

Annual Reports of University Elective and Appointive Committees 2018-2019

University of Wisconsin—Green Bay

Table of Contents

FACULTY ELECTIVE COMMITTEES	3
UNIVERSITY COMMITTEE.....	3
COMMITTEE OF SIX	5
ACADEMIC AFFAIRS COUNCIL.....	6
GENERAL EDUCATION COUNCIL	39
GRADUATE ACADEMIC AFFAIRS COUNCIL	41
COMMITTEE ON COMMITTEES AND NOMINATIONS	43
COMMITTEE ON RIGHTS AND RESPONSIBILITIES	44
FACULTY APPOINTIVE STANDING COMMITTEES	45
ACADEMIC ACTIONS COMMITTEE	45
INTERCOLLEGIATE ATHLETICS COMMITTEE	46
INDIVIDUALIZED LEARNING COMMITTEE.....	47
ACADEMIC STAFF ELECTIVE AND APPOINTIVE COMMITTEES.....	48
ACADEMIC STAFF COMMITTEE.....	48
ACADEMIC STAFF PERSONNEL COMMITTEE.....	50
ACADEMIC STAFF PROFESSIONAL DEVELOPMENT ALLOCATIONS COMMITTEE (ASPDAC)	51
ACADEMIC STAFF PROFESSIONAL DEVELOPMENT PROGRAMMING COMMITTEE	52
LEADERSHIP & INVOLVEMENT COMMITTEE	53
COMMITTEES APPOINTED BY THE PROVOST	54
COMMITTEE ON DISABILITY ISSUES	54
UNIVERSITY ASSESSMENT COUNCIL.....	55
INSTITUTIONAL REVIEW BOARD	55
INSTRUCTIONAL DEVELOPMENT COUNCIL.....	57
INSTITUTIONAL ANIMAL CARE AND USE COMMITTEE	58
INTERNATIONAL EDUCATION COUNCIL.....	58
RESEARCH COUNCIL.....	59
COMMITTEE APPOINTED BY THE DEAN OF STUDENTS.....	61
UNIVERSITY STUDENT LEADERSHIP AWARDS COMMITTEE.....	61
COMMITTEE APPOINTED BY VICE CHANCELLOR FOR BUSINESS AND FINANCE	62
HEALTH AND SAFETY COMMITTEE.....	62
WELLNESS COMMITTEE.....	64
CHANCELLOR APPOINTIVE COMMITTEES.....	66
COUNCIL ON DIVERSITY AND INCLUSIVE EXCELLENCE	66
COMMITTEE ON STUDENT MISCONDUCT	66
UNIVERSITY STAFF ELECTIVE AND APPOINTIVE COMMITTEES	67
UNIVERSITY STAFF COMMITTEE	67
UNIVERSITY STAFF ELECTION COMMITTEE	69
UNIVERSITY STAFF PERSONNEL COMMITTEE	70
UNIVERSITY STAFF PROFESSIONAL DEVELOPMENT COMMITTEE	71
JOINT GOVERNANCE COMMITTEES	73
AWARDS & RECOGNITION COMMITTEE	73
COMMITTEE ON WORKLOAD AND COMPENSATION	75

FACULTY ELECTIVE COMMITTEES

University Committee

University Committee End-of-Year Report 2018-2019

The UC met each Wednesday throughout the academic year, and was joined by the full Faculty Senate once per month. The members of the UC were:

- Mark Klemp (Branch Campuses)
- James Loebel (PS)
- Ryan Martin / Ray Hutchison (SS)
- Courtney Sherman, chair (AH)
- Gail Trimberger (At-Large)
- Kristin Vespia (At-Large)
- Julie Wondergem (NS)

At the end of the Fall semester, Ryan Martin took a 50% administrative appointment in CAHSS, and was replaced on the UC by Ray Hutchison for the remainder of the year. The UC meetings were attended by a representative from each of the Academic Staff, the University Staff, and Student Government groups. Christine Vandenhouten served as the faculty representative to UW-System, and reported to the UC and the Faculty Senate regularly throughout the year.

The UC brought many and varied items to the Faculty Senate for discussion and vote. The Senate meeting minutes reflect those items in detail. Highlights are listed here.

- Chancellor Miller's proposal to amend the university's select mission
- A request to implement a BFA in Writing and Applied Arts
- A request to implement a BS in Water Science
- A proposal to merge Human Development and Psychology into one Unit
- Changes to the composition of the Instructional Development Council
- Approval of UW-Green Bay's involvement in a collaborative MS in Applied Biotechnology
- Support of UW-System Faculty Representatives' resolution on the System Program Monitoring Policy
- A proposal to re-organize the College of Science, Engineering, and Technology
- A request to implement an MS in Sport, Exercise, and Performance Psychology
- A resolution from the CWC on the university's commitment to shared governance procedures

In addition to the action items summarized above, the UC also brought forward several informational items, which resulted in presentations on issues relevant to the faculty branch of university operations. Highlights are listed here.

- A presentation by Paula Ganyard and Travis Albrecht on recently implemented and upcoming Info Security policies
- A presentation by Sheryl VanGruensven and Mike Cogan (of Huron Consulting) on a recently-developed incentive-based budget model planned for eventual implementation at UW-Green Bay
- A presentation by Clif Ganyard about EAB Navigate, a new student success software soon to be implemented

The UC engaged with several other topics throughout the year that did not come before the Faculty Senate, seeking information and making recommendations to the impacted individuals or groups as appropriate. Those issues included the following:

- A proposal from Matt Dornbush about developing a training program for new program chairs
- Clarifying with Provost Davis the philosophy behind promotion guidelines for Branch Campus faculty seeking to obtain the rank of Full Professor
- Discussing and recommending improvements in communication surrounding Phuture Phoenix events on campus, and the impact on UW-Green Bay students and faculty
- Providing Chancellor Miller with recommendations for Provost search committee composition and membership
- Tasking Patricia Terry with participating in the newly-forming National Council on Faculty Senates
- Discussing concerns brought forward by the members of the CWC as well as members of the faculty and staff union about changes to title/compensation structures for IAS employees at the Branch Campuses, a discussion that involved the Provost and HR
- Concerns brought forward by a faculty member about winter weather hazards for those requiring handicap accommodations, and subsequent communication concerns with Public Safety

At the conclusion of the 2019 semester, a few items were brought forward, and will be taken up in the Fall by the UC. They are:

- Considering a change to the official nomenclature used to denote academic/budgetary units/programs
- Changes to CCQs and their description in code as a result of work yet to be done by a faculty working group researching various considerations, including the philosophy, the instrument, and the implementation of student ratings and evaluation of teaching
- A proposal to re-organize the AECSB
- Support for a proposal to create a judicial advocacy program on campus, led by student Jordyn Gaurkee and supervised by faculty member Alison Staudinger
- A proposal from the GEC to implement uniform learning outcomes for Writing Emphasis courses

The UC voted in Jim Loebel as the Chair for 2019-2020. The Faculty Senate voted in Mark Klemp as the Speaker of the Senate for 2019-2020. The role of Faculty Representative to UW-System is not yet officially filled as of this writing.

Respectfully submitted,
 Courtney Sherman
 UC Chair, 2018-2019

Committee of Six

Annual Report 2018-2019

June 24, 2019

FROM: Committee of Six: Amy Wolf (Chair Committee of Six Full Professors)

Committee Members: Greg Aldrete, Dean VonDras, Georjeanna Wilson-Doenges,
Laura Riddle, Pao Lor (not able to attend) and Berel Lutsky.

The Committee of Six Full Professors (2018-2019) first met on September 14, 2018, Amy Wolf was elected as Chair. During the first meeting we also selected dates for candidate reviews and determined that each member of the Committee will contribute by writing recommendation letters based on Committee review and meetings with candidates. The Committee reviewed the Guidelines and made revisions to the Guidelines which were then sent to the SOFAS.

Wolf sent a promotion review notification to all five candidates via e-mail and set up review meetings for January 23rd and 24th. Prior to scheduling their reviews with the Committee of Six, Wolf also contacted the Dean of each candidate to determine the status of unit-level recommendations for each candidate.

Holly Keener set up shared folders for the Committee and made documents available to the Committee for review. This arrangement worked well, but the Committee recommends that all documents be submitted by candidates in an electronic format and shared via "OneDrive" (or similar folder system) going forward to allow easy access to documents off-campus, which is especially relevant given our four campus structure.

Committee members reviewed electronic documents and evidentiary files prior to our meetings with candidates.

We met with candidates on 23rd and 24th of January, 2019, in CL 750 to review, discuss and vote on recommendations for promotion to Full Professor. The following candidates were reviewed: Woo Jeon, Gaurav Bansal, Ekaterina Levintova, David Voelker, and Scott Ashman. All candidates were unanimously recommended for promotion to Full Professor.

We also recommend changing the body's name from "Committee of Six Full Professors" to "Committee of Full Professors" since the number of committee members has increased.

Academic Affairs Council

2018-2019 Annual Report: Academic Affairs Council

1. **Meetings and Membership:** Members of the committee included Mimi Kubsch (chair), Minkyu Lee, Michael McIntire, Christin DePouw, Thomas Nesslein, Valerie Murrenus Pilmar, Clif Ganyard (ex- officio) and Katrina Hrivnak (ex-officio). During the 2018-2019 academic year the Academic Affairs Council (AAC) met for a total of 14 meetings every other Tuesday from 2:30 – 4 pm in RH 315. In preparation for the meeting the chair made a thorough agenda listing various agenda items and detailed lists of course leaf requests sometimes up to 150 course program and change requests long, but typically more in the range 50 requests length, all of these being reviewed in the meetings and voted on for approval. The members of the committee worked very well together coming prepared to meetings to discuss various agenda items, program reviews, course change and program change requests. The work of searching for agendas, minutes, program self-studies and feedback response reports to the self-studies was streamlined due to SharePoint. The work of reviewing course and program change requests was made easier through course leaf and more accurate with Katrina Hrivnak Assistant Registrar leading that part of the meeting.
2. **Academic Program Reviews.** During the academic year of 2018-2019 the AAC received and reviewed 5 Program Self Studies submitted by HIMT, Environmental Science, Art, Bachelor of Social Work, and Communication. The self-study from Accounting/Business Administration was expected but not received and promised for next academic year.

This year chairs of the programs were invited and attended meetings to review their Self-studies answer questions and clarify concerns. This was a very effective way to make the response reports accurate and agree upon.

(See appendix A for AAC response reports to Program Reviews).

3. **Various other agenda items:**
 - a. Reorganization of CSET approved
 - b. AAS Areas of Emphasis
 - c. 3 tracks of RN-BSN collapsed into one RN-BSN
 - d. Water courses issue of cross listing
 - e. Mathematics attended meeting to explain rationale for asking for exception to the 12 upper level credit for emphases and minors
 - f. New Water Science Degree –AAC unanimously approved the proposal
 - g. HUD and Psychology merger
4. **Course and program requests.** (See Faculty Senate Minutes)
5. **Effectiveness of AAC.** The AAC plays a vital function in making recommendation to program self-studies for improvement based on review of their self-studies. This seems to be an essential function of the AAC. I am aware there is a discussion of changing this process, but I do see it as effective the way it is. There are various other agenda items that are received and discussed and approved if necessary to move the work of the university forward. This is an essential function. Each week there are numerous course and program change requests received. Sometimes over 100. The review of these is tedious but seems necessary especially

for substantive requests that affect other programs and periodicities. There are some minor requests that could be approved of by the AAC chair without committee input, although it is in these often that concerns are found. The members of the committee do seem to come prepared to meetings having reviewed the requests ahead of time, but if there are a large amount to approve, the meetings become long and tedious. I would suggest a way to streamline this function of the AAC be investigated.

Appendix A Program Review AAC Response Reports

Response report to HIMT Self Study

AAC RESPONSE TO THE ACADEMIC PROGRAM REVIEW: BACHELOR OF SCIENCE – HEALTH INFORMATION, MANAGEMENT AND TECHNOLOGY

FINAL DRAFT

I. INTRODUCTION

The HIMT program at UW-Green Bay is part of a collaborative program offered by UW-Green Bay, UW-Parkside, UW-Stevens Point and UW-La Crosse, with administrative support from UW Extension. The program has two tracts, a management track and a technology track. The Green Bay program has 109 students enrolled in the management tract and 28 enrolled in the technology tract. The program requires 61 credits and requires a capstone course in an applied setting. All instruction is online and thus serves potential students both within and outside Wisconsin.

UW Extension commissioned an **outside review of the program** to fulfill the initial program review requirements for the partner campuses. Joan Littlefield Cook, Director of Academic Assessment, University of Wisconsin-Whitewater carried out this overall review of the collaborative HIMT program and submitted her report on September 25, 2018.

The **overall program review** is extensive, consisting of 61 pages in total, with an appendix of 31 pages. While the overall report provides significant aggregate data for the collaborative program, it not provide specific data on the operation of the individual programs at the four campuses, other than basic enrollment data. In a **general summary**, the reviewer states that the BS-HIMT program is a well-designed and well-implemented program and lists seven specific strengths. The reviewer also lists several recommendations for improvement. These are the focus of section IV.

Turning to UW – Green Bay specifically, the overall report agrees that the HIMT program mission statement aligns well with UW – Green Bay’s select mission as a university with an interdisciplinary and critical thinking emphasis. The program is housed in Nursing and Health Studies with faculty drawn from business, computer science, nursing, and mathematics as well as ad hoc faculty. UW-Green Bay offers six of the twenty-four courses that make up the HIMT curriculum, with each of the other collaborative campuses offering six as well.

II. ASSESSMENT OF STUDENT LEARNING

Data on student learning outcomes for the nine Program Student Learning Outcomes (PSLOs) for the collaborative program are provided in Appendix C, p. 47. The data indicate the percentage of students with 70% or higher correct on the assessment task. In this regard, the nine scores listed range from 83% to 100%. It is unclear, however, which, if any, of the PSLO data listed relate to the six courses offered by UW – Green Bay.

Of course, given the few short years that the HIMT program has been operational – about five years - the lack of a large range of assessment data is understandable.

The overall review states that the program is doing good work addressing the competencies and the nine PSLOs targeted by the accrediting body. The review, however, notes that the use of data on student learning to influence the program is not apparent in the information provided.

III. PROGRAM ACCOMPLISHMENTS

The primary accomplishment for UW – Green Bay is that our program was the first of the four partner campuses to earn accreditation in 2015 from the Commission on Accreditation for Health Informatics and Information Management (CAHIIM). A key requirement of CAHIIM is that each campus program must have a full-time program manager who is certified as a Registered Health Information Administrator (RHIA). Brenda Tyczkowski, the present program manager earned her RHIA in 2016. In addition, the head count (i.e. the number of majors as of the 20th day of the Fall semester) of the *collaborative* program has grown steadily from 116 in 2014 – 15 to 206 in 2017 -18 (p. 21 of the overall Program Review). Moreover, the general retention rates appear good. For the first three years of the program, the average retention rate is 90%. Consequently, the collaborative program appears to have made a good start and is growing in terms of majors.

With respect to the **Green Bay program** specifically, the HIMT Program Report for fall 2018 indicates 91 majors and 16 special students, 107 in total. The HIMT Program Report (p. 59) indicates that the UW – Green Bay major count is more than double the other three collaborative campuses combined. Specifically, the Green Bay Student Count is 107 overall relative to a 204 overall count for the collaborative program. In this light it should be noted that the financial model for the collaborative program fails to recognize the large differential burden on the UW – Green Bay program. Under the current financial model, all collaborative members receive equal funding irrespective of large enrollment differences.

The job placement success of Green Bay HIMT graduates also provides evidence of the value and quality of the Green Bay program. Specifically, in 2016, 15 of 26 graduates responded to the career survey. Of these, 12 were employed with 4 attending graduate school (2 of which are also employed) and 6 of 8 graduates reported that their current employment position was related to their major. Seven graduates reported full-time salaries, ranging from \$27,040 to \$61,320, with a median salary of \$40,000.

The 2017 employment data are even more encouraging. The number of graduates were 22 with 18 responding. Of these, 13 were employed with 1 attending graduate school while also employed. Seven graduates reported full-time salaries, ranging from \$28,558 to \$80,000, with a median of \$55,224.

IV. PROGRAM STRENGTHS AND AREAS IN NEED OF ATTENTION

The HIMT program at UW – Green Bay is clearly the dominate program in the four-campus collaboration with Parkside a distant second. The program appears to be functioning well even with the excessive management and advising burdens placed on the program at Green Bay. Some important challenges for the Green Bay program remain.

The primary challenge is that at present the UW – Green Bay program has only one full-time HIMT faculty who is both Academic and Program Director and who must also advise students and teach in the program. A mix of UW – Green Bay faculty teach the remaining courses whose primary responsibility is teaching in their home units. Consequently, the program must also hire community-based ad hoc faculty. However, according to CAHIIM requirement, this faculty mix is deficient and UW – Green Bay must address this.

In the overall program review of the HIMT collaborative four-campus program, the reviewer makes to key summary recommendations (p. 27). First, the reviewer calls on the program's faculty and staff to reflect on what is being learned from the extensive assessment work being carried out as well as how they are incorporating this knowledge into the program. From the aggregate data provided, it is not known how the UW – Green Bay program was evaluated by students in terms of instructional design, quality, faculty performance, etc.

The second key conclusion of the overall report is that now that the program has been developed and implemented successfully (“phase 1”), the faculty and staff need to move to “phase 2” and develop a **strategic planning process** over the next five years. A key issue for Green Bay is that the two program tracks, information management and information technology, is very unbalanced with four times as many students in the management track as in the technology track, 109 to 28. This huge imbalance calls into question the long-run viability of the technology track. At present, most of the courses for the technology track are offered by UW – Stevens Point. UW – Green Bay does not offer any technology courses and probably has very limited capacity to do so.

V. CONCLUSION AND RECOMMENDATIONS

The UW – Green Bay HIMT program is a steadily growing program and offers a high-quality curriculum and instruction. Several needs, however, need to be addressed to ensure long-run success of the program.

1. The long-run viability of a technology track needs serious discussion. In the overall program report, it is noted that CAHIIM reviewers suggested that the program consider emphasizing **coding** more strongly in the curriculum (p. 9). A key limitation in this regard is the availability, at reasonable cost, of faculty with sufficient expertise. Starting about 2012, artificial intelligence has exploded and begun to permeate all sectors of the economy. A key sector in this regard is the health sector where there are massive applications. As a result, the demand for computer and data scientists is skyrocketing, thus raising salaries to levels that are far above what moderate-side universities can pay.

2. UW Extension and the partner campuses need to consider allocating program funds in line with enrollments.

3. According to CAHIIM accreditation standards, the UW – Green Bay program needs to hire a second full-time faculty member.

4. Consideration needs to be given to better support for high quality advising at UW-Green Bay.

5. UW Extension and the partner campuses should work to develop a transfer table or articulation agreement for students transferring from Wisconsin Technical Colleges offering HIMT programs.

Response report to Environmental Science Self Study

Environmental Science Program Review

I. Introduction

The environmental science program was one of the first in the nation to embrace an interdisciplinary approach to learning. The environmental science program is an interdisciplinary program that supports its own major and minor as well as general education and disciplinary programs in the STEM fields. In addition, the environmental science program supports an environmental science and policy graduate program. The program offers a major in environmental science, a minor in environmental science and a minor in international environmental science.

In the last year, 13 faculty (spanning 5 fields - chemists, geoscientists, mathematicians, biologists, and engineers) in the Natural and Applied Sciences (NAS) unit taught in the environmental science program. This is a relatively small fraction of NAS teaching load that supports the program.

The number of declared majors (Fall headcounts) has decreased over time from 116 in 2012 to 58 in 2015. But since then the number has increased to the high of 116 in 2018.

Over the review period the number of declared majors has also increased the number of females and minorities.

The number of both graduated majors and minors has decreased over the review period. Graduated majors dropped from 27 in 2014 to 8 in 2018 and graduated minors dropped from 36 in 2015 to 17 in

2018. The program identified three external factors affecting enrollment trends: (1) a statewide drop in the number of graduating high school seniors, (2) a reduction in the funding and employment of state environmental agencies, and (3) the rescinding of the interdisciplinary graduation requirement.

II. Assessment and Student Learning

The environmental program has assessed 5 of its 6 student learning outcomes over the review period. Most of the assessment was completed using embedded techniques.

III. Program accomplishments

- Scholarly active faculty. Over the review period, the number of papers published in peer-review journals has quadrupled. The program has published 108 papers (some including graduate and undergraduate students) and brought in grants totaling more than \$12 million dollars, which provides overhead funds for faculty as well as research opportunities for students. Many of the faculty have been recognized with awards and honors such as founder's awards.
- NAS Research Infrastructure. The NAS faculty acquired and maintained an extensive research and teaching infrastructure. Acquired a New Nuclear Magnetic Resonance spectroscopy instrument, greenhouse, fish hatchery, fleet of research boats and vehicles for field work.
- NAS scholarship Program. This program has grown considerably under the period of review from 7 scholarships totaling \$10,200 in 2011 to 27 scholarships totaling \$41,694 in 2018.
- High Impact Practices. Environmental science provides students with necessary high impact STEM experiences. These high impact experiences include class and laboratory activities, international travel, internships, independent study, Independent research, post-docs, peer-reviewed student publications, and an NAS seminar series.

IV. Program Strengths and Areas in Need of Attention

Strengths

The development of a Water Science major

The addition of new faculty from branch campuses

Areas in need of attention

Need to acquire survey data from graduated students

Review of "mini-courses" ENV SCI 336, ENV SCI 337, ENV SCI 338, and ENV SCI 339 and decide if any changes to curriculum are needed

Too much separation of duties between NAS chair and ENV SCI program chair

V. Conclusions and Recommendations

The Environmental Science Program continues to be a strong and successful program that fulfills the university's mission. Despite continuing problems of understaffing and under-compensation.

Response report to Art Self Study

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3. According to CAHIIM accreditation standards, the UW – Green Bay program needs to hire a second full-time faculty member.
4. Consideration needs to be given to better support for high quality advising at UW – Green Bay.
5. UW Extension and the partner campuses should work to develop a transfer table or articulation agreement for students transferring from Wisconsin Technical Colleges offering HIMT programs.

**Response report to Bachelor of Social Work self-study
Academic Affairs Council Response to the BSW Program Review (2019)**

A. INTRODUCTION

The Bachelor of Social Work (BSW) Program has been in existence for over 30 years and has been continuously accredited by the Council on Social Work Education (CSWE) since 1987. The BSW Program takes a competency-based approach that focuses on generalist practice competencies and practice behaviors, which are measured through course work and field experiences. The BSW Program's self-assessment is based on the CSWE's 2008 Educational Policy and Accreditation Standards (EPAS), which mandate the incorporation of 10 practice competencies. The CSWE revised these standards again in 2015, and the new practice competencies will be incorporated by 2022.

The mission of the UWGB Social Work Professional Programs includes the responsibility to provide regionally responsive, competency-based, interdisciplinary programs that promote social justice through strengths-based practice. The Program's five goals connect well with the Program's mission: **curriculum** that has excellence and diversity at its core; **community partnerships** in the region; **interdisciplinarity** that promotes critical thinking and is evidence-based; **professional development** that emphasizes social change, challenging oppression, and social action; and **recruitment and persistence** so that all are able to meet academic and professional goals. The sequencing and structure of students' coursework and field experiences throughout their Program are intentional in providing ongoing support over time and in ensuring that students are able to apply learning across context.

B. STUDENT LEARNING OUTCOMES ASSESSMENT

The BSW Program incorporates its goals, competencies, and overall mission throughout its coursework and field experiences. Students are scaffolded during each year and throughout the Program in developing the competencies required by CSWE and centered within the BSW Program. The BSW Program has done an admirable job of mapping the 10 CSWE competencies throughout their curriculum. As demonstrated in Table 2 of the BSW Program Self-Assessment, primary responsibility for respective competencies are embedded within different courses across the BSW curriculum, and these competencies are reinforced multiple times throughout the Program.

Students are assessed through an annual assessment plan, completed at the end of each academic year. The BSW Program's two annual assessment plans include two separate measures for each learning outcome: embedded assessment assignments and final field evaluation ratings (which are linked to the 10 competencies). Their benchmark for embedded assessment assignments is 83% of students achieve 83% or higher on identified assignments. The benchmark for final field evaluations is 83% of students earn 3.0 or higher on each item (response scale from 1-5). According to the BSW Program's annual review reports, the program has been consistent in meeting its student learning benchmarks. Three areas fell below benchmarks measuring competencies in the first year of grading field performance (2017-18), but the program concluded that the rubric used to measure mastery was not weighted correctly and was subsequently adjusted for the current academic year.

C. PROGRAM ACCOMPLISHMENTS AND STUDENT SUCCESS

The BSW Program was successfully reaccredited in 2014, with no required adjustments from the Council on Social Work Education. Enrollment has remained stable because accreditation requirements

include limits on faculty: student ratios. As the Program obtains more faculty lines, they are able to grow while maintaining the ratios required by CSWE.

In spring 2017, a skills lab was opened. The lab is used for practice classes and mimics a practice environment where BSW students can role play and engage in other professional interactions. The lab allows students to video record practice sessions for later review.

The BSW Program also partners with Northeast Wisconsin Technical Institute (NWTI) and Northcentral Technical Institute (NTI) to create clearer pathways for students interested in obtaining their substance abuse counseling certificate.

Similarly, the BSW Program has instituted strategies, including exam preparation workshops, to encourage students to reinforce credentialing of social workers that aligns with the Path to Licensure Program of the Association of Social Work Boards (ASWB).

The UWGB Social Work Program joined the Phi Alpha Honor Society in 2015, and initiated a celebration of graduates in 2016.

With the guidance of a Social Work faculty member, the Campus Kitchen student organization was created in 2014. The Campus Kitchen and Campus Cupboards have designated space in Rose Hall and serve UWGB students in need of food or personal hygiene items as well as prepare meals for community sites through Campus Kitchen.

The Social Work Club changed its name to the Social Justice Club to highlight its focus and encourage broader involvement.

The Social Work senior class completes a community-based research project each year. Six students completed Honors in the Major projects over the course of this review. An ongoing reflection of student engagement in the community is reflected in the high numbers who report community service as well as the volunteer field practicum hours, exceeding 16,000 hours annually.

Social Work faculty are involved in a range of community services and initiatives such as work with Aging and Disability Resource Center, Curative Connections, MLK Celebration, and the Wise Women Gathering Place. In addition, each SW faculty member is assigned to either undergraduate or graduate curriculum committees.

Many of the SW faculty members have participated as fellows or scholars for a range of programs, such as UWGB teaching scholars, UW System teaching scholars, and other CATL programs. Social Work faculty are active in scholarship and have received multiple UWGB sponsored teaching and research grants.

D. PROGRAM STRENGTHS AND AREAS IN NEED OF ATTENTION

1. Strengths

Enrollment: Interest in the BSW Program is high but BSW Program enrollment has remained fairly consistent over the past eight years. The stable enrollment is due to the limits on faculty to student ratios established by the BSW Program's accrediting body, the CSWE. The BSW Program is currently at maximum capacity and does not have plans to grow unless the Program receives additional faculty positions.

BSW Program data indicates persistence rates of 94-100% for the past 5 years. Its female enrollment is slightly higher than the national average (87-93% of BSW students as opposed to 80.5% of social workers nationally). The students in the BSW Program are more racially diverse than the UWGB campus as a whole; the campus is 90% white and 10% from "minority" backgrounds while the BSW Program's graduating students for fall 2018 were 17% "minority" students.

The Program recently changed admissions to a blind review process, which has yielded an incoming cohort that is 23% students of color. The BSW Program intends to continue monitoring the success of this admissions change to see if it will continue to positively impact admissions.

Programmatic Assessment of Student Learning: The Program has embedded formal and informal assessments throughout the sequencing of their courses and field experiences. These assessments appear robust and well-developed in relation to measuring competencies and learning outcomes, as well as professional dispositions.

2. Areas in Need of Attention

Feedback from outside partners and organizations: Outside partners and organizations appear to have uneven understandings of how to assess BSW students in their field experiences, which may lead to grade inflation or deflation, depending on the field placement of the student. Initial orientations with outside partners and organizations in how to use the instruments of evaluation and mid-field experience discussions may help to support more consistent results in feedback from outside partners and organizations.

Application pools: The pool of BSW applicants is heavily skewed toward women, the majority of whom are white. More male representation, particularly men of color, would continue BSW applicant diversification efforts.

Socialization in the field: BSW students in field experiences may be socialized into values or behaviors that contradict the values and behaviors endorsed by the BSW program. Sites of field experiences may reinforce negative rather than positive personal and professional beliefs and practices.

E. CONCLUSION AND RECOMMENDATIONS

The AAC recommends:

1. Continue the BSW Program's strong community and service collaborations and find additional supports for preparing students to work across race, ethnicity, culture, language, and socioeconomic status prior to entering into these community spaces.
2. Continue the BSW Program's rigorous and evidence-based assessment process to ensure ongoing feedback for students and clear communication between faculty and students.
3. Work toward increasing the racial, cultural, and linguistic diversity of the BSW pool of students. Given the Program's data on student persistence, it seems likely that students will be successful completers once they gain admission to program. Therefore, the BSW attention to making changes to the application review process seem positive; further attention to recruiting will also support this goal.
4. At the institutional level, we recommend additional faculty positions to the BSW Program since this is an area of clear growth opportunity. BSW growth would also have positive regional and community impacts.
5. We recommend orientation to using BSW field experience assessment instruments prior to outside partners/organizations' use of these instruments to assess BSW students. This orientation by the field coordinator may support further consistency in data obtained from these assessments.
6. Finally, we recommend potentially embedding collaborative conversations or other interventions between field site partners and the field coordinator that help to address aversive racism, deficit thinking, and other negative professional behaviors that may negatively socialize BSW students during their field experiences, depending on the organization or partner in question.

Response report to Communication self study

Academic Affairs Council Response to the Communication Program Review

I. Introduction

The Communication Program at the University of Wisconsin – Green Bay offers a major with 7 emphases (Public Relations, Mass Media, Organizational Communication, Journalism, Health Communication, Sports Communication, and Social Media Strategy) and a general minor. Most of the

majors select Public Relations or Mass Media emphasis. There are currently three tenured faculty and two lecturers for 150 total number of majors and minors. The total number of majors/minors has dropped a bit in recent years, from a high of 210 in 2014. However, the enrollment is going upward now, as students experience the faculty and courses the department offers. The Communication Program substantially changed its curriculum by removing one area of emphasis (Conflict) and adding three (Health Communication, Social Media Strategy, and Sports Communication), in an effort to keep the program current and up to date. This is despite the unexpected staffing changes; two faculty members left the program for another opportunities but the positions were not replaced, and Computer Science was moved to another college.

Program Chair, Phillip G. Clampitt, provided the Academic Program Review on October 12, 2018. The Communication Program has excellent faculty and has been incredibly evolved to satisfy the ever-changing needs from the market, developing new courses and curriculum. The program has increasingly involved in community outreach to recruit more students. Over 86% of the Communication students were highly satisfied with the educational quality they received. Program Chair, Phillip G. Clampitt, attended the AAC meeting to explain their self study and answer the questions from the Council members.

II. Assessment of Student Learning

The Communication Program has student learning outcomes for the major. The program assesses nine different outcomes assessed by 4-5 different assessment methods. In an effort to economize during recent years, the program evaluated one learning objective per year that matched up with efforts in the related programs. Below are the program's current assessment methods:

Student learning outcomes

Outcome	Assessment Method (See Key below)
Demonstrate appropriate oral communication skills.	A, B, C, D, E
Demonstrate appropriate visual communication skills.	A, B, C, D, E
Demonstrated appropriate written communication skills.	A, B, C, D, E
Effectively manage, evaluate, organize, and present information.	A, B, C, D, E
Demonstrated appropriate research skills.	B, C, D, E
Act in an ethical and legal manner.	A, B, C, D, E
Demonstrate an ability to develop and execute appropriate communication strategies.	B, C, D, E
Work collaboratively with others.	A, B, C, D, E
Demonstrate the ability to effectively synthesize different types of communications, e.g. images, text, etc., in order to achieve professional objectives.	A, B, C, D, E

Key: Methods used to evaluate achievement of outcomes

- A. Job Placement
- B. Internship Supervisor Evaluation survey
- C. Graduating Senior Survey (Communication Department sponsored)
- D. Graduating Senior Survey (UWGB sponsored)
- E. Alumni Survey

III. Program Accomplishments

1. Established Communication Week - This event is designed to spotlight the accomplishments of current and former students. One former student's company provided \$15,000 as a startup fund for the event.
2. Established the CommVoice (see www.thecommmvoice.com) – This is a Communication student run blog designed to: WOW the UWGB community with news, commentary and success stories created by COMM students.”
 - **THE COMM VOICE Mission is to:**
 - Showcase the talents of UWGB Communication students;
 - Enhance student commitment to strategic thinking, collaborative relationships and continuous improvement;
 - Enrich UWGB and the local community through the evolving magic of effective communication practices.
 - Created two new emphases (Social Media Strategy, Sports Communication)
 - These are designed to respond to market demands.
 - A number of the program's students secure respectable, high-profile positions, including the positions here at UWGB.
 - The program continues to tweak the curriculum to better serve their students, based on feedback from student surveys.

IV. Program Strengths and Areas in Need of Attention

Strengths:

1. **Curriculum:** Most recently, two additional emphases were added to the program, Digital Media, Sports Communication, and Journalism Track, which makes the program unique in the area.
2. **Assessment:** Communication students report a high degree of satisfaction with a case-based and problem-solving approach used by most faculty members. Moreover, students value the collaboration opportunities and the rich feedback environment provided by most faculty members. Overall, students are very satisfied with the major.
3. **Faculty:** The current faculty are high quality and versatile. Each faculty teaches in at least two different areas of emphasis. The faculty have received numerous awards and accolades. Among those are two founders awards, two recent awards of tenure, publication of numerous articles in prestigious journals, and two faculty who served as coaches for TEDx talks.
4. **Students:** The program's students are highly successful. Many of them achieve highly respected position upon graduation. Many of them are hired by UWGB upon graduation and continue to make contributions to our university. Some examples are careers as PR Coordinator Bay Care , News Producer, WLUK Fox 11, Camera Operator, PMI Entertainment Group; Camera Operator – Wisconsin Timber Rattlers; Photojournalist, WKOW 27 (Madison), Associate Communications Specialist, We Energies, Social media customer care specialist, FootLocker.com/Eastbay , Green Bay

Phoenix Basketball Producer, Cumulus Media, Neuhoff Communications Radio Group, Digital Media Specialist-Froedtert Hospital-Medical College of Wisconsin Milwaukee, Flight Attendant-United Airlines, Content and Marketing Specialist-Ariens Company, Marketing Manager-Legato Health. News Anchor-WQOW TV Eau Claire, Director of Social Media, UWGB Director of Alumni Relations, UWGB, Staff writer for Green Bay Press-Gazette, Senior reporter for Fox 11 news, Director of Social Media, Green Bay Packers

5. **Program accomplishments:** The program established Communication Week in an effort to spotlight the successes of current and former students, and a former student's firm provided \$15,000 as a startup fund for the event. Wacky Word Contest: UWGB LOG & Channel 5, and Raised over \$7000 to support Comm Week activities. There were 10 major events that were attended by over 130 students and 60 alumni/community members, In addition to comm week the program Live-streamed 2 Facebook events that generated a combined 600+ views, Increased the social media exposure, Debuted a humorous video about life as a Comm Major:
<https://www.facebook.com/uwgbcomm/videos/2276674932580861?sfns=mo>
Featured a speaker Kelley Harper from a world-class consulting firm, Conducted our first-ever student/professor-led workshop, Announced the first ever, "PhenomaComm Award" to an alum who is doing outstanding work in her role as the Director of Communication and Development at the Boys and Girls Club of Green Bay, Debuted the Wisconsin. The program keeps excellent survey records, which help analyze current students' needs and establish future goals.

Areas in Need of Attention:

- Information on internship opportunities: as a program where more than 90% of all majors do one or more internships, having listed internship opportunities would be beneficial to the students
- Lack of staffing
- Learning Outcome and Formative Assessments

While the AAC acknowledges that the communication program has several summative ways of evaluating the effectiveness of the program - job placement, internship supervisor evaluation, communication department sponsored graduating senior survey, UWGB senior survey, UWGB alumni survey- none of these directly assess the extent to which students have achieved the student learning outcomes. In addition, the AAC did not see in the self-study reference to how formative evaluation is being done.

Summative assessments are intended to measure the effectiveness of teaching and learning after a learning experience is concluded. Formative assessments are meant to provide ongoing feedback to teachers and students during the process of teaching and learning. This ongoing feedback should inform adjustments to teaching or learning approaches in order to strengthen the experience for both instructor and student, and to provide evidence of learning throughout the experience.

Formative assessments within courses would include written papers, reflections, projects, performances, or semi-structured discussions that are clearly aligned to the major goals of the course. At the program level, formative assessments would "check in" with student learning at certain points in their program to ensure that ongoing learning is taking place. It also should provide feedback to instructors about which aspects of each course are contributing to the overall program learning outcomes most directly, and which may need revision or reorganization in order to better achieve those outcomes.

The communication department surveys seem to be evaluating student opinion of continuous improvement, student view of the curriculum, teaching methods such as group project work (this was part of Academic Program Assessment Plan (2016-2017), and suggestions for change, but not the program outcomes, the UWGB sponsored surveys assess student satisfaction with advising, class scheduling, resources, infrastructure, etc.) but are not specific to the nine learning outcomes of the communication department. Based on these findings the AAC recommends that the communication department develop senior graduating and one year alumni surveys (that are alike) that directly test achievement of the program's nine learning outcomes. To do this, each learning outcome should become a Likert scale with 10 intervals. In addition to the graduating senior and alumni surveys that test the nine learning objectives. The AAC recommends that the department develop or acknowledge formative methods of evaluation that are either already in place or need to be created.

Now that you are at the end of the program or now that you are one year out from graduating, please answer the following nine questions regarding achievement of program outcomes:
To what extent do you feel the program prepared you to:
Demonstrate appropriate oral communication skills. 1. Not at all..... 2.....3.....4.....Somewhat.....6.....7.....8.....9.....A lot
Demonstrate appropriate visual communication skills. 2. Not at all..... 2.....3.....4.....Somewhat.....6.....7.....8.....9.....A lot
Demonstrate appropriate written communication skills. 3. Not at all..... 2.....3.....4.....Somewhat.....6.....7.....8.....9.....A lot
Effectively manage, evaluate, organize, and present information. 4. Not at all..... 2.....3.....4.....Somewhat.....6.....7.....8.....9.....A lot
Demonstrate appropriate research skills. 5. Not at all..... 2.....3.....4.....Somewhat.....6.....7.....8.....9.....A lot
Act in an ethical and legal manner. 6. Not at all..... 2.....3.....4.....Somewhat.....6.....7.....8.....9.....A lot
Demonstrate an ability to develop and execute appropriate communication strategies. 7. Not at all..... 2.....3.....4.....Somewhat.....6.....7.....8.....9.....A lot
Work collaboratively with others. 8. Not at all..... 2.....3.....4.....Somewhat.....6.....7.....8.....9.....A lot
Demonstrate the ability to effectively synthesize different types of communications, e.g. images, text, etc., in order to achieve professional objectives. 9. Not at all..... 2.....3.....4.....Somewhat.....6.....7.....8.....9.....A lot

- Learning Outcome updating:
Further, in regards to the learning outcomes themselves, the AAC believes they may be in need of revising as they seem to be so generalized and lacking substance. A cursory review of several internationally known university communication programs found learning outcomes similar to these from the University of Minnesota Twin Cities. Once new outcomes are written they should be made into a Likert survey to show achievement of them at graduation and at one year alumni.

Example: UMN Twin Cities 2019 <https://cla.umn.edu/comm-studies/undergraduate/majors-minors/learning-objectives>

1. Describe the communication discipline and its central questions
2. Employ communication theories, perspectives, principles, and concepts
3. Engage in communication inquiry

4. Create messages appropriate to the audience, purpose, and context
5. Critically analyze messages
6. Demonstrate the ability to accomplish communicative goals (self-efficacy)
7. Apply ethical communication principles and practices
8. Utilize communication to embrace difference
9. Influence public discourse

5. Conclusions and Recommendations

The Communication program offers a vital contribution to its majors, minors, and general education. Its talented and engaged faculty are finding further ways to involve their students.

To make the program even better, the AAC recommends:

- The AAC recommends that COMM work with CATL to develop clarity about formative and summative assessments at the course and program level, and that the COMM department implement formative assessments of learning outcomes."
- Creating graduating senior and one year alumni I surveys that directly test student achievement of the program's nine learning outcomes. Place each of the nine program outcomes into a Likert scale survey with 1 Not at all to 10 a lot.
- Revise learning outcomes to better reflect best practices in the field. The current outcomes as the current outcomes are generalized and lack substance.
- Identify current formative assessment methods (or create them) that evaluate student learning sequentially. Continue summative assessment methods upon graduation.
- Make internship opportunities more visible by creating a list of internship opportunities would be beneficial to students.
- Utilize faculty's scholarly achievement records as a recruitment tool.
- Staffing – decision makers should target program for growth and create two new faculty lines. To fill these new faculty lines the AAC suggest that faculty from branch campuses be utilized.

Appendix B – Course and Program request approvals

October 5, 2018 December 12, 2018 The following Course Leaf requests were approved:

1. Program Change Request- AAS : Associate of Arts & Sciences- the UW-Green Bay AAS would be offered on all four campuses beginning Fall 2019.
2. Program Change Request- COMM HEALTH COM : Health Communication – updated college, added COMM 305 and deleted COMM 381 from list of required upper level courses.
3. Program Change Request- COMM ORG COM : Organizational Communication Emphasis– updated college, added COMM 305 and deleted COMM 381 from list of required upper level courses.
4. Program Change Request- COMM SOC MED : Social Media Communication ECOMM ORG COM : Organizational Communication Emphasis– updated college, added COMM 305 and deleted COMM 381 from list of required upper level courses.
5. Program Change Request- COMM SPORT : Sports Communication– updated college, added COMM 305 and deleted COMM 381 from list of required upper level courses.
6. Course Change Request- GEOG 370 : Geography of South America- updated program, college, unit name , effective date, eliminated jr st and env sci 102 or Geog 22 as prereqs, removed gen ed category of global culture, added gen ed skills of communication, interdisciplinarity, information literate, added instructor.

7. Course Change Request - MUSIC 120 : Video Game Music - New Course Proposal
8. Course Change Request- MUSIC 170 : Fundamentals of Music- New Course Proposal

October 12, 2019 The following course leaf requests were approved of

1. COMM 480 : Cases in Communications and Media Management - Course Change Request- changed college, changed effective date, changed instructor to TBA.
2. COMM PUBLIC REL : Public Relations Emphasis – Program Change Request- revised catalog year to 2019-2010.
3. PU EN AF 220 : Economics, Politics, and Government Action - Course Change Request- changed periodicity to every spring.
4. PU EN AF 225 : Introduction to the Nonprofit Sector - New Course Proposal

Date of approval??? Fall 2018

1. BIOLOGY BIOL-ED : Biology for Educ – changed college, eliminated program requirement choice MATH 201
2. BIOLOGY CELL: Cell/Molecular Emphasis – change college- eliminated program requirement choice MATH 201
3. COMM 304 : Sports, Media, and Society – Changed Required Prerequisite(s)to
4. ~~15~~ 18 credits in COMP SCI, INFO SCI or COMM
5. COMM 307 : Video Television Production Techniques – changed course title, changed program, college, Unit, and effective date, added instructor
6. COMM 378 : Advanced Video Production- New Course Proposal
7. COMM 382 : Public Relations Writing- change college, effective date, changed Required Prerequisite(s) to at least 15 credits of core supporting courses in Communication, COMM 305 ~~Communication~~
8. COMM 390 : Sports Writing, Promotion, and Public Relations- Changed Required Prerequisite(s)15 ~~18~~ credits of Comp Sci, Info Sci or Comm
9. COMM 396 : Advanced Reporting- changed college, effective date- Added COMM 302 as pre-requisite
10. COMM 425 : Digital Journalism- changed college, changed effective date.
11. COMM 474 : Media Workshop I- changed college, changed effective date.
12. COMM 475 : Media Workshop II - changed college, changed effective date.
13. COMM 480 : Cases in Communications and Media Management, changed college, changed effective date, changed teacher to TBA
14. COMM MASS : Mass Media Emphasis, eliminated required upper level course choice COMM/INFO SCI 308
15. EDUC 401 : Student Teaching in the Pre-Kindergarten Setting - Course Deactivation Proposal
16. EDUC 402 : Student Teaching in the Kindergarten Setting- Course Deactivation Proposal
17. EDUC 403 : Student Teaching in the Primary School - Course Deactivation Proposal
18. EDUC 404 : Student Teaching in the Middle School - Course Deactivation Proposal
19. ENGR 198 : First Year Seminar - New Course Proposal
20. ENGR 204 : Programming for Engineers- New Course Proposal
21. ENGR 208 : Fundamentals of Electric = Circuits - New Course Proposal
22. ENGR 213 : Mechanics I – change college, change effective date, change prereq MATH 202 with a C or higher and declared major in either Mechanical Engineering or Mechanical Engineering Technology ~~MATH 202~~
23. ENGR 220 : Mechanics of Materials, New Course Proposal

24. ENGR 221 : Mechanics of Materials Lab, New Course Proposal
25. ENGR 301 : Engineering Materials, change college, change effective date, eliminate lab 1 credit, lecture 3 credits, add lecture 2 credit, change periodicity to every fall, change prereq to ET 206 with a C or higher OR CHEM 212 with a C or higher ~~or concurrent enrollment~~
26. ENGR 312 : Engineering Measurements, New Course Proposal
27. ENGR 322 : Engineering Measurements Lab, New Course Proposal
28. ENGR 324 : Engineering Thermodynamics, New Course Proposal
29. ENGR 326 : Numerical Methods, New Course Proposal
30. ENGR 336 : Fluids, New Course Proposal
31. ENGR 337 : Fluids Lab, New Course Proposal
32. ENGR 340 : Analysis of Dynamic Systems, New Course Proposal
33. ENGR 430 : Heat Transfer, New Course Proposal
34. ENGR 431 : Thermal Lab, New Course Proposal
35. ENGR 432 : Automatic Controls, New Course Proposal
36. ENGR 460 : Senior Design, New Course Proposal
37. ENV SCI 336 : Environmental Statistics, change college, change lecture to 3 from 1 credit, eliminate lab, change prereq MATH ~~Math~~ 260
38. ET 105 : Fundamentals of Drawing, change effective date, change college, designated TBA as lecturer
39. ET 116 : Basic Manufacturing Processes, change effective date, change college , delete lab change lecture contact hours from 2 to 3, change periodicity to every fall, added instructor
40. ET 206 : Chemistry for Engineers, added instructor
41. ET 207 : Parametric Modeling, change college, revised impact on major to Course is required supporting course in Mechanical Engineering Technology and Mechanical Engineering BS programs. ~~program. We will fold ET 106 and ET 207 into a single 3 credit course~~
42. ET 220 : Mechanics of Materials Course Deactivation Proposal
43. ET 221 : Machine Components, change college, change impact on major to Course is required supporting course in Mechanical Engineering technology BS and mechanical Engineering BS programs. program.
44. ET 308 : Finite Element Analysis, change college, change effective date, change impact on major to This is a required upper level course in the Mechanical Engineering Technology and Mechanical Engineering BS programs ~~na~~
45. ET 322 : Design Problems, change college, change effective date, change impact on major to Course is a required upper level class in the Mechanical Engineering Technology BS and an elective course in the Mechanical Engineering BS. ~~program.~~
46. ET 336 : Environmental Statistics, change college, change lecture from 1 to 3 contact hours, deleted lab, explained contact hour rationale, added required prereq MATH ~~Math~~ 260
47. ET 360 : Project Management, change college, changed required prereq to Junior standing and either Electrical, Environmental, or Mechanical Engineering Technology ~~ET~~ major or junior standing and Mechanical Engineering major, added instructor, described impact on major Course is upper-level requirement in Mechanical, Electrical, and Environmental Engineering Technology BS programs and the Mechanical Engineering BS . ~~programs.~~ It is also an upper level writing emphasis general education course.
48. ET 390 : Mechatronics, change college, changed effective date, changed catalog description, changed required prereqs to declared major in Mechanical Engineering Technology ~~ET 311~~ and both ET 130 ~~ET 233 OR CHEM 320~~ and ET 322 all with a C or higher or declared major in Mechanical Engineering and ENGR 208, ENGR 220, and ET 221 all with a C or higher, added instructor
49. GEOG 102 : World Regions and Concepts: A Geographic Analysis, changed college, unit, effective date, changed catalog description, reduced section size, added instructor
50. GEOG 370 : Geography of South America, changed program, college, unit, effective date, deleted required prereq of ~~jr st~~, deleted recommended prereq of ~~Env Sci 102 or Geog 222~~, added

gen ed category Ethic studies, natural sciences, social science, sustainability, communication, interdisciplinarity, information literacy., added instructor

51. HIMT 300 : Survey of Contemporary Computing, changed effective date, changed Required Prerequisite(s) to HIMT major, Junior standing ~~HIMT major~~

52. HIMT 310 : Healthcare Systems and Organizations, changed effective date, changed Required Prerequisite(s) to HIMT major, Junior standing

53. HIMT 320 : Survey of Information Technology in Healthcare, changed effective date, changed Required Prerequisite(s) to HIMT major, Junior standing

54. HIMT 330 : Healthcare I: Terminology & Body Systems, changed Required Prerequisite(s) to HIMT major, Junior standing

55. HIMT 340 : Ethical issues, Security Management and Compliance, changed effective date, changed Required Prerequisite(s) to HIMT major, Junior standing

56. HIMT 345 : Programming and Software Development, changed prereq to Required Prerequisite(s) to HIMT 300 or conc enr; HIMT major Junior standing

57. HIMT 350 : Statistics for Healthcare, changed college, effective date, changed Required Prerequisite(s) to MATH 101, ~~101~~; HIMT major, Junior standing ~~major~~

58. HIMT 355 : Principles of Management for HIMT Professionals, changed college, effective date, changed Required Prerequisite(s) to HIMT major, Junior standing

59. HIMT 360 : Healthcare II: Survey of Disease & Treatments, changed effective date, changed Required Prerequisite(s) to HIMT 330, ~~330~~; HIMT major, Junior standing ~~major~~

60. HIMT 365 : Healthcare Economics, changed college, effective date, changed Required Prerequisite(s) to HIMT major, Junior standing

61. HIMT 370 : Healthcare Systems: Analysis & Design, changed college, effective date, changed Required Prerequisite(s) to HIMT 300, ~~300~~; HIMT major, Junior standing ~~major~~

62. HIMT 375 : Database Structures and Management Systems, changed college, effective date, changed Required Prerequisite(s) to HIMT 345, ~~345~~; HIMT major, Junior standing ~~major~~

63. HIMT 380 : Healthcare Billing, Coding and Reimbursement, changed college, effective date, changed Required Prerequisite(s) to HIMT 330 & ~~360~~; HIMT 360, HIMT major, Junior standing ~~major~~, changed periodicity to Every Fall & Spring

64. HIMT 400 : Healthcare Information and Technology – Data, changed periodicity to ~~Every Fall~~ Every Fall & Spring, changed Required Prerequisite(s) to HIMT 360; HIMT major Junior standing

65. HIMT 410 : Healthcare Systems: Implementation and Integration, changed college, effective date, changed Required Prerequisite(s) to HIMT 300 & ~~370~~; HIMT 370, HIMT major, Junior standing ~~major~~, changed periodicity to ~~Every Fall~~ Every Fall & Spring,

66. HIMT 415 : Human Resource Management in Healthcare, changed college and effective date, changed Required Prerequisite(s) to HIMT Major, Junior standing

67. HIMT 420 : Healthcare Systems: Project Management, changed college and effective date, changed Required Prerequisite(s) to HIMT Major, Junior standing, changed periodicity to ~~Every Fall~~ Every Fall & Spring,

68. HIMT 425 : Data Warehousing and Mining, changed college and effective date, changed Required Prerequisite(s) to HIMT 375; HIMT major Junior standing

69. HIMT 430 : Quality Assessment and Improvement, changed college and effective date, changed Required Prerequisite(s) to HIMT 350, ~~350~~; HIMT major, Junior standing major

70. HIMT 435 : Data Communications and Networks in Healthcare, changed college and effective date, changed Required Prerequisite(s) to HIMT 300; HIMT major Junior standing

71. HIMT 440 : Group Processes, Team Building and Leadership, changed effective date, changed Required Prerequisite(s) to HIMT major Junior standing

72. HIMT 445 : Application of Leadership & Management in Healthcare Technology, changed effective date, changed Required Prerequisite(s) to HIMT 355, HIMT 365 & HIMT 415; HIMT major Junior standing

73. HIMT 450 : Healthcare Information and Technology – Standards, changed Periodicity to Every Fall Every Fall & Spring

74. HIMT 489 : Pre-Capstone, changed effective date, changed Required Prerequisite(s) to HIMT Major Junior standing ~~Non~~
75. HIMT 490 : Capstone, changed effective date, changed Required Prerequisite(s) to HIMT 420, HIMT 489; Last semester of program HIMT Major Junior standing
76. HIMT 498 : Independent Study, changed college and effective date, changed Required Prerequisite(s) to HIMT major, Junior standing ~~Admission to the HIMT major~~
77. HISTORY 354 : History of Modern East Asia, Course Deactivation Proposal
78. HISTORY 358 : Political History of Modern Latin America, Course Deactivation Proposal
79. HUM STUD 384 : Topics in World Cultures, changed effective date, added gen ed category of Humanities
80. INFO SCI 332 : Mobile Platforms and App, changed college and effective date, revised catalog description,
81. INFO SCI 410 : Analytics and ~~Advanced~~ Information Problems , course name change
82. INFO SCI GAME : Game Studies Emphasis, deleted COMP SCI 545 as program requirement and added COMP SCI 464
83. MATH 431 : Multivariate Statistical Analysis, changed college and effective date, revised catalog description, deleted lab 0 credits, changed Required Prerequisite(s) To MATH ~~Math~~ 202 with at least a C; MATH ~~C grade and 320 with at least a C grade;~~ and Math 260 with at least a C grade or BUS ADM ~~Bus Adm~~-216 with at least a C; MATH 320 with at least a C; and MATH 329 ~~C grade~~ -added instructor, changed special classroom to smaller computer lab
84. MATH MATHEMATIC : Mathematics Emphasis, changed college
85. MECH ENGR : Mechanical Engineering, New Program Proposal
86. PU EN AF 102 : Environment and Society, changed program, college, unit and effective date, changed gen ed category from global culture to interdisciplinarity, problem focused, added instructor
87. PU EN AF 428 : Public and Nonprofit Program Evaluation, revised catalog description, deleted Required Prerequisite(s) ~~Pu En Af 215~~ to Recommended Prerequisite(s) Pu En Af 215; PU EN AF 315, added field trips,
88. SOC WORK 198 : First Year Seminar, added college acronym
89. SOCIOL 202 : Introduction to Sociology, changed program, college, unit and effective date
90. SOCIOL 235 : Introduction to Social Psychology, New Course Proposal

October 12, 2018 The following courseleaf request were approved of

1. COMM 480 : Cases in Communications and Media Management - Course Change Request- changed college, changed effective date, changed instructor to TBA.
2. COMM PUBLIC REL : Public Relations Emphasis – Program Change Request- revised catalog year to 2019-2010.
3. PU EN AF 220 : Economics, Politics, and Government Action - Course Change Request- changed periodicity to every spring.
4. PU EN AF 225 : Introduction to the Nonprofit Sector - New Course Proposal

October 26, 2018 The following courseleaf request were approved of

1. DJS 353 : The U.S. and the World – updated effective date, removed prereq ~~History 206 or Pol Sci 100 or Pol sci 101,~~ changed periodicity to Every Spring.
2. Art 335 – Intermediate Woodworking & Furniture Design., New Course Proposal
3. Art 435 - Advanced Woodworking & Furniture Design., New Course Proposal
4. Design 433 – Advanced Studio – updated prereq from Design 231 to 332
5. English Comp 100 – removed Prerequisites

6. English Comp 95 – added prerequisites (ACT English score of 16 or lower or SAT Critical Reading score of 440 or lower or SAT Reading score of 24 or lower
This course must be taken as a co-requisite with the matching section number of ENG COMP 100)
7. ENGR 198 : First Year Seminar – added syllabus
8. ENGR 208 : Fundamentals of Electric Circuits – recirculated proposal.
9. ENGR 213 : Mechanics I - recirculated proposal.
10. ENGR 220 : Mechanics of Materials - recirculated proposal.
11. ENGR 221 : Mechanics of Materials Lab - recirculated proposal.
12. ENGR 312 : Engineering Measurements - recirculated proposal.
13. ENGR 322 : Engineering Measurements Lab - recirculated proposal.
14. ENGR 324 : Engineering Thermodynamics - recirculated proposal.
15. ENGR 326 : Numerical Methods - recirculated proposal.
16. ENGR 336 : Fluids - recirculated proposal.
17. HUM BIOL 208 : Scientific Conditioning of the Athlete – updated college, changed credit hours from 2 – 3, added two instructors.
18. HUM BIOL 215 : Personal Health Issues – updated program, college, unit name and effective date, eliminate cross listing with Nursing 215, added gen ed category of Sustainability Perspective and skills of Interdisciplinarity and Information Literacy, added instructor.
19. HUM BIOL 250 : Fitness for Life - updated program, college, unit name and effective date, changed credit hours from 2 – 3, added require pre req Hum Bio 102, changed periodicity to “per needed”, added gen ed category of Sustainability Perspective and skills of Interdisciplinarity and Information Literacy, added instructor. Increased clas size to 24
20. HUM STUD 321 : Sociolinguistics ~~Language and Society~~—course title changed, updated program, college, unit name and effective date, added instructor.
21. HUM STUD 480 : Humanities Seminar - updated program, college, unit name and effective date, updated gen ed category of capstone experience, added gen ed skills of communication (Written and Oral), Interdisciplinarity , Problem-focused Thinking, added instructor
22. ORG LEAD APP COM : Applied Communication Emphasis, eliminated COMM 205, 308, 333, 335, 340, 380, 381, 430, 445, 477, 480, 290 and added 237 to list of supporting courses (choose one),
23. PHILOS 208 : Biomedical Ethics – changed college and effective date, changed gen ed skills to Problem-focused Thinking from ~~Communication (Written and Oral)~~
~~Problem-focused Thinking.~~
24. PUB ADM 298 : DIRECTED STUDY - Course Deactivation Proposal
25. PUB ADM 484 : SENIOR DISTINCTION - Course Deactivation Proposal
26. SPAN : Certificate in Spanish/English Translation and Interpretation - New Program Proposal
27. SPANISH 383 : Spanish in the Professions - New Course Proposal
28. SPANISH 454 : Translation and Interpretation - New Course Proposal

11/9/2019 The following course leaf request were approved:

1. ART 235 : Introduction to Woodworking and Furniture Design. New Course Proposal
2. ART 250 : Introduction to Fibers/Textiles-updated college, effective date, added gen ed category of fine arts and gen ed skills of interdisciplinarity and problem focused, added instructor.
3. ARTS MGT 357 : Gallery & Museum Studies – minor changes?
4. COMM 305 : Principles of Public Relations/Corporate Communications – New Course Proposal- provided more rationale
5. COMM 381 : Principles of Public Relations/Corporate Communications – updated college, program, Unit name, effective date, should be deactivation? Provided same rationale as for 305
6. COMM PUBLIC REL : Public Relations Emphasis- deleted COMM 381 added COMM 305
7. DJS INTERNAT : U.S. and the World Emphasis – deleted HISTORY 354 and 358 on elective list

8. DJS WOMENS : Women's and Gender Studies Emphasis- deleted HISTORY 354, 356 and 358 on elective list
9. EDUC 405 : Student Teaching - revised catalog description
10. ENGLISH 206 : Women in Literature – updated college, effective date, revised catalog description, changed periodicity to every fall and spring
11. ENGLISH 264 : TOPICS IN LITERATURE - new course proposal
12. ENGR 198 : First Year Seminar – not sure what change is being requested?
13. ENGR 204 : Programming for Engineers - not sure what change is being requested?
14. ENGR 301 : Engineering Materials - not sure what change is being requested?
15. ENGR 324 : Engineering Thermodynamics - not sure what change is being requested?
16. GLOBAL-I : Global Studies Minor- updated effective catalog year, delted HIST 358, 354, 356 as UL Choices
17. HISTORY 480 : Seminar in History- fee changed from 150 to 0
18. PHYSICS 103 : Fundamentals of Physics I – gen ed category of Natural Sciences removed.
19. POL SCI : Political Science Major - updated college, effective catalog year, deleted HIST 358 from UL course additional credits list
20. PUB ADM 498 : DIRECTED STUDY- Course Deactivation Proposal
21. SOCIOL 202 Intro to Sociology - – updated college, program, effective date, added instructor. Requested renumbering to SOCIOL 101based on revised catalog description.

12/12/18 The following Course Leaf requests were approved:

1. Program Change Request- AAS : Associate of Arts & Sciences- the UW-Green Bay AAS would be offered on all four campuses beginning Fall 2019.
2. Program Change Request- COMM HEALTH COM : Health Communication – updated college, added COMM 305 and deleted COMM 381 from list of required upper level courses.
3. Program Change Request- COMM ORG COM : Organizational Communication Emphasis– updated college, added COMM 305 and deleted COMM 381 from list of required upper level courses.
4. Program Change Request- COMM SOC MED : Social Media Communication ECOMM ORG COM : Organizational Communication Emphasis– updated college, added COMM 305 and deleted COMM 381 from list of required upper level courses.
5. Program Change Request- COMM SPORT : Sports Communication– updated college, added COMM 305 and deleted COMM 381 from list of required upper level courses.
6. Course Change Request- GEOG 370 : Geography of South America- updated program, college, unit name , effective date, eliminated jr st and env sci 102 or Geog 22 as prereqs, removed gen ed category of global culture, added gen ed skills of communication, interdiscipinarity, information liger act, added instructor.
7. Course Change Request - MUSIC 120 : Video Game Music - New Course Proposal
8. Course Change Request- MUSIC 170 : Fundamentals of Music- New Course Proposal

2/4/19

The following Course Leaf Requests were approved.

- a. ACCTG 478 : Honors in the Major- course change request - updated effective date- changed default section size to 1-
- b. ACCTG 497 : Internship- course change request- updated effective date- changed default section size to 24-

- c. BIOLOGY 200 : Principles of Biology Discussion: Cellular and Molecular Processes – New Course Proposal
- d. BIOLOGY 449 : Wetland Ecology - New Course Proposal
- e. BIOLOGY ANIMAL : Animal Biology Emphasis- Program change request – updated college to CSET- updated catalog effective year – added 5 upper level course choices, Biology 457, Biology 401, ENV SCI 337, 401, 403
- f. BIOLOGY ECOLOGY : Ecology and Conservation Emphasis Program change request – updated college to CSET- updated catalog effective year - added 4 upper level course choices, Biology 457, Biology 401, ENV SCI 337, 403
- g. BUS ADM 478 : Honors in the Major - course change request—updated program, college, unit, effective date – reduced default section size to 1 – added TBS Bus Adm for instructor
- h. Biology Eco Acc: Accelerated Ecology and Conservation, new program
- i. Biology Animal Acc: Accelerated Animal Biology, new program
- j. BUS ADM 497 : Internship course change request, updated effective date, changed default section size to 24
- k. BUS ADM 498 : Independent Study course change request, updated effective date, reduced default section size to 1
- l. COMM 382 : Public Relations Writing course change request, updated college and effective date, added Communication, COMM 305 as required pre req
- m. COMM 480 : Cases in Communications and Media Management course change request, updated college and effective date, added Communication, COMM 305 as required pre req, changed instructor to TBA
- n. GEOG-I : Geography Minor Program Change Request, updated Effective Catalog Year 2019-2020, eliminated ~~GEOG 321~~ as upper level course choice-
- o. Computer Science 221 – added prereq of comp sci 251 or 256
- p. HUM STUD 480 : Humanities Seminar, Course Change Request, updated program, college, unit, effective date, added instructor, changed that could be taken 2 times repeatable for credit, designated capstone experience and satisfied gen ed Communication (Written and Oral), Interdisciplinarity, Problem-focused Thinking
- q. INFO SCI 411 : Statistical Techniques and Decision Modeling, Course Change Request, revised course description,
- r. ~~ORG LEAD LDR-PUB NP MGT 5: Public and Nonprofit Management Leadership in Public Service Emphasis~~, Program Change Request, course title change, change catalog effective date to 2019-2020 ~~2018-2019~~, change program title to Public and Nonprofit Management Leadership in Public Service Emphasis , substantially adjusted program requirements
- s. POL SCI 333 : Political Science Research Lab, New Course Proposal
- t. PU EN AF 406 : State and Local Government, course change proposal, updated program, college, unit, effective date, added instructor
- u. ORG LEAD ARTS : Arts Emphasis, Program Deactivation Proposal
- v. ORG LEAD HUM DEV : Human Development Emphasis, Program Deactivation Proposal
- w. ORG LEAD NONPROFIT : Nonprofit Leadership Emphasis, Program Deactivation Proposal

2/11/2019 - The following Course Leaf Requests were approved of:

1. ACCTG 299 : Travel Course, course change request, change college, program, unit, effective date, reduce section size, add TBA instructor
2. ACCTG 499 : Travel Course, course change request, changed effective date, reduce section size.
3. BIO 307 – Cell Biology, course change request, prerequisite changed

4. BUS ADM 299 : Travel Course, course change request, change college, program, unit, effective date, reduce section size, add TBA instructor
5. BUS ADM 499 : Travel Course, course change request, change college, program, unit, effective date, reduce section size, add TBA instructor
6. CHEM 108 : Survey of General, Organic and Biochemistry ~~General Chemistry~~, course title change, changed college, change effective date, revised catalog course description
7. CHEM 109 : Survey of General, Organic, and Biochemistry Laboratory ~~General Chemistry Laboratory~~, course title change, changed program, college, change effective date, periodicity, added TBA instructor
8. CHEM CHEM PRO : Chemistry Professional Program, program change request, changed catalog effective year, changed college, added Bio 201 and 202 a supporting course choices,
9. COMP SCI 201 : Introduction to Computing & Internet Technologies, course change request, changed program, college, unit, effective date, revised catalog description, changed to 3 lecture contract hours from 4 to 3, increased section size, added instructor
10. COMP SCI 292 : Introduction to Mobile Platforms and Apps, course change request, changed college, unit, effective date, changed require pre req to P: COMP SCI 201 and COMP SCI 256 with at least a C grade in both, added instructor..
11. COMP SCI 316 : Advanced Software Design, course change request, changed college, unit, effective date, changed require pre req to P: COMP SCI 256 with at least a C grade
12. COMP SCI 351 : Data Structures, course change request, changed college, unit, effective date, change required pre req to (s) P: COMP-SCI 240 AND COMP SCI 316 with at least a C grade in bot, added instructor
13. COMP SCI 352 : Computer Graphics and Animation, course change request, changed college, unit, effective date, change required pre req to P: COMP SCI 240 with at least a C grade., added recommended reprep COMP SCI 371.
14. COMP SCI 357 : Theory of Programming Languages course change request, changed college, unit, effective date, change required pre req to P: COMP SCI 316 with at least a C grade, changed periodicity to every fall, added instructor
15. COMP SCI 361 : Information Assurance and Security course change request, changed college, unit, effective date, change required pre req to P: COMP SCI 256 with at least a C grade. changed periodicity to every fall,
16. COMP SCI 371 : Advanced Object-Oriented Design course change request, changed college, unit, effective date, change required pre req to P: COMP SCI 316 with at least a C grade
17. COMP SCI 450 : Theory of Algorithms course change request, changed college, unit, effective date, change required pre req to P: ~~18~~COMP SCI 240, COMP SCI 316, MATH 202 with at least a C grade in all three, changed periodicity to every spring, added instructor.
18. COMP SCI 451 : Database Systems and Big Data Processing course change request, changed college, unit, effective date, change required pre req to : COMP SCI 221 with at least a C grade, added instructor.
19. COMP SCI 452 : Operating Systems Using Linux , course change request, updated program, college and effective year, added required prereq of COMP SCI 240 with at least a C grade. Recommend: COMP SCI 371. added instructor
20. COMP SCI 464 : Artificial Intelligence course change request, changed college, unit, effective date, change required pre req to COMP SCI 240 with at least a C grade Recommend: COMP SCI 351 and MATH 202, changed periodicity to every fall, added instructor. .

21. COMP SCI SECURITY : Information Assurance and Security Emphasis, program change request, updated unit, college and catalog effective year, added to supporting courses COMP SCI 231, MATH 202, COMM 166 as choice, deleted ~~COMM/INFO SCI 308~~
22. COMP SCI SOFTWARE : Computer Science - Software Engineering, program change request, updated unit, college and catalog effective year, added to supporting courses COMP SCI 231, MATH 202, COMM 166 as choice, deleted ~~COMM/INFO SCI 308~~, added COMP SCI 452
23. DJS 198 : First Year Seminar course change request, changed effective year, changed periodicity to Every Fall & Spring, added topics American Democracy through Film and Television and The National Parks, added special fee, and field trip required
24. DJS 198 : First Year Seminar, course change request, updated effective date, change periodicity to Every Fall & Spring, added topic choices Every Fall & Spring and The National Parks, added fee of \$50 and required field trip
25. FRENCH 320 : Intermediate Composition and Conversation. New course proposal
26. GEOG 321 : Coastal Resources Policy and Management, course deactivation
27. GEOG 470 : Glacial Geology & Landscapes ~~Quaternary Geology~~, Course change request, course title change, updated program, college, unit, effective date, revised catalog description, changed periodicity to Fall Even Years, cross listed with GEOSCI 670, added instructor.
28. GEOSCI 470 : Glacial Geology & Landscapes ~~Quaternary Geology~~, Course change request, course title change, updated program, college, unit, effective date, revised catalog description, changed periodicity to Fall Even Years, designated 3 contact hours for lab and 2 contact hours for lecture, cross listed with GEOSCI 670, field trip required and added instructor.
29. GERMAN 225 : Intermediate German Conversation and Composition. Course deactivation request
30. GERMAN 320 : Intermediate German Conversation and Composition, new course proposal
31. GERMAN 325 : Advanced German Conversation and Composition, Course change request, updated program, college, unit, effective date, changed pre requisite to German 225 or 320, added instructor
32. GERMAN 329 : Representative German Authors, Course change request, updated program, college, unit, effective date, changed pre requisite to German 225 or 320, added instructor
33. GERMAN 333 : Literary Themes, Course change request, updated program, college, unit, effective date, added instructor
34. GERMAN 335 : Literary Eras, Course change request, updated program, college, unit, effective date, changed pre requisite to German 225 or 320, added instructor
35. GERMAN 345 : Advanced German Grammar, Course change request, updated program, college, unit, effective date, changed pre requisite to German 225 or 320, added instructor
36. GERMAN 350 : Major German Drama, Course change request, updated program, college, unit, effective date, changed pre requisite to German 225 or 320, added instructor
37. GERMAN 351 : Major German Prose Fiction, Course change request, updated program, college, unit, effective date, changed pre requisite to German 225 or 320, added instructor
38. GERMAN 355 : Deutsche Kultur und Landeskunde, Course change request, updated program, college, unit, effective date, changed pre requisite to German 225 or 320, added instructor

39. GERMAN 356 : German Culture, Course change request, updated program, college, unit, effective date, changed required pre requisite to none and recommended to German 225 or 320, added instructor
40. GERMAN 357 : German Cinema, Course change request, updated program, college, unit, effective date, changed required pre requisite to none and recommended to German 225 or 320, added instructor
41. GERMAN 420 : Business German, Course change request, updated program, college, unit, effective date, changed required pre requisite to German 225 or 320, added instructor
42. GERMAN 425 : German Translation Studies, Course change request, updated program, college, unit, effective date, changed required pre requisite to German 225 or 320, added instructor
43. HISTORY-I : History Minor, program change request, deleted History 354 and 358 from UL course choices
44. HISTORY : History Major, program change request, deleted History 358 from Category III, Non-Western History course choices
45. HUM BIOL CYTOTECH : Cytotechnology Emphasis, program change request, updated college, catalog effective date, added HUM BIOL 221 & HUM BIOL 222 as A & P options,
46. HUM BIOL EXERCISE : Exercise Science Emphasis, program change request, updated college, catalog effective date, added HUM BIOL 221 & HUM BIOL 222 as A & P options
47. HUM BIOL HEALTH SCI : Health Science Emphasis, program change request, updated college, catalog effective date, added HUM BIOL 221 & HUM BIOL 222 as A & P options
48. HUM BIOL HUB-GEN : General Human Biology Emphasis, program change request, updated college, catalog effective date, added HUM BIOL 221 & HUM BIOL 222 as A & P options
49. HUM BIOL NUT SCI : Nutritional Sciences/Dietetics Emphasis, program change request, updated college, catalog effective date, deleted ~~HUM DEV 102~~ and ~~PSYCH 102~~ as supporting courses and added HUM BIOL 221 & HUM BIOL 222 as A & P options, PSYCH 102 or PSYCH 203
50. HUM BIOL PUB HEALTH : Applied Public Health Emphasis, program change request, updated college, catalog effective date, added supporting courses NUT SCI 212, HUM BIOL 221 and 222, deleted ~~FRENCH 102~~, German 102, Spanish 102 as literature course choices and added One year of college-level foreign language. Deleted ~~HUM BIOL 422~~s required UL course, add UL course choices Bio 304, 308, 322, 340, 349, 408, HUM BIO 341, CHEM 331, HUM BIO 351, 361, 403, 423, NUTR 329, deleted HUM BIO 495, 497, 498 as courses to consider. Added Electives, as needed, to acquire 30 credits of upper level coursework. Options to fulfill this requirement include upper level courses in Human Biology, Nutritional Science, Biology and Psychology
51. HUM BIOL-I APPLIED : Human Biology Minor - Applied, program change request, updated college, catalog effective date, added supporting courses HUM BIOL 221 and 222,
52. HUM BIOL-I HUB-GEN-I : Human Biology Minor – General, program change request, updated college, catalog effective date, added supporting courses, added supporting courses HUM BIOL 221 and 222,
53. PSYCH CULTURAL – Gender and Diversity – Deactivated
54. PSYCH Developmental Emphasis – New Program to accommodate Psych and Human development merger.
55. PSYCH Brain Beha: Brain Behavior Health, Program Change to accommodate Psych and Human development merger.

56. PSYCH General: Psychology Major, Updated to accommodate Psych and Human development merger.
 57. PSYCH Mental Health Emphasis - Updated to accommodate Psych and Human development merger.
 58. PSYCH Minor - Updated to accommodate Psych and Human development merger.
 59. PU EN AF 102 : Environment and Society, course change request, changed catalog description
 60. PU EN AF 323 : Sustainable Land Use description, course change request, changed catalog description, added gen ed category of social science, and gen ed infusion skills of Interdisciplinarity and Problem-focused Thinking, added instructor
 61. PU EN AF 324 : Transitioning to Sustainable Communities, course change request, update effective date, revised catalog description changed periodicity to Every Fall & Spring
 62. PU EN AF 326 : Philanthropy: Civic Engagement through Giving, new course proposal
 63. PU EN AF 345 : ~~Public and Nonprofit~~ Human Resource and Risk Management, , course title change, updated college and effective date, revised catalog description, changed periodicity to Every Fall & Spring, added instructors
 64. PU EN AF 351 : Water Resources Policy and Management, updated program, college, unit and effective date, changed contact hours to 3, deleted required pre req of ~~Pu En Af 102 or Env Sci 102~~, added gen ed infusion skills of interdisciplinarity and problem focused, added instructor
 65. PU EN AF 408 : Public Policy Analysis, course change request, updated program, college, unit and effective date, added instructor
 66. PU EN AF 425 : Fundraising and Marketing for Nonprofits, course change request, updated effective date, deleted from pre req Pu En Af 215; ~~REC Pu En Af 315~~
 67. PU EN AF 426 : Strategic Philanthropy: Civic Engagement Through Giving, course deactivation request
 68. SUPPLY : Certificate in Supply Chain Management , New program request added the following courses BUS ADM 334, 380, 381, 383, 384
 69. THEATRE 228 : Jazz Dance II, course change request, updated program, college, unit and effective date, deleted recommended pre req to ~~conc enroll in ballet or modern dance~~. Added instructor,-
 70. THEATRE 335 : Production Practicum: Crews, course change request, updated program, college, unit and effective date, changed pre req to Major or Minor status in Theatre and Dance.
- Non majors/minors are invited to seek permission to register, added gen ed infusion skills of Communication (Written and Oral) Problem-focused Thinking, Added instructors

2/25/29 The following course leaf request were approved:

1. ART 235 : Introduction to Woodworking and Furniture Design. New Course Proposal
2. ART 250 : Introduction to Fibers/Textiles-updated college, effective date, added gen ed category of fine arts and gen ed skills of interdisciplinarity and problem focused, added instructor.
3. ARTS MGT 357 : Gallery & Museum Studies – minor changes?
4. COMM 305 : Principles of Public Relations/Corporate Communications – New Course Proposal- provided more rationale
5. COMM 381 : Principles of Public Relations/Corporate Communications – updated college, program, Unit name, effective date, should be deactivation? Provided same rationale as for 305

6. COMM PUBLIC REL : Public Relations Emphasis- deleted COMM 381 added COMM 305
7. DJS INTERNAT : U.S. and the World Emphasis – deleted HISTORY 354 and 358 on elective list
8. DJS WOMENS : Women's and Gender Studies Emphasis- deleted HISTORY 354, 356 and 358 on elective list
9. EDUC 405 : Student Teaching - revised catalog description
10. ENGLISH 206 : Women in Literature – updated college, effective date, revised catalog description, changed periodicity to every fall and spring
11. ENGLISH 264 : TOPICS IN LITERATURE - new course proposal
12. ENGR 198 : First Year Seminar – not sure what change is being requested?
13. ENGR 204 : Programming for Engineers - not sure what change is being requested?
14. ENGR 301 : Engineering Materials - not sure what change is being requested?
15. ENGR 324 : Engineering Thermodynamics - not sure what change is being requested?
16. GLOBAL-I : Global Studies Minor- updated effective catalog year, delted HIST 358, 354, 356 as UL Choices
17. HISTORY 480 : Seminar in History- fee changed from 150 to 0
18. PHYSICS 103 : Fundamentals of Physics I – gen ed category of Natural Sciences removed.
19. POL SCI : Political Science Major - updated college, effective catalog year, deleted HIST 358 from UL course additional credits list
20. PUB ADM 498 : DIRECTED STUDY- Course Deactivation Proposal
21. SOCIOL 202 Intro to Sociology - – updated college, program, effective date, added instructor. Requested renumbering to SOCIOL 101based on revised catalog description.

3/11/2019 The following Course Leaf requests were approved

1. Healthcare Management Certificate – New Program Proposal
2. ACTU SCI-I: Actuarial Science Minor – Program change request – deleted program requirement ACCTG 300 added ACCTG 201
3. BIOLOGY 201: Principles of Biology: Cellular and Molecular Processes – Course Change Request – revised prereq adding concurrent enrollment in BIO 200 and consent of instructor.
4. BIOLOGY 402: Advanced Microbiology – Course Change Request - changed periodicity to every fall
5. BUS ADM 384: Supply Chain Management - Course Change Request – course title changed – revised catalog description
6. BUS ADM 481: Small Business Management & Family Entrepreneurship - Course Change Request – course title changed – revised catalog description- updated prerequisite to add or ONLINE Majors of: Integrative Leadership/Organizational Leadership (BA & BAS) with a Business Administration emphasis or Business Administration minor.
7. BUS ADM 489: Organizational Culture & Change - Course Change Request- updated prerequisite to Bus Adm 389; ~~389~~ and Bus Adm major or minor or Acctg major or minor and an overall minimum GPA of 2.5, or ONLINE Majors of: ~~2.5~~ Integrative Leadership/Organizational Leadership (BA & BAS) with a Business Administration emphasis or Business Administration minor.- added two instructors
8. CHEM 201: Math for Chemistry Discussion: Principles of Chemistry I - Course Change Request- - New Course Proposal
9. CHEM 202: Math for Chemistry Discussion: Principles of Chemistry II - Course Change Request- - New Course Proposal
10. COMP SCI 353: Computer Architecture and Organization II - Course Change Request- revised prereqs to P: ~~18 credits of COMP SCI, COMM or INFO-SCI~~ 240 and COMP SCI 256 with at least a C grade in both.

11. COMP SCI 358: Data Communication and Computer Networks – Course Change Request- revised pre reqs to P: COMP SCI 256 ~~Comp Sci 316~~ with at least a C grade. ~~grade~~— changed periodicity to every spring
12. COMP SCI 372: Software Engineering - Course Change Request— updated pre reqs to P: ~~18 credits in COMP SCI, COMM or INFO SCI~~ 201 and COMP SCI 221 with at least a C grade for both- Recommended: COMP SCI 316. - added instructor
13. COMP SCI 474: Game Engines -- Course Change Request— revised pre reqs P: COMP SCI 256 with at least a C grade. ~~18 credits in COMP SCI, COMM or INFO SCI~~ added instructor
14. COMP SCI 490: Capstone Essay in Computer Science Course Change Request – changed credit hours for practicum to 3- changed section size to 25 – changed pre req to P: COMP SCI 358 and COMP SCI 361 with at least a C grade in both. ~~18 earned upper level cr in Comp Sci~~
15. DJS 101: Introduction to Democracy and Justice Studies – Course Change Request – revised catalog description, changed contact hour for lecture to 3 – added instructor- added gen ed skills of Interdisciplinarity and Problem-focused Thinking
16. DJS 303: Criminal Justice Process Studies – Course Change Request -- changed section size from 202 to 101
17. DJS 325: Law and Society -- Course Change Request - updated pre req to History 206 or Pol Sci 100 or 101 or Sociol 101 ~~202~~
18. DJS 361: Historical Perspectives on American Democracy- Course Change Request updated recommended pre req to Anthro 100 or Sociol 101 ~~202~~
19. DJS 400: Mentoring for Equity and Inclusion -- - Course Change Request - New Course Proposal
20. DJS 470: Senior Seminar in Democracy and Justice Studies- Course Change Request- updated catalog description
21. ECON 480: Capstone: Seminar in Economic Literature and Issues - Course Change Request - New Course Proposal
22. ECON 102: Economics of the Modern World- Studies – Course Change Request – revised catalog description – changed periodicity to every fall and spring, added gen ed skill infusion of Information Literacy Problem-focused Thinking Quantitative Thinking
23. EDUC 309: Teaching Language Arts in the Elementary and Middle Schools – Course Change Request - updated pre req to adm to teacher educ and EDUC 361 and recom pre req to Concurrent enrollment with EDUC 309 and EDUC 421- added instructor
24. EDUC 361: Introduction to the Art and Science of Teaching – Course Change Request - only changed in college etc.
25. EDUC 418: Organization and Administration of Athletics – New course proposal
26. ENGLISH 200: Arts Entrepreneurship - New course proposal
27. ENGLISH 226: Grammar- New course proposal
28. ENGLISH 316: The English Novel: 1850's to the Present- course deactivation proposal
29. ENV POL PL: Environmental Policy & Planning Core – Program Change Proposal - Core Supporting Courses credits changed from 5 to 8
30. ENV SCI 330: Hydrology – Course Change Request changed pre req to MATH 104 ~~GEOSCI 202~~ with at least a ~~grade of C or better~~ and MATH 104 or higher math course– cross listed with WATER 535, WATER 335, ENV SCI 535
31. ENV SCI 335: Course Change Request Water and Waste Water Treatment- cross listed with WATER 330- ENV SCI 530
32. ENV SCI-I: Environmental Science Minor Program Change Request – changed in Elective Courses (choose 9 additional credits; no more than 6 credits from ENV SCI 497, 498, 499): any 300-level ENV SCI course; any 400-level ENV SCI course; GEOSCI 325; WATER 321
33. ENV SCI: Environmental Science Major – Program Change Request - deleted 15 elective course choices and added any 300-level ENV SCI course; any 400-level ENV SCI course; GEOSCI 325; WATER 321

34. ET 330: Hydrology- changed pre req to MATH 104 ~~GEOSCI 202~~ with at least a grade of C or better and ~~MATH 104~~ or higher math course; cross listed with Water 330, env sci 330
35. ET 444: Geochemistry of Natural Waters - New Course Proposal
36. GEOG 103: Environment and Society Lab- New Course Proposal
37. HEALTH MGT 402: Population Healthcare Management - New Course Proposal
38. HUM BIOL 422: Immunology – changed periodicity to ~~spring Odd Years~~ Every Spring, added instructor
39. HUM STUD 340: Science Fiction & Fantasy- Course Deactivation Proposal
40. HUM STUD 341: Science Fiction Film - Course Deactivation Proposal
41. MATH 102: Quantitative Reasoning – reduced section size to 30, updated pre req to MATH 099 with a P grade, or WPT-MFND 94, ~~OR WPT:MFND~~ test score > 465 ~~>415~~, ~~AALG test score >149, and TAG test score >149~~, updated periodicity to Every Fall & Spring
42. NURSING 200: Fundamentals of Healthcare Terminology - New Course Proposal
43. ORG LEAD 198: Introduction to Leadership – course title change, catalog description changed, eliminated all pre reqs, added gen ed infusion skills of Communication (Written and Oral) Information Literacy
44. ORG LEAD 400: Organizational Leadership Capstone – course title change, catalog description changed,- pre req change to ORG LEAD major ~~HS 198~~ or ~~IST 106~~ and senior status, added gen ed infusion skills of Communication (Written and Oral) Interdisciplinarity Problem-focused Thinking
45. ORG LEAD 497: Internship – catalog description changed, changed times could be taken to 3
46. PHILOS 227: Business Ethics – new course proposal
47. PSYCH 494: Capstone in Psychology- course title change
48. PU EN AF 198: First Year Seminar – deleted one topic added new topic Changemakers: Stories of Everyday Leadership
49. PU EN AF 431: Building Sustainable Landscapes- New Course Proposal
50. SOC WORK 202: Introduction to Human Services – revised catalog description, added 3 instructors, added gen ed category social science, added gen ed infusion Communication (Written and Oral) Interdisciplinarity Problem-focused Thinking
51. SOC WORK 275: Foundations of Social Welfare Policy – deleted required pre req, added 3 instructors
52. SOC WORK 305: The Social Work Profession – updated pre req to major in Soc Work; Eng Comp 105; concurrent enrollment in SOC WORK 313 & SOC WORK 301. ~~105~~
53. SOC WORK 411: Social Work Methods II – updated pre-reqs to (s) Major in SOC WORK and Soc Work 370 & Soc Work 371; concurrent enrollment in SOC WORK 402 & SOC WORK 413.
54. SOC WORK 420: Social Work Methods III – updated pre reqs to Major in Social Work; Soc Work 411; concurrent enrollment in Soc Work 403 & Soc Work 423. ~~411~~
55. SOCIOL-I: Sociology Minor
56. THEATRE 211: World Theatre and Performance – new course proposal
57. UR RE ST 370: Geography of South America – course deactivation
58. UR RE ST 452: Planning Methods Course Deactivation Proposal
59. URB STUD: Urban Studies Major – program title change – program requirement changes deleted two course and added of R RE ST 314 and R RE ST 484
60. WATER 201: Introduction to Water Science – New Course Proposal
61. WATER 321: Stable Isotopes in the Environment New Course Proposal
62. WATER 444: Geochemistry of Natural Waters New Course Proposal
63. WATER 491: Senior Thesis/Research in Water Science New Course Proposal
64. WATER_SCI: Water Science New Program Proposal
65. WOST 336: Gender Development Across the Lifespan – pre req change to Psych 203 ~~Hum Dev 102~~ or DJS 241 T 336

3/25/2019 the following course leaf requests were approved of

1. ACCTG: Accounting Major – prefix changes (from BUS ADM to FIN, MKGT, MGMT and HRM).
2. BAS-OL BUS_ADM: Business Administration Emphasis – new program proposal
3. COMM SCI 148: GNSS Support Protocol – new course request
4. ECON: Economics Major – remove BUS ADM 347, 445, 446, 447, 450 from program requirements, add FIN 347, 445, 446, 447, 450
5. ENV POL PL DESIGN: Planning & Regional Design Emphasis – emphasis name change ENV POL PL ~~ENV-DESIGN~~ : Planning & Regional ~~Environmental~~-Design Emphasis – add to program requirements – PU EN AF 102, 250, 202, 220, 431, GEOG 102, Pol Sci 101, Bus Adm 216, Comm Sci 301, Math 260, Socio 355. Deleted ~~UR-RE-ST-452, ANTHRO-306, UR-RE-ST-313, UR-RE-ST-360~~
6. ENV POL PL ENVSCI_ACC: Accelerated Emphasis in Environmental Science Policy – New Program Proposal
7. ENV POL PL PLANNING: Environmental Planning Emphasis – change emphasis title to ENV POL PL PLANNING : Environmental Planning Emphasis - add to program requirements – PU EN AF 102, 250, 220, 431, GEOG 102, Pol Sci 101, 102, Bus Adm 216, Comm Sci 301, Math 260, Socio 355. Deleted ~~UR-RE-ST-452, ANTHRO-306, UR-RE-ST-313, UR-RE-ST-360~~
8. POL SCI-I : Political Science Minor - added GERMAN 358 to program requirements
9. POL SCI: Political Science Major – added GERMAN 358 to program requirements
10. PUB ADM EMER MGNT: Emergency Management Emphasis – new program proposal
11. PUB ADM PUB NP MGT: Public & Nonprofit Management Emphasis - new program proposal
12. SOANTH-I: Sociology & Anthropology Minor – program name change to SOANTH-I ~~SOCIOL~~ : Sociology & Anthropology Minor
13. URB STUD-I: Urban Studies Minor program name change to URB STUD-I : Urban Studies Minor
14. URB STUD: Urban Studies Major – program name change to URB STUD : Urban Studies Major
15. WRITING: Writing and Applied Arts – new program proposal

4/8/19 The following courses were approved of

1. ACCTG 301: Intermediate Accounting I - (1) change the prerequisite from ACCTG 300 to ACCTG 201, the new number for the Principles of Financial Accounting course; and (2) to update the instructors since Professor Muzatko retired in August 2018.
2. ACCTG 303: Seminar in Accounting Professionalism - The sole purpose of the proposal is to change the prerequisite from ACCTG 300 to ACCTG 201 as a result of renumbering the Principles of Financial Accounting course. -
3. C. ACCTG 316: Governmental and Nonprofit Accounting – changed required pre req from Acctg ~~300~~; ~~Acctg-301~~
4. ACCTG 410: Introduction to Income Tax Theory and Practice - changed required pre req from Acctg ~~300~~; ~~Acctg-301~~
5. ACCTG 411: Accounting Information Systems - changed required pre req from Acctg ~~202~~ ~~302~~
6. ACCTG 413: VITA (s) - changed required pre req from Acctg 201 ~~300~~
7. ACCTG 414: Cost Accounting- changed required pre req from Acctg 202 ~~302~~
8. ACCTG PRO: Professional Accounting Certificate – eliminated BUS ADM 472, 482, 489 added MGMT 472, 482, 489
9. ARTS MGT: Arts Management Major – eliminated PU EN EF 426 and added PU EN EF 326
10. Art ARI: Art Education Emphasis – added ART 235
11. ART Studio Emphasis – added ART 235
12. ART Therapy – added ART 235 and 335
13. ART History Minor – updated college, etc.

14. ART Studio Art added 235
15. BAS-OL Co: BAS-OL Core - used by all BAS-OL major emphasis – emphasis title change to BAS-OL Co : BAS-OL Core - used by all BAS-OL ~~BAS-ILS~~ major emphasis, eliminated ILS 198, 400, 300 added ORG LED 198, 400, 300.
16. BAS-OL HEALTH MGT: Healthcare Management Emphasis – New Program Proposal
17. BUS ADM 435: Foundations of Strategic Information Management – change required pre req to Bus Adm 230 ~~350~~
18. BUS ADM 452: Business Analytics – changed required pre req to Bus Adm 216 or Math 260; and Bus Adm 230 ~~350~~
19. BUS ADM ANALYST: Business Analysis – considerable change in program requirements. eliminate ACCTG 21, 212, BUS ADM 230, 322, 343, 389, 482, 344, 345, 47, 442, 445, 46, 447, 450, add FIN 343, 344, 345, 347, 442, 445, 446, 447, 450, MKTG 322, MGMT 389, 482
20. BUS ADM ENTREPREN: Entrepreneurship Emphasis - – considerable change in program requirements. Eliminate BUSADM 322, 343, 389, 482, 327, 421, 428, 345, 347, 442, 445, 450, add FIN 343, 345, 347, 442, 445, 450, MGMT 389, 482, MKTG 322, 321, 421, 424, 428
21. BUS ADM FINANCE : Finance Emphasis - considerable change in program requirements. Eliminate BUS ADM 343, 482, 362, 472, 389, add FIN 343, 347, 442, MGMT 389, 482, HRM 362, MKTG 322, 327, 421, 423, 424, 426, 428
22. BUS ADM GENERAL: General Business Emphasis - Eliminate BUS ADM 343, 482, 362, 442, MGMT 389, 482, 472, 489 HRM 362, MKTG 322, 423, 428
23. BUS ADM GENERAL: General Business Emphasis - considerable change in program requirements. Eliminate BUS ADM 343, 482, 362, 460, 465, 472, 489, 442, 424 add FIN 342, 344, 345, 347, 442, 445, 446. 447 450 HRM 362, 466, 460, 465, 467 MKTG 322, 327, 421, 424, 426, 428 MGMT 389, 482, 472, 489
24. BUS ADM HR MGMT: Human Resource Management Emphasis - considerable change in program requirements. Eliminate BUS ADM 343, 482, 362, 472, 489, 442, 424 add FIN 343, 344, 345, 347, 442, 445, 446. 447, 450 HRM 362, 466, 460, 465, 467 MKTG 322, 327, 421, 423, 424, 426, 428 MGMT 389, 482, 472, 489
25. BUS ADM MANAGEMENT: Management Emphasis - considerable change in program requirements. Eliminate BUS ADM 343, 482, 424, 362, 472, 489 add FIN 343, 344, 345, 347, 442, 445, 446. 447, 450 HRM 362 MKTG 322, 327, 421, 423, 424, 426, 428 MGMT 389, 482, 472, 489
26. BUS ADM MARKETING: Marketing Emphasis - considerable change in program requirements. Eliminate BUS ADM 343, 482, 424, 442, add FIN 343, 344, 345, 347, 442, 445, 446. 447, 450 HRM 362 MKTG 322, 327, 421, 423, 424, 426, 428 MGMT 389, 482, 472, 489
27. BUS ADM SUPPLY: Supply Chain Management Emphasis - change in program requirements. Eliminate BUS ADM 343, add FIN 343 MKTG 322, MGMT 389,
28. BUS ADM-I: Business Administration Minor - change in program requirements. Eliminate BUS ADM 343, add FIN 343 MKTG 322, MGMT 389,
29. CHEM 104: Survey of General Chemistry – added non graded discussion
30. ENV POL PL ENV POL: Environmental Policy Emphasis – added CORE Support courses, PU N AF 102, 250, 202, 220, GEOG m102, PolSci 101, BUS ADM 216, Comm Sci 205, 301, Math 260
31. GEOG 370: Geography of South America – removed cross listing with URRE St 370
32. GLOBAL-I: Global Studies Minor - added German 358, Pol Sci 370 eliminated HUM DEV 342,
33. HMONG 200: Introduction to Hmong Culture – changed pre req to Sociol 101 from 202
34. HMONG 250: Hmong Community Research - changed pre req to Sociol 101 from 202
35. HUM CULTURES: World Cultures Emphasis - added HUM STUD 433
36. HUM DEV 342: Cross Cultural Human Development – course deactivation
37. HUM DEV 346: Culture, Development and Health– course deactivation

38. HUM STUD 333: Utopia and Dystopia course title changed revised catalog description, made default size 35
39. HUM-I CULTURES: World Cultures Minor added HUM STUD 433
40. HUM-I LING/ESL: Linguistics/Teaching English as a Second Language Emphasis – eliminated HUM DEV 342
41. ORG LEAD 346: Organizational Research and Statistics - new course proposal
42. ORG LEAD 347: Budgeting and Financial Management - new course proposal
43. ORG LEAD HEALTH MGT: Healthcare Management Emphasis - new program proposal
44. PUB ADM EMER MGNT: Emergency Management Emphasis - new program proposal
45. THEATRE 336: Production Practicum: Performance – made default size 30, repeatable 8 times for max 8 credits
46. THEATRE 338: Production Practicum: Scene Shop - repeatable 8 times for max 8 credits
47. UR RE ST 323: Asian American Communities in the United States – updated pre reqs Soc 101

4/22/2019

1. The following Courseleaf requests were approved:
 - a. ACTU SCI-I: Actuarial Science Minor FRENCH 300: SNC Consortium – change in program requirements delete Acctg 300 and Bus ADM 434, add ACCTG 201 and FIN 343
 - b. FRENCH 300 : SNC Consortium – New Course Proposal
 - c. MATH-I MATH-GEN: Mathematics Emphasis – updated effective year and college
 - d. MATH-I STATS: Statistics Emphasis - – change in program requirements add Math 431 as elective choice
 - e. NUT SCI 208: Art and Science of Healthy Food Preparation – revised catalog description, removed required pre req
 - f. PHILOS 107: Philosophy of Love, Sex, and Friendship – updated college, program, unit, effective date, added instructor, changed periodicity to every fall, designated humanities gen ed, added instructor
 - g. PHILOS 110: Thinking Critically - updated college, program, unit, effective date, designated humanities gen ed, changed periodicity to every fall, added instructor added instructor
 - h. PHILOS 237: Technology, Values, and Society - updated college, program, unit, effective date, added instructor, changed periodicity to every fall, designated humanities gen ed, added instructor
 - i. PSYCH 417: Psychology of Cognitive Processes – updated effective date, rebised [pre req to ~~junior status~~; Psych 102 AND Psych 300 or Comm Sci 301 or Psych Hum Dev-302,
 - j. PU EN AF 344: Leadership in Organizations - updated college, program, unit, effective date,, revised catalog description, added recommended pre req ORG LEAD 198, changed periodicity to Every Fall & Spring, designated gen ed skills Communication (Written and Oral) Interdisciplinarity, added instructor
 - k. SOCIOL 335: Social Psychology – new course proposal

5/6/2019

1. The following Courseleaf requests were approved:
 1. ART 377 : Lithography – Course Change Request, , updated college, program, unit, affective date, revised catalog description, changed contact hours from 3 to 5, reduced section size from 22 to 15, changed periodicity to every fall, added field trip, added instructor, added request for course to be taught in Printmaking studio, added need for computer resources.

2. BAS-OL APP COM : Applied Communication –Program change request, updated catalog effective date, eliminated old program requirements added 33 credits of new program requirements.
3. BUS ADM 490 : Strategic Decision Analysis – course deactivation proposal
4. ECON 305 : Natural Resources Economic Policy, added gen ed categories of sustainability and writing emphasis and General Education Program Skills of Communication (Written and Oral), Interdisciplinarity , Information Literacy and Problem-focused Thinking
5. ECON 310 : Introduction to Econometrics-added gen ed category of writing emphasis.
6. HUM BIOL 221 : Anatomy and Physiology I, updated program, college unit, effective date, added Required Prerequisite(s) Biology 201/202 with at least a C grade, changed periodicity to Every Fall & Spring

General Education Council

Year-End Report August 2018 - May 2019

1. The GEC had the major task of reviewing *en masse* the courses from the branch campuses to be merged with our own general-education program. We approved the package Assistant Provost Ganyard presented to us.
2. We also reviewed approximately 140 UWGB-generated courses in Courseleaf (about the same number as last year), either approving changes to existing courses or approving new courses with writing-emphasis or general-education status. We rolled back a number of these courses to program chairs, asking for clarifications or modifications to the courses to ensure they truly adhered to the general-education learning outcomes which the GEC revised, received approval for by the Faculty Senate, and had added to the university's general-education web page last year.
3. Concerned with the number of upper-level courses being proposed as general-education courses, and informed and alarmed further by statistics from King Jacobson, on 2 November 2018 we sent a letter to program chairs (see below) advising them of the GEC's new policy of not approving upper-level courses as general-education courses if they had pre-requisites (especially pre-requisites which already fulfilled a general-education requirement) or appeared to be courses designed more for majors and minors rather than general-education courses. Very few chairs responded, and the new course proposals kept coming in, many of which were for upper-level courses asking for general-education status. We sent a follow-up letter on 27 March 2019, reminding chairs that upper-level courses with general-education pre-requisites would not be approved by the GEC as general-education courses.

2 November 2018

Dear Program Chairs,

Program chairs have been reviewing courses to be integrated into our programs from our Coastal campuses. The General Education Council asks that you also review your program's current UWGB general-education courses and determine whether or not they fulfill the university's general-education learning outcomes listed here: <http://catalog.uwgb.edu/undergraduate/planning/general-education/>

Please pay special attention to upper-level courses in your programs with general-education status. (see esp. Gen Ed by program attachment)

Currently, there are **453** upper-level courses in the UWGB catalog that are classified as general-education courses, many of which have pre-requisites which are general-education courses themselves and many available only to majors and minors in a specific discipline. We would like to reduce this number as far as possible. According to statistical analyses, upper-level courses with general-education status are typically taken by majors and minors as part of their degree path, and much less often by students for general education credit. (see Gen Ed HURON analysis attachment)

The General Education Council have discussed this at length and remain committed to the principles of the revised General Education Program. A general-education course should preferably be:

- a lower-level course (100- or 200-level)
- with no pre-requisites (open to any student)
- not an upper-level course for majors or minors in a particular discipline

If, after your review, you determine that one or more of these upper-level general-education courses in your program should still be a general-education course (for which there is no lower-level option for students to take), please provide us with justifications for that decision.

As the General Education Council is reviewing new and existing courses, we plan to remove the general-education status of upper-level courses which do not meet the criteria stated above.

We would appreciate a reply by the end of the current semester if at all possible, and we welcome your comments and questions. Thanks!

-Stefan Hall and Rebecca Nesvet
Co-chairs, GEC (2018)

* Rebecca Nesvet resigned from the GEC in January 2019, citing workload issues.

Minutes from our last meeting of 25 April 2019, TH-331, 2-3pm.

Attending: Stefan Hall (chair), Mussie Teclezion, Heidi Fencel, Jennifer Flatt, Deb Pearson, Kinga Jacobson, Clif Ganyard

We approved the minutes from our 4 April 2019 meeting.

We discussed Writing-Emphasis Course Learning Outcomes with Jennie Young and approved a draft of these (see below) which Assistant Provost Clif Ganyard has asked the University Council to look at and put on the Faculty Senate agenda for the fall.

Learning Outcomes for Writing Emphasis Courses

1. State important points and support them with illuminating details and examples.
2. Write in clear and lucid academic prose and properly employ academic conventions (writing style, transitions, source integration, etc.)
3. Use academic citation properly (if required by assignment).
4. Analyze logically and consistently and draw meaningful implications.
5. Write in proper English grammar with regard to correctness, usage, sentence structuring, and punctuation.

(submitted by Stefan Hall)

Graduate Academic Affairs Council

Annual Report September 5, 2018- May 15, 2019

This was the third year of existence of the Graduate Academic Affairs Council (GAAC). The GAAC replaced the Graduate Studies Council. The GAAC is charged with graduate program and curricular review and approvals. 2018-2019 academic year GAAC members were:

Franklin Chen—NAS and ES&P
 Timothy Kaufman - EDUC and ALTL graduate program
 Dave Voelker - HUS and ALTL, First Nation Studies
 Christine Vandenhouten—Nursing
 Sampathkumar Ranganathan—Business Administration
 Lydia Doerr—Graduate Student, ES&P
 Dornbush - Director of Graduate Studies (ex -offi cio)

The GAAC met seven times during the academic year. Mary Valitchka (Graduate Studies Office) was a frequent guest attendee at the GAAC meetings. Professor Franklin Chen was elected chair at the September 2018 meeting and served as chair throughout the year.

In addition to approving new courses and course changes, GAAC has reviewed and taken actions on the following items: (1) Approve new Applied Biotechnology (ABT). (2) Approve MS Science of Sport, Exercise and Performance Psychology. (3) Approve Accelerated Undergraduate Program in Biology and Environmental Science. (4) Approve removing course pages from all master's program websites. (5) Approve lowering GPA requirements for accelerated undergraduate program in Biology and Environmental Science. (6) Approve MSN-Leadership and Management in Health System Self-Study.

The details are tabulated as follows:

Name change of MSAT (Master of Science, Athletic Training) to Master of Athletic Training	14-Sep-18	new program	Approved
ABT(Applied Biotechnology)	30-Nov-18	Approve Applied Biotechnology online Master Program across UW system.	Approved
MS Science of Sport, Exercise and Performance Psychology	Feb 1-19		Approved
Approved Accelerated Undergraduate Program in Biology and Environmental Science	March 1-19	Allow upper level undergraduate to take graduate courses.	Approved
Remove course pages from all of the master's program websites.	March 1-19	Eliminate website confusion for students to search various master programs	Approved
Lowering GPA requirement for Accelerated Undergraduate Program in Biology and Environmental Science	April 5-19	Lowering GPA requirement from	Approved

		3.5 to 3.25.	
MSN-Leadership and Management in Health System Self-Study	April 5-19		Reviewed, approved and issued a formal response to the Self-Study Report.

Respectfully submitted May 15, 2019 by:

Franklin Chen, Chair GAAC 2018-2019

Committee on Committees and Nominations

Annual Report 2018-19

Members of the Committee on Committee and Nominations (Tetyana Malysheva, Adam Gaines, Janet Reilly, Stefan Hall, Rebecca Stone Thornberry, and Jon Shelton, chair) met three times during 2017-2018 in order to nominate members for UW-Green Bay faculty elective and appointive committees.

On September 6, the CCN held its convening meeting, which required us to fill several positions that had been vacated by faculty over the summer.

On February 15, with the essential assistance of Holly Keener and Steve Meyer, we populated the ballot for elective committees, which was accepted without modification by the Faculty Senate at its next meeting.

On April 5, again with Holly and Steve's assistance, we also completed our set of recommendations for faculty appointive committees.

Committee on Rights and Responsibilities

Annual Report 2018-19

Committee Members: Hye-Kyung Kim, Michael Hencheck, Lora Warner, Timothy Kaufman, Michael Draney

The Committee on Rights and Responsibilities (CRR) met on Wed. Sept. 26th, 2018 from 1:00 PM to 1:20 PM in MAC B334. Lora Warner called this meeting to elect a committee chair, orient new members on the charge of the committee, and discuss any business that existed.

Members of the CRR elected Michael Hencheck to serve as committee chairperson for the 2018-2019 academic year.

Committee members agreed to meet again during the 2018-2019 academic year only if an issue arose which compelled them to do so. The CRR did not receive any additional business or requests during the 2018-2019 year.

Michael Hencheck, Chair, Committee on Rights and Responsibilities

FACULTY APPOINTIVE STANDING COMMITTEES

Academic Actions Committee

Annual Report 2018-2019

During the 2018-2019 Academic Year, the following individuals served on the Academic Actions Committee:

Sherri Arendt (Academic Staff – Learning Center), Michael Gallagher (Academic Staff – Admissions), Joan Groessl (Social Work), Darrel Renier (Academic Advising), Karen Stahlheber (Natural and Applied Sciences), Dan Van de Yacht (Registrar), Dean VonDras – Chair (Human Development), and Sara Wagner (Human Biology).

During this past academic year, the Academic Actions Committee met in person in September, January, and June. Please note the following key actions of the Committee at these meetings:

In our September 28, 2019 meeting, the Committee reviewed and approved the Academic Calendar for 2020-2021.

In our January 7, 2019 meeting, following the Fall 2018 semester, the Committee heard eight student suspension appeals. Five students appeared before the committee, and three were reviewed in absentia during the session. Of the eight, five were approved with conditions and three denied. All approvals and denials were unanimous 6-0.

In our June 3, 2019, the Committee heard three student suspension appeals following the Spring 2019 semester. One student appeared before the Committee in person, and two students participated in the appeal procedure via telephone conference call. The following are the results of the Committee's actions during this meeting

Appeal 1: The Committee voted unanimously (5-0) to deny the suspension appeal petition.

Appeal 2: The Committee voted unanimously (5-0) to support the suspension appeal petition, with conditions noted.

Appeal 3: The Committee voted 4-1 to support the suspension appeal petition, with conditions noted.

Respectfully submitted,

Dean D. VonDras, Chair
Academic Actions Committee

Intercollegiate Athletics Committee

The Intercollegiate Athletics Committee (IAC) met three times during the 2018-2019 academic year, once in September, October, and November.

Committee members included: Matthew Geimer (Lecturer, BUS ADM), Charles Guthrie (Director of Athletics, ex officio nonvoting), Wayne Resch (community representative), and Donna Ritch (Faculty Athletic Liaison ex officio voting), Lynn Rotter (Manager, University Ticketing, Academic Staff), Janaina Fogaca (Assistant Professor, SS), Doug Brusich (Assistant Professor, NS), Alan Chu (Assistant Professor, SS), Kassie Batchelor (Senior Associate Athletics Director for Compliance and Student Athlete Welfare), and Lisa Grubisha (Assistant Professor, NS).

Summary

Director of Athletics, Charles Guthrie summarized accomplishments from the past year, which was his first year at UWGB. He also outlined several new activities to encourage students to attend athletic events and support student athletes. Lynn Rotter volunteered to take and submit minutes for all IAC meetings. Lisa Grubisha volunteered to be committee chair. Kassie Batchelor was added to the next meeting invitation as a committee member. IAC members agreed that the current IAC Committee Charge, last approved in 1998, was outdated. The committee talked about potential ways to update the text but nothing was finalized. Donna Ritch retired in January 2019, but no replacement for Faculty Athletic Liaison was made. The committee was not sure who would make the assignment.

Respectfully submitted,
Lisa Grubisha
Chair, Intercollegiate Athletics Committee

Individualized Learning Committee

Chair: Michael Rector (AH)

Members: Sawa Senzaki (SS), Mary Gichobi (PS), Jennifer Schanen (PS), Maruf Hossain (NS), Pamela Gilson (Coordinator of Testing Services) Donna Ritch (Fall 2018—Personal Major Advisor, Associate Dean), Kathleen Burns (Spring 2019—Personal Major Advisor, Associate Dean)

This committee is effectively composed for considering personal major proposals. The other part of our charge relates to Credit for Prior Learning and Credit by Examination, but we have not addressed either of these programs during my four years on the committee. We met two times this year to consider individualized major proposals. Both were approved. The courses of study were Film Studies and Human Sexuality.

ACADEMIC STAFF ELECTIVE AND APPOINTIVE COMMITTEES

Academic Staff Committee

2018-19 Academic Staff Committee Report

- I. Academic Staff Committee meeting schedule and members:
 - a. Meetings: During the 2018-19 Academic Year the ASC meet bi-weekly on Wednesday afternoons from 1:30-3:00 pm in CL735.
 - b. Members:
 - Jamee Haslam, Green Bay campus –Senior Advisor (Chair)
 - Sherri Arendt, Green Bay campus- Director of Learning Center (Vice Chair)
 - Eric Craver, Green Bay campus- Director, External Relations
 - Jan Malchow, Green Bay campus- Manager of Student Outreach
 - Bao Sengkhammee, Green Bay campus- Multicultural Advisor
 - Lynn Niemi, Green Bay campus – Director of Disability Services
 - Parker Nadeau, Manitowoc campus- Student Services Specialist
 - Bethany Welch, Marinette campus - Lecturer
 - Mark Krell, Sheboygan campus – Academic Advisor
- II. Assemblies and joint meetings
 - a. Academic Staff committee shared governance transition meeting was held Wednesday, August 29, 2018 at 1:30 pm in MAC 137
 - b. During the 2018-19 Academic Year there was two assemblies:
 - Winter Assembly – Tuesday, December 4, 2018 at 3 pm in the Christie Theatre
 - Spring Assembly – Thursday, May 9, 2019 at 3 pm in the Christie Theatre
- III. Academic Committee actions
 - a. ASC approved a Professional Development request for a person who was also serving on the AS Professional Development Allocation Committee
 - b. ASC approved the Mission text (Remissioning Process) on 10/24/2018
 - c. ASC approved and forwarded nomination for the Regents' Academic Staff Excellence Awards
 - d. ASC approved the election results as put forward from the Leadership and Involvement Committee
 - e. ASC made recommended appointments to appointive committees put forward from the Leadership and Involvement Committee
 - f. ASC appointed two members of the Personnel committee to serve on the Counseling & Health RFP process
- IV. Academic Committee discussions / Items of interest
 - a. The ASC provided names for the Dean of the Cofrin School of Business and the Provost searches
 - b. ASC received regular updates from Human Resources regarding to Title & Total Compensation Study, Academic Staff contracting and compensation for branch campus academic staff, and the benefits survey.
 - c. ASC and the Professional Development Allocations committee presented updates to the Professional Development Allocation Committee Charge and the Guidelines for use of Academic Staff Professional Development Allocation Funds. Passed at the winter 2018 Assembly.

- d. ASC presented the “Transition Years” Resolution, which was voted on at the spring 2019 assembly and passed. Making for the ASC for 19/20 and 20/21 of 7 people – 6 elected in election processes and 1 member from the branch campuses.
- e. ASC presented by law Changes to update by law text to remove the requirement that the ASC Chair have previously served as Vice Chair. Passed spring 2019 assembly.
- h. ASC members attended University Committee meetings on a rotation
- i. ASC members attended Faculty Senate to provide ASC updates on a rotation
- j. AS System rep attended meetings in Madison to discuss general shared governance concerns (9/8/18, 11/9/18,12/14/18, 2/1/19,3/8/19, and 5/10/19)

Respectfully submitted by Jamee Haslam, ASC Chair 2018-19

Academic Staff Personnel Committee

COMMITTEE MEMBERS:

Jan Malchow, Christopher Paquet, Lynn Rotter, Lauri Welhouse (Secretary), Kerry Winkler (Chair), Teri Zuege-Halvorsen

SUMMARY OF ACTIVITIES:

The Academic Staff Personnel Committee had its first meeting of the semester on September 25, 2018. At the meeting a motion was made to select a new chair (Kerry Winkler) and secretary (Lauri Welhouse). The previous chair led the review of the committee charge guidelines. At the time of the meeting, the committee had no known proposals, denials, reclassification referrals or any other matters for the Committee to review at that time.

In reference to employee grievances, HR is developing a process to streamline the procedures. Once this process is finalized the Academic Staff Personnel Committee will meet again to review. However, as of April 24, 2019, no updates have been provided to the Committee on the progress of this.

The Committee did receive a request for an Academic Staff Personnel Committee member to join the Counseling & Health RFP Committee. Kerry Winkler and Teri Zuege-Halvorsen agreed to share the position.

Regards,

Kerry Winkler, Chair

Academic Staff Professional Development Allocations Committee (ASPDAC)

2018-19 Committee Members:

Jena Richter Landers (chair), Kay Voss, Nora Kanzenbach, Joanie Dovekas and Joe Schoenebeck

Summary of activities for 2018-19:

- The committee began the year with \$9,000
- 19 Academic Staff members representing 11 areas on campus applied for matching funding via 20 requests.
- One request was denied, due to applicant already receiving the maximum matching amount for the year.
- 10 awards awarded the maximum allowance of \$750
- Individual awards ranged from \$100 to \$750
- The average award was \$570.80
- Original funds were exhausted in January, and this was communicated to the campus community.
- Additional funds (\$1,657.33) were dedicated by Academic Staff Professional Development Planning Committee (ASPDPC) in two installments, after the second installment, we were able to go back to previously denied requests.
- Total amount awarded: \$11,249
- Reimbursed already: \$9,157.33
- Amount reimbursed less than awarded: \$758.75
- Remaining balance: \$0

In addition to awarding funds, the committee worked with Academic Staff to update the committee's charge and Guidelines for use of funds in December 2018.

Academic Staff Professional Development Programming Committee

Annual Report 2018-2019

Members: Charles Guthrie, Stephanie Kaponya, Mary Sue Lavin, Secretary/Treasurer, Laura Nolan (Chair), Gail Sims-Aubert Academic Staff Committee (ASC) Liaison: Bao Sengkhammee

Major Issues/Impacts: No major issues were experienced this year. In addition to providing professional development opportunities to academic staff on campus, the committee authorized \$1,000 of our funds to help the Professional Development Allocation Committee.

Changes to Charge/Operating Procedure: None

Challenges/Concerns: Attendance at events is a challenge. We have looked at additional ways to advertise programs, what days and times have the best attendance. There is a belief by some staff that they do not have the freedom to attend the professional development events.

Recommendations/Observations:

- Need to look at additional ways to include the three branch campuses into professional development.

Accomplishments:

- Dealing with Disruptions (Two sessions offered, one on August 28, 2019 and one on October 17, 2018)
 - Presented by members of Public Safety, Dean of Students Office, and the office of Counseling & Health
 - Registered attendees: Aug. 29 was 28; October 17th was 8
- Trauma-Informed Care Level One was held on November 14, 2019 from 1-3pm
 - Presented by Professor Dana Johnson (Social Work)
 - Registered attendees: 25
- Trauma-Informed Care Level Two was held on November 30, 2018 from 10am until Noon.
 - Presented by: Professor Dana Johnson
 - Registered attendees: 25
- Teamwork, Communication, Creativity was held on March 19, 2019 from 2:15 to 3:15pm
 - Presented by Comedy City
 - Registered attendees: 12
- Improv On The Job was held on March 19th from 3:30-4:30pm followed by a Comradery Happy Hour at 4:30pm
 - Presented by Comedy City
 - Registered attendees: 21
- Wisconsin Demographics – How the Changes Affect the University Potential was presented on April 18th at 10-11:30am and then repeated from 1:30-3pm.
 - Presented by Mark O'Connell
 - Registered attendees: 53
- A Rolodex of Lived Experiences will be presented on June 18th at 10-11am.
 - Angie Lee

Leadership & Involvement Committee

Annual Report 2018-2019

Members

Jodi Pierre (chair), Stephanie Murphy; Jacob Depas, Kelli Strickland, Allen Voelker, Lynn Niemi (ASC liaison, ex-officio, non-voting)

Purpose

The primary charge of the LIC is to solicit Academic Staff to serve on various elective and appointive committees via an annual survey, prepare ballots for the elective committees, oversee the voting process, and make recommendations for appointive committees.

Activities

The LIC met five times and conducted business via email when appropriate.

In September, the committee reviewed its charge and developed a timeline for work. Based on feedback from the previous year's survey, the LIC decided to include information about anticipated workload and time commitments for the elective and appointive committees. The LIC requested this information from committee chairs.

In November, the committee reviewed the Academic Staff Preference Survey and made several changes, including a shorter introduction, a new "primary campus" question, and a question gauging interest in serving as a mentor to new academic staff.

SOFAS distributed the survey in late January and reported the results to the LIC, which met in February to review the results and prepare the ballot for elected committee positions. In March, SOFAS ran the election and the LIC met to review the results.

In April, the LIC met to select names for the appointive positions and submitted those names to SOFAS to distribute to the appointing committees.

For the upcoming 2019-20 academic year, there were seven vacancies on three elective committees; the LIC has notified the winners of those elections and confirmed their committee membership. There were 11 vacancies on six appointive committees; the LIC has made recommendations and the appointing committees are in the process of finalizing the appointments. The names of newly elected or appointed committee members will be posted on the SOFAS website.

COMMITTEES APPOINTED BY THE PROVOST

Committee on Disability Issues

Annual Report for 2018-19

Members of the Committee on Disability Issues for the 2018-19 school year included:

- Sara Wagner, Academic Staff, Lecturer (18-21)
- Amulya Gurtu, Faculty, Assistant Professor (18-21)
- Jenna Hunt, University Staff, Receptionist (18-19)
- Paul Pinkston, Director of Facilities Management (*ex-officio, voting*)
- Kimberly Danielson, Affirmative Action/ADA, Human Resources (*ex-officio, voting*)
- Lynn Niemi, Co-Chair, Coordinator, Disabilities Services (*ex-officio, voting*)
- Theresa Mullen, Co-Chair, Student ADA Coordinator & Academic Department Associate (*ex-officio, voting*)
- Grace Keller, SGA, Student Member, (18-19)

The Committee on Individuals with Disabilities met officially two times this year as a full committee.

Areas the committee addressed this year were as followed:

- Recommended and university purchased & installed twenty-four assistant listening devices for the University Theatre. Since then several patrons have requested these devices.
- New Student ADA Coordinator – Theresa Mullen was selected by campus leadership starting effective August 1, 2018.
- Recommended removal of disability parking stalls in TH/SA service lot as there was not an accessible entrance. Also, two disability parking spots were removed in Weidner Service lot as concrete ramp was deemed unsafe and out of compliance for the space. (See attached memo to Provost dating 11/01/18)
- Provided updates in Facilities Management, Human Resources pertaining to ADA and Disability Services Office (pertaining to door openers, snow removal, updates to branch campuses,

The areas the committee would like to further evaluate for the 2019-20 year are as followed:

- Follow up with Canvas and accessibility features
- Follow up on branch campuses pertaining to disability issue (student, employee and facility accommodations and access).
- Lawton Gallery ADA review and request.
- Follow up with parking concerns from employee.

The co-chairs of this committee feel that it has been doing valuable work and is worthwhile. This committee, along with the support of campus' offices, are ensuring individuals with disabilities have access to our campus and events held.

University Assessment Council

No report submitted for the 2018-19 Academic Year.

Institutional Review Board

Meetings: During the 2018-2019 academic year, the IRB met **ten** times. During the Fall, 2018 semester the Board was chaired by Dr. Christine Smith, who served as the Interim Chair while Dr. Cupit was on a semester long sabbatical. During the fall semester, not all scheduled meetings were held as there were months when there were no proposals requiring committee approval, i.e., requiring full IRB board review. Conversely, extra meetings were scheduled during the Spring, 2019 semester to accommodate a backlog of full board proposals. Most meetings were held once per month, and they generally lasted from 1 - 2 hours.

Proposal Submissions: As of this writing, there were **eighty-one** requests for reviews submitted to the IRB (see attached summary spreadsheet). **Thirty-nine** were submitted in the Fall (2018) and **forty-two** in the Spring (2019). The submissions for review include (mostly) new research proposals, but there were several requests for approval of modifications and/or extensions of previously approved proposals. The majority of the proposals were submitted as "expedited" or "exempt" status and reviewed by the IRB chair.

The proposals came from four main sources: (1) UW-Green Bay faculty who frequently were doing research with students; (2) undergraduate and graduate students enrolled in the UW-Green Bay (3) graduate students such as the Masters of Nursing and Social Work programs here at UW-Green Bay, (4) faculty from the Project Coastal campuses of Marinette, Manitowoc and Sheboygan and (5) other members of the UW-Green Bay community, e.g., directors of programs.

IRB Accomplishments during the 2018-2019 Academic Year

The following list represents the major accomplishments of the IRB 2017-2018 Board:

- The Chair of the IRB continued to work closely with the Associate Vice Chancellor for Academic Affairs and the University Services Program Associate in the Provost's office. They have been instrumental in the revision of functioning of the IRB and providing much needed support. The Chair of the IRB would like to formally acknowledge the invaluable help received from Pang Yang in many areas of IRB functioning.
- With the help of Pang Yang, University Services Program Associate, the IRB website is continually being revised to be website compliant and user friendly. The application process now is clearer and the flow of the protocol application process proceeds more smoothly.
- CITI training is now fully implemented. The process went smoothly and all faculty who submitted protocols during the year now are CITI trained.
- I. Cupit and Pang Yang have been working throughout the entire spring semester to revise the IRB Manual to present to the Board for their input and approval at the beginning of the Fall, 2019 semester. Procedures are clarified, new NIH changes are added in, and policies specific to UW-Green Bay have been added in. The manual will be available online, with corresponding relevant links throughout the document. The website will also be changed to include the manual and reflect the changes that were made.

- The Chair of the IRB participated in the planning committee for the Wisconsin/Minnesota IRB Workshop, which will be held at the Mayo Clinic, Minnesota on Oct. 11, 2019.

IRB Wish list for 2019-2020:

- Approval of the Revised IRB Manual.
- Smooth transition for whomever takes over the Chairpersonship as I. Cupit's term is over in the summer of 2020.
- Creation of informational video for the IRB website.
- Review and revision of Outside Institutional Access form.
- Creation of a Social Media policy.
- Continued exploration of a more user friendly and efficient system of logging, record keeping, and evaluating protocols.
- Better coordination with the Office of Research and Grants.

IRB Committee Members: Overall, the members of this 2018-2019 IRB demonstrated professionalism, commitment, and competence in carrying out the important charge of this body. Members included Illene Cupit (Chair), Gaurav Bansal, James Kabrhel (UW-Sheboygan), J.P.Leary, Myunghee Jun, Christopher Paquet and Tetyana Malysheva. Dr. Diane Fenster was our community member (with Dr. Jane Danowit as an alternate), and Pang Yang (University Services Program Associate). In addition, we are fortunate to have Matt Dornbush, Associate Vice Chancellor for Academic Affairs and Director of Graduate Studies provide much needed support and encouragement. Once again, we would like to give Dr. Christine Smith a warm thank you for her competent and thoughtful stewardship of the IRB while Dr. Cupit was on sabbatical.

Members approached the task of reviewing proposals in a spirit of problem solving and collegiality. They are to be commended for their efforts to facilitate the ethical treatment of human subjects participating in research conducted at UW-Green Bay!

Categories of Review

<u>Exempt</u>	<u>Expedited</u>	<u>Full</u>	<u>Modification</u>	<u>Extension</u>
<u>27</u>	<u>43</u>	<u>8</u>	<u>4</u>	<u>2</u>

Instructional Development Council

Annual Report 2018-2019

Members: Franklin Chen, Jason Cowell, Doreen Higgins, Jeremy Intemann (Co-Chair), Vivek Madupu, Kaiome Malloy, Michael Rector, Kimberley Reilly (Co-Chair), Caroline Boswell (CATL Director, ex officio), TBD Dir. Student Success and Engagement (ex officio), TBD ATS Rep (ex officio), Forrest Brooks (OPID rep, ex officio)

The full IDC met 5 times during the 2018-2019 academic year to conduct the normal business of the council. The IDC continued to serve as a supportive and advisory council to CATL. Grants/programs which were offered included Teaching Enhancement Grants, Wisconsin Teaching Fellows and Scholars, UWGB Teaching Scholars, Faculty College, Student Nominated Teaching Awards, Online/Hybrid Program Development Grant, and the January Faculty Instructional Development Institute. Subcommittees met 3 times during 2018-2019 regarding Teaching Enhancement Grants and Wisconsin Teaching Fellows and Scholars. One IDC representative collaborated with CATL staff to administer the Online/Hybrid Program Development Grant. Sabbatical applications, Student Nominated Teaching Awards nominations, Faculty College, and Instructional Development Institute proposals were reviewed as a full council.

January Instructional Development Institute

Similar to past years, a January institute was facilitated by CATL. The IDC worked with CATL to develop the conference format. In addition, the IDC reviewed 18 applications for the Instructional Development Institute, including 7 workshops and 11 presentations. The committee selected 6 workshops and 9 presentations for the IDI.

Teaching Enhancement Grants

In 2018-2019 academic year, CATL ran two award cycles (Fall and Spring) for the TEG. Across the entire academic year there were 19 TEG applications requesting \$17,025.06 in funding. The committee awarded 18 applicants funding totaling \$14,769.59.

Student Nominated Teaching Awards

The administration of the SNTA continues to pose challenges for the IDC and CATL. Last spring, the Academic Affairs representative from Student Government reported that SGA desired to take over administration of the SNTA, to put control over the award more firmly in the hands of students. This academic year, the IDC moved forward under the assumption that SGA would take over the award; but in March the SGA voted to keep administration the award in the hands of CATL and the IDC. Thus we moved forward on a slightly delayed schedule with the call for student nominations of instructors in early April. The IDC also voted unanimously to consider all instructors who received 3 or more student nominations—a slight change from the previous year, when all instructors receiving 2 or more nominations were considered.

In total, 110 instructors received at least 1 nomination, with 16 receiving 3 or more nominations. The IDC voted unanimously to approve all 16 for SNTA recognition. Because of a shortage in staffing, we were only able to send copies of student comments to the 16 award winners, along with a letter of recognition.

Wisconsin Teaching Scholars and Fellows

The call for the 2019-2020 Wisconsin Teaching Fellows and Scholars Program was put out on October 2018. Five applications were received. One teaching fellow and one teaching scholar were selected to participate in the 2019-2020 WTFS program.

Faculty College

The call for the 2019 Faculty College (May 28-31, 2019 in Richland Center) went out in February. The committee reviewed 8 applications and accepted 6. A seventh application was conditionally accepted pending a request for additional funding from the UW system.

UWGB Teaching Scholars

The call for 2019-2020 was released in March 2019. Applications were due May 1. It is expected participants for 2019-2020 UWGB Teaching Scholars were selected.

Faculty Sabbatical Recommendations

The voting members of the IDC reviewed and made recommendations regarding the applications for faculty sabbatical releases. In total, there were 11 applicants, with one applicant withdrawing his proposal due to the receipt of an outside grant. As always, we determined whether each application was appropriate for funding given the criteria and length of sabbatical requested. The IDC reviewed each of the proposals and unanimously recommended to accept 9 of the 10 proposals for sabbatical leave; the tenth proposal was rated acceptable by a majority (5-1) of the committee. Therefore, the council recommended that all 10 applications were acceptable.

Institutional Animal Care and Use Committee

No report submitted for the 2018-19 Academic Year.

International Education Council

No report submitted for the 2018-19 Academic Year.

Research Council

Annual Report, 2018-19

This report summarizes the activities of UW-Green Bay's Research Council during the 2018-2019 academic year.

The University's Core Mission includes the expectation that faculty pursue "scholarly activity, including research, scholarship and creative endeavor." The University's System Mission includes the goals "to discover and disseminate knowledge, [and] to extend knowledge and its application beyond the boundaries of its campuses..." Consistent with these aims, the Research Council's charge includes (a) making recommendations for grants "to support research and other scholarly activities of the faculty" and (b) organizing and supporting "dissemination of research results and other scholarly activities conducted by the faculty."

Support for meaningful scholarly and creative activity (SCA) is critical for faculty and student success. For faculty, ongoing SCA is a key expectation for tenure and promotion, for professional development, and for satisfactory performance reviews. For students at all levels, participation in SCA with faculty is a valuable, high-impact practice that helps recruitment and retention, and aids graduate-school and job applications.

For the 2018-2019 year, the Research Council consisted of Brian Welsch (Chair), Jason Cowell, Jennifer Ham, Michael Rector, Christine Vandenhouten, and Associate Vice Chancellor for Academic Affairs Matt Dornbush (guest administrator). The council met five times.

The two primary opportunities for which the Research Council recommends funding are Grants In Aid of Research (GIAR), awards now made in fall, winter, and spring, and the Research Scholar program, with one award made in the spring. The addition of a third GIAR call was motivated by the UW System's relatively recent enforcement of a rule prohibiting reimbursement of expenses more than 90 days after being incurred, meaning opportunities should be more frequent. **This year, the final call's due date was near the end of finals, and Research Council members did not finish making selections until mid-June, well after they were off contract. Hence, an earlier due date would probably be wise.** As has been long-standing practice, the Council slightly modified previous years' announcements for these opportunities, and reviewed proposals to each. In addition, this spring, one member of the Council (Welsch) joined Assoc. V. C. Dornbush in reviewing a successful proposal for a WiSys Spark Grant.

GIAR Awards: For all three calls, total funding requested exceeded available amounts. For each call, awards and number of submitted proposals were: for fall call, 11 of 14; for winter call, 14 of 22; for spring call, 11 of 14. Of 50 proposals that were submitted, 36 were funded, for an overall success rate of 72%. (Last year, only 29 proposals were received, perhaps because "one-time" funds awarded the prior year were being spent.)

Research Scholar: This program currently provides a \$7,000 stipend to one faculty member to support a research project with a substantive outcome, such as a book, proposal for external funding, etc. This year, 18 proposals were received, a substantial increase over the last cycle's 10, which was itself better than the previous year's eight. (Having the due date late in winter break seems to yield more submissions than having the due date during the semesters.) Two proposals were identified as very strong, and one was selected for funding. Funding for second project was requested from Assoc. V. C. Dornbush, and granted (due to funding freed by the then-unfilled Grant Writer position in the Office of Grants & Research).

The Council also considered procedures for faculty to apply, on a rolling basis, for funding to cover

publication charges for accepted papers. Discussion of possible procedures highlighted several problematic aspects of implementing such a program, and the idea was not pursued further.

The list of 2018-19 GIAR and Research Scholar awards is expected to be posted soon on UWGB's website at <https://www.uwgb.edu/research-council/>

Respectfully submitted,

Dr. Brian Welsch, Assistant Professor of Physics
Natural & Applied Sciences
University of Wisconsin-Green Bay

COMMITTEE APPOINTED BY THE DEAN OF STUDENTS

University Student Leadership Awards Committee

Annual Report 2018-19

Members:

Faculty: Katia Levintova, Lorena Sainz-Maza Lecanda, Dana Johnson

Staff: Amy Barthelme, Rosa Serrano, Morgan Theobald

Students: Kallista Baebler, Angelica Nix, Cody Kleinschmidt, Paige Anderson, Isaiah Hernandez

Conveners: Claudia Guzmán and Adam Novotny, Office of Student Life

In 2018-19, a total of 95 student leaders were recognized through the University Leadership Awards program – 52 students earned University Leadership Awards, and 43 students received the Chancellor’s Leadership Medallion. The selection process takes place each semester and is very time consuming for committee members. They reviewed hundreds of pages of questionnaires before meeting to determine the final list of award recipients. Their involvement in this process is critical and highly valuable.

December 2018 Awards

Award	Number of Nominees	Number of Completed Questionnaires	Number of Recipients
University Leadership Award	97	33	9
Chancellor’s Leadership Medallion	45	22	8

May 2019 Awards

Award	Number of Nominees	Number of Completed Questionnaires	Number of Recipients
University Leadership Award	415	224	43
Chancellor’s Leadership Medallion	173	95	35

If you have any questions about this report, contact Claudia Guzmán at 465-2464 or guzmanc@uwgb.edu.

COMMITTEE APPOINTED BY VICE CHANCELLOR FOR BUSINESS AND FINANCE

Health and Safety Committee

The committee met on November 5, 2018 and April 1, 2019.

Committee Members and others in attendance: Aaron Maternowski, (Database Administrator, Academic Staff), Jill Fermanich (Environmental Health Spec), Amy Henniges (Director Counsel & Health), Tom Kujawa (Director Protective Services, Chair), Paul Pinkston (Director Physical Plant), Brock Neverman (Weidner Center, University Staff), Kurt Nimmer (Facilities, University Staff) Scott Schroeder (Police Services Assoc.), Unassigned (Student Gov't), Kimberly Sipiorski (Pay & Benefit Supervisor HR Rep), Leanne Zhu (Assistant Professor), Jadadeep Thota (Assistant Professor), Kathleen Jurecki, Dean Assistant), Katera Cavitt (Student Services), Jeff Gross (Police Lieutenant)

Purpose: The University of Wisconsin-Green Bay Health & Safety Committee was established to advise the Vice Chancellor for Business and Finance on issues relating to the health, safety, and wellness of the university community.

The committee addressed the following:

1. Coastal University
 - Public Safety completed a security review of each campus and will work with them to make improvements – key control is an issue will need to be addressed on all campuses.
 - Coastal campuses policies will match UW Green Bay's policies, including building access.
 - Fire inspections and fire drills completed on all UWGB campuses – no significant issues.
 - Like our Chancellor walk – we will have CEO walk at the coastal campuses.
 - UW Green Bay will be taking over the Emergency Management of the coastal campuses in July of 2019. Currently managed by Madison.
 - Coastal campuses do not have security/police and local police respond to each campus. Future decision on whether they should be staffed with campus police will be made in the future.
 - Branch campuses are on the RAVE text messaging system – will be moving everyone to our GB alert system. Will allow users to sign up for one or more campus locations.
 - All campuses will have BIT (Behavioral Intervention Team) and Public Safety is on each team.
 - Public Safety, Dean of Students, Counseling and Health will be offering Dealing with Disruptions (DWD) and Self-Defense to the coastal campuses.
 - Looking to add members of those campuses to this committee.
 - All campuses have BIT (Behavioral Intervention Team) and UWGB/Public Safety are represented.
 - The Sheboygan campus cameras are up and running. Manitowoc does not have cameras yet and Marinette cameras are currently down.
2. Chancellors Walk
 - a. Coastal campuses have completed their CEO/ Chancellor walks.
 - b. Green Bay Campus - No concerns with lighting near the SA lot after the Chancellors walk. Questions about lights on the arboretum – did not fit the purpose of usage. No new lights added at this time.
 - c. Concerns over inattentive driving and walking by people on their cell phones. Police will increase enforcement and contacts of people who display this behavior. Campus wide informational email sent out to the campus community.

- d. Concerns over narrow hallway in the union by MESA not validated. Hallway width is up to code standards.
- e. The need for roundabouts to alleviate traffic congestion on Nicolet is a city of Green Bay issue/project because that is a city roadway.
- 3. Fire Drills
 - a. Good response most out around 2 minutes. Issue with one class not vacating the building.
- 4. Fire Inspection
 - a. The main issue was the storage of recycled plastic bags kept in bales. Bales shouldn't be stored in hallways – flammability issues. The plastic bags were moved to shipping and receiving.
- 5. Electronic Doors
 - a. Project approval to finish installing electronic door locks on the rest of the academic buildings.
 - b. Stem Building – same building hours as Green Bay campus. Card swipe doors controlled by the county.
- 6. Camera Update
 - a. The Kress added cameras, the union will be adding cameras and Res Life will be adding cameras to entrance/exit doors.
 - b. Second building outfitted with cameras in Res Life. The plan is for all of Res Life to have cameras installed at entrances.
- 7. Emergency Management Plans
 - a. Sgt Dave Jones is working on changing emergency plans to include more events and to have our plans the same as all other UW schools.
- 8. Counseling and Health
 - a. UWGB is considering contracting out health and counseling services.
 - b. If the change is made it would not be until after July of 2020.
 - c. There is a listening session/Q&A on Monday April 8, 2019 from 2-3 pm.
- 9. Other
 - a. Blue Phones - 20 year old system that is failing. Underground wiring is deteriorating and costly to replace. Future decision to be made by campus leadership and student government to replace or discontinue the use of blue phones on campus.
 - b. AED locations discussed. Log reminder to campus should go out. Wellness committee for Heart Walk in the past would have everyone walk past the AED's – should considering doing it again.
 - c. New Yellow emergency placards have been updated and going up campus wide.
 - d. Smoke free campus discussion. SGA rep on committee will take back to SGA for discussion.
 - e. Tornado drill scheduled for April 11, 2019.
 - f. Public Safety wishes to encourage all faculty/staff and students to comply with the procedures of the fire drill and evacuate the buildings when the alarm is activated.

Respectfully Submitted,

Jeff Gross (Interim Chief/Interim Committee Chairman)

Wellness Committee

2018-19 Annual Summary Report

Committee Members include:

- Amy DePeau, Student Health Nurse, Counseling & Health Center Representative
- Alex Reichenberger, Fitness Coordinator, Kress Center Representative
- Lynn Rotter, Manager of University Ticketing, Academic Staff Representative 2018-2020
- Jen Schanen, Lecturer & BSW Field Coordinator, Faculty Representative 2017 – 2019
- Lisa Schmelzer, University Services Program Associate, University Staff Representative 2016 – 2019
- Jolene Sell, Registered Dietitian, Chartwells Representative
- Jolene Truckenbrod, Payroll & Benefits Specialist, Human Resources Representative & Chair

Committee Charge:

The Wellness Committee was founded in 2012 and is committed to promoting and supporting programs that foster the wellness of the campus community.

Events/Activities:

- Applied for and received a \$3,460 **grant** from the Department of Employee Trust Funds for wellness initiatives for employees.
- Coordinated **Healthy Potluck** in fall where 11 employees brought healthy food to share, and enjoyed lunch together.
- Coordinated **9/11 stair climb** with Public Safety and provided snacks for participants.
- During Employee Appreciation Week, held **goat yoga** class for 25 employees, led an **arboretum walk** for employees over lunch hour, and provided chair **massages** for 40 employees.
- Maintained HR Connect **Wellness blog** with articles, recipes, events and activities (<https://blog.uwgb.edu/hr/category/wellness/>).
- Coordinated annual **Benefits & Wellness Fair** in fall with over 30 vendors and over 150 employees attending.
- Coordinated four **onsite health screening events** with over 250 employees participating, and promoted \$150 wellness incentive.
- Coordinated three **flu shot clinics** so employees enrolled in UW health insurance could receive free flu shots.
- **Bellin Run** – Provided registration discount to 20 employees registering as part of UWGB team, provided T-shirts to UWGB Bellin Run team members, offered onsite Bellin Run packet pickup, and recognized employees who ran in Bellin Run.
- **Run/Walk Club** – started run/walk club which kicked off with a Couch to 5K Lunch ‘n Learn by Nate Vandervest in February 2019, provided running hats to all team members, offered registration fee discount to CellCom & Bellin runs, coordinate weekly group runs/walks on arboretum trails.
- Offered **lunch ‘n learns** on Backyard Chickens and Using Credit Wisely, and provided incentives to employees who attended.
- Hosted four Well Wisconsin lunch ‘n learn **webinars**.
- Coordinated a **Healthy Heart challenge** in February, which kicked off with an AED demo Lunch ‘n Learn by Public Safety. Employees at all four campuses walked to AED locations to unscramble heart health related words, and received incentives for participating.
- Coordinated **Winter Wellness Challenge** at Kress Events Center - provided incentives to employees who visited Kress during winter break, and had snacks and tours during a 3 day Kress open house in January.

- Coordinated a **Summer Yoga Challenge** providing incentives to employees who participated.

Why is wellness important to UWGB employees?

- Employees who are healthy physically and mentally are happier, more productive, have better attendance, more engaged, and are enjoyable to work with!
- Wellness challenges, incentives, events, and activities promote community among employees, improving morale and reducing turnover.

CHANCELLOR APPOINTIVE COMMITTEES

Council on Diversity and Inclusive Excellence

No report submitted for the 2018-19 Academic Year.

Committee on Student Misconduct

No report submitted for the 2018-19 Academic Year.

UNIVERSITY STAFF ELECTIVE AND APPOINTIVE COMMITTEES

University Staff Committee

Annual Report 2018-2019

University Staff Governance Committee Membership 2018-19	
University Staff Committee Julie Flenz (Human Resources Liaison) Holly Keener (Vice Chair) Jayne Kluge Kim Mezger (Chair) Theresa Mullen Monika Pynaker Brian Rabideau (USC Member-Marquette) Sue Machuca (USC Member-Sheboygan) Teri Ternes (Secretary) Tracy Van Erem (Treasurer) TBD (USC Member – Manitowoc)	Personnel Committee Denise Baeten Brenda Beck Jenny Charapata Christopher Paquet (Human Resources Liaison) John McMillion (Chair) Pang Yang
Election Committee Holly Keener (Chair) Anna Maier John McMillion	Professional Development Committee Julie Flenz Dolly Jackson Sarah Locke Teri Ternes (Chair) TBD (replace Crystal Williams)
UWS University Staff Representative Ron Kottnitz Teri Ternes (Back-up)	

The University Staff Committee meets the third Thursday of every month from 10:00-11:30, with occasional special meetings for discussions requiring timely decisions. In addition to the 9 elected members and 1 HR liaison, the chairs of each of the 3 subcommittees typically attend the meetings or send a committee representative.

Monthly UWS University Staff Representative meetings in Madison facilitate discussions of issues common to all UW University Staff employees. Our representative reports on these discussions at the monthly USC meetings.

The February 15, 2018 yearly University Staff Assembly was attended by 34 university staff members in person, and 5 who connected remotely. Associate Provost Clif Ganyard opened the meeting with a welcome and update on the current state of campus affairs. Other presentations included university staff opportunities for shared governance and campus committee involvement; a report on college restructuring and shared governance; reports from each of the committees on their activities for the current year; and HR news and updates.

The USC Chair co-presented at a shared governance session of the Supervising for Success workshop in April, explaining the importance of shared governance, the role of the university staff governance body, and opportunities for staff involvement.

A survey generated by the Election Committee in February determined interest in open governance positions, as well as for serving on other campus committees. The survey was also sent to the branch

campuses, in order to fill branch representative positions on the USC and open committee positions. A ballot was created based on the results of the survey, and online elections were completed in early April.

Reflecting on 2018-19 activities of the USC, two main things stand out:

- 1) The University Staff Committee's founding chairperson, Jan Snyder, retired in January. The vice-chair, Kim Mezger, became the chair of the committee and will continue the position until the August transition meeting where a new chair will be voted for.
- 2) In July, the University Staff Committee formed a Bylaws Restructuring Committee. Revisions were necessary 1) to reflect a university staff body and shared governance membership that include university staff from the 3 branch campuses, 2) to clarify a few of the responsibilities for the committee, and 3) to refine the shared governance and campus committee section. The membership voted unanimously for the updated Bylaws at the annual meeting in February.

All current and incoming members will convene in June for an informal luncheon, including a representative from each of the 3 branch campuses. A transition meeting will be held in August to select USC officer positions and committee chairs for the other 3 committees. The USC will retain its meeting schedule of the 3rd Thursday morning of each month for the 2019-20 fiscal year beginning in August, and the other committees will determine their meeting schedules in early fall. USC meetings will include remote access for our branch campuses.

Respectfully submitted,
Kim Mezger, Chair
University Staff Committee

University Staff Election Committee

Annual Report 2018-2019

University Staff Governance Committee Membership 2018-19
Election Committee Holly Keener (Chair) John McMillion Anna Maier

The University Staff Elections Committee met three times this year to discuss University Staff committee vacancies, distribution of the annual committee Interest Survey, assembly of the Elective Committee ballot and the nominees for the various appointive committees. We worked closely with the Secretary of the Faculty and Staff (SOFAS) to make sure all eligibility requirements were met and proper balloting procedures were followed.

Of particular concern this year:

The Interest Survey participation was severely lacking again this year. We had 55 / 189 university staff complete the survey (29% return rate). We also had a very small percentage of members actually complete an election ballot during our Spring Elections ($61/189 = 32\%$). With the addition of the three branch campuses, we added 3 voting positions to the USC. Our new by-laws were written to continue these branch campus voting positions into the future, but we end the year with the Manitowoc rep position vacant. We hope to have all of these vacancies filled as we start the 2019-2020 Academic Year.

Following Jan Snyder's retirement, we rearranged officer positions slightly to make up for the rather large hole her departure created in our organization. Kim Mezger (our Vice-Chair) agreed to step into the Chair position for the remainder of 2018-19, Holly Keener moved from the Secretary position to the Vice-Chair position through the remainder of her term (2019-20), and Teri Ternes agreed to take on the role of Secretary through the end of the current year.

Respectfully submitted by:

Holly Keener, Chair, University Staff Elections Committee

University Staff Personnel Committee

Annual Report for 2018-19

Members:

Denise Baeten

Brenda Beck

Jenny Charapata

Christopher Paquet (HR Liaison)

John McMillion (Chair)

Pang Yang

The Personnel Committee met twice during the 2018-19 term. We worked with the USC and Human Resources to make changes to Personnel Committee section of the bylaws to better define our role in University governance.

It was also decided that we should have a handbook of guidelines for the Personnel Committee that can be handed down from chair to chair detailing the Committees' responsibilities and procedures. The task for compiling this handbook was assigned to Human Resources. There is no set deadline for the completion of this handbook.

Respectfully submitted,

John McMillion, Chair

University Staff Personnel Committee

University Staff Professional Development Committee

Annual Report 2018-2019 Academic Year

Committee Members:

Julie Flenz [2017-19], Dolly Jackson [2018-20], Sarah Locke [2017-19], Vacancy [Crystal Williams reclass to Academic Staff; no interim]

Terms: Membership terms begin on July 1, coinciding with the start of the campus fiscal year. They are 2-year terms through BY19. Terms are staggered for continuity.

The University Staff Professional Development Committee had a busy and successful year. The committee meets monthly, the 2nd Monday of the month, TH-335H, setting plans for our fall conference; more often when necessary. In addition, they meet regularly with the Academic Staff Professional Development Programming Committee to plan joint workshops throughout the academic year. The USPDC is also responsible for planning our winter after hours social. Here is a recap of events this committee is responsible to address:

Fall Conference: The Professional Development committee sponsored a successful University Staff Fall Conference 2018 on September 28 at the Tundra Lodge. Agenda attached at end of report. Plans for 2019 are underway. The conference will be held on October 18, 2019 at the Hyatt Regency, Green Bay. The title for 2019 is “Your Professional Toolbox”. There will be three 1.25 hr. breakout sessions; two in the morning and one in the afternoon. Keynote will present at end of day. Speakers are being finalized. “Save The Date” emails have been sent to university staff system wide and support staff at NWTC, LTC, FVTC.

Professional Development Joint Workshops: The University Staff Professional Development Committee joined with the Academic Staff Professional Development Program Committee and has sponsored several workshops in the '18-'19 academic year to include: (1) 'Dealing with Disruptions'; (2) Trauma Informed Care I & II. (3) “Wisconsin Demographics – How the Changes Affect the University Potential”; (4) A Rolodex of Lived Experiences” is scheduled for June 18.

Social: The committee generally schedules a winter after work social and encourages university staff to attend. It is a great opportunity to enjoy good food, have a few laughs, and rekindle old and new friendships with co-workers. We provided snacks. We held our winter social at Mackinaw's. Our summer USC networking farewell/welcome potluck is scheduled for June 20 at Lambeau Cottage. This is a time to recognize outgoing officers for their service and welcomed newly elected officers.

Professional Development Funding: The committee reviews the procedure and funding request amount yearly. The 2019-20 maximum allotment is 50% of the registration fee at a maximum of \$300. The funding request form is on our website under the Professional Development tab. This year we approved 18 requests and to date have paid out \$1299; we have three reimbursements pending. The committee continues to look for professional development opportunities for University Staff; we are always open to suggestions.

University Staff Fall Conference 2018
hosted by the University of Wisconsin Green Bay
University Staff Professional Development Committee
Agenda

**“The Joy of Work:
How to Make Your Work Environment Sizzle!”**

Friday, September 28, 2018

Tundra Lodge Resort and Conference Center

865 Lombardi Avenue, Green Bay, Wisconsin

<http://www.tundralodge.com/>

- | | |
|---------------------|--|
| 7:30 am - 8:15 am | Registration
Hot Breakfast (included in registration fee) |
| 8:15 am - 8:45 am | Welcome |
| 8:45 am - 10:00 am | Break-out Session I
James Beversdorf - <i>Handling Life through Movement and Exercise</i>
Paul Braatz - <i>WRS Benefits for Employees Nearing Retirement</i>
Bonnie Nussbaum - <i>Livin' Your Kick Ass Life</i>
Sara Wagner - <i>Body Kindness and Intuitive Eating: Putting the Joy Back into Eating and Movement</i> |
| 10:15 am - 11:30 am | Break-out Session II
Paul Braatz - <i>WRS Benefits for New and Mid-Career Employees</i>
Liysa Callsen - <i>Sizzle with Silence</i>
Bonnie Nussbaum - <i>How to Find Joy in Your Work</i>
Sara Wagner - <i>Body Kindness and Intuitive Eating: Putting the Joy Back into Eating and Movement</i> |
| 11:30 am - 12:30 pm | Lunch (included in registration fee) |
| 12:30 pm - 1:45 pm | Break-out Session III
Lucy Arendt - <i>Grit: The Secret to Success - and Maybe Happiness! - At Work and in Life</i>
Liysa Callsen - <i>YES, AND</i>
Tina Hallis - <i>Creating a More Positive Workplace</i>
Bonnie Nussbaum - <i>Livin' Your Kick Ass Life</i> |
| 2:00 pm - 3:15 pm | Break-out Session IV
Lucy Arendt - <i>Grit: The Secret to Success - and Maybe Happiness! - At Work and in Life</i>
James Beversdorf - <i>Handling Life through Movement and Exercise</i>
Tina Hallis - <i>Maximizing Communication, Collaboration & Connection</i>
Luke Konkol - <i>Gamification: Building Winning Into Working</i> |
| 3:30 pm - 4:30 pm | Closing
Liysa Callsen - <i>Now...Get Your Sizzle On!</i>
USFC 2018 Committee - <i>Closing remarks, door prizes</i> |

☺ Thanks for coming. See you in 2019! ☺

<http://www.uwgb.edu/university-staff-governance/>

JOINT GOVERNANCE COMMITTEES

Awards & Recognition Committee

Annual Report 2018 – 2019

Members of 2018 – 2019 Awards and Recognition Committee:

- Anna Merry, Academic Staff, Research/Instruction Librarian
- Ruth Pearson, Academic Staff, Student Services Specialist
- Sawa Senzaki, SS, Associate Professor
- Laura Riddle, AH, Professor
- Nathan Kraftcheck, Academic Staff, Instructional Technologist
- Monika Pynaker, University Staff, Network System Administrator
- Rosa Serrano, Academic Staff, Multicultural Advisor
- Toni Damkoehler, AH, Professor
- Michael McIntire, Chair, NS, Associate Professor

Purpose:

The committee coordinates with the Provost/Vice Chancellor and Chancellor in nominating candidates for awards and recognitions.

The committee nominates for the following awards: Faculty Award for Excellence in Teaching; Faculty Award for Excellence in Scholarship; Academic Support Award for Excellence; University Award for Excellence in Institutional Development; University Award for Excellence in Community Outreach; University Award for Excellence in Collaborative Achievement; University Staff Award for Excellence

The committee advises the Chancellor as to candidates for non-academic awards.

The committee advises on matters of public events and aids in arranging commencements, honors, convocations, and other convocations and public functions as requested by the Chancellor.

Activities:

The Awards and Recognition committee and/or the Honorary Degree Committee met 5 times through the year.

- September 21, 2018 (1 pm, MAC 201)

The committee met to elect a new chair as well as go over the charge of the committee and its timeline for events. Michael McIntire offered to chair the committee (Senzaki seconded). The call for nominations for Honorary Degrees was approved (with minor revisions).

- November 1, 2018 (9:30 am, MAC-301)

The Honorary Degree Committee met to discuss the nomination of Dr. Alex Godoy-Faundez for an honorary degree. The committee fully supported and recommended his candidacy to the Chancellor. (issue UW-system holdup)

- November 20, 2018 (1:15 pm, MAC-301)

The Awards and Recognition Committee met to discuss the selection of class speaker for the December commencement ceremony. Laura Putnam was selected as class speaker.

- April 12, 2019 (2:00pm, CL-125D)

The Awards and selection committee met to select the class speaker for the spring 2019 commencement. Yuntlekalau Mamie McLester was selected as class speaker. We also selected three

to four finalists for each of the following Founders awards: University Staff Award for Excellence, Faculty Award for Excellence in Scholarship, Faculty Award for Excellence in Teaching, Academic Support Award for Excellence, University Award for Excellence in Community Outreach, University Award for Excellence in Institutional Development, and University Award for Excellence in Collaborative Achievement.

- May 9, 2019 (2:00 pm, CL-125D)

The Awards and Recognition Committee met to select the Founders award winners from the finalists selected on April 12.

There was discussion at our first meeting about whether surprising founders awards at convocation was the best or if they should be told of their impending award (have a chance to dress up, invite family/friends,...)

There was a discussion about whether finalist for a founders award should be notified that they were finalist. The committee voted on not telling the finalists.

The Awards and Recognition Committee would like to thank Holly Keener and Steven Meyer for all their help and guidance throughout the year.

Respectfully Submitted,
Michael McIntire, Chair
Awards and Recognition committee

Committee on Workload and Compensation

Annual Report 2018-2019

Committee Chair: Associate Professor Aaron Weinschenk

The Committee on Workload and Compensation (CWC) met several times during the 2018-19 academic year. The CWC meetings mostly focused on informational items. The most notable meetings occurred on September 27, 2018 and November 27, 2018. At the September 27th meeting, the CWC was visited by Christopher Paquet and Melissa Nash regarding performance funding. At that meeting, the CWC learned about how UWGB was able to use the performance based funding it received from the UW System. Overall, UWGB got about \$650,000 for its allocation. Some of that money was used by the Chancellor to increase the minimum wage to \$15.00 per hour (\$150,000 of the total allocation was used for that). That meant \$500,000 remained (\$400,000 with fringe taken into account), which was to be distributed for merit based increases for employees. These were base rate adjustments. The money was allocated to the four colleges, and Deans worked with unit chairs to allocate. At our November 27th meeting, we got a visit from Provost Greg Davis to discuss faculty workload. We learned that President Cross directed UWGB to move to 24 credit hour teaching load. Provost Davis drafted a document outlining how we will comply with this order. In brief, the policy says that the teaching load is 21 credits for tenured faculty (with a 3-credit research reassignment for research active faculty). This does not mean that other reassignments aren't possible; people can get reassignments for other things (chairs, directors, etc.) if necessary. The Provost's goal is to have this in place by next academic year (2019-20).