

AGENDA

UW-GREEN BAY FACULTY SENATE MEETING NO. 4

Wednesday, December 13, 2017

Phoenix BC, 3:00 p.m.

Presiding Officer: Ryan Martin, Speaker

Parliamentarian: Steve Meyer

1. CALL TO ORDER

2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 3 November 15, 2017 [page 2]

3. CHANCELLOR'S REPORT

4. OLD BUSINESS

- a. Creation of a School of Engineering (second reading) [page 10]
Presented by Dean John Katers
- b. Changing the name of the College of Science and Technology (CST) to the College of Science, Engineering, and Technology (CSET) (second reading) [page 12]
Presented by Dean John Katers
- c. UW-Green Bay UC proposal to change undergraduate graduation requirements (second reading) [page 13]
Presented by UC Chair Patricia Terry

5. NEW BUSINESS

- a. Resolution on the Granting of Degrees [page 14]
Presented by Speaker Ryan Martin
- b. Update on UW System Restructuring/College Alliance
Presented by Associate Provost Clif Ganyard
- c. Request for Future Business

6. PROVOST'S REPORT

7. OTHER REPORTS

- a. Graduate Academic Affairs Committee Report [page 15]
- b. University Committee Report – Presented by UC Chair Patricia Terry
- c. Faculty Representative Report – Presented by Christine Vandenhouten [page 16]
- d. Academic Staff Report – Presented by Jamee Haslam [page 21]
- e. University Staff Report – Presented by Holly Keener [page 21]
- f. Student Government Report – Presented by Courtney Zambon

8. ADJOURNMENT

[draft]

MINUTES 2017-2018
UW-GREEN BAY FACULTY SENATE MEETING NO. 3

Wednesday, November 15, 2017
1965 Room, University Union

Presiding Officer: Ryan Martin, Speaker of the Senate
Parliamentarian: Steve Meyer

PRESENT: Andrew Austin (DJS), Heather Clarke (BUA), Kristy Deetz (AND), Mike Draney (NAS), Greg Davis (Provost, *ex officio*), Hernan Fernandez-Meardi (HUS), Joan Groessl (SOCW), Lisa Grubisha (NAS), Stefan Hall (HUS), Dana Johnson (SOCW), Katia Levintova (PEA-UC), Jim Loebel (BUA), John Luczaj (NAS), Upal Mahfuz (NAS), Kaoime Malloy (THEATRE), Ryan Martin (HUD-UC), Gary Miller (Chancellor, *ex-officio*), Paul Mueller (HUB), Rebecca Nesvet (HUS), Uwe Pott (HUB), Michael Rector (MUS-Alternate), Sawa Senzaki (HUD), Courtney Sherman (MUS-UC), Patricia Terry (NAS-UC), Gail Trimberger (SOCW-UC), Katie Turkiewicz (ICS), Brenda Tyczkowski (NUR), Christine Vandenhouten (NUR-UC), Kristin Vespia (HUD), and Elizabeth Wheat (PEA)

NOT PRESENT: Aurora Cortes (EDU), Jamee Haslam (ASC), and Eduardo Navarro (SGA President)

REPRESENTATIVES: Holly Keener (USC)

GUESTS: Caroline Boswell (Director, CATL), Bartell (Director, Office of Student Success), David Coury (Prof., Humanities), Matt Dornbush (Asst. VC for Academic Affairs/Director of Graduate Programs), Susan Gallagher-Lepak (Dean, CHESW), Clifton Ganyard (Assoc. Provost), Paula Ganyard (Assistant Vice Chancellor), Doug Hensler (Dean, CSOB), Doreen Higgins (Assoc. Prof. SOCW), Derek Jeffreys (Prof., Humanities), John Katers (Dean, CST), Harvey Kaye (Prof., DJS), Christopher Martin (Assoc. Prof., Humanities), Kimberley Reilly (Asst. Prof., DJS), Chuck Rybak (Interim Dean, CAHSS), Jon Shelton (Assoc. Prof., DJS), David Voelker (Assoc. Prof., Humanities), Aaron Weinschenk (Assoc. Prof., PEA), and Mike Zorn (Assoc. Dean, CST)

1. CALL TO ORDER

With the thunderous tone of the gavel coming down at 3:01 p.m., Speaker Martin called to order the third Faculty Senate meeting of the 2017-18 academic year.

2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 2, October 11, 2017

With no corrections to October's minutes they were declared the "bee's knees" and were passed by consensus.

3. CHANCELLOR'S REPORT

Having just returned from a visit to UW-Marinette, Chancellor Miller informed the senate that visits to UW-Manitowoc and UW-Sheboygan by the Cabinet and shared governance leadership were continuing tomorrow.

Chancellor Miller also shared with senate an abbreviated list of three information items: 1) We continue to wait to hear from System regarding how we might receive additional funding. Apparently, the Governor vetoed the plan that was in the state budget. A performance-based plan for additional funding must be completed by December; 2) There is good news, a compensation package has been approved. Initial talk is of a 2% increase at the end of Spring semester 2018 and another 2% at the beginning of Fall semester 2018 (so it will look more like a 4% increase); and 3) Through no fault of our own, Regent approval to begin a mechanical engineering program at UWGB was postponed until their February meeting.

4. OLD BUSINESS

The finely tuned machine known as Faculty Senate left no carry-over business from October, so we moved right on to the new business.

5. NEW BUSINESS

a. Creation of a School of Engineering (first reading)

On the heels of last month's affirmative vote by Faculty Senate to move forward with a proposed Mechanical Engineering program at UWGB, Dean John Katers presented a request to establish a School of Engineering in the College of Science and Technology (assuming the Board of Regents approves the Mechanical Engineering program at their February meeting). Dean Katers noted that the Mechanical Engineering program was likely to be approved by the Board of Regents in February as the state budget included \$5M in funding for the program and there is a \$5M verbal commitment for naming rights to the School of Engineering.

b. Changing the Name of the College of Science and Technology (CST) to the College of Science, Engineering, and Technology (first reading)

Piggy-backing on 5a, Dean Katers also put forth a request to change the name of the College of Science and Technology to the College of Science, Engineering, and Technology. The name change would reflect the establishment of the Mechanical Engineering program and the creation of the School of Engineering. One senator asked for clarification, wondering if a School and College were equivalent (citing our own university's Austin E. Cofrin School of Business as an example). Dean Katers clarified that it does not always have to follow that model; in this case, the School of Engineering would be structured under the College of Science, Engineering, and Technology.

c. Update on UW System Restructuring/College Merger

With many questions still unanswered, Associate Provost Ganyard shared with senate what he did know about the merger of the two-year Colleges with the four-year Universities. To no one's surprise, the merger itself received approval at last Thursday's Board of Regents meeting. UW-Green Bay will "inherit" UW-Marinette, UW-Manitowoc, and UW-Sheboygan. System is still unclear on how the merger will work. Yesterday, UWGB administration and shared governance leadership met with UW-Marinette administration, faculty, and staff. Initial impressions are that the people at the two-year institutions are incredibly talented and some great opportunities (as well as some difficulties and challenges) will present themselves with the merger. Tomorrow they will meet with UW-Manitowoc and UW-Sheboygan personnel.

Moving forward, Ganyard is putting together a joint steering committee with representatives from all four campuses, which will meet for the first time Monday, November 20. There will be faculty and staff representation from each of the campuses on this committee. Under the steering committee, Ganyard envisions four implementation teams (or subcommittees): academic affairs, student affairs, operations, and external relations. Under those four implementation teams will be a “myriad” of working groups. Ganyard promises there will be plenty of work for everyone as the merger will reach into every aspect of the university. Similar to the fora held prior to the HLC visit, three fora are scheduled for November 29, 30, and December 1, respectively, to discuss and question the process associated with the restructure. The two-year Colleges joining us will be invited to join the fora remotely (phone-in, skype, etc.). A website will also be developed for individuals to submit comments and questions related to the restructuring.

d. UW-Green Bay UC Proposal to Change Undergraduate Graduation Requirements (first reading)

Understanding the gravity of eliminating the requirement that every student graduating from UW-Green Bay have an interdisciplinary major or minor, UC Chair Patricia Terry began by providing the rationale behind the proposed action. The action is based upon a request made by a number of faculty across many departments on campus who asked the UC to investigate this issue. To ensure the democratic process was followed, the UC is bringing to the Faculty Senate the proposal for campus discussion as a first reading. Chair Terry then presented a PowerPoint summarizing the arguments and concerns expressed by the faculty who think this would benefit our students. Terry began by stating it is important that all understand the UC strongly supports the interdisciplinary mission of the university. We have a very strong interdisciplinary core in our general education requirements. The feeling from some colleagues is that we do not need to address interdisciplinarity through graduation requirements because the interdisciplinary requirement is being met through other mechanisms (e.g., the learning outcomes delivered through our general education curriculum, beginning with First Year Seminars and continuing through to the Capstone experience). Budgetary units frequently include multiple disciplines so we are, therefore, inherently interdisciplinary simply by the way units are organized. The strongest argument made by faculty proposing this change has its basis in the student learning experience, specifically those students who have selected a disciplinary major and, for career aspirations, would like to choose a disciplinary minor. However, under the current requirement, these students could not graduate from UWGB. The faculty who approached the UC regarding this issue believe UWGB should allow all students the freedom to choose the array of majors and minors they believe is in the best interest of their career development. Currently, there is no operational definition of what is a disciplinary vs. interdisciplinary major. The requirement that all students who graduate from UWGB have an interdisciplinary major or minor was never a part of the founding of this institution, it is a requirement that was established sometime between 1982-1987. The initial designation of a major/minor being interdisciplinary was based on whether that major had someone who championed that major as being interdisciplinary. There is also no review process currently in place to validate that a major/minor designated as interdisciplinary back in the 1980s has maintained the goals and mission of interdisciplinarity. Doing a little research, Terry found that 70% of our students have declared an interdisciplinary major or a major in a Professional Studies program. But 30% of our students have a disciplinary major and are therefore required to select an interdisciplinary minor. Terry’s last point related to enrollment; the interdisciplinary major/minor requirement is simply an impediment to growth.

Although we will never be able to put a number to it, Terry asked that we consider how many students chose a different institution because they cannot graduate from UWGB with just a disciplinary major.

Following UC Chair Terry's presentation on the rationale behind this proposal, Speaker Martin then opened the senate floor (a.k.a. Pandora's Box) for discussion. The discussion that followed made it abundantly clear that UWGB faculty are passionate about the interdisciplinary mission of the institution. However, the Faculty Senate was decidedly split on this particular proposal. The following represents a summary of the main points presented on both sides of the argument.

Main points in favor of the proposal:

- Three negative impacts of our current policy (from the point of view of a biology student): 1) the interdisciplinary requirement is a disincentive to some very good major/minor combinations that are currently not an option because a student would not be allowed to graduate with these disciplinary combinations [e.g., Biology/Chemistry (for molecular biologists or pharmacists), Biology/Psychology (for neuroscientists), Geoscience/Biology (for paleontologists or oceanographers), Biology/Spanish (for neotropical biologists), Biology/Math (for ecologists), Art/Biology (for scientific illustrators), Biology/History (for museum curation); 2) our interdisciplinary requirement actually results in less interdisciplinarity for Biology majors (essentially students choose majors that are the most similar to their disciplinary biology major); and 3) disciplinary majors are less likely to take advantage of other opportunities offered on campus (e.g., the Environmental Management and Business Institute (EMBI) certificate).
- There is a big difference between providing an interdisciplinary education and requiring a student to take an interdisciplinary major/minor. We can still provide our students an interdisciplinary education without requiring them to take an interdisciplinary major/minor.
- There are many loopholes in what majors/minors are designated as "interdisciplinary".
- We are proposing to remove a requirement, not adding a requirement. If the student wants to quadruple major in four interdisciplinary programs they still can. Removing this requirement would not prevent them majoring in as many interdisciplinary programs as they like, all this proposal is saying is that they would not be required to major/minor in an interdisciplinary program.
- What is "interdisciplinary"? There are so many ways to define it that any program can justify their curriculum as being interdisciplinary.
- In an open discussion at a recent Student Government Association meeting, students overwhelmingly support the removal of the interdisciplinary major/minor requirement (however, the Speaker of the SGA voiced her preference to keep the requirement based on her personal experience).
- There are some transfer students who are forced to major in interdisciplinary programs even though that is not what they want to do. They simply do not have the money to stay at UWGB a fifth year to complete the disciplinary major they want and the interdisciplinary minor they are forced to have. As it stands now, they are forced to take an interdisciplinary minor, where a disciplinary minor is what would make them more marketable. We have to give our students the opportunity to make those major/minor decisions based on what is best for them educationally and for their future career.

- The requirement as it stands now, and if it were to continue, still inequitably impacts students. This requirement impacts some students but not others. It is difficult when advising students to place in front of them a prescribed list of the choices they can make. By eliminating this requirement, this opens the list of choices they can make, which could lead to better problem-focused learning.

Main points in opposition to the proposal:

- Based on senior surveys, an interdisciplinary education gives our graduates a perceived advantage in pursuing careers.
- We cannot get the kind of interdisciplinarity we want our students to get through a First Year Seminar program and a Capstone program alone.
- If general education courses are an important delivery mechanism for an interdisciplinary education, it would seem that Advanced Placement, College Credit in High School (CCIHS), and transfer credits (from Technical Colleges, 2- and 4-year institutions) would lose their significance in an interdisciplinary education.
- Our community has identified that our students are unique because of our interdisciplinary requirement and it is a significant part of UWGB's identity; therefore, perhaps a task force should first look at how many students it affects and how it would affect them. Does removing the requirement influence/hurt the identity of the campus?
- There is a lot currently happening on campus (e.g., re-missioning, Project Coastal) and off campus (e.g., program discontinuation at UW-Stevens Point and UW-Superior) and it just seems there is no need to rush through this decision. We should have some alternatives on the table and take our time to look at it. The UC should create some sort of task force to look at this.
- We do need to re-examine the way in which we "do" interdisciplinarity. The overall message heard today in senate is there is a strong endorsement of the value of interdisciplinarity, but also strong criticisms of the ways we are currently enacting it. It was suggested that we create a 1-year working group/task force made up of members across campus to look for innovative and flexible ways for us to address how we deliver interdisciplinarity (e.g., an interdisciplinary minor, a clustered learning community, creation of a portfolio where a student integrates what they are learning in different disciplines).
- We should require all students to have a minor, as that would make our students more marketable.
- We are not intended to be an interdisciplinary university, we are intended to be a problem-focused university. Interdisciplinary is intended to be the structure of a problem-focused unit. The only thing we can offer our students is a problem-focused education and the way we can do that best is by way of interdisciplinary budgetary units. We need to reinsert the notion of "problem-focused" and not get hung up on this word that nobody understands.
- "Interdisciplinary" is a process. Students take courses in various disciplinary and interdisciplinary units, then they integrate and synthesize that information in their senior seminar. They do not often understand interdisciplinarity until their junior and senior year. Then they experience it and they buy into it. Without the requirement, interdisciplinarity will just "sit there" in the mission statement.

- Small disciplines with low enrollments, which exist because they slot into the interdisciplinary program, will be threatened. These are disciplines that are essential to our general education programs.
- We make a distinction between disciplinary and interdisciplinary programs for two reasons, the requirement of the minor and our budgetary structure (only interdisciplinary programs can be budgetary units). If we eliminate the minor requirement, there would be no reason to continue to distinguish between disciplinary and interdisciplinary programs. This would change the structure of all of our programs – interdisciplinary units (which are budgetary units) would no longer need to be interdisciplinary. The disciplines would (rightfully) say they want to be a budgetary unit so they could have control over their own budgets, which would decrease cooperation. So this would be a monumental change not only in the requirements but in the structure of the units.

e. Request for future business

It was but a week from Thanksgiving
 And turkeys preferred to keep living
 With nothing new on our plate
 New business would wait
 Fortunately, the mood was forgiving

(That is, there were no replies to the call for future business)

7. PROVOST'S REPORT

Provost Davis, entertained by the discussion regarding the proposal to change the requirement that every student have an interdisciplinary major or minor, offered some thoughts of his own. He stated that he thought senators are basing their arguments on the traditional student; one who takes 120 credit hours at this institution, fully participates in our general education requirements, and fully participates in our majors and minors. He then asked the senate to consider this, the residency requirement for graduation is only 30 credit hours earned at UWGB, this is what minimally defines a UWGB graduate. The minimum residency requirement in a major is 15 credit hours and minimum residency requirement in a minor is nine credit hours; the other 90 credits may be transferred in from multiple institutions or earned through AP, CLEP, etc. Provost Davis stated that in a “worst case” scenario a student can graduate with no general education from UWGB and they may complete an interdisciplinary minor in which they took only nine credits at UWGB. His point is that he believes it is a mistake to believe that everyone who currently graduates from UWGB leaves the institution with an interdisciplinary degree.

The HLC preliminary report is back – we did GREAT! There were two concerns expressed by the HLC: 1) they would like us to enhance our syllabi to include more information about the learning outcomes, and 2) they would like to see a better assessment process. We will have one year to work on our syllabi and four years to improve our assessment. We should receive our credentials for the next 10 years with these small caveats.

Jim Henderson at UW System has been working on an outcomes-based funding model. The model will have four components: 1) access, 2) success, 3) expanded contributions to the workforce, and 4) enhanced operational effectiveness and efficiency. Each of these components will have a 25% weighting. Within each of these components will be four metrics, and campuses

will be allowed to choose the weighting on those metrics. The weightings must be positive and must sum to 0.25 in each of the components. The weights must be chosen in such a way that each campus gets its historical proportion of funding from System based on the last four years of budget. The long and short of it is outcomes-based funding will get us the same amount of funding from System that we have received in the past.

There is a \$5M Innovation Fund in the budget. This funding is being split three ways: \$2M to Nursing programs, \$2M to Engineering programs, and \$1M to IT programs. This is not base funding, but rather one-time funding. This funding is supposed to be dedicated to increasing access to students and retaining those students once they are here.

Chicago area native Kelly Strickland joined us on October 31st as the Weidner Center's Executive and Artistic Director. She will be responsible for expanding and enhancing the academic and professional opportunities at the Weidner Center.

8. OTHER REPORTS

a. Academic Affairs Report and Graduate Academic Affairs Report. These reports are found on pages 13 and 14 of the agenda, respectively.

b. University Committee Report. UC Chair Terry shared that the UC has been busy working on the proposal to change undergraduate graduation requirements (eliminating the need for an interdisciplinary major or minor). The UC is also looking to play a bigger role in the shared governance aspect of the merger with UW-Marquette, UW-Manitowoc, and UW-Sheboygan. The UC is making a recommendation to Interim Dean Rybak that he shorten the length of time that ILS and online classes are held for ILS and online students, thus opening those classes to all students earlier.

c. Faculty Representative Report. Christine Vandenhouten reported that she was asked to serve on a task force to look at the low producing degree program policy for UW System. They have met a couple of times and have reviewed similar policies from the University of North Carolina and Colorado.

d. Academic Staff Committee Report. USC representative Holly Keener filled in for ASC representative Jamee Haslam and reported that the ASC developed and passed a resolution voicing displeasure with the recently approved Regent Policy Document 6-4. Specifically, the ASC called for the policy to: 1) give preference to candidates that have experience in a higher education setting, 2) Ensure that each chancellor search and screen committee is comprised of a majority of members from the campus community, 3) Ensure that each governance group on campus (faculty, university staff, academic staff, and students) has more representation on chancellor search and screen committees than does the BOR, and 4) The Search and Screen Committee will vote to select their own chair and vice chair. Holly also reported the ASC Assembly was moved to Thursday, December 14, at 3:00 p.m.

e. University Staff Committee Report. Holly Keener reported that their annual Fall Conference was held October 20th and was very successful. There were 129 registrants from UWGB as well as representatives from 13 other institutions, as well as representatives from NWTC. Jan has also

been working on representing University Staff in the Project Coastal meetings and is looking forward to helping to create a smooth merger with the Colleges.

f. Student Government Association Report. SGA President Eduardo Navarro could not attend the meeting.

9. ADJOURNMENT at 5:01 p.m.

Respectfully submitted,

Steve Meyer, Secretary of the Faculty and Staff

**PROPOSAL TO ESTABLISH A
SCHOOL OF ENGINEERING
AT THE UNIVERSITY OF WISCONSIN – GREEN BAY**

SUBMITTED BY THE UNIVERSITY OF WISCONSIN-GREEN BAY

October 15, 2017

BACKGROUND

As part of a campus-wide reorganization at the University of Wisconsin-Green Bay that occurred during the 2015-16 academic year, the College of Science and Technology (CST) was established on July 1, 2016. The College of Science and Technology includes programs in Biology, Chemistry, Electrical Engineering Technology, Environmental Engineering Technology, Environmental Science, Geoscience, Human Biology, Mathematics, Mechanical Engineering Technology, and Physics.

At the Board of Regents meeting in Madison, Wisconsin, in February 2018, the University of Wisconsin-Green Bay is requesting approval for the authorization to implement a bachelor of science degree program in Mechanical Engineering, which would bring the total number of engineering related programs in the College of Science and Technology to four. In conjunction with the request for the authorization to implement for Mechanical Engineering, a request is also being made to establish a School of Engineering at the University of Wisconsin-Green Bay, which would be housed in the renamed College of Science, Engineering, and Technology.

REQUESTED ACTION

Adoption of proposal authorizing the establishment of a School of Engineering at the University of Wisconsin-Green Bay.

RELEVANT STATUTES AND REGULATIONS

A key goal of the UW System FWD2020 strategic plan is business and community mobilization to "...address the State's greatest needs and help Wisconsin business and communities become more successful." Past community leaders in Green Bay recognized that engineering was a key missing program array, with recent community-wide studies again highlighting this need and further intensifying the community desire for engineering.

UW System Administrative Policy 102 requires the UW System Administration and the Board of Regents to approve the establishment of a new college or school. This request is for approval to establish a School of Engineering at the University of Wisconsin-Green Bay, which will reside within the College of Science, Engineering, and Technology.

HISTORY

The University of Wisconsin-Green Bay has offered a Pre-Engineering program for many decades, dating back to the early years of the institution. The Pre-Engineering program includes courses mathematics, chemistry, physics, and several lower level courses in engineering. Students in the Pre-Engineering program have successfully transferred to the other universities in the region that offer engineering degrees, including UW-Madison, UW-Milwaukee, UW-Platteville, UW-Stout, Marquette University, the Milwaukee School of Engineering, and Michigan Technological University. In addition, the NEW Program provides for direct, upper-level transfer of courses into the College of Engineering and Applied Sciences at UW-Milwaukee. The two institutions also collaborate on a 3+2 dual degree program in which a student can earn two bachelor's degrees over five years of study: a bachelor's in Environmental Science from UW-Green Bay and a bachelor's in civil/environmental engineering from UW-Milwaukee. More recently, three engineering technology programs (electrical, environmental and mechanical) were added at UW-Green Bay and UW-Oshkosh and have seen rapid enrollment growth since implementation in the fall of 2015.

RATIONALE

Given the goals of UW System FWD2020 and the intensified local desire for engineering at UW-Green Bay, as well as several independent studies stating that engineering is critical to the long-term economic success of the region, now is the ideal time to move forward with the establishment of a School of Engineering at UW-Green Bay. It should be noted that the university is being asked by the community to play a key role in fundamentally transforming the economics of one of the State's most important regions, which goes beyond just producing degrees.

BUSINESS MODEL

The School of Engineering would be housed in the renamed College of Science, Engineering, and Technology. Under this model, the School of Engineering would be able to utilize the existing administrative infrastructure of the college (Dean, Associate Deans, and administrative support), as well as the existing Chair of Engineering. Therefore, the immediate incremental cost associated with the creation of the School of Engineering would be minimal and not require the redirection of campus resources for administration.

The engineering technology programs were established based on a tuition recovery model, which is similar to how the mechanical engineering program would be established. This business model also depends on contributions from the community in support of these programs, which have been outlined in detail in the Authorization to Implement document

DESIRED EFFECTIVE DATE

The desired effective date for the School of Engineering is July 1, 2018.

Faculty Senate Old Business 4a 12/13/2017

**PROPOSAL TO CHANGE THE NAME OF THE
COLLEGE OF SCIENCE AND TECHNOLOGY
AT THE UNIVERSITY OF WISCONSIN – GREEN BAY
TO THE COLLEGE OF SCIENCE, ENGINEERING, AND TECHNOLOGY**

SUBMITTED BY THE UNIVERSITY OF WISCONSIN-GREEN BAY

October 13, 2017

BACKGROUND

As part of a campus-wide reorganization at the University of Wisconsin-Green Bay that occurred during the 2015-16 academic year, the College of Science and Technology (CST) was established on July 1, 2016, as part of a new four-college model. The CST includes programs in Biology, Chemistry, Electrical Engineering Technology, Environmental Engineering Technology, Environmental Science, Geoscience, Human Biology, Mathematics, Mechanical Engineering Technology, and Physics.

At the Board of Regents meeting in Madison, Wisconsin, in February 2018, the University of Wisconsin-Green Bay will request approval for the authorization to implement a bachelor of science program in Mechanical Engineering and to establish a School of Engineering. In conjunction with the request to create a School of Engineering at the University of Wisconsin-Green Bay, a request is also being made to change the name of the College of Science and Technology to the College of Science, Engineering, and Technology, which would better reflect the diversity of programs being offered in the College.

REQUESTED ACTION

Adoption of Proposal authorizing changing the name of the College of Science and Technology at the University of Wisconsin-Green Bay to the College of Science, Engineering, and Technology.

Faculty Senate Old Business 4b 12/13/2017

UNIVERSITY *of* WISCONSIN

GREEN BAY

UW-Green Bay UC proposal to change undergraduate graduation requirements

The UW-Green Bay University Committee proposes the elimination of the graduation requirement that states: “Every student completes either an interdisciplinary major or a disciplinary major coupled with an interdisciplinary minor.”

The Student catalog will be edited to reflect these changes.

Faculty Senate Old Business 4c 12/13/2017

RESOLUTION ON THE GRANTING OF DEGREES

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

Faculty Senate New Business 5a 12/13/2017

GAAC report to Faculty Senate

GAAC Action	Course Number	Nature of the Change
Approved *	FNED 800—Introduction to Indigenous Education	New Course
Approved *	FNED 820 – Critical Analysis of Systematic Inequality	Change periodicity
Approved *	FNED 825—Relational Assessment	New Course
Approved *	FNED 830 First Nation Law and Policy	New Program
Approved *	FNED 832 Program Evaluation	New Course
Approved *	FNED 898 Dissertation Project Seminar	New Course
Approved *	FNED 899 Dissertation Project	New Course
Approved *	FNED 807 –Indigenous Inquiry	New Course
Approved *	FNED 810—Philosophical and Theoretical Foundations of Leadership in Education	Change Periodicity
Approved **	FNED 826- Grant Writing	New Course
Approved **	FNED 834 Statistics Lab	New Course
Approved **	FNED 831 Qualitative Research Method	New Course
Approved **	HWM 750 Planning and Evaluation of Wellness	New Course
Approved **	EDUC 552 Social and Family Influences on Development and Learning	Change periodicity

*-- Approved by Chair, ratified by GAAC on 11/15

** - Approved by Chair, ratified by GAAC, 12/6

Faculty Rep report Dec. 13 Senate meeting- Christine Vandenhouten

The Board of Regents met Thursday **December 7th** in Madison.

The following were discussed:

1. Acknowledged the work of campuses across the system. UWGB was recognized for their community service.
2. A resolution in Secretary Harsdorf, who has been a champion for UW System and specifically UW River Falls. Regent President Behling and President Cross stated that this Budget is one of the best for UW system in a number of years. Secretary Harsdorf contributed to that result. She emphasized the importance of reaching out to legislators, not during crisis, but to create relationships.
3. Provided an **update on the merger of the 2-year campuses with the 4-year campuses**. This is a standing agenda item for this academic year. President Cross shared an overview of recent accomplishments and areas of focus.
 - a. **Project steering committee** made recommendations on key issues requiring immediate action. Has an advisory role. VP Rob Cramer (chair) and VP Jim Henderson and play key roles. There are reps for campuses, faculty, staff, and students. Provides communication between regents and project leadership.
 - b. **Regional restructuring teams**- oversee and coordinate project at the local level. Make key decisions and report milestones/deliverables. Provide local expertise.
 - c. **Functional teams** were created. Finance, Student Recruitment and Accreditation are the main foci of this group. Carlene Vande Zande leads the accreditation team.

Curriculum- UW Colleges will continue to plan curriculum in collaboration with 4-year campus for the next academic year. UW colleges will maintain their academic calendar until spring 2019; the UW colleges will collaborate with the 4-year campus for scheduling and faculty assignments. New contracts

Athletics- current programs will continue for now but future programming will need to comply with Title IX requirements.

Accreditation- submitting a change of structure request with HLC. Going forward the 2-year campuses will be recognized as branch campuses. Branch Campuses are geographically and physically distant from the main campus, offer programs toward a degree, and have their own supervisory and administrative structure.

Resolution 6- authorizes President Cross to address minor changes. Resolution 10956 passed by BoR regarding restructuring UW Colleges and UW Extension including CEOEL. Both UW Flex and UW Colleges Online offer an associate degree. Going forward, UW Colleges Associates Degree online and UW Colleges Flex AD will be offered by one of the 4-year campuses. President Cross has the authority to determine which 4-year campus will offer these programs.

Committee reports:

Education- UW System awarded a \$150,000 grant in support of high impact practices. Expanded undergraduate research opportunities

New disclosure policy for housing for study abroad

The following were approved:

- UWGB MS in Nutrition and Integrative Health
- UW LC- Master of Science in Applied Statistics
- UW Milw. BA Animation
- UW-RIVER FALLS PROCEDURES RELATING TO FINANCIAL EMERGENCY OR PROGRAM DISCONTINUANCE REQUIRING FACULTY LAYOFF AND TERMINATION

Approved a **peer group for each UW institution**. UWGB peer group is:

UW-Green Bay

Central Connecticut State University
Indiana University-Purdue University-Fort Wayne
Jacksonville State University
Missouri State University
Texas A&M University-Corpus Christi
The University of Tennessee-Chattanooga
University of Nebraska at Omaha*
University of North Carolina Wilmington
University of North Florida
Wichita State University*

Approves the **plan for monitoring and rewarding the teaching workloads of faculty and instructional academic staff** as required by Wis. Stats. §36.115(8). Approved the workloads for UW system no later than Jan.1 2018. A supplemental report will be published describing the workloads.

The Board and chancellors shall revise existing personnel systems, policies, and practices to ensure consistency with this plan, which shall include all of the following:

1. Policies for monitoring teaching workloads of faculty and instructional academic staff, including requirements for individual faculty and instructional academic staff members to report to the system administration the number of hours spent teaching;
2. Policies for rewarding faculty and instructional academic staff who teach more than a standard academic load;
3. Publishing aggregate data on teaching hours on the accountability dashboard; and
4. Making accessible via links on the accountability dashboard the teaching hours reported by individual faculty and academic staff members under the required plan.

Approved an **Outcome Based Funding Model** required by Wis. Stats. §36.112. The Wisconsin Legislature established the following goals for the University of Wisconsin System: 1. Growing and ensuring student access; 2. Improving and excelling at student progress and completion; 3. Expanding contributions to the workforce; and 4. Enhancing operational efficiency and effectiveness. For each goal, the statute requires the Board of Regents to identify **at least four metrics** to measure an institution's progress toward meeting the goal (see below).

UW System was charged to develop job placement rates for analysis by BoR. Once approved, the formula must be utilized to distribute \$26,250,000.00 in state appropriations during the 2018-2019 biennium.

- The model is based on the Tennessee Higher Ed Commission.
- There is a **5-step process** within the funding model.
 - 4 metrics for each of the 4 goals
 - Determine baseline data for each metric using a 3-year average.
 - Calculate the current year set of outcomes for each metric for each UW institution using the average for the 3 most recent years.
- Remaining work includes:
 - Obtain approval from Joint Finance Committee
 - Determine initial distribution allocation given reorganization
 - Set weights for each institution
 - Obtain current year data.

Statutory Goals and Proposed Metrics.

A. Grow and Ensure Student Access

1. Wisconsin high school graduates enrolled as degree-seeking undergraduates
2. Pell-eligible students enrolled as undergraduate students
3. Under-represented students enrolled as undergraduate students
4. Transfer students enrolled as undergraduates

B. Improve and Excel at Student Progress and Completion

1. Undergraduates who have achieved 30 credit hours
2. Undergraduates who have achieved 90 credit hours
3. Undergraduate degrees awarded
4. Post-baccalaureate degrees awarded

C. Expand contributions to the workforce

1. Graduates in STEM disciplines
2. Graduates in health-related disciplines

3. Pell-eligible graduates
4. Research and public service expenditures

D. Enhance operational efficiency and effectiveness

1. Core Expense Ratio
2. Average number of credit hours required for an undergraduate degree
3. Average student debt on baccalaureate graduation
4. Degrees awarded per 100 FTE

Business and Finance Committee reviewed the faculty/academic staff layoff and resignation rates.

Key highlights of the report include:

- Faculty turnover for FY17 is 448 or 7.32% of total faculty.
- The total number of faculty has decreased every year for the previous three fiscal years.
- While faculty turnover for FY17 is reduced compared to FY16, both fiscal years remain the highest for turnover of the previous five fiscal years.
- The number of faculty retiring notably increased in FY16 compared with other years. These numbers decreased for FY17 but not to the same levels as FY13-15.
- The number of faculty resigning increased each year for the previous four fiscal years.
- Beginning FY16, reasons for faculty resignations were collected. However, some faculty chose not to disclose the reason for their resignation.

They also reviewed the distribution of merit and base salary increases. 34% of UW system staff received one-time lump sum payments. Additional information can be obtained at

https://www.wisconsin.edu/regents/download/meeting_materials/2017/december/B&F-Binder---December-2017.pdf

Capital Planning and budget committee reviewed many utility improvement projects

Research Economic Development & Innovation committee- Reports for the following groups:

- 2016 University of Wisconsin School of Medicine and Public Health: The Wisconsin Partnership Program
- WiSys Innovation Engine Supports Faculty/Student Teamwork – UW-Parkside Highlights Pioneering “Green Vertical Farming” Concept

- Driving Global Leadership in Aquaponics and Aquaculture at UW-Stevens Point – Pathways from Idea to Commercialization

For more details see:

https://www.wisconsin.edu/regents/download/meeting_materials/2017/december/REDI-December-2017-FINAL.pdf

Audit Committee reviewed:

- Tuition Policy
- NCAA Athletics audit satisfactory,
- UW La Crosse International Education received an unsatisfactory finding.
- Federal TRIO Programs
- UW Colleges Cash Handling

Regent Farrow shared that she is stepping down.

**ASC Report for Faculty Senate Meeting
December 13, 2017**

Academic staff is discussing options and giving recommendations to project costal regarding shared governance of academic staff.

**USC Report for Faculty Senate Meeting
December 13, 2017**

- Recommendations submitted to Provost for university staff reps to serve on the Search & Screen Committee for the Dean of the College of Arts, Humanities, and Social Sciences.
- Holly Keener represented university staff and the SOFAS Office at the UW Colleges Joint Senate meeting on Friday, December 1. The USC Chair, SOFAS, and other UWGB shared governance members joined the meeting via Skype. There was a good exchange of information regarding our shared governance structure and theirs. Everyone agreed to look for joint meeting opportunities in the near future.
- With the absence of HR offices on the 3 joining UW Colleges, the USC will be reviewing and comparing personnel policies affecting university staff and the role that our governance committees will play once restructuring occurs.