Alliance

		context of ethical decision-making and engage in informed judgments about environmental problems as socially responsible citizens.		<ul style="list-style-type: none"> • SGA Environmental Affairs Committee • Earth Day • Food Day
Interdisciplinary, Problem-focused Education	<ul style="list-style-type: none"> • Interdisciplinary Major/Minor requirement 		<ul style="list-style-type: none"> • First Year Seminar requirement (3 cr) • Capstone requirement (3 cr) 	<ul style="list-style-type: none"> • Annual University Common Theme

**UWGB Chapter 5:
Procedures Relating to Financial Emergency or Program Discontinuance Requiring
Faculty Layoff and Termination**

5.01 Definitions

(1) For the purposes of this chapter, “program” shall mean a related cluster of credit-bearing courses that constitute a coherent body of study within a discipline or set of related disciplines. When feasible, the term shall designate a department or functional equivalent, as defined in UWGB 53.01(A) and 53.06(A), that offers majors. Academic programs cannot be defined ad hoc, at any size, but should be recognized academic units; programs shall not be defined to single out particular faculty members for layoff.

(2) For the purposes of this chapter, “program discontinuance” as described in Wis. Stat. 36.21–22 shall mean formal program elimination or closure.

(3) For the purposes of this chapter, “curtailment” as described in Wis. Stat. 36.21–22 shall mean a reduction in the size of a program.

(4) For the purposes of this chapter, “modification” or “redirection” as described in Wis. Stat. 36.21–22 shall mean great changes in the disciplinary content and focus of a program.

(5) For the purposes of this chapter, “financial emergency” is defined and may be declared as described in UWS 5.02.

(6) For the purposes of this chapter, “educational considerations” shall not include cyclical or temporary variations in enrollment. Educational considerations must reflect long-range judgments that the educational mission of the institution as a whole will be enhanced by a program’s discontinuance.

(7) For the purposes of this chapter, “layoff” is the indefinite suspension or involuntary reduction in services and compensation of a faculty member’s employment by the University of Wisconsin System (Wis. Stat. 36.22(1)(a)). A laid off faculty member retains the rights specified in Wis. Stat. 36.22(11)–36.22 (15).

(8) For the purposes of this chapter, “termination” is the permanent elimination of a faculty member’s employment by the University of Wisconsin System (Wis. Stat. 36.22(1)(c)). A faculty member whose position has been terminated retains the rights specified in Wis. Stat. 36.22(13)–(14).

5.02 Layoff and Termination for Reasons of Financial Emergency or Educational Considerations

(1) Except as provided in 5.02(2) below, no faculty member shall be laid off or terminated due to curtailment, modification, and/or redirection of a department. Faculty displaced due to restructuring of a program or discontinuance of a program for reasons other than financial emergency or educational considerations will be placed in another suitable position, at the same

rank. If placement in another position would be facilitated by a reasonable period of training, such retraining and relocation will be provided and the institution will bear the cost.

(2) The chancellor may lay off or terminate a tenured faculty member, or lay off or terminate a probationary faculty member prior to the end of their appointment, under extraordinary circumstances because of a financial emergency, or because of program discontinuance based on educational considerations. Such layoffs or terminations will be made in accordance with the provisions of UWS Chapter 5, Wis. Stat. 36.22, and this chapter and imply the retention of rights indicated therein. A nonrenewal under UWGB 3.11, regardless of reasons, is not a layoff or termination under this section.

(3) Any decision to discontinue or curtail a program should take a broad and inclusive view of both the financial costs and the academic contributions of the program and its faculty, with the following principles in mind:

(a) The primary mission of an academic program is to provide high quality academic and professional instruction. The professional contributions of the faculty, the design of the academic program, and the performance of the students in the program should all be considered.

(b) Academic programs can provide significant contributions to the primary mission of other units and to the university as a whole. The quality of and the need for these contributions should be part of any evaluation of an academic program.

(c) Academic programs can serve other programs and the university as a whole not only through courses but also through scholarship, outreach, and service activities. The value of these activities should be considered in the evaluation of an academic program.

(d) The cost of an academic program may be included in the evaluation of a program for modification or discontinuation in combination with the criteria given above. This evaluation should not be limited to the cost of the resources needed to provide the academic program but should include the value of all of the contributions that the academic program makes to the mission of the university. The university may determine to support a high cost program that is critical to the mission and marketability of the university and not to support a low cost program that does not meet its primary mission.

5.03 Financial Emergency: Consultation and Recommendations

(1) The chancellor shall consult with the Faculty Consultative Committee if at any time a declaration of financial emergency is to be considered. This committee shall consist of the members of the University Committee, the Speaker of the Senate, the Secretary of the Faculty and Staff, and two members of the Senate elected by the Senate. The committee shall function as specified in UWS 5.04 through 5.06. It is the right and responsibility of the Faculty Consultative Committee to represent the faculty if a declaration of a state of financial emergency for the campus is being considered and to assure that the procedures of UWS 5.05 and 5.06 are followed.

(2) Consultation shall proceed in accordance with UWS 5.05 and shall include consultation with the Academic Staff Committee and the University Staff Committee, as well as those other

individuals and groups who may be able to provide valuable advice, including groups of students who might be affected by the changes (see UWS 5.05(1)(e) and RP 20-24, section III).

(3) The chancellor and the Faculty Consultative Committee shall consider all feasible alternatives to termination of appointments such as the voluntary reduction of full-time faculty members to part-time status, expenditure of one-time money or reserves as bridge funding, furloughs, pay cuts, deferred compensation plans, early-retirement packages, deferral of nonessential capital expenditures, and cuts to non-educational programs and services, including expenses for administration.

(4) If the chancellor decides to recommend the declaration of a state of financial emergency for the campus, that recommendation to the system president and the board shall be accompanied by a report which shall be in conformity with UWS 5.06(1).

(5) Before any proposal to declare a financial emergency is made, the faculty or an appropriate elected faculty body will have opportunity to render an assessment in writing of the institution's financial condition. The faculty or an appropriate elected faculty body will have access to at least five years of audited financial statements, current and following-year budgets, and detailed cash-flow estimates for future years as well as detailed program, department, and administrative-unit budgets.

(6) The chancellor and the chair of the Faculty Consultative Committee (or their designees), and representatives of affected colleges, schools, departments, and programs may appear before the Board at the time the recommendation is considered. Other interested parties may submit alternative recommendations or challenges to any part of the report in writing.

5.04 Financial Emergency: Individual Designations

Once the Board has accepted the chancellor's declaration of a state of financial emergency, it shall be the primary responsibility of the executive committees of the affected program(s) to recommend which individuals shall have their appointments reduced or terminated. Such recommendations shall be made in accordance with the provisions of UWS 5.07 and this chapter.

5.05 Educational Considerations

(1) The chancellor's recommendation to the Board to discontinue formally a program will be based upon educational considerations, as determined primarily by the faculty as a whole or an appropriate committee thereof, as described in Regent Policy Document 20-24, Section II, Paragraphs A through G.

(2) Faculty members in a program being considered for discontinuance for educational considerations will promptly be informed of this activity in writing and provided at least thirty days in which to respond to it. Tenured and probationary faculty and academic staff will be invited to participate in these deliberations.

(3) Before the chancellor issues notice to a faculty member of an intention to terminate an appointment because of discontinuance of a program, the institution will devote its best efforts to place the faculty member concerned in another suitable faculty position. If placement in another position would be facilitated by a reasonable period of training, such retraining and relocation

will be provided and the institution will bear the cost where readaptation is feasible as provided in Wis. Stat. 36.22(12). If no position is available within the institution, with or without retraining, the faculty member's appointment then may be terminated, but only with provision for severance as indicated in 5.11.

(4) Faculty members may contest a proposed relocation under the hearing procedures described in section 5.08 below.

(5) Faculty members recommended for layoff or termination due to discontinuance of a program for educational considerations shall have the same rights of notification, hearing, and review described in 5.07–5.10. below.

5.06 Seniority

(1) In the case of any faculty layoffs or terminations due to financial emergency or program discontinuance, the recommendations described in 5.05(5) shall follow seniority, unless a convincing case is made that program or budget needs dictate other considerations.

(2) Seniority, for the purposes of Wis. Stat. 36.22(3)(b), is defined according to rank, and within rank, according to length of service at the University of Wisconsin-Green Bay and time at rank.

(3) Length of service shall be computed from the effective date of the appointment at the University of Wisconsin-Green Bay.

(4) If two or more individuals have identical seniority, then a process of random selection will be employed to give each a unique seniority position. The random process to be used will be determined by the Faculty Senate.

(5) The period of an approved leave of absence is included in determining length of service.

(6) If a faculty member is reappointed after having left the university, the new appointment shall be treated as an initial appointment in the determination of seniority.

5.07 Notification

Each faculty member whose position is recommended for layoff or termination shall be notified in accordance with Wis. Stat. 36.22(4) and 36.22(5).

5.08 Hearing

(1) A faculty member whose position is recommended for layoff or termination is entitled to a full, on-the-record adjudicative hearing as provided in Wis. Stats. 36.22(7) and 36.22(8). The issues in the hearing may only include those described in Wis. Stat. 36.22(7)(b).

(2) The University Committee shall operate as the hearing agent for the board pursuant to Wis. Stat. 36.22(6), and conduct the hearing, make a verbatim record of the hearing, prepare a summary of the evidence, and transmit such record and summary along with its recommended findings of fact and decision to the board.

5.09 Recommendations and Board Review

(1) The recommendations of the chancellor and the recommendations, if any, of the University Committee shall be forwarded to the president and the Board and acted upon by the Board in accordance with Wis. Stat. 36.22(9).

(2) Review by the Board is governed by Wis. Stat. 36.22(9) and 36.22(10).

5.10 Layoff Status and Retained Rights

(1) A faculty member whose position has been eliminated or reduced in accordance with the provisions of this chapter shall be placed on layoff status and shall so remain until removed according to Wis. Stat. 36.22(11).

(2) A faculty member designated for layoff or on layoff status shall have the rights provided in Wis. Stat. 36.22(12)–36.22(15).

(3) Faculty members on voluntary or compulsory reduction of appointment under this chapter retain full membership in the faculty regardless of the percent of appointment and continue to be governed by the UWGB Faculty Handbook; in addition, the annual notice required in Wis. Stat. 36.22(11)(b)(5) shall be deemed to be given automatically by virtue of the continued part-time appointment. In the event that a faculty member on voluntary or compulsory reduction of appointment shall accept an appointment at a greater fraction of full time as specified in UWS 5.16(2)(b)1, then any subsequent claim to increased appointment shall be forfeited.

5.11 Severance

A faculty member who is to be laid off or terminated under this policy has a statutory right to at least twelve months' notice under Wis. Stat. 36.22(5)(a) at the faculty member's current salary. At the discretion of the chancellor or designee, in consultation with the faculty member, the faculty member may be granted up to twelve months' salary as severance pay in lieu of part or all of the statutory notice period.

5.12 Safeguards for Students in the Event of Academic Program Discontinuance

(1) Regent Policy Document 20-24 specifies the following:

UW System institutions will make every effort to accommodate students adversely affected by discontinuance of an academic program for reasons of financial emergency or because of educational considerations. Discontinuance of a program should be phased in over a reasonable time period to provide students with the opportunity to complete the program or transfer to another program. Completion of a program or transfer to another program cannot be guaranteed by the university.

(2) UWGB will adhere to the following safeguards, and every effort will be made to be attentive to the students' needs:

(a) Students should have opportunities to participate in discussions about programs proposed for termination.

(b) A discontinued program should be phased out over a reasonable period of time, preferably in a way that allows all or most students who are currently (and continuously) enrolled in the program to complete it.

(c) New students should not be permitted to enroll in programs that are being considered for discontinuance.

(d) All students enrolled in the affected program shall be informed in a timely fashion that a program is being discontinued. This communication should include the timeline for discontinuance and options that students have for either completing the program or transferring to another program.

RELATED REGENT POLICIES AND APPLICABLE LAWS

Section 36, Wis. Stats.

Chapters UWS 3 and 5, Wis. Admin. Code

Regent Policy Document 20-23

Regent Policy Document 20-24

Faculty Senate New Business 4a 4/26/2017

Faculty Senate Document #16-20 – Approved 4/26/2017

Memorial Resolution for Dr. George T. O’Hearn, Professor Emeritus

Dr. George T. O’Hearn II, 82, of Allouez, (former professor at the University of Wisconsin-Green Bay) passed away surrounded by his loving family on Saturday, March 4, 2017. The son of the late George T. and Bernice (Lorrigan) O’Hearn was born September 26, 1934 in Manitowoc and raised in Maple Grove. He was a triple graduate of UW-Madison, earning degrees in 1957, 1960, and his Ph.D. in 1965. On August 16, 1958, he married the former Ann Dvorachek at St. Mary’s Catholic Church in Reedsville.

Dr. O’Hearn was a professor at UW-Madison for four years prior to moving to UWGB in 1968 when it became a four-year university at the former Deckner Avenue campus location. He retired in 1995 as emeritus professor. He was the former chairperson of the Professional Program in Education and the Director for the Center for the Advancement of Science. As an early faculty member, he was recognized for his strong contributions and deep involvement in many projects and initiatives. This recognition included a Founders Association Award for Excellence in Community Outreach in 1989.

Whether in Wisconsin or England, he was passionate about teaching and teaching teachers, particularly science educators. He influenced faculty and students almost as much as they influenced him. He was a charter member of the Wisconsin Society of Science Teachers, an organization from which he received the Rumford Memorial Award in 2014 and, previous to that, the Ron Gibbs Award for Science Teaching in 1983 for outstanding contributions in science education over a long and distinguished career in Wisconsin. This is the Society’s most prestigious award. He was also a longtime member and past president of the Downtown Kiwanis Club of Green Bay.

Dr. O’Hearn was an avid reader and especially enjoyed science journals and newspapers. He enjoyed travel, particularly to Ireland, photography, and genealogy, including involvement and leadership as the former Vice-President of the Bay Area Genealogical Society. Furthermore, his lifelong pride in his hometown motivated the 1992 creation of the Friends of St. Patrick’s, a non-profit organization designed to maintain the Irish heritage and traditions of the former church of St. Patrick’s in Maple Grove, Wisconsin. Dr. O’Hearn was an active member of the UWGB Retiree Association, and he and his wife were generous financial supporters of this University dating back to 1970.

Survivors include his wife of 58 years, Ann, one daughter, Mary Mehlberg, Luxemburg, two sons, Dr. George O’Hearn, Dykesville, Don (Kathryn) O’Hearn, Maple Grove, MN, along with six grandchildren and two great-grandchildren.

A memorial fund has been established in Dr. O’Hearn’s name for the Friends of St. Patrick Parish Educational Fund in Maple Grove.

- Scott Ashmann

Faculty Senate New Business 5a 4/26/2017

Memorial Resolution for Dr. Robert Cook

Dr. Robert S. Cook, a renowned University of Wisconsin-Green Bay founding faculty member, died on September 27, 2016 at the age of 86. In addition to his significant contributions in helping to establish the new university in northeast Wisconsin, Bob had a distinguished professional career which took him well beyond the confines of our region and outside the halls of academia.

Bob was born and raised in the small town of Unity, located in Marathon County, Wisconsin. Growing up on a family farm, he developed a love for animals and an appreciation of nature. These interests clearly influenced his chosen field of study, Conservation Education and Biology, when he entered Wisconsin State University at Stevens Point, the present-day UW-Stevens Point, as an undergraduate student. After earning his B.S. degree in 1951, Bob joined the U.S. Marine Corps. Stationed in Quantico, Virginia, he met a fellow marine, Anna Mazzella, who later became his wife.

Upon completion of their military service in 1953, Bob and Anna moved to Wisconsin; for Bob, a return to his home state. After he worked for a brief time as a laboratory technician for American Can Company in Rothschild, the family, now including a first-born son, moved to Madison so that Bob could pursue educational and professional interests in wildlife management. He enrolled in a master's degree program in wildlife management at UW-Madison and worked as a wildlife research biologist in the Wisconsin Conservation Department in 1957-58. His master's degree thesis titled, "Ecology of White-tailed Deer in the Bad River Indian Reservation", was based on work he did while with the Conservation Department as the leader of a deer research project. He was granted the M.S. degree in 1958.

Bob's next professional move took him to Appleton, Ashland, and Superior where he held Executive Secretary and Camp Director positions with the YMCA. Leaving his YMCA work in 1961, he and his family, now including a second son, moved to Green Bay where he accepted a teaching position at Preble High School. He taught biology and physical science classes there for two years and then decided to return to UW-Madison to undertake doctoral studies. The focus of Bob's doctoral research was a three-year study of animal diseases in the Welder Wildlife Refuge in south Texas. In 1966 he was awarded the Ph.D. degree in Veterinary Science with an emphasis in wildlife diseases. In the same year he returned to Green Bay where he accepted a faculty position at the local campus of the UW- Center System.

In 1968 Bob joined the faculty at UW-Green Bay as an Assistant Professor of Environmental Control, one of the two concentrations in the College of Environmental Sciences. Soon thereafter, in 1971, he was promoted to Associate Professor. Bob taught a variety of courses related to his interest and competency. Some of the courses in which he was involved were Vertebrate Zoology, Microbiology, Man and Wildlife, Natural Resources Management Strategy, and Cell Biology. He was also involved in the Liberal Education Seminar Program, a signature UW-Green Bay curricular program in its early years, and guided numerous independent studies.

He was the major professor for several graduate students and served on the committees of numerous others.

Important as Bob's teaching was in helping to launch the new university, his forte was educating and applying his professional skills beyond the borders of the academic community. UW-Green Bay had a word for this at its beginning: communiversity. The intention was to announce that an important part of UW-Green Bay's mission was to provide educational services for benefit of the community. Bob was a faculty exemplar of UW-Green Bay's communiversity vision.

It is not possible to describe here the full range and depth of Bob's outreach work during his tenure at UW-Green Bay, but here is a sample of his activities: served on an advisory committee for Green Bay and Milwaukee public schools for the purpose of developing federally supported environmental conservation programs, assisted local high school biology teachers in conservation curriculum planning and in-service training, advised the Bay Beach Wildlife Sanctuary personnel on animal health problems and on development and management of the facility, served as the elected chair of the Fort Howard Foundation Committee for Conservationist of the Year award, served as the faculty advisor to a student-initiated study project on the Neshota River Park which resulted in a plan for park development, advised the Green Bay Police Department on the use of drugs to capture deer wandering into urban areas, and served as chair of the West Shore Wildlands acquisition and development group in conjunction with interested local citizens. In his capacity as chair of the West Shore Wildlands group he played an instrumental role as a liaison between state and local groups in acquiring substantial funds for the purchase of wetlands for conservation purposes on the west shore of Green Bay. Bob was recognized for activities such as these when he was granted the award of Professional Educator of the Year for Conservation Efforts in Brown County in June, 1973.

Bob's outreach activities went well beyond the local and regional levels. Here again is a sample list of activities: served on the Board of Directors of the Wisconsin Council for Conservation Education, appointed by the governor to a special task force to formulate state policy on the use of chemicals in fish management, served on the governor-appointed State Pesticide Advisory Council, served as a Board Member of the Northeast Wisconsin Audubon Society, elected as Secretary-Treasurer of the National Conservation Education Association, and served as a reviewer for the U.S. Office of Environmental Education. For a time Bob was Academic Seminar Coordinator in the campus Office of Community Outreach, an administrative position in which he had responsibility for helping deans, directors, and faculty plan conferences and workshops.

It should be noted that some of the activities listed above overlap with the research domain of faculty responsibilities. In general, Bob's research work was based on applied community-oriented natural history and conservation projects; some of the results from such projects were published in academic journals. In other cases, Bob edited conference proceedings and wrote scientific advisory reports.

One additional outreach activity is worthy of special mention: Bob's role in acquiring the Richter Natural History Collection. Carl Richter was a resident of Oconto who, over the years of his lifetime from 1903 to 1977, collected a vast array of bird eggs and bird nests and other types of animal specimens. In 1975 Mr. Richter donated his extraordinary collection to UWGB. Bob served as the key contact person on behalf of UW-Green Bay when he visited Mr. Richter and examined the collection, hosted him on a visit to the UW-Green Bay campus, and, along with Chancellor Edward Weidner, made the case to him for UW-Green Bay as an appropriate place to house the collection on a permanent basis. Bob also served as the first Curator of the Richter Collection. The collection is now held on campus in the Richter Natural History Museum where access is available to researchers and UW-Green Bay students in courses such as Ornithology and Mammalogy. The oological (egg) collection, a part of the larger Richter collection, ranks as one of the ten largest in North America.

It is not surprising that the campus community recognized Bob's achievements by granting him the Outstanding Community Outreach Award in 1974. Persons beyond the campus also took note of Bob's expertise and commitment to wildlife management and conservation. In 1977 he was offered the position of Deputy Director of the U.S. Fish and Wildlife Service under the incoming Jimmy Carter administration. After deciding to accept the position, in an interview with a local newspaper reporter he said this: "I know very well I like the academic life. What I don't know is whether I'll like this new position. But I won't know until I try". Evidently, he was up to the challenge because he served in the position for the entire four years of the Carter administration. In 1978, while in Washington he was called home to his alma mater, UW-Stevens Point, which granted him the Outstanding Natural Resources Alumnus Award. At the time he was believed to be the highest ranking federal official in the field of natural resources who was graduated from UW-Stevens Point.

When Bob left Washington in 1981, he returned to the academic world at Colorado State University where he was named Head of the Fishery and Wildlife Biology Department. He held that position from May 1981 until January 1993 when he retired. The opportunity to lead a major academic department in fishery and wildlife management and guide doctoral students in this field was an excellent capstone to Bob's professional career. While in Colorado he was also involved in the Rocky Mountain Elk Foundation and continued his involvement with the organization after his retirement. When Bob retired he and Anna returned to Green Bay to be near family and friends. They lived there for the remainder of their lives. In his retirement years, Bob continued to be involved in wildlife management and conservation issues; for example, he was an active proponent for the establishment of an elk herd in Wisconsin.

The range and depth of Bob's professional career is clearly impressive and noteworthy, but an enumeration of his activities and the positions he held does not capture the full measure of Robert Cook, the person. He was clearly a person who enjoyed taking on new challenges and was passionate about his profession. In the memorial service held in honor of Bob's memory, the eulogy presented by his son captures the essence of Bob's personal qualities and character when he described his father as follows: with each of his new life experiences he built character

and ultimately added to the embodiment of who he was as a person, the person we came to know, love, and respect ... he was a determined man, a man not afraid to speak his mind, a man passionate about his causes, and most importantly, a man with a big heart who could be as generous and compassionate as anyone I know. And then this final tribute from Bob's son: In particular, he had one endearing quality that personified his life's mission and that was his ability for teaching others. This is the Bob Cook we, his former colleagues at UW-Green Bay, knew and respected.

– H. J. Harris, Paul Sager, and Robert Wenger

Faculty Senate New Business 5b 4/26/2017

Memorial Resolution for Dr. Elaine V. McIntosh

Dr. Elaine V. McIntosh, Professor Emerita of Human Biology, died on March 17, 2017, following a short hospitalization at Bellin Memorial Hospital. Elaine was born January 30, 1924 in Webster, South Dakota, to the late James Nelson and Cora (Bakke) Nelson. On August 28, 1955, she married Thomas H. McIntosh in Ames, Iowa. They celebrated 52 years of marriage prior to Tom's passing on April 2, 2008. Her brother, Dr. V. Ronald Nelson, passed away in 2012. Elaine is survived by her three sons, James of Battle Creek, Michigan; Ronald and Charles both of Green Bay, Wisconsin; a niece Cynthia (Robert) Ellsworth of Madison, South Dakota; a sister-in-law, Dr. Joyce Nelson of Sioux Falls, South Dakota; and a brother-in-law, Philip McIntosh of Lansing, Illinois.

Elaine grew up on the Great Plains of South Dakota during the Great Depression and Dust Bowl Era. Her youth preceded rural electrification, indoor plumbing, and widespread telephone and radio availability. Such amenities did not reach her locale until her late teenage years. Elaine had many stories of childhood deprivation as well as fond remembrances of life on the family farm. These included: steam powered threshing machines, early combines, and traveling in hand cranked automobiles on muddy, rugged roads. She helped to farm wheat and tended sheep with her dog and pony amidst the "vast plains, blue skies and endless mornings." Her mind and talents stretched far beyond her one room school house and her rural isolation. Elaine was a voracious reader of anything she could get her hands on. The owner of the local general store and a train station tender from a nearby town would collect old and discarded magazines, newspapers and books for her to read. She dreamed of being a writer and had two poems published by the age of 12. She enjoyed playing the saxophone and clarinet. She attended a boarding school to complete high school education. She graduated, valedictorian, from Waubay High School in 1941.

Elaine was very proud of her Norwegian heritage. Her grandparents on both sides immigrated to Wisconsin from Norway. She grew up steeped in Norwegian culture and traditions and was fluent in Norwegian. Elaine's mother, Cora, began attending Normal School in Viroqua, WI at age 16, obtaining her teaching certificate at age 18. She then began teaching in the pioneer one room school houses of South Dakota. Her mother encouraged Elaine to pursue higher education although the family had modest means for support. Through determination, scholarship, and part time jobs, Elaine succeeded in funding her college education by herself. She thought of majoring in English, but her mother convinced her to pursue her love of science. Elaine was known for her kind and gentle demeanor. As she pursued her career goals she also developed self-confidence, self-discipline and perseverance.

In her day, a scientific career was an unusual and infrequent choice for a woman that included many social obstacles. Elaine earned a A.B. degree in Chemistry and Math in 1945 from Augustana College in Sioux Falls, South Dakota; an M.A. degree in Biochemistry in 1949 from the University of South Dakota at Vermillion, South Dakota; and a Ph.D. in Physiologic Bacteriology in 1954 from Iowa State University at Ames, Iowa.

Elaine was the first woman to earn a doctorate degree from the Bacteriology Department at Iowa State University, and was honored by the university with a plaque in its Plaza of Heroines in 1995. She earned certification as a Registered Dietician (R.D.) from the State of Wisconsin in 1977 after interning at St. Mary's Hospital in Green Bay, Wisconsin.

Elaine was a biochemist, microbiologist, and nutritionist. Over her career, she had appointments at Sioux Falls College, the University of South Dakota, the University of Illinois, Iowa State University, and the

University of Wisconsin-Green Bay. Her major research contributions were in the areas of nucleic acid and vitamin biosynthesis as well as muscle biochemistry. She received the Eli Lilly Award for her work involving pantothenic acid metabolism.

Elaine was part of the founding faculty hired in 1968 for the first year the University of Wisconsin-Green Bay became a four-year degree granting institution. She developed the university's program in nutritional sciences, achieving accreditation for the dietetics program from the American Dietetic Association in 1975, and maintained the program in compliance throughout her tenure.

In addition to teaching, active research, publishing, and presenting in her area of expertise, she mentored several graduate students. Elaine served administratively at the University of Wisconsin-Green Bay as chairperson of the Department of Human Biology for several years, as an Assistant to the Vice Chancellor, and as Special Assistant to the Chancellor. She achieved full professor status in 1985, and retired from full time appointment in 1990, receiving professor emerita status. She continued to teach part time until 1996, and thereafter led several Learning in Retirement (LIR) Seminars. She remained active in professional and community organizations during retirement, and was the author of two books: "American Food Habits in Historical Perspective", published in 1995; and "The Lewis and Clark Expedition: Food, Nutrition and Health Aspects", published in 2003.

Over the course of her career, Elaine was the author of numerous academic journal articles, a reviewer of and contributor to many textbooks, as well as creative writing pieces and poetry published in magazines. She was included in the International Who's Who in Poetry.

Among her past societal memberships, Elaine was past president, past vice president and board member for the Wisconsin Nutrition Council; a board member for the Center for Western Studies at Augustana College; founding board member of the Friends of Cofrin Library; and board member for the Brown County Historical Society. Elaine was a co-recipient of the 2003 Historical Preservation Achievement Award with her husband Tom. She was active in the Green Bay Botanical Garden and First United Methodist Church.

- Warren Johnson

MEMORIAL RESOLUTION

Derived from: Pfothenauer Funeral Homes & Cremation Services (n.d.), *Obituary of Dr. Elaine V. McIntosh*, retrieved March 28, 2017, from http://www.pfothenauerfuneralhome.com/sitemaker/sites/PFOTEN1/obit.cgi?page=profile§ion=info&user_id=1938267

Faculty Senate New Business 5c 4/26/2017

UC Statement on the Value of General Education

(endorsed by the UC and by the GEC)

April 12, 2017

- A robust general education program is critical for supporting UWGB’s institutional mission and vision and for maintaining our institutional and program accreditation, as well as NCAA Division 1 status. The Association of American Colleges & Universities (AAC&U) sees general education as a critical part of liberal education for the twenty-first century.⁹
- Demonstrating our commitment to continuous reflection, the UWGB Faculty recently overhauled the general education program to improve the learning outcomes and educational experiences of our students.
- The First-Year Seminar requirement for general education is crucial for retention and for improving equity by closing the achievement gap. These courses help introduce and acclimate students to university-level expectations and to the campus community.
- The UWGB general education program has been designed to transform our students through problem-focused interdisciplinarity and prepare them for civic engagement. General education not only exposes our students to the principles of liberal arts education (citizenship, ethics, empathy, cross-cultural communication, etc.) but also exposes them to interdisciplinarity and is a gateway to numerous majors, some of them unique to this campus and most of them not duplicated in our region.
- Any general attempt to diminish our commitment to general education has the potential to weaken our institution and narrow students’ education in a way that will not necessarily serve them well for the future.
- Professional programs teach specific knowledge and skills that will most likely lead to success if they are developed alongside communication and critical thinking skills as well as knowledge of diverse cultures—knowledge and skills prioritized by our general education program.
- General education courses tend to be either high-impact (viz., first year seminars) or high-enrollment classes, which means they have a strong return on investment (retention, credits granted, etc.).
- In a chapter titled "Embedding the Humanities in Engineering" Erik Fisher and Roop Mahajan, a humanist and an engineer by trade, developed what they called "interdisciplinary trading zones," through which they sought to integrate the diverging perspectives and enhance the ability of engineers to engage in productive, self-critical inquiry. They came up with the term "humanistic engineering" to describe their new program and the skills and ideas that characterized it. Besides suggesting a critical and reflective quality that they believed engineers have to possess in order to better grasp the ethical, human, and social dimensions of their work, the phrase also implied a creativity that they felt would increase the practical value of their work in the process. They

⁹ "What Is a 21st Century Liberal Education?," Association of American Colleges & Universities (AAC&U), at <https://www.aacu.org/leap/what-is-a-liberal-education>.

imagined future engineers who could draw from and supplement existing paradigms in engineering and the humanities to develop more context sensitive solutions.¹⁰

- In addition to the academic and scholarly views noted above, the importance of general education has received popular support. For example, *Newsweek* has endorsed the idea that the sciences need the humanities, arguing: "Science and technology teach us what we can do. Humanistic thinking can help us to understand what we should do." The article goes on to say: "The humanities are not simply vehicles of aesthetic reward and intellectual inspiration, as valuable as those purposes are. Science and technology aspire to clean, clear answers to problems (as elusive as those might be). The humanities address ambiguity, doubt, and skepticism—essential underpinnings in a complex and diverse society and a turbulent world."¹¹ The same principle could be applied to our professional programs as well as to the sciences.

¹⁰ Erik Fisher & Roop Mahajan, "Embedding the Humanities in Engineering," in *Trading Zones and Interactional Expertise: Creating New Kinds of Collaboration*, edited by Michael E. Gorman (MIT Press, 2010).

¹¹ Newsweek staff, "Why We Need the Humanities," *Newsweek*, Nov. 13, 2009. See: <http://www.newsweek.com/why-we-need-humanities-77017>.

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Resolution on FYS Class Credit for Student Organization Participation

Whereas the UWGB Student Government Association has passed a resolution recommending that first-year-seminar instructors give students class credit for participating in student organizations and reflecting upon the experience;

And whereas the Faculty Senate recognizes the value of encouraging students to become involved in student organizations in order to develop social connections on campus, to enrich their educational experience, and to practice engaged citizenship;

Therefore, be it resolved:

The Faculty Senate encourages first-year-seminar instructors to offer students class credit (or extra credit) for participating in a student organization and submitting a reflection on the experience.

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