AGENDA

UW-GREEN BAY FACULTY SENATE MEETING NO. 8
Wednesday, May 4, 2022
3:00 p.m.
Presiding Officer: Joan Groessl, Speaker
Parliamentarian: Steve Meyer

1. **CALL TO ORDER**

2. **APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 7**
   April 6, 2022 [page 2]

3. **CHANCELLOR'S REPORT**

4. **OLD BUSINESS**
   a. Request for Authorization to Implement a Master of Public Administration at UW-Green Bay (second reading) [page 8]
      Presented by Dean Chuck Rybak and Prof. Kerry Kuenzi
   b. Changes to the Faculty Handbook: Faculty Mentoring (second reading) [page 24]
      Presented by Prof. Patricia Terry

5. **NEW BUSINESS**
   a. Resolution on Granting Degrees [page 25]
      Presented by Speaker Joan Groessl
   b. Election of 2022-2023 Speaker of the Senate
   c. Online Test Proctoring Policy (first reading) [page 26]
      Presented by Nichole LaGrow
   d. General Education Realignment Listening Session [page 30]
      Presented by Administrative Liaison to Gen Ed Council, Associate Dean Ryan Martin
   e. Request for Future Business

6. **PROVOST'S REPORT**

7. **OTHER REPORTS**
   a. Academic Affairs Council Report – Submitted by David Voelker [page 32]
   b. Graduate Academic Affairs Council Report – Submitted by Gail Trimberger [page 33]
   c. University Committee Report – Presented by UC Chair Heidi Sherman
   d. Faculty Rep Report – Presented by Jon Shelton
   e. Academic Staff Report – Presented by Virginia Englebert [page x]
   f. University Staff Report – Presented by Kim Mezger [page x]
   g. Student Government Report – Presented by Ted Evert

8. **ADJOURNMENT**

[draft]

MINUTES 2021-2022
UW-GREEN BAY FACULTY SENATE MEETING NO. 7
Wednesday, April 6, 2022

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

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

NOT PRESENT: Kate Burns (Provost, ex-officio) and Aniruddha Pangarkar (M&M),

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

GUESTS: Scott Ashmann (Assoc. Dean, CHESW), Pieter deHart (Assoc. Vice Chancellor for Graduate Studies & Research), Bill Dirienzo (Assoc. Prof., NAS), Susan Gallagher-Lepak (Dean, CHESW), Paula Ganyard (Director, Cofrin Library), Susan Grant Robinson (Cabinet Liaison, Internal Affairs), David Helpap (Assoc. Prof., PEA), Doreen Higgins (Assoc. Prof. Emerita), Ben Joniaux (Chief of Staff), Holly Keener (Dean Asst., AECSOB), Kerry Kuenzi (Assoc. Prof., PEA), Ann McLean, Jo Morrissey (Assoc. Prof., PSYCH), Amanda Nelson (Assoc. Dean, CSET), Mary Kate Ontaneda (Executive Assistant, University Leadership), Courtney Sherman (Interim Assoc. Provost), Lea Truttman (Travel Coordinator), Kris Vespia (Interim Director, CATL), David Voelker (Prof., HUS), Judy White, Amanda Wildenberg (Dean Asst., CAHSS), and Mike Zorn (Assoc. Dean, CSET)

1. CALL TO ORDER.
As usual, Faculty Senate Speaker Joan Groessl called to order the seventh Faculty Senate meeting of the 2021-2022 academic year right on time at exactly 3:00 p.m. It's good to know all those years working as a Domino's Pizza delivery driver paid off for Joan as she has carried the intent of the slogan "On time or your next one's free" right with her to her career as a faculty member/senate speaker.

2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 6, February 23, 2022
Faculty Senate approved the February minutes by consensus.

3. CHANCELLOR'S REPORT

Chancellor Alexander first congratulated Prof. Brian Merkel. Having just returned from Green Bay West High School, where he observed presentations given by students participating in the Tiny Earth Project, Chancellor Alexander expressed his appreciation for Prof. Merkel's leadership in getting high school students involved in STEM fields.

As discussed at the Coffee Break earlier this week, UWGB improved in 14 of the 16 performance-based funding metrics (averaged over a three-year period) established by UW-System. The two metrics in which we went down were the number of graduates we have in health-related fields (a decrease of just 2%) and the other was a decrease in our core expense ratio (meaning we are spending more money on employees and the amount of resource has not caught up to that yet). The two metrics showing the greatest gains are the percentage of research dollars being brought into the university (+7%) and an increase in the underrepresented minorities in our student population (+16.6%).

On 2 May 2022 the university will announce its capital campaign, which to this point has been a silent campaign. This campaign will focus on strengthening our academic programs and providing need-based aid. The goal is to raise $20M over a three-year period; we have raised over half that amount in the first 10 months.

One senator asked the Chancellor to comment on the decision of Chancellor Jim Henderson (UW-Whitewater) to submit his resignation, in part over a free speech survey that is being dispersed to UW institutions. Chancellor Alexander, choosing his words carefully, stated that it is important that we are resolved in what we believe in: that we hire great faculty, we allow them to teach, and we give them the academic freedom to do so.

4. OLD BUSINESS
a. UW-Green Bay Administrator Feedback Survey Process (second reading)
After presenting the Administrator Feedback Survey as a first reading at our previous senate meeting, Prof. Aaron Weinschenk received no questions, nor were any concerns raised. **Senator Atwood moved to accept the current version of the Administrator Feedback Survey Process, seconded by Senator Bansal**. With no comments, clarifications, or questions from the senate, **the motion passed 28-1-0**.

b. Proposed Revision to the Institutional Learning Outcomes (second reading)
University Assessment Coordinator Val Murrenus Pilmaier reminded senate that the purpose behind the revision to the learning outcomes stems from the fact that we've gone through a merger and we've recently revised our mission statement. The combination of these two events led to minor language corrections in the Institutional Learning Outcomes. The UAC has also aligned the Learning Outcomes to AAC new value rubrics to make it easier to do assessment. The document provided outlines of every change that has been made. **Senator Sallmann moved to accept the revisions to the Institutional Learning Outcomes, seconded by Senator DaPra.** With no discussion, **the motion passed 27-0-0**.

5. NEW BUSINESS
a. Request for Authorization to Implement a Master of Public Administration at the University of Wisconsin-Green Bay (first reading)
CAHSS Dean Chuck Rybak and Assoc. Prof. Kerry Kuenzi (with her beautiful newborn baby cradled in her arms – congratulations, Kerry!) presented the first reading of the RAI. Dean

Rybak stated that there is a long history behind this proposed Master's degree and the timing is just right to now get clearance from UW System. The addition of this new program (the second graduate program in CAHSS) will help diversify the college's offerings. This is the first new program being brought forward that is designed to fit our 16-county, four campus identity. Given the modality of the program, it is designed to give access to the degree remotely. Prof. Kuenzi added that when this program was initially proposed (perhaps 30 years ago), it was blocked by other institutions. So now, it is exciting to be able to provide our students the opportunity to continue their education at UWGB. This degree will also provide our local governments and non-profits the training, skills, and knowledge they are seeking. Prof. Helpap added that there are only two other programs in the state that offer MPA degrees. Given the region we are in and the number of local governments, administrators, and non-profits that are here, this new program will fulfill an important gap. Also, because of the modality being proposed, the new program will not only draw from the immediate region but from across the state and perhaps even out-of-state.

b. Memorial Resolution for Professor Emeritus Rolfe E. White
Emerita Associate Professor Doreen Higgins first introduced two guests to senate, Mrs. Judy White (Rolfe White's widow) and Dr. Ann McLean (a former faculty member in Social Work). She then read aloud her touching tribute to Professor Emeritus Rolfe White, describing the work he accomplished as a member of the UWGB faculty and the impact he had on his students. The memorial resolution will be archived in the SOFAS Office.

c. AAUP/Faculty Senate Resolution on Canceling Student Debt
As background, Prof. Terry stated that about four years ago the National Council of Faculty Senates was formed, and representatives from universities around the nation were invited to participate. As then-Speaker of the Senate, Prof. Terry joined the Council making UWGB an inaugural member. Since its inception, membership on the Council has grown to well over 100 public and private universities, all of whom have the same interest in protecting shared governance. The AAUP collaborated with the National Council of Faculty Senates, so the email was directed to Prof. Terry asking if our Faculty Senate would consider a resolution on canceling student debt and creating a pathway to tuition-free college education. A template resolution was provided which Prof. Terry adapted specifically to UWGB. She then ran it by the UC to see if there was support to bring it before senate. **Senator Klemp moved to accept the Resolution on Canceling Student Debt, seconded by Senator Sallmann**. With no discussion, **the motion passed 27-1-2**.

d. Changes to the Faculty Handbook: Faculty Mentoring (first reading)
The changes Prof. Terry proposes to the Faculty Handbook (section 3.07) stem from her EDI project in which she is striving to create a better mentoring program for all new faculty and lecturers, especially international and non-majority faculty and lecturers. A document created by Prof. Terry will be given to the Provost that suggests a number of different mentoring models that can be used. The goal is to assign at least two mentors to each new faculty/lecturer. In terms of the methods and procedures to be used for mentoring, Prof. Terry purposely kept the language general. However, it was important to get something into code because the literature suggests that if a new program is not codified it is more likely to "fizzle," but if codified it puts a responsibility on the Provost's Office to keep it going.

Prof. Terry's proposal generated lots of discussion among senators. There was concern that codifying the program would put an additional workload on CATL. (Response: training should take only a couple of hours). Others were concerned about the additional workload on both the new faculty member and the mentor. (Response: mentoring would be in the form of one meeting per month, over coffee or lunch, it's not designed to be a big lift in terms of workload). The proposed language states "…with support from the Provost's Office," this statement does not specify financial support from the Provost's Office, so that is "support" in the generic sense, correct? (response: Yes). What is the rationale for this code change? (Response: based on a review of the literature better mentoring results in increased retention, job satisfaction, and happiness in their position, especially among the non-majority group and international faculty). At least one senator wanted to see comprehensive institutional data – not just macro-level data – to back up the need for placing a mentoring program in code, again referring back to the workload issue. (Response: our non-majority faculty are not so unique that we would expect to see different results from the macro-level data found in the literature; regarding the workload issue, new faculty will not be forced to have mentors if they don't want them). Is there a way to set it up as a pilot program first before codifying it?

e. Senate Resolution on Academic Freedom

Prof. David Voelker stated that back in February the Wisconsin legislature passed three bills that could affect education in the state by limiting the way K-12 schools, universities, and technical colleges can teach about diversity, racism, and sexism. There is also a bill before the legislature that could interfere with our general education program by overriding the diversity requirements in general education. We need to take a stand against this type of legislation. So far Governor Evers has vetoed the K-12 bill and will likely veto the bill that would affect the UW System and technical colleges. The Governor's veto authority is the only thing saving us from this kind of legislation as Republican support for these bills is pretty much unanimous. In K-12 schools, these laws would allow parents to sue schoolboards. In higher education, students would be able to lodge complaints against the university if they perceive instructors are in violation of these restrictions and teach openly and honestly about racism and sexism. Across the country, universities are speaking out against this type of legislation. In fact, back in November, UW-Madison passed a resolution speaking out against the bills then being considered by the legislature. Prof. Voelker tailored the resolution before senate today by drawing from Madison's resolution as well as a template resolution from the African American Policy Forum (promoted by the AAUP).

Senator Davis moved to accept the resolution, seconded by Senator Sallmann. With the floor open for discussion, one senator wondered how publicized our vote would be on the resolution. Prof. Voelker stated it would be as public as we want it to become; we could forward the results of the resolution vote on to UW System, we could ask the Faculty Reps to carry our support forward. Basically, an affirmative vote would be a first step in stating that UWGB's senate is taking a stand in representing the faculty against these impositions on academic freedom. Another senator commended Prof. Voelker for writing this resolution; what the Wisconsin legislature's actions boil down to is censorship, it's the end of the university. We are no longer able to speak the truth in our class, we are no longer able to challenge our students to be critical. This is the opposite of everything we stand for as professors and as a university. If a bill like this gets passed, we need to be thinking collectively about how we will refuse to comply with it. **The motion to accept the resolution passed 34-0-1**.

f. Request for future business
I thought winter gave way to spring
But I guess I don't know a thing
These seasons are nuts
No ifs, ands, or buts
Back and forth like a yo-yo on string
(There was no future business brought forward for consideration.)

6. PROVOST'S REPORT
Provost Burns was unable to attend today's Faculty Senate meeting as the UW System Provosts met today in Stevens Point before Thursday's April Board of Regents meeting.

7. OTHER REPORTS
a. Academic Affairs Report. Written report found on page 44 of the agenda.

b. Graduate Academic Affairs Report. Written report found on page 50 of the agenda.

c. University Committee Report. According to Chair Heidi Sherman, pretty much everything that was presented at today's meeting is what the UC has been discussing the last few weeks.

d. Faculty Rep Report. UWGB Faculty Rep Jon Shelton shared with senate information of which he is aware regarding the free speech survey that is set to be sent out to all UW students Thursday, 7 April 2022. Interim UW President Falbo allegedly asked every UW institution to distribute the survey, created by UW-Stout Prof. Tim Shiell and sponsored by the Menard Center for the Study of Institutions, to all students over the objections of every UW Chancellor. Prof. Shelton has previously interacted with Prof. Shiell (in fact, Prof. Shiell invited Prof. Shelton to UW-Stout to give a talk on free speech last October) and believes he is legitimately interested in academic freedom and free speech on campus. Prof. Shelton believes much of the survey is good, but is extremely long and includes some leading questions toward the end. Prof. Shelton's frustrations stem from the fact that the Faculty Reps were not involved in the process of creating the survey, including what the questions should look like and when the survey is administered. According to Prof. Shelton, this is just another example of UW System doing something without consulting Faculty/Staff Reps, who could have assisted to make this effort be more meaningful. Of greater concern is unconfirmed rumors of political pressure placed on Interim President Falbo to send out this survey and how the results of the survey will likely be used for political purposes. There is a legitimate concern with trying to figure out how this could affect academic freedom on campuses. He also believes the faculty system-wide need to respond to this in a coordinated fashion. Prof. Shelton will attend the Regent Meeting in Stevens Point tomorrow and will try to speak with some Regents about this.

e. Academic Staff Committee Report. Virginia Englebert reported that the Academic Staff is preparing for their spring meeting. She also mentioned that the Academic Staff Leadership and Involvement Committee is preparing to send out their committee preference survey.

f. University Staff Committee Report. Kim Mezger submitted a written report which could be found on page 50 of the agenda.

g. <u>Student Government Association Report</u>. SGA President Ted Evert reported that Student Government is in the midst of their election campaign for next year's SGA President. Tonight, three candidates will debate the issues (there haven't been three presidential candidates in almost a decade). SGA recently passed a resolution requesting a Student Legal Services System be set up such that the university, through segregated fees, will help pay for the legal needs of students. Every UW institution has a Student Legal Services System with the exception of UWGB, UWRF, and one other school.

8. ADJOURNMENT at 4:55 p.m.

Respectfully submitted,

Steve Meyer, Secretary of the Faculty and Staff

REQUEST FOR AUTHORIZATION TO IMPLEMENT A MASTER OF PUBLIC ADMINISTRATION AT UNIVERSITY OF WISCONSIN-GREEN BAY PREPARED BY UW-GREEN BAY

ABSTRACT

The University of Wisconsin (UW)-Green Bay proposes to establish a Master in Public Administration (MPA). An MPA is a professional degree that provides students with hands-on and theoretical preparation for a career in public service, including the development of technical skills and specialized expertise required of individuals working with public resources in the public or nonprofit sector. This is a logical fit with the UW-Green Bay select mission, as it notes that the University will provide "a problem focused educational experience" with a commitment to "civic engagement." An MPA also fits with the strategic vision of the university, including connecting with community partners, distinctive programs, expanding professional graduate programs, and professional growth. In particular, an MPA would extend the graduate offerings of UW-Green Bay, provide local governments and nonprofit organizations with essential additional skills and trainings, allow community partners the opportunity to work with students on applied projects beyond those completed by students at the undergraduate level, and provide opportunities for professional growth for regional and state community members that would like to advance in their fields. The program will include three pathways for completion, including: a traditional option, an accelerated continuation option, and an accelerated executive option.

PROGRAM IDENTIFICATION

University Name
University of Wisconsin-Green Bay

Title of Proposed Academic Degree Program
Master in Public Administration

Degree Designation(s)
Graduate Degree

Mode of Delivery
The program will be delivered from a single institution, UW-Green Bay. Initially, to complete the degree, students will need to enroll in courses split between face-to-face instruction (approximately 80%) and online courses (approximately 20%). Students may be able to complete the course entirely in-person but will not be able to complete the program fully online at this time.

Department or Functional Equivalent
Department of Public and Environmental Affairs

College, School, or Functional Equivalent
College of Arts, Humanities, and Social Sciences

Proposed Date of Implementation
Fall 2022

Projected Enrollments and Graduates by Year Five
 Table 1 represents enrollment and graduation projections for students entering the program over the first five years. By the end of Year 5, it is expected 124 students will have enrolled in the program and 91 students will have graduated from the program. Student completion rates are expected to be 90%, based on retention rates for other graduate programs at UW-Green Bay; for simplicity we assume attrition occurs between year one and two of the program.

Table 1: Five-Year Academic Degree Program Enrollment Projections by Track

Students in Traditional Track					
Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	7	12	15	18	20
Continuing Students	0	6	11	13	16
Total Enrollment	7	18	26	31	36
Students in Accelerated Track					
Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	0	5	7	8	9

Continuing Students	0	4	4	6	7
Total Enrollment	0	9	11	14	16
Students in the Executive Track					
Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	3	4	5	5	6
Continuing Students	0	2	3	4	4
Total Enrollment	3	6	8	9	10
Total Enrollment Per Year	10	33	45	54	62

Tuition Structure

Students enrolled in the MPA will pay the standard UW-Green Bay graduate tuition rate, which for the Academic Year (AY21) are $444.23 per credit or $3,998.07 per semester for students within the plateau (≥ 9 credits). Student segregated fees are $87.51 per credit or $787.59 per semester for full-time students; these funds are not directly available to the program. Students who opt to take a course via distance delivery pay an additional $25 per credit; these funds are not directly available to the program. We assume a 2% increase in tuition for the 2023-2024 academic year, and an additional 2% increase in 2025. We assume no changes in student segregated fees or distance education fees.

DESCRIPTION OF PROGRAM

Overview of the Program

A Master of Public Administration (MPA) is a professional degree that provides students with hands-on and theoretical preparation for a career in public service. Through course offerings, students will develop the technical skills and specialized expertise required of individuals working with public resources in the public or nonprofit sector. This includes working as a part of the policy process and the implementation of public policy with competencies in policy analysis, program evaluation, public budgeting and financial management, organizational behavior and management, human resources management, and ethics for public service. This includes public/governmental entities as well as nonprofit organizations who are major players in the delivery of public services and operate with similar missions, values, and purposes as their governmental counterparts and whose successful operation requires many of the same skills and competencies.

This proposal includes several pathways for admission into the program: (1) traditional enrollment, (2) an accelerated degree option that would allow for the continuation of our public administration undergraduate major (require one additional year of coursework from undergraduate degree); and (3) an executive option targeted to senior-level professionals in the nonprofit and public sectors (10+ years of progressively responsible experience in the public or nonprofit sector).

Core courses and required concentration courses will be held on an annual basis with electives offered at least once every other year. The program will offer a minimum of five

different graduate courses in the fall and spring semesters, with at least one elective and the internship/practicum offered each summer. Summer courses will typically be offered online, with at least one online course offered each semester. Courses may change between modalities to accommodate both faculty and student needs, as well as to allow for substantive experts to teach courses they are academically or technically qualified to offer.

The traditionally-enrolled student will complete 36 credit hours of approved coursework consisting of an 18-credit hour core, with an additional 12 credit hours of elective classes (in either public or nonprofit management), a 3 credit-hour internship or applied practicum project, and a 3-credit capstone.

Students that are completing an undergraduate degree in Public Administration will be eligible to apply for the accelerated degree that requires 30 additional credits from their bachelor's degree. This 24 credit hours of coursework includes an 18 credit core and 6 credits of electives, as well as a 3 credit-hour internship or practicum project and a 3 credit-hour capstone course.

Students completing the executive option will complete 30 credit hours that will include 27 credits (an 18 credit core and 9 credits of electives), as well as a 3-credit capstone course.

Student Learning Outcomes and Program Objectives
Through coursework and upon graduation from the MPA program, all students should have achieved the NASPAA Competencies and be able to effectively:

1. Lead and Manage in Public Governance;
2. Participate in and contribute to the public policy process;
3. Analyze, synthesize, think creatively, solve problems, and make decisions;
4. Articulate and apply public service perspectives; and
5. Communicate and interact productively with a diverse and changing workforce and citizenry

Moreover, the UW-Green Bay MPA program has identified programmatic learning outcomes that reflect these competencies and articulate the skills and knowledge a student will have obtained at the time of their graduation from the program. These include the ability to:
1. synthesize the major theories of the field to articulate how they inform a public service perspective;
2. collect, manage, evaluate, and apply data to make decisions and solve public and nonprofit problems;
3. utilize core budgeting and financial management skills to effectively advance the mission of public service organizations;
4. effectively and ethically communicate and interact with a diverse and changing workforce through the application of leadership and management theories and behaviors; and
5. embed leadership and management with the core values of the field which include social equity, inclusion, democratic accountability, professionalism, and ethics.

Program Requirements and Curriculum

The MPA will accept students who hold an undergraduate degree from any accredited institution, with admissions decisions made by a graduate selection committee. UW-Green Bay graduate policy states that all students should carry a cumulative undergraduate GPA of 3.0 or higher for admission. Students that do not meet this threshold will be considered for provisional admission wherein that student must complete the first 9 graduate credits at UW-Green Bay with a minimum GPA of 3.0. If the student fails to meet this provision, they will be suspended. The program requires students to complete 30 - 36 credits of graduate coursework, with the coursework further detailed in Tables 2. Students applying to the accelerated degree must complete either PU EN AF 215 (Introduction to Public Administration) or PU EN AF 225 (Introduction to Nonprofits) as well as four upper-level courses from the list below and have received a B or better in each course to be eligible:

- PU EN AF 345 Human Resource and Risk Management
- PU EN AF 428 Public and Nonprofit Program Evaluation
- PU EN AF 350 Geographic Information Systems
- PU EN AF 453 Cost-Benefit Analysis
- PU EN AF 301 Environmental Politics and Policy
- PU EN AF 306 Regulatory Policy and Administration
- PU EN AF 326 Philanthropy
- PU EN AF/POL SCI 406 State and Local Government
- POL SCI 305 Urban Politics and Policy
- PU EN AF 425 Fundraising and Marketing for Nonprofits

Table 2: Master of Public Administration Program Curriculum		
Core Requirements for all Students (18 credits)		
PUB ADM XX1	Foundations of Public Administration	3 credits
PUB ADM XX2	Research Methods and Evidence Based Decision Making	3 credits
PUB ADM XX3	Public and Nonprofit Budgeting and Financial Management	3 credits
PUB ADM XX4	Public and Nonprofit Organizational Management and Behavior	3 credits
PUB ADM XX5	Public Policy Theories and Analysis	3 credits
PUB ADM XX6	Public and Nonprofit Ethics and Leadership	3 credits
Other Courses (12 – 18 credits)		
Required Courses for all students (3 credits)		
Choose One		
PU EN AF 607[1]	Service in the Public Sector	3 credits
PUB ADM XX9[2]	Nonprofit Administration and Theory	3 credits
Electives (3 – 9 credits)		
Traditionally Enrolled Students Choose Three from One Category, Accelerated and Executive Students Choose One from Either Category		

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1 Required for traditionally enrolled students concentrating in Public Management
2 Required for traditionally enrolled students concentrating in Nonprofit Management

Public Management Courses		
POL SCI 606	State and Local Government	3 credits
POL SCI 506	Regulatory Policy and Administration	3 credits
PU EN AF 514	Administrative Law	3 credits
PUB ADM XX7	Geographic Information Systems	3 credits
PUB ADM XX8	Community Development	3 credits
PU EN AF 628	Program Evaluation	3 credits
PU EN AF 545	Human Resources and Risk Management	3 credits
Nonprofit Management Courses		
PUB ADM X10	Fund Development and Grant Writing	3 credits
PUB ADM X11	Nonprofit Boards and Governance	3 credits
PUB ADM X12	Strategic Planning	3 credits
PUB ADM XX8	Community Development	3 credits
PU EN AF 628	Program Evaluation	3 credits
Requirements for Traditionally Enrolled and Accelerated Students (3 credits)		
PUB ADM X13	Internship	3 credits
Requirements for Executive Students (3 credits)		
PU EN AF X14	Applied Concepts for Practitioners	3 credits
Capstone Required for all Students (3 credits)		
PUB ADM X15	Capstone Seminar	3 credits
Total Credits		30 - 36 credits

Assessment of Outcomes and Objectives

Assessment of student learning outcomes will be managed by an MPA graduate assessment committee. The committee will establish an assessment plan for evaluating how well students are meeting the program's learning outcomes as well as demonstrated conformance to the NASPAA standards. Assessment will be carried out using an embedded assessment plan comprised of rubrics and assignments collected each semester from various instructors and courses. The program committee with map each outcome to specific courses designed to meet that outcome and then the instructor will choose an artifact from the course that demonstrates achievement. For example, learning outcome 5 will be achieved through the completion of the Public and Nonprofit Budgeting and Financial Management Course. The committee is responsible for identifying the degree to which students are successfully obtaining outcomes and suggesting necessary curricular changes should any need be identified. For programs seeking accreditation, NASPAA provides exemplary sample assessment plans which the committee will use to establish UW-Green Bay's assessment model.

Diversity

UW-Green Bay is committed to achieving a diverse workforce and to maintaining a community that welcomes and values a climate supporting equal opportunity and difference among its members. The campus engages in several strategic initiatives to recruit a more diverse student population and offers a wide range of experiences and perspectives to students. As part of this process, the Chancellor's Council on Diversity and Inclusive Excellence offers a certificate program to develop and recognize commitment to the UW-Green Bay Inclusive Excellence Initiative. The Office of Admissions also supports recruiters specialized in working with multicultural, bilingual, and international students. In fall 2017, UW-Green Bay added a Vice Chancellor for University Inclusivity and Student Affairs to the Chancellor's Cabinet to improve, in part, campus initiatives on diversity and inclusivity. This position will play a critical role in furthering campus efforts to attract and support a diverse campus community reflective of the metropolitan area that UW-Green Bay serves. This includes setting strategic priorities goals of a more diverse student body and action steps to achieve these goals. Particularly pertinent to the MPA program are engagement with "community organizations and initiatives where the primary audience is influencers and/or students that we want to recruit to UW-Green Bay to develop a better understanding of needs, obstacles preventing enrollments and what UW-Green Bay needs to become to attract and retain more students of color from our community" (Academic Affairs Strategic Priorities). Finally, evidence from the Council of Graduate Schools/Graduate Record Examinations Program (CGS/GRE) Survey of Enrollment and Degrees Report demonstrates that an MPA is an ideal degree for increasing it's diversity given that this degree enrolls Black/African American students at higher levels than most other areas survey and that that their enrollment often tends to be majority female (Zhou & Gao, 2021).

UW-Green Bay has a broad array of student organizations and institutional resources and offices that offer resources and services to promote academic success and personal growth of students. For example, a number of student organizations provide an environment for students to share their own culture, gain leadership skills, and participate in co-curricular activities. As of 2021 there is a newly founded graduate student council, which aims to address the unique needs and concerns of the diverse learners across the universities wide ranging graduate programs. The UW-Green Bay's Multicultural Academic Centers promote a better understanding of diverse communities and serve as resources for students, faculty, and staff. The CATL also offers regular workshops and panel discussions to address the complexities of diversity, equity, and inclusion. Finally, the Office of International Education facilitates international student success while at UW-Green Bay.

The UW-Green Bay graduate student applicant review process embraces diversity and inclusion by taking a holistic approach to student admission. No single metric serves as the sole basis for campus admission at the graduate level. This approach is a proven best practice for accurately predicting student readiness and academic success, and more importantly, for instilling the diversity of life and work experiences into the classrooms to build a rich graduate-level pedagogical environment for the students. Further, the College of Humanities, Arts, and Social Sciences, in collaboration with the Office of Graduate Studies, is committed to attracting diverse applicants by recruiting from professional networks that reflect the communities they serve.

The MPA degree also specifically emphasizes diversity, equity, and inclusion, including explicitly naming these values in its programmatic learning outcomes. Through coursework, students will learn how to lead, manage, and value a diversifying workforce. This includes an emphasis on the democratic decision-making and citizen voice in the policy process (creation and implementation), as well as encouraging inclusive work environments as leaders and managers of public and nonprofit organizations. Diversity, equity, and inclusion will be an explicit component of most MPA courses.

Projected Time to Degree

The projected time to degree is four semesters (2 years) for traditionally enrolled, full-time students . These students will take three separate courses (9 credits) each 14-week session (Fall and Spring semesters). They may be able to reduce this time frame taking courses in different modalities or including a course and/or internships during the summer session. For full-time students in the accelerated and executive programs, their project time to complete is 3 semesters taking 9-10 graduate credits each term. Students will be admitted on a rolling basis and need not complete classes in any specific order. Course rotation will alternate between Fall and Spring semesters, with some summer offerings on an irregular periodicity.

Program Review

The UW-Green Bay Graduate Academic Affairs Council (GAAC) is charged with oversight of all graduate programs, including review and approval of all new programs, and all graduate-level credit courses. The GAAC will formally review the MPA program on a five-year cycle beginning in 2027-2028. In addition, the program will be formally reviewed on a five-year cycle, by the department, and the Dean of the College of Arts, Humanities, and Social Sciences. NASPAA also requires an assessment cycle as a frequency appropriate for its mission. Therefore, we will assess for NASPAA standards on the same schedule as the college and GAAC cycle. Informally, the program will be reviewed by students and organizations after each class to ensure the courses are having their intended impact on the various stakeholders.

Accreditation

The program is designed in accordance with standards set by the Network of Schools of Public Policy, Affairs, and Administration's (NASPAA), as it will eventually seek accreditation through the organization. The program cannot apply for accreditation until they have been "operating and generating sufficient information about its operations and outcomes to support an evaluation" (NASPAA, 2019). NASPAA is the primary accrediting body of MPA programs and is widely recognized as an important signal of quality and value among public service programs including standards that identify the public service mission of a given program, professional qualifications of program faculty, and universal competencies. Per communication with the Higher Learning Commission (HLC), specific HLC approvals are not required.

JUSTIFICATION

Rationale and Relation to Mission

This degree will significantly add to the current programmatic offerings by the Department of Public and Environmental Affairs, as well as UW-Green Bay as a whole. The program is a logical extension of UW-Green Bay's undergraduate degree in Public

Administration (one of only two in the UW system) and would provide current students an opportunity to complete a graduate degree. This degree also specifically expands opportunities for other current undergraduate students in our department of Public and Environmental Affairs, including public administration, and provides a flexible and approachable interface through a blend of point-to-anywhere synchronous and asynchronous online course offerings. At present, most students who pursue an advanced degree attend a university outside of Wisconsin, either online or in-person. Stated another way, the degree will offer UW-Green Bay the opportunity to recruit and maintain existing students, while keep also increasing the likelihood that they stay within the UW-System more broadly.

Regarding UW-Green Bay's select mission, an MPA is a logical fit. The mission notes that the University will provide "a problem focused educational experience" with a commitment to "civic engagement." As public (and nonprofit) management is the primary focus of an MPA, it would be difficult to find another degree more closely related to civic engagement. An MPA also fits with the strategic vision of the university, including connecting with community partners, distinctive programs, and expanding professional graduate programs, and professional growth. More specifically, an MPA would extend the graduate offerings of UW Green Bay, provide area local governments and nonprofit organizations with a larger number of potential employees with advanced training in the field, enable community partners the opportunity to work with students on applied projects beyond those completed by students at the undergraduate level, and offer opportunities for professional growth for regional and state community members that would like to advance in related fields.

Additionally, an MPA is a logical addition to the well-regarded training and credentialing (such as Continuing Education programming) already offered by the university. For example, more than 1,000 individuals annually have attended Government Affairs workshops and certificate programs through UW-Green Bay since 2014-15. Of these programs, the Clerks and Treasures Institute hosts over 300 attendees annually with attendees earning certificates such as the Certified Municipal Clerk Certificate, the Certified Municipal Treasurer Certificate, the Certified Public Finance Administrator Certificate, and the Wisconsin Certified Municipal Clerk Certificate. This high demand for certificates in our area indicates a high demand for advanced training related to civic engagement and public administration, and students in our program will have multiple opportunities to connect with working professionals in government and non-profit sectors through their engagement in these existing programs on our campus.

University Program Array
Building on the existing foundation of the undergraduate Public Administration program at UW-Green Bay, the proposed graduate program will leverage existing courses and faculty expertise. For example, multiple upper-level elective courses will be cross-listed as both undergraduate and graduate-level courses (e.g., PU EN AF 306, PU EN AF 345). Courses from other UW-Green Bay graduate programs also will be available to MPA students (e.g., ES&P 501). In particular, the program will leverage existing faculty who currently (or have in the past) taught for the Master of Environmental Science and Policy (ES&P) program at UWGB. Several upper-level courses in the program would be well suited as upper-level electives for MPA students, particularly those designed for students in the ES&P policy track. Similarly, courses developed for the MPA program may be available for ES&P students as well.

At the same time, the courses considered core requirements will need to be developed. Because the program will seek NASPAA accreditation, it is important that these courses be designed to specifically meet accreditation requirements. By using a combination of existing courses and courses developed specifically for the MPA program, the strategy will balance the need to offer a wide array of courses in a cost-efficient manner while, at the same time, also ensuring an appropriate focus and level of academic rigor for graduate students. Stated another way, students in the MPA program will have opportunity to collaborate with graduate students across multiple other programs across UWGB, which contributes to valuable transdisciplinary exposure.

Other Programs in the University of Wisconsin System

The state of Wisconsin has only two Masters of Public Administration programs (UW-Oshkosh and UW-Milwaukee), and one Master of Public Affairs program (UW-Madison). While important to the state overall, these programs do not serve Northeast Wisconsin to the degree proposed here. For example, the proposal includes expedited tracks for students who are in the process of obtaining an undergraduate degree in public administration at UW-Green Bay and for individuals who are already working in the field. This will shorten the time to degree and reduce tuition expenses for these individuals. An MPA program at UW-Green Bay also will allow for specialization in the issues that impact this region specifically (e.g., urban growth, urban/rural management, public/nonprofit collaborations) and help local governments and nonprofits build their capacity. Additionally, no public administration/affairs programs in Wisconsin currently have NASPAA accreditation. With a goal of seeking accreditation as soon as possible, the MPA program at UW-Green Bay would be the only accredited program in the state.

Need as Suggested by Current Student Demand

As noted above, the state of Wisconsin has only two Master of Public Administration programs (UW-Oshkosh and UW-Milwaukee). However, neither program offers an undergraduate degree in public administration. As such, students who major in public administration in UW-Green Bay have consistently asked about the opportunity to continue with an MPA at UW-Green Bay. There have been similar requests from individuals who attend the annual Clerks and Treasures Institute at UW-Green Bay during the summer. Until this point, however, no graduate option was available, and students would need to attend another university outside of the area or the state. It also should be noted the many undergraduate public administration majors at UW-Green Bay obtain public and nonprofit positions in the Green Bay area following graduation (e.g., Village of Bellevue, Door County, Howe Community Resource Center, Family Services, State of Wisconsin) and would be available to attend classes in a variety of modalities, including in-person formats.

Need as Suggested by Market Demand

The work of public and nonprofit managers is expected to be one of the fastest growing career fields over the next decade. For example, the Bureau of Labor Statistics projects employment in these areas to grown by 17% through 2029; significantly faster than all other occupations.[1] The State of Wisconsin includes over 1,800 cities, villages, and towns, over 200 of which specifically employ a professional public administrator. In UW-Green Bay's 16 county

footprint, there are more than 330 municipal governments.[2] Current public sector employees, in particular, tend to be older and there are efforts underway to actively recruit younger workers to the field.[3] Hiring well trained and educated public employees has become even more important recently, as the public sector competes with the private sector for employees in a particularly challenging labor market.[4]

Regarding the nonprofit sector, specifically, there are over 26,000 501(c)(3) organizations in the state. In UW-Green Bay's 16 county footprint, there are more 1,100.[5] There are organizations that increasingly look to individuals with specialized training as the sector professionalizes.[6] In response to this, the number of universities offering courses in nonprofit management and philanthropic studies has nearly doubled over the past 20 years (95% growth) with concentrations and/or programs in the topic more than doubling.[7] These programs are often nested within MPA programs as public and nonprofit organizations operate in a significantly overlapped space (public service). Overall, nonprofit organizations often find it difficult to hire employees with specific training in nonprofit budgeting, management, and public policy, and those graduates with this specific MPA would have multiple opportunities to fill this essential employment category.

In short, and MPA program at UW-Green Bay would benefit students as well public and nonprofit organizations in the region. Regarding the former, the array of organizations in our area serves as an important learning platform for graduate students, and the internship embedded in this program provides an avenue for these career connections and pathways. Regarding the latter, the value of student internship experiences on local governments and nonprofit organizations provides needed assistance, where it can be difficult to find. This MPA would allow for students to contribute more to a brain-gain than drain for the region.

[1]Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Social and Community Service Managers, on the Internet at https://www.bls.gov/ooh/management/social-and-community-service-managers.htm (visited 1/25/2021).
[2]Wisconsin Department of Revenue. (2018). County and Municipal Revenues and Expenditures. https://www.revenue.wi.gov/Pages/Report/county-municipal-revenues-expenditures.aspx
[3]Gianfortune, Ross. (2018). Data: Public Servants Are Older Than Almost Everyone in the American Workforce. *Government Executive*. https://www.govexec.com/federal-news/2018/07/data-public-servants-are-older-almost-everyone-american-workforce/149285/
[4] Smith, Carl. (2021). Government is Hiring, but Faces Tough Competition for Workers. *Governing* https://www.governing.com/now/government-is-hiring-but-faces-tough-competition-for-workers
[5]Helen Bader Institute for Nonprofit Management. (2019). *Nonprofit Wisconsin: In Brief*. https://uwm.edu/hbi/wp-content/uploads/sites/435/2019/09/Nonprofit-WI-In-Brief-2019.Final_.pdf
[6]Stewart, A. J. (2014). Seeking Common Ground: Assessing Concepts and Measures of Professionalization. Academy of Management: Proceedings
[7]Mirabella, R., T. Hoffman, T.K. Teo, and M. McDonald. (2019). The Evolution of Nonprofit Management and Philanthropic Studies in the United States: Are We Now a Disciplinary Field? *The Journal of Nonprofit Education and Leadership* 9(1): 99-109.

ADDITIONAL DOCUMENTATION TO BE SUBMITTED:

Three additional documents must be submitted along with the Request for Authorization to Implement a Degree narrative to apfa@uwsa.edu. These additional documents are:
- Cost and Revenue Projections Spreadsheet (Excel format, portrait view)
- Cost and Revenue Projections Narrative (Word format)

- University Letter of Commitment (PDF format)

Cost and Revenue Projections Spreadsheet – Additional Document #1 (Excel format, portrait view)

Please utilize the spreadsheet template located at the Academic Program Planning webpage at https://www.wisconsin.edu/program-planning/. The provost and chief business officer must sign the cost and revenue projections spreadsheet. The submitted document must be clean and readable. Avoid submitting scanned documents.

Cost and Revenue Projections Narrative – Additional Document #2 (Word format)

Please utilize the Word template located at the Academic Program Planning webpage at https://www.wisconsin.edu/program-planning/.

The Cost and Revenue Projections Narrative supports the completion and discussion of the Cost and Revenue Projections spreadsheet document. Together, the budget spreadsheet and narrative illustrate the financial sustainability of the proposed program and document how projected revenues will offset the program costs over a five-year period.

University Letter of Commitment – Additional Document #3 (PDF format)

The letter of commitment is signed by the university's provost. The letter should be addressed to the President of the UW System (copied to the Associate Vice President of Academic Programs & Faculty Advancement) and affirm that:
- The program has been designed to meet the university's definition and standards of quality, and will make a meaningful contribution to the university's select mission, overall academic plan, and academic degree program array;
- There is university-wide support for the program, including university governance approval;
- The necessary financial and human resources are in place and/or have been committed to implement and sustain the program; and
- Program evaluations are in place.

COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN-GREEN BAY
MASTER OF PUBLIC ADMINISTRATION

Introduction

The University of Wisconsin (UW)-Green Bay proposes to establish a Master in Public Administration (MPA). An MPA is a professional degree that provides students with hands-on and theoretical preparation for a career in public service, including the development of technical skills and specialized expertise required of individuals working with public resources in the public or nonprofit sector. This is a logical fit with the UW-Green Bay select mission, as it notes that the University will provide "a problem focused educational experience" with a commitment to "civic engagement." An MPA also fits with the strategic vision of the university, including connecting with community partners, distinctive programs, expanding professional graduate programs, and professional growth. In particular, an MPA would extend the graduate offerings of UW-Green Bay, provide local governments and nonprofit organizations with essential additional skills and trainings, allow community partners the opportunity to work with students on applied projects beyond those completed by students at the undergraduate level, and provide opportunities for professional growth for regional and state community members that would like to advance in their fields. This degree also specifically expands opportunities for current undergraduate students in our department of Public and Environmental Affairs, including public administration, and provides a flexible and approachable interface through a blend of point-to-anywhere synchronous and asynchronous online course offerings. The program will include three pathways for completion, including: a traditional option, an accelerated continuation option, and an accelerated executive option.

Section I – Enrollment

Enrollment projections assume and annual matriculation of 10 students in year one, growing to 35 new students annually by each year by year five, divided across the three track options. A retention rate of 90% from start to finish is assumed, based on retention rates for other graduate programs. Based on this, we assume enrollment totals within each track to grow from years one to five as follows: Traditional Track: 7 to 36; Accelerated Track: 9 (year two) to 16; Executive Track: 3 to 10. We assume that accelerated track students will not start paying graduate-level tuition until their second year of coursework in the program (the first courses being taken at the undergraduate level at undergraduate rate), so their participation is not counted until their second year. Based on these aforementioned parameters, we expect the entire program to have enrolled 124 students and graduated 91 students by the end of year five.

Section II – Credit Hours

Depending on the track of entry, students are required to complete between 30-36 credits to complete the program. This includes the creation of six new 3-credit core-courses for the first year of offering, followed by a combination of electives drawing from seven currently existing or newly cross-listed 3-credit, and six new upper-level 3-credit electives to be developed and offered over years two and three of the program. In addition, three 3-credit courses will be created and offered to offer specificity to the various tracks and capstone

experience. Wherever possible, existing capacity and overlapping graduate-level or cross-listed offerings will be used to meet demand.

Section III – Faculty and Staff Appointments

Instructional needs will be met with a combination of existing faculty FTEs and an additional two FTEs. In order to assist in the development and launch of the program, the first of these two additional FTEs will be added in as a visiting professor in year one, with conversion to tenure-track in year two, depending on meeting enrollment targets. Both additional tenure-track FTEs are planned to be added as the program grows (second position estimated in year four, but timing will be adjusted depending on meeting/exceeding target enrollment goals), and will be needed prior to submitting for NASPAA accreditation; it is anticipated that all faculty engaged in the MPA will teach across both the undergraduate and graduate levels. As new faculty are onboarded to support this program, it is anticipated that current faculty will redirect a portion of their teaching from their current solely undergraduate engagement to a balance between undergraduate and graduate courses. One current faculty member will take over program chair leadership responsibilities associated with this graduate program. Additionally, given the projected growth and multiple tracks of this program, it is anticipated that they will need part-time administrative support from a staff member (redirected or otherwise), ranging from 0.25 FTE at program start to 0.5 FTE at year 2 and beyond.

Section IV – Program Revenues

Tuition Revenues

Program revenue projects are primarily tuition-focused, and based on expected tuition generated at the standard UW-Green Bay graduate tuition rate. Tuition estimates use the Fall 2022 graduate tuition rate as a starting point (9-credit per semester plateau of $3,998.07), and assume an average of 18 credits/student per year. An estimated increase in this rate of 2% is expected in 2023 (to $4,077.99/semester) and again in 2025 ($4,159.53/semester), and total tuition revenue estimates reflect this change. It is expected that after a year of modest startup costs and a minimal revenue shortfall, by year two of the program revenues will fully support the program and provide financial stability.

Section V – Program Expenses

Salary and Fringe Expenses

Direct faculty and instructional staff costs for program delivery are estimated using an average annual salary of $66,000 plus fringe (45% of salary), reflecting an average tenure-track salary in this area. Annual increases of 2% of overall salary and fringe are included in all estimates, and the second tenure-track FTE listed in year four reflects those subsequent increases from year 2 (Salary at $68,666 + 45% fringe).

Additional ad hoc salary costs (at $5,100/course release) to cover transitioned workload of current faculty are included in the faculty/instructional staff line; amount assumes one course each/two current faculty per year in year 1, and up to 2 courses/current faculty per year thereafter.

In addition, administrative support position cost is estimated at 25% time, then 50% time, using a base annual salary of $55,000 + fringe and 2% increases each year.

<u>Other Expenses</u>

Startup costs: includes funds for development of new courses and modification of existing courses to serve program. The bulk of this effort will be performed in years 1-3, as the curriculum and student demand grow. These are important efforts to yield the flexible curricula inherent in this program.

Accreditation, memberships, professional development, and marketing: Assumes an average annual investment of $15,000 for marketing and $5,000 for faculty professional development in public administration and organization memberships, across all 5 years. While exact figures are unknown, additional costs associated with pursuing NASPAA accreditation (including site visit costs) are estimated at ~$20,000; this cost is spread out between and reflected in years 4 and 5.

Program Chair Stipend: Estimated at a fixed rate of $12,600/year, this may take the form of a direct stipend and/or course release, depending on needs at that stage of program maturity. Includes student recruitment, curricular organization, establishment and contact with internship providers, scheduling, engagement with ad hoc faculty, and overall program coordination, including engagement in summer work. Rate is in keeping with other recently launched graduate programs.

Indirect Expenses: A central administrative 30% tax on salaries and fringe that will be charged beginning in year two. The tax will cover general university facilities and administrative costs.

Section VI – Net Revenue

Assuming enrollment targets are met, the program should be in a position of relative fiscal neutrality beginning year 2, with increasing financial sustainability by year 3 of the program. Net revenues will be reinvested in the program, and aid in ensuring curricular relevancy, expanding placement opportunities for students, and building partnerships with statewide organizations and governments. Additionally, we will endeavor to maintain integrity in the mentorship of students, and if warranted, will reinvest in additional faculty if the program continues on the anticipated growth trajectory.

	Items	Projections				
		2023	2024	2025	2026	2027
		Year 1	Year 2	Year 3	Year 4	Year 5
I	**Enrollment (New Student) Headcount**	10	21	27	31	35
	Enrollment (Continuing Student) Headcount	0	12	18	23	27
	Enrollment (New Student) FTE	10	21	27	31	35
	Enrollment (Continuing Student) FTE	0	12	18	23	27
II	**Total New Credit Hours**	18	12	12	3	0
	Existing Credit Hours	6	24	36	48	51
III	**FTE of New Faculty/Instructional Staff**	0	1	0	1	0
	FTE of Current Fac/IAS	2	2	3	3	4
	FTE of New Admin Staff	0	0.25	0	0	0
	FTE Current Admin Staff	0.25	0.25	0.5	0.5	0.5
IV	**Revenues**					
	From Tuition	$79,961	$269,147	$367,019	$449,229	$515,782
	Total New Revenue	$79,961	$269,147	$367,019	$449,229	$515,782
V	**Expenses**					
	Salaries plus Fringes					
	Faculty/Instructional Staff	$106,700	$119,614	$121,566	$223,123	$227,146
	Other Staff	$19,938	$40,673	$41,486	$42,316	$43,162
	Other Expenses					
	Startup costs; course development	$18,000	$12,000	$12,000	$0	$0
	Accreditation, memberships, prof dev., marketing	$20,000	$20,000	$20,000	$30,000	$30,000
	Graduate Program Chair stipend	$15,000	$15,000	$15,000	$15,000	$15,000
	Indirect Expenses	$0	$48,086	$48,916	$79,632	$81,092
	Total Expenses	$179,638	$255,372	$258,968	$390,071	$396,400
VI	**Net Revenue**	-$99,676	$13,775	$108,051	$59,159	$119,382

University of Wisconsin - Green Bay
Cost and Revenue Projections For Newly Proposed Master of Public Administration

Submit budget narrative in MS Word Format

Provost's Signature: | **Date:**

Chief Business Officer's Signature: | **Date:**

Faculty Senate Old Business 4a 5/4/2022

Faculty Code: Faculty mentoring

With a goal of retaining and promoting the success of quality faculty and lecturers, especially international faculty/lecturers and those from non-majority groups, at UW-Green Bay through a new mentoring program (attached) is being proposed that will address the new faculty/lecturer hire more holistically. To ensure continuity of this mentoring program, it is proposed that the following be added to Faculty Code 3.07 (Probationary Assistant Professors, Associate Professors, or Professors) and the Academic Staff Governance ByLaws.

"New Tenure-Track Faculty and Assistant Teaching Professors will be provided at least two mentors to guide tenure track faculty through the tenure process and Assistant Teaching Professors through their first two to three years of teaching. The mentoring program will be conducted through the Provost's Office with input from Deans, Unit Chairs, and Program Chairs. Mentors will be trained through the Center for the Advancement of Teaching and Learning with support from the Provost's Office."

Current Code:

3.07 Probationary Assistant Professors, Associate Professors, or Professors.

The initial probationary appointment at the rank of assistant professor, associate professor, or professor shall be for no more than three years. After not more than six years of full-time service at this university, as an assistant professor, associate professor, or professor, or after the equivalent of not more than six years of full-time service at this university in the ranks of instructor and assistant professor combined, a faculty member will be notified in writing by the interdisciplinary unit or the administration no later than the end of his/her sixth year that he/she will be recommended for tenure or will not be recommended for tenure. Promotion to the rank of associate professor after an initial probationary appointment always includes the granting of tenure. The above provisions do not preclude the awarding of tenure after a period of service shorter than six years.

Faculty Senate Old Business 4b 5/4/2022

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 2022 Commencement.

Faculty Senate New Business 5a 5/4/2022

Online Test Proctoring Policy

Purpose

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

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

Definitions

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

Policy

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

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

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

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

A. Approved Online Proctoring Tool

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

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

B. Notification of Online Proctoring to Students

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

1. Time of Registration

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

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

2. Syllabus

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

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

3. Timeliness

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

4. In Class Overview

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

C. Instructor Training

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

D. Online Proctoring Tool and Class Assessments

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

1. Practice Assessment

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

2. Access to Technology

Students who are unable to meet the technology requirements of the online proctoring tool are encouraged to either travel to a campus location during normal business hours to use a study group

room and the technology required to engage in the online proctored exam in a campus library or work with their faculty member to identify a mutually agreeable solution.

E. Student Use of Online Proctoring Tool

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

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

1. Student Accessibility Services Office (SAS) Accommodation

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

2. Student Request

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

F. Academic Misconduct

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

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

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

Faculty Senate New Business 5c 5/4/2022

To: General Education Realignment Working Group
From: Kate Burns, Provost
Subject: General Education Realignment Charge
Date: October 29, 2021

Background:
General education should be a place for an institution to live its values. It should tell a story of who we are and who we want our students to become. Since our current gen ed program was initiated in 2013, several changes have occurred as a university: we now have a 4 college structure with 4 campus locations, we have changed our institutional mission, we have become an access institution, and we initiated and subsequently ended an incentive based budgeting model. Given all of these changes, we should refocus our gen ed efforts to make sure it is meeting our overall goals. The need for general education reform was noted as one of the recommendations from the 2021 Comprehensive Program Review. In addition, general education realignment was recommended in the initial HLC feedback report we received.

Composition:
The working group will be composed of the following:
- Chair: Val Murrenus Pilmaier, Assessment Coordinator
- Arts & Humanities Faculty Representative: Clif Ganyard
- Natural Sciences Faculty Representative: James Kabrhel
- Social Sciences Faculty Representative: Jason Cowell
- Professional Studies Faculty Representative: Christin DePouw
- At-large faculty: Alison Gates
- Administrative Liaison to Gen Ed Council (*ex officio*, non voting): Ryan Martin

Committee Charge:
The committee is charged with accomplishing the following:

1. Review current general education program
   - Determine what is working well and what needs to be revised
2. Revise general education program to be aligned with our mission
   - Access. Our current list of 435 gen ed classes with 20% counting in multiple categories is unwieldy and confusing to students (and faculty/advisers). We need to significantly shrink this list of courses and minimize the cross-counting so that students can better understand what courses they should pursue. UW-Milwaukee is in a similar situation. As a fellow open access institution, they are significantly reducing the number of gen ed offerings so they have no more than 100 courses in total. As part of our refocusing, we would also be able to address upper-level courses that count toward gen ed, where students would need to complete a prereq before they enrolled in the upper-level course.
   - From our select mission, *"The culture and vision of the University reflect a deep commitment to diversity, inclusion, social justice, civic engagement, and educational opportunity at all levels. Our core values embrace community-based partnerships, collaborative faculty scholarship and innovation."*
   - Strategic Priorities (e.g., Student Success, Inclusivity, Digital Transformation, Community Connections, and Sustainability)

3. Determine the key competencies, skills, and knowledge we want our students to possess upon graduation.
   - The revised general education program should be able to articulate these to our students in an understandable way via our categories and courses represented.
   - Our approach needs to better tell the story about why general education is a core part of the curriculum to students, rather than approaching with a "checkbox mentality". Some other institutions even use their general education curriculum as a selling point and recruitment tool (See UW-Oshkosh and University of Virginia for two examples of this).
4. Ensure robust assessment procedures of general education
   - Shared assessment of designated learning outcomes
   - Create shared institutional philosophy and principles on general education for use by Gen Ed Council to ensure continued future alignment despite turnover of the Gen Ed Council.

Tentative Timeline:
The committee's work will primarily run from November 2021 through May 2023. The committee will meet during Summer 2022 and faculty members will be compensated for this work.

November 2021	Committee Kickoff
Spring 2022	Collect feedback from general education stakeholders (Gen Ed Council, students, faculty, staff, employers/community)
Summer 2022	Synthesize realignment ideas based on feedback from stakeholders Develop rough draft of realignment proposal
Fall 2022	Collaborate with Gen Ed Council on rough draft Finish rough draft of realignment proposal
Spring 2023	Open forums for feedback Revise and finalize proposal (May 2023)
Fall 2023	Present proposal at Senate (2 readings: September and October) Enter into Courseleaf (December)
Fall 2024	Start date of revised general education program

Faculty Senate New Business 5d 5/4/2022

Report of Curricular Actions for Faculty Senate
March and April 2022
Prepared by Prof. David Voelker, AAC Chair

The AAC met on March 31 and April 28, 2022.

In addition to the course and program changes below, the AAC provisionally approved a revised global course description for both lower- and upper-level internships.

Request Type Key:
CC=Course Change, NC=New Course, D=Deactivation, PC=Program Change, NP=New Program

Course/Program	Request Type	Outcome
FIN 480 : Student Managed Investment Fund	CC	Approved
SOANTH : Sociology and Anthropology Major	NP	Approved
SOANTH-I: Sociology & Anthropology Minor	PC	Approved effective Fall 2023.
PSYCH 420 : Psychological Testing	D	Approved
PSYCH 345 : Human Sexuality	D	Approved
PSYCH : Psychology Major	PC	Approved
GERMAN 357 : German Cinema	CC	Approved
ET 105 : Fundamentals of Drawing	CC	Approved
ENGR 321 : Energy Conversion Lab	CC	Approved, retroactive to Fall 2021.
ENGR 201 : Engineering Materials	CC	Approved
ENGR 214 : Mechanics II	CC	Approved
POL SCI: Political Science Major	PC	Approved effective Fall 2023.
POL SCI-I: Political Science Minor	PC	Approved effective Fall 2023.

Graduate Academic Affairs Committee Report to the Senate
May 4, 2022

The Graduate Academic Affairs Council met on April 19, 2022, and approved the following Courseleaf course change proposal:

SOC WORK 751: Social Work Practice in Schools

The annual report was submitted to SOFAS at the end of April, concluding the work of the GAAC for the 2021-2022 academic year.

Respectfully submitted,

Gail Trimberger
GAAC Chair