Invent the Future- Academic Portfolio Working Group
Final Report to the Invent the Future-Steering Committee

Committee Membership

Andrew Austin, Sue Bodilly, Sarah Busko, Caroline Boswell, Matt Dornbush, Mike Draney, Susan Gallagher-Lepak , Cheryl Grosso, Doreen Higgins, Amanda Hruska, Jen Lanter, Ryan Martin (chair), Nicole Miller, Amanda Nelson, Chuck Rybak, Mary Simonsen, Christine Style, Brian Sutton, Lisa Tetzloff, Erin Van Daalwyk, Steve Vandenavond, and Bryan Vescio.

I would like to first express my deep gratitude to rest of the committee for their hard work, thoughtful discussion, and willingness to offer and consider big ideas. Special thanks, in particular, go to the three subgroup chairs (Amanda Nelson, Chuck Rybak, and Jen Lanter). I would also like to express that, while I understand the need for the accelerated timeline, a consequence of that acceleration was that our work feels unfinished to many of us. There are ideas in this report that are not as fully formed as we would have liked or had originally planned.

The Academic Portfolio Working Group Charge

Below is the specific charge Chancellor Miller provided to the Academic Portfolio Working Group. It comes from the Invent the Future-Design document he sent out to all Faculty and Staff on September 26th.

The proposition that the University's interdisciplinary approach and academic portfolio is consistent with contemporary demands of career and the modern imperative of public higher education to directly support talent creation and economic development must be carefully considered and affirmed or adjusted. This is the goal of this working group. Specific activities may include:

- *Review academic program portfolio.*
- *Suggest ways to directly link interdisciplinarity with career success.*
- *Suggest how program efficacy can be included in the program review process.*
- *Suggest strategies for expanding graduate programs.*

That charge was clarified for us after a lengthy discussion with Chancellor Miller at our second meeting (October 21st) where he clarified his goals for the group. He stated that he was looking for an inventory of creative ideas to help the university "rekindle and recapture the innovative spirit" UW-Green Bay was founded on. He recognized that many of these ideas would require governance actions and that our purpose was not to implement changes but to engage in a "frank and lively discussion" about what we offer and how to communicate what we offer to the community. He discussed concerns about enrollment relevant to the work of the APW stating that feedback he receives from the community suggests that some of our enrollment difficulty is due to not offering the programs potential students are looking for. He also expressed concerns about our ability to grow within our interdisciplinary model stating that we're not big enough and that UW-System doesn't look to us for possible programs (e.g., engineering) because our model doesn't allow for them. We were also instructed not to worry about graduate programs because sufficient work had already begun with regard to our graduate offerings.

Meetings and Subgroups

The Academic Portfolio Working (APW) Group met seven times to discuss a wide range of topics including possible new majors and certificates, a badge and portfolio system, our approach to interdisciplinary, support for undergraduate research, scholarship, and creative activities, and other topics. To accomplish this work, we set up three subgroups charged as follows:

1. **New Majors/Certificates/Emphases:** This subgroup, chaired by Amanda Nelson, will explore new programs that would meet community needs (students and employers) and be consistent with the University's mission. The subgroup will gather information and data to develop ideas for immediate, short-term, and long-term program development. The subgroup was encouraged not to become bogged down by concerns of resources. Membership included Andrew Austin, Sue Bodilly, Sarah Busko, Caroline Boswell, Susan Gallagher-Lepak, Doreen Higgins, Amanda Hruska, Amanda Nelson (chair), Christine Style, and Steve Vandenavond.
2. **Portfolio/Badge System:** This subgroup, chaired by Chuck Rybak, will explore the possible development of a student portfolio system that integrates badge achievement. Badges would mark the achievement of particular skills (e.g., critical thinking, creative writing, data analysis) and students could earn them by completely projects in or out of class. Membership included Mike Draney, Cheryl Grosso, Nicole Miller, Chuck Rybak (chair), Lisa Tetzloff, and Bryan Vescio.
3. **Potential Policy Changes:** This subgroup, chaired by Jen Lanter, will explore particular policies that may require amending to make for greater progress or expand potential for student success. Examples of policies under exploration are policies regarding team teaching, the process of setting up an individualized major, the requirement of an interdisciplinary major or minor. Membership included Matt Dornbush, Jennifer Lanter (chair), Ryan Martin, Brian Sutton, Erin Van Daalwyk.

What follows is a description of the 4 areas on which we focused our attention: New Majors/Certificates/Emphases, Portfolio/Badge System, Interdisciplinarity, and Undergraduate Research, Scholarship, and Creative Activities.

New Majors/Certificates/Emphases

The bulk of our work on exploring new majors, certificates, and emphases was completed by the *New Majors/Certificates/Emphases Subgroup*. The subgroup gathered information from department chairs, faculty and staff in LAS and the College of Professional Studies (p. 9-10). Additionally, information was collected from Linda Peacock-Landrum and colleagues in the Career Center asking for areas of study that enrolled students often indicate to the Career Center they wish UW-Green Bay had or areas of study that cause students to leave UW-Green Bay and seek out another educational institution (p. 11). A fairly high number of options for certificates was identified by chairs and faculty. In contrast, Linda Peacock-Landrum provided most majors (e.g. architecture, speech pathology, etc.) rather than certificates or emphases.

After compiling a list of suggested new programs, certificates, and emphases in all disciplines across campus, the subgroup had a lively discussion to outline specific criteria that would provide justification for implementing proposed programs or certificates (p. 12). Although 19 factors were originally identified as potential criteria, the subgroup narrowed the conversation to two focal points: resources and demand. It was agreed that additional information was needed from the contact person of each new suggested program to construct a more thorough, informative report. Each contact person was asked to provide the following:

- brief summary of the proposed program
- discussion of the resources available to develop/run the program (i.e. interactions with current programs, potential for growth across disciplines, community partnerships, 2+2 programs, faculty passion to move the proposal forward, etc.)
- discussion regarding the demand for the program (i.e. student demand, market demand, regional need, etc.)
- barriers that prevented this proposal from moving forward in the past

After compiling information and data from each contact person (p. 13-49), the committee reconvened for discussion. Despite the steering committee's request that the subgroup develop ideas for short-term, intermediate, and long-term program development, the subgroup came to the conclusion that they were not in a position to prioritize the suggested new programs/certificates. The submitted proposals provided various levels of development and detail and the subgroup lacked expertise in each proposal's field.

Portfolio/Badge System

The working group explored the use of student portfolios and/or badges as ways of making the interesting projects students complete more visible and demonstrating the obtainment of particular skills (e.g., research, data analysis, coding, critical thinking). A portfolio/badge system would delineate the skills and experiences students acquire in their course work, individualized learning experiences like research assistantships, internships, independent studies, etc. and, as well as work done under the supervision of staff, and make these skills and experiences more visible to both the students and potential employers.

The subgroup dedicated to exploring a portfolio/badge system arrived at a consensus about one significant point: a badge system of some form is worth pursuing and we feel it would be fairly easy to propose different systems and develop nimble pilot efforts. Our hope would be not to mimic other systems, but develop something that is unique to us, in both composition and result. Furthermore, given the immediate budget situation, this is a proposal that largely relies on existing resources, especially in the early stages.

The group saw a badge system at UW-Green Bay as something that works in concert with our existing credentialing mechanisms: grades, transcripts, certificates, etc., rather than replacing anything. Therefore, the system should not duplicate existing credentialing and governance structures, but instead serve as an opportunity for innovation and experimentation. In addition, a more adaptive, organic system will encourage participation from various areas of campus who might benefit: faculty, staff, students, and maybe even local partnerships/employers.

There are a number of potential avenues as to how to proceed:

First, producing a proposal draft that includes permutations of what a system might look like. Primary issues to address include:
- Developing authority
- Issuing authority
- Badge content
- Tracking earned badges

- Fluidly connecting our system to employers
- Horizontal and Vertical application (i.e. using both across and within curricular structures)

Preliminary research done by the subgroup identified different options for starting the badge system. First, Mozilla, which offers "Open Badges" rather than "Digital Badges." The distinction between the two is that "Open Badges" have safer/firmer metadata standards that confirm their authenticity.

GB could become a badge issuer, have our own badge insignia, and maybe even our own "GB Backpack," which is simply what people use to "carry" their badges. Interestingly, Mozilla is supported by The Macarthur Foundation and HASTAC (among others), and these institutions prioritize learning over profit (see here: http://openbadges.org/). The site also lists other issuing systems for reference.

From a resource perspective, it is important to note that a badge and portfolio system would require a need for campus IT involvement. The Mozilla site provides some information on this, which is helpful regardless of which path we were to choose: https://wiki.mozilla.org/Badges/Onboarding-Issuer.

Advantages of a portfolio/badge system are as follows:

1. They are flexible and can be used to accomplish what we want them to accomplish. The more unique it is to us, the more creative, the more purchase it might have when drawing students, and the eyes of potential employers, to our campus. Badge systems currently exist in contexts like Code Academy, Khan Academy, Mozilla, and other online education venues (like Competency-based education), specifically as a way to document the completion of lessons. There is no reason to be limited by a narrow conception of use.
2. A badge system could be attached to our General Education program, but also be included in all areas of our curriculum. UWGB does "breadth" and "depth" very well right now, with those being the gen eds and majors, respectively. A badge system would add "skills" to that equation in a marketable way: "At UWGB we guarantee skills, breadth, and depth."
3. The system should also be overdetermined, meaning that at any given time, there are multiple classes across the university where students could earn badges, say in "Basic HTML," "translation," "Social Media," "Copy Editing," "Applied Research," "Interviewing," "Collaboration," etc. If such a horizontal system were in place, there is no reason why departments and units could not strategize to vertically align courses in a way that helps build a "stackable" sequence of badges that best suit them and speak to both specialized and general audiences about what their graduates can do.
4. Finally, we could have a database of accumulated badges (and maybe other information/documents from other initiatives) that was student portable and immediately accessible to potential employers for free. There would also be an interface where employers could communicate things/skills they are looking for, as it would help us develop badges to meet those needs. This aligns perfectly with the concept of the student portfolio, digital or otherwise, which is something we have also talked about exploring.

Interdisciplinarity

Our work on the topic of interdisciplinarity was completed largely through discussions amongst the full working group and much of it focused on the importance of our budgetary structure and the requirement that students obtain an interdisciplinary major or minor to graduate. In addition to the discussions of the full working group, the subgroup on university policy was charged, in part, with

exploring particular policies associated with how effectively we meet our interdisciplinary mission. The efforts of that subgroup are described here as well.

The consensus of the working group is that our interdisciplinary mission is valuable and worth preserving. It was argued by many that our budgetary structure allows for a culture of interdisciplinarity that informs our teaching and scholarship in positive ways that are consistent with the university mission.

There was not consensus, however, as to whether or not we are meeting our mission in the most efficient way. Several members of the working group identified the following problems with our approach: a lack of student understanding of interdisciplinarity, the limitations our policy places on what students can choose to major and/or minor in, the ways our approach may weaken the disciplines on campus, and some felt that obtaining any two majors should count as meeting the interdisciplinarity major/minor requirement. Simultaneously, though, concerns were identified regarding how to maintain the culture of interdisciplinarity without our current policies in place. Several members expressed concern that removing the requirement that students have an interdisciplinary major or minor would lead to the eventual breakdown of the budgetary structure that so many members value.

To explore student perspectives of interdisciplinarity, the subgroup on policy obtained data from the Academic Advising Department. It should be noted that this information is based on personal accounts from staff in the Academic Advising Department and not formal data collected from students. Their perspective was that students find the interdisciplinary major/minor requirement problematic for the following reasons:

- Students do not understand how two different majors/minors do not satisfy the interdisciplinary requirement (i.e., English and Art; Political Science and Psychology).
- Advisors themselves demonstrate the ambiguity in the term interdisciplinary as each tends to explain it very differently depending on his or her background and experience.
- Many majors share support core curriculum that are similar but one is disciplinary and the other interdisciplinary (i.e., Biology and Human Biology) – how is interdisciplinary explained in this instance?
- Questions are raised as to what impact the interdisciplinary requirement has on degree completion time given that students with a disciplinary major must add an interdisciplinary minor.
- Student sometimes declare majors or minor they have no intent on completing in order to get a declaration hold removed so they can register.

The policy subgroup also explored university policy regarding other mechanisms that may enhance our approach to interdisciplinarity. Specifically, they looked at university policy regarding the individualized major and team-teaching of courses, as these were identified by members of the working group as powerful approaches to meeting our interdisciplinary mission.

Regarding the Individualized Major, after eliciting comments from Donna Ritch, it was determined there are only five to six students who take advantage of this opportunity in any given year. It is worth exploring the reasons why so few students utilize this option. Specific concerns the working group identified were that Individualized Major may not be as visible to students as it needs to be and the process of setting up an individualized major may be unnecessarily onerous.

Regarding team teaching, the subgroup found that there was no formal policy on how it happens across departments at UW-Green Bay. They surveyed team teaching policies at a wide variety of colleges and universities and found the following approaches in use:

- Full credit for teaching a course can be shared by two instructors
- Both instructors must actively participate in all phases of the course (i.e., the course is not simply taught via a "tagteam" model)
- Courses need to have higher enrollment (i.e., at least 24 students or 50 students depending on size of University)
  - Northwestern, for example, has a formula for this: anticipated enrollment for the course is at least n times greater than the minimum enrollment number for courses at that level [where n = the # of proposed faculty teachers and n > 2 will almost never be permitted].
- Team teaching assignments cannot infringe on a department's ability to staff to staff the courses it needs to offer – an adequate number of courses must be offered to meet the demands of the students

Finally, the working group also discussed the idea that we should make a shift in our rhetorical emphasis away from philosophical discussions of the value of interdisciplinarity to more of a focus on problem-solving and the projects/work our interdisciplinary approach actually produces. In other words, rather than focus on interdisciplinarity as an abstract idea that we think is valuable, we should showcase the many impressive examples of student, faculty, and staff projects that have utilized an interdisciplinary approach.

Undergraduate Research, Scholarship, and Creative Activities

Finally, the policy subgroup recognized that high impact experiences such as undergraduate research, scholarship, and creative activities (URSCA) are important elements of student learning, and are central to our mission of providing a problem-focused, interdisciplinary education. Such experiences also provide us with opportunities to showcase the outcomes of our interdisciplinary approach.

The policy subgroup on university policy explored URSCA, as well as other High Impact Experiences for students, and found that they support the following efforts by allowing students opportunities to develop qualities employers look for in high-quality job candidates, such as enhanced problem solving skills, enhanced oral communication skills, increased creativity and critical thinking, enhanced ability to work collaboratively with others, stimulation of curiosity, enhanced ability to learn independently (Osborn & Karukstis, 2009).

There are numerous benefits to the students, faculty and community – higher enrollment (recruitment & retention), improved student outcomes, increased faculty job satisfaction…

Data from the 2012 high impact experiences survey show that out of 112 instructors (41.6% response rate) who completed online questionnaire related to high impact experiences:
- 53.1% of instructors who responded to the survey reported involving undergraduate students in their research
- Of those who do not involve students in their research, 34.9% report some interest in doing so (N = 15)

- When asked what might be helpful for instructors interested in involving students in their research, the most common responses involved:
  - o funding for research materials, to pay students
  - o assistance in figuring out ways to involve students in research projects
  - o more support from unit for conducting research with undergraduates
- The most commonly reported reasons for why an instructor is not interested in including students in their research include:
  - o instructor is not currently conducting research
  - o type of research is a solitary endeavor
  - o too much work involved
  - o students cannot do the types of work required
  - o it would not be useful to students' learning or is not relevant to teaching in their field
- Instructors report students complete research projects in 45% of classes; mostly in upper-level courses

Working Group Recommendations: Our "Catalog of Ideas"

What follows is a list of ideas we generated over the course of our work. Some come directly out of the subgroups while others were discussed by the full working group.

1. Based on the work of the subgroup for New Majors/Certificates/Emphases, we recommend the following:
   a. Distribute the list of new programs/certificates (starting on page 9) to all UWGB faculty and staff. Deans and departments should be encouraged to further develop the ideas, including campus-wide sessions led by the administration. Encourage units to continue to progress with ideas for new programs with existing resources (e.g. Academic Incubator). The subgroup stresses the need for transparency in this process and emphasizes that a suggested new program should not be excluded due to a lack of a direct advocate for the idea.
   b. Develop a working group to explore a potential "certificate initiative" (e.g. demand for certificates, audience interest in certificates, marketing certificates, etc.). The subgroup recognized a difference between "certificates" and "being certified", which should be addressed by this working group due to the difference in audience.
   c. Identify a different mechanism to propose and start new programs. In addition to having faculty/staff and units suggest new programs, create a process where the administration facilitates program development. Through working group discussions, we identified multiple barriers to starting new academic programs, certificates, and/or areas of emphases. Specifically, resources (primarily not having enough faculty), ownership of subject matter, layers of approval, unit inflexibility, low administrative support, low faculty support, and an inadequate understanding of how to get started.
2. Move to the system of "Skills, Breadth, Depth" described by the Portfolio/Badges subgroup where breadth is achieved through general education, depth is achieved through the chosen major, and the skills students develop are made outward facing through a badge system. Additionally, make student projects more visible to the community through the use of student portfolios
3. Explore the effectiveness of the requirement that students have an interdisciplinary major or minor in meeting our problem-focused, interdisciplinary mission. Likewise, explore the formal data behind the concerns identified, anecdotally, by the Academic Advising Department.

4. Explore a new process for setting up an individualized major that is less taxing on the faculty members and students involved. Likewise, make that option more visible to students and advisor as a way of increasing usage of this potentially valuable opportunity.

5. Implement a university policy that allows for increased opportunities to team teach as a way of fostering a culture of interdisciplinarity and allowing more students to experience what is often a powerful learning opportunity.

6. Given the transformative nature of student involvement in undergraduate research, scholarship, and creative activities, support initiatives by the Center for the Advancement of Teaching and Learning and elsewhere on campus intended to increase student participation in such activities and reward faculty who work with students on such activities. Increasing student involvement here will also serve as a recruiting aid since potential students will likely be drawn to projects and concrete examples of the work being done on campus.

7. Explore how we communicate our mission to the public as well as how we market our majors. Consider questions like whether or not the names of our majors best describe them, whether or not our website and other recruitment materials best describe the mission and programs, and whether or not the pathways to particular careers are visible via our marketing materials (e.g., does a student who wishes to be a doctor, lawyer, computer programmer, etc. understand how to achieve those career goals at UW-Green Bay).

Appendices

New majors, minors, and emphases proposed by UWGB faculty/staff:

Department	Proposed Program	Contact
Social Work	Aging/Gerontology	Doreen Higgins
Art & Design	Animation	Jeff Benzow
English	B.F.A. In Writing and Applied Arts	Rebecca Meacham
Human Biology	Biomedical/biomolecular engineering	Craig Hanke
Art & Design	Community Arts	Jeff Benzow
Theatre/Dance	Dance Pedagogy and Dance Studies Minor	Laura Riddle
Theatre/Dance	Dance Pedagogy/Dance Studio Management Major	Laura Riddle
Theatre	Dance Studio Management	Riddle/Carlson-Garner
Business Administration	Data Science (data analytics, statistics, business intelligence)	Gaurav Bansal
Art & Design	Design in the Community	Jeff Benzow
HUS	Digital and Public Humanities	Caroline Boswell
Theatre	Entertainment Technology	Laura Riddle
HUS/Theatre/Design Arts	Film and Digital Media	Coury/Riddle/Benzow
Computer Science	Game Studies (emphasis w/in Information Science major)	Ben Geisler (US News)
Art & Design	Information Graphics	Jeff Benzow
Spanish	Latin American Studies	Hernan Fernandez-Meardi
Social Work	MSW/MBA or MSW/MPH joint programs	Joan Groessl
Music/HUD	Music Therapy	Cheryl Grosso
Art & Design	Problem Solving and Design Thinking	Jeff Benzow
History	Public History	Clif Ganyard
Theatre	Stage Management	Laura Riddle
Art & Design	Technology Platform	Jeff Benzow

New certificates proposed by UWGB faculty/staff:

Department	Proposed Certificate	Contact
Music	Accelerated Certification Tracks for Practicing Teachers	Cheryl Grosso
Social Work	Aging/Gerontology Certificate	Doreen Higgins
Outreach & Adult Access	Conflict Resolution	Adolfo Garcia
URS	Environmental Planning and Design Certificate	Marcelo Cruz
NAS/URS	Geographic Information Systems (GIS)/Problem-focused certificate	John Luczaj
Social Work	Gerontology Certificate	Joan Groessl
Music	Graduate courses for Practicing Teachers	Cheryl Grosso
Nursing	Hospital administration or entrepreneurship certificates	Susan Gallagher-Lepak
NAS	Industrial Hygiene Certificate	John Luczaj
Nursing	International post-docs in nursing diagnosis	Susan Gallagher-Lepak
Philosophy	Legal Studies	Chris Martin
Music	Music Pedagogy Certificate	Cheryl Grosso
NAS	OSHA HAZWOPER Certificate	John Luczaj
Music	Performer's Certificate or graduate performance course work	Cheryl Grosso
DJS	Pre-Law Certificate	Andrew Austin
Theatre	Stage Makeup	Laura Riddle
NEW Partnership	Substance Abuse Counselor Licensure	Sharon Locklin
Social Work/Outreach	Supervisor Certificate (or MSW credit course)	Joan Groessl
NAS	Water Resource Certificate	John Luczaj

Program ideas without detail and without a faculty/staff proposal:

Program	Student Demand	Market Demand
Actuarial Science	student	
Architecture	student	
Biometrics		US News
Business Analytics		US News
Clinical Lab Sciences or Medical Technology	student	
Computer programmers		Job Trends
Construction Management		NE-W
Criminology/Forensic Science	student	US News
Cyber Security		US News
Digital Marketing/Social Media Manager		NE-W
Engineering	student	NE-W
Event Management		NE-W
Fitness and Wellness Management		NE-W
Food Science	student	
Genetic counselors		Fastest Growing/BLS
Health and Physical Education	student	
Health Promotion and Wellness	student	
Health Specialties Teaches (post-secondary)		Fastest Growing/BLS
Industrial/organizational psychologists		Fastest Growing/BLS
IT/technology experts		Job Trends
MIS/Management Information Systems	student	
Networking specialists		Job Trends
Nursing	student	
Paralegal Studies	student	
Personal care aides/home health aides		Fastest Growing/BLS
Physical therapists		Job Trends
Public Health		US News, NE-W
Radiology/Radiological Science/Sonography	student	Fastest Growing/BLS
Robotics		US News
Special Education	student	
Speech Pathology/Communicate Disorders	student	
Sports and Athletic Administration		NE-W
Sports and Athletic Counseling		NE-W
Supply Chain/Logistics	student	
Travel and Tourism		NE-W

Specific criteria that provide justification for implementing proposed programs and/or certificates.

Complete list of criteria suggested by the group:

Resources
- Faculty expertise
- Physical space

Market demand
Clusters
Community partnerships
Cost to develop program
Builds on existing programs/departments
Connections to mission
Wow factor of new
Revenue generating
Faculty passion
Limited in UW-System portfolio
Regional need/cultural need
Economic development
Faculty intellectual development and growth
Potential for multiple platforms
Graduate level potential
Attainable
Improve academic reputation
Adaptable

Final criteria deemed as the two focal points:

Resources
- Builds on current programs
- Growth – crosses disciplines, Units, etc.
- Partnerships
- 2 + 2
- Passion for the idea

Demand
- Student/market/regional

BFA in Writing and Applied Arts

Proposed by: Rebecca Meacham

Summary:

The BFA in Writing and Applied Arts is a 45-credit program of study of multiple forms of creative writing in an interdisciplinary context. Designed for students seeking professional experience in writing, editing, and literary production, this program would offer service learning opportunities in editing, community events, digital and public humanities, young writers' mentorship, translation, and the book arts.

Resources:

UW-GB currently offers a B.A. in English with a Creative Writing emphasis. As of January, 2015, we have 73 declared English with Creative Writing emphases. This is approximately half of all English majors at UWGB, and the highest enrollment the CW program has seen in at least 12 years.

Enrollment is consistently high (beyond capacity) for UW-GB creative writing and literary publishing courses.

Two professors (Chuck Rybak and Rebecca Meacham) teach the bulk of editing and writing courses, and have won various honors and awards for the multiple books they've published. Two additional professors (Brian Sutton and Rebecca Nesvet) offer the potential to teach courses in the program— as do two instructors (Tara DaPra and Carl Battaglia). The English and HUS faculty have been supportive of this initial plan, as is the Dean of the College of Liberal Arts and Sciences, Scott Furlong.

UWGB's Spanish Program hosts a SCHOLAR IN RESIDENCE who often teaches creative writing workshops in Spanish. In addition, we are in preliminary talks about offering students opportunities for translation, writing, and storytelling in the greater Green Bay community.

UWGB's Art, Theater, and English departments will be hosting a one-semester ARTIST IN RESIDENCE from the University of Florida. In 2017, UW-GB's creative writing program will host the UF Scholar—who will guest edit *Sheepshead Review***,** teach courses, and build community connections.

Existing Connections between UWGB Creative Writing and University, Community:

- o Unity Hospice, Green Bay, WI
- o UWGB Archives, UW-GB
- o The Hamiliton Woodtype Museum in Two Rivers, WI
- o Reader's Loft Bookstore, DePere, WI

Demand:

Rarity: Only 30 colleges in the U.S. offer a BFA in Creative Writing.

- No colleges in the UW-system offer a BFA in Writing
- No colleges in Wisconsin offer a BFA in Writing

Focus: Traditional BFA in Writing programs usually require students to focus on a single genre (poetry or fiction) and complete a thesis through lots of studio and thesis hours.

VERSUS OUR UWGB BFA IN WRITING AND APPLIED ARTS, which:

- Increases students' marketability and potential publication as writers
- Connects student writers to the larger profession of editing, publishing, copywriting, teaching, fundraising, budgeting, and project management
- Connects students to people's stories, research opportunities, local history and potential employers in Northeastern Wisconsin
- Creates enrollment by engaging high school and middle school writers through student mentorship, outreach, and on-campus workshops
- Increases UW-GB's visibility and service to the people of NE Wisconsin
- Capitalizes upon existing resources and interdisciplinary connections— and makes use of upcoming opportunities\

Barriers:

Faculty resources; new hire in English, Rebecca Nesvet, alleviates some of this; still would need 1-2 hires in English to run and development the program at a high level; course reassignment for head of Creative Writing to assist with design and community outreach to help create internships, find funding, etc.

Equipment (for example):

- letterpress for on-site classes in coordination w/Hamilton Wood Type and visiting book arts artists
- A UWGB-housed micropress with potential for limited print-runs of distinctive booklets, broadsides, chapbooks, and Unity hospice materials (see above)
  - Ecotone model, Chico State model
  - Staffed by UWGB students (developmental editors, copyeditors) for Internship credit
  - With outreach to Unity hospice, Hamilton Woodtype, other UWGB departments

Community Arts (minor or certificate)

Proposed by: Jeff Benzow

Community Arts in this iteration would be a combination of studio arts core courses, art history and upper-level studio courses with a grouping of courses drawn from areas of campus with

expertise in cultural and community issues. The intention of this area of study would be to provide students with a working understanding of the role the arts play in the community setting and to promote or enable forms of personal expression and activism among community members The program would be centered on service learning with a view towards empowering communities and individuals to pursue creative activities as a means of social and cultural enrichment and as an instrument of change.

A Community Arts program probably would be best suited as a minor or certificate program that could be combined with majors in studio art, theatre and possibly music. An interdisciplinary major could also be established with a structure similar to the concept provided with this proposal. If the service and community program elements could be developed as a module of courses, a major in Community Arts could be applied to the areas of Theatre, Dance, Art and possibly Music. Program development would require the creation of at least two courses specific to community arts/service learning with an introductory course and an upper level capstone course.

Study in community arts would use existing courses from Anthro, Arts Management, DJS, FNS and URS that focus on cultural and community issues to provide students with a background understanding of the complexities of the community domain. With careful structuring the Culture and Community element would also likely serve to fulfill general education requirements as well.

Resource needs would be minimal, as most of the course work would be drawn from existing programs. Student demand would likely not require additional sections of existing course work. Market demand is unknown, but likely not significant. A certificate or minor program would be beneficial in extending the student cultural and community service experience and by increasing collaboration between faculty in the social sciences, the arts and other areas.

Depending on the form that the Community Arts program would take it could potentially increase student interest in the use of social media, web development and digital storytelling as tools of activism and community discourse. This would require a technology tools component as part of the curriculum.

Conflict Resolution (certificate)

Proposed by: Adolfo Garcia

Division of Outreach and Adult Access
Instructors: Laura Smythe, Adolfo Garcia
Currently Scheduled for March, 2015

Purpose

The goal of the certificate course is to help students realize their potential to engage in constructive communication through conflict resolution practice and reflection.

Course Format

The certificate course combines in-class lecture and practice with at-home reflection and preparation. The course meets on four consecutive Fridays in March 2015 from 8:30 a.m.-12:30 p.m. Students are asked to read and respond in writing outside of class at three different times during the course.

Learning Outcomes

- Identify your primary approach to handling conflict, practice other approaches, and learn in what contexts each approach makes sense.
- Identify your own most strongly-held values and learn how to utilize the strengths of everybody's values to craft a more constructive conversation.
- Understand what you are listening for and how that impacts what you hear.
- Learn negotiation and mediation techniques and gain confidence using these techniques through role play.

Student Time Commitment:

In-Person, 16 hours; At-home reflection and preparation, 4-5 hours.

Approximate TOTAL: 20 hours

Instructors Time Commitment:

In-Person, 16 hours; setup new course, prep time before class, homework grading and after-class integration, 25-35 hours per instructor.

Approximate TOTAL: 41-51 hours per instructor

Curriculum Structure

Class Period 1. Approaches to Conflict

Before	Read *Thomas-Kilmann Conflict Styles* booklet
Day of Class	Approaches to Conflict
After	None

Class Period 2. Ethical Communication and Listening Strategies

Before	None
Day of Class	Ethical Communication Listening Styles
After	Ask students to generate scenarios for capstone day

Class Period 3. Negotiation and Bargaining

Before	Read from *Principled Negotiation*, Chapter 1-?
Day of Class	Each student practices Principled Negotiation
After	None

Class Period 4. Capstone Experience, Third Party Facilitation and Mediation Strategies

Before	Read from *Alternative Dispute Resolution: A Conflict Diagnosis Approach*
Day of Class	Each student practices mediating a dispute
After	Certificates are distributed based on satisfactory completion of all components of the course

Criminal Justice (certificate)

Proposed by: Andrew Austin

12 credits of upper division courses

DJS 303 Criminal Justice Process

DJS 325 Law and Society OR DJS 320 Constitutional Law

SOCIOL 315 Street Gangs in America

SOCIOL 404 Criminology

After a review of Criminal Justice certificate programs around the country, an appropriate-level certificate program was designed using already existing and routinely offered class courses.

Because the program is based around already existing and regularly offered classes, there is no anticipation of extra costs to run the program in terms of personnel at the outset. If the certificate program experiences growth, then additional instructional dollars will be requested to offer multiple sections of overpopulated courses. Also, if the certificate program is moved online additional instructional dollars will be requested.

No assessment of demand, student, market, regional need or otherwise, has been conducted. However, we anticipate that the program will appeal to graduates who are seeking certification in this area, and well as enrollees from area technical schools.

There have been no barriers preventing such a proposal from moving forward save a general noninterest in certificate programs on campus. Now that is changed, it seemed obvious to move this idea forward.

Dance Pedagogy/ Dance Studio Management (major)

Dance Pedagogy and Dance Studies (minor)

Proposed by: Laura Riddle

Dance Studio Management- Theatre and Dance Lecturer Denise Carlson-Garner, has mentored a number of students through Individual Majors in Dance Studio Management, teaching Dance pedagogy and arranging for student teaching opportunities through local dance schools, most of which employ or are run by graduates of UWGB.

In the last 20 years every dance studio, YMCA, and Park and Recreation program in Brown County and surrounding counties have employed UWGB graduates as teachers of dance. Local high schools have employed UWGB dance students as Dance Team Coaches and choreographer of musicals.

Currently, five local dance studios in the area are owned and operated by UWGB graduates who completed the Dance Minor:

> Northern Dance Academy - Rana Altman
> New Fusion Dance and Performing Arts Center - Rana Poley
> Fancy Dancer - Laura Bronk
> Danaille's Dance Academy - Danialle Brouchoud
> Karlyn Schneider - (new studio opening in 2015)

Studios in which UWGB dance students have been employed as teachers:

> Barb's Center For Dance
> Northern Dance Academy
> Green Bay School of Dance
> All That Dance
> New Fusion Dance and Performing Arts
> Fancy Dancer
> 5,6,7,8 Dance
> Danaille's Dance Academy
> Encore Dance
> Sarah's Dance Academy

Parks and Recreation Programs that have hired UWGB dance students as teachers:

> Bellevue
> Ashwaubenon
> DePere

Howard YMCA
Downtown YMCA
East Green Bay YMCA
Allouez YMCA

Most area high schools have a dance team and also stage an annual Musical Theatre production. Graduates of UWGB have been employed by the following:

Preble High School Dance Team - coach
DePere High School Dance Team - coach
Denmark High School Dance Team - coach
Bay Port High School Dance Team - coach
East High School Dance Team - coach
West High School Dance Team - coach
Southern Door High School - coach
DePere High School - Musical Choreographer

Denise Carlson Gardner has mentored students who have sought to complete an Individual Major in Dance Studio Management (curriculum attached) and has overseen numerous Independent Studies in Dance Pedagogy and supervised internships with area dance schools.

We believe that there is strong interest in Dance Pedagogy as a minor and Dance Studio Management as an interdisciplinary major. Denise has been employed by UWGB for 20 years and was hired as a full-time Lecturer in Theatre/ Dance teaching studio dance classes, Choreography, and Dance History. She is the Choreographer for the annual Performing Arts musical and the Artistic Director of *DanceWorks*, an annual dance concert choreographed by students and faculty. Ballet classes are currently taught by Timothy Josephs who owns a private studio and is a driving force in NEWDO- Northeastern Wisconsin Dance Organization. NEWDO has produced an annual community-wide production of The Nutcracker at the downtown Meyer Theatre with technical support by paid faculty and students from the UWGB Theatre program. This collaborative enterprise has expanded to include a Spring Dance concert that has been staged in the University Theatre and also supported by UWGB Theatre faculty and staff.

The Theatre/Dance Lecturer position was cut by 20% to an 80% Lecturer position that primarily meets the needs of Theatre's required curriculum for majors and minors. Denise is qualified and experienced in teaching Dance pedagogy but has no room in her teaching load for additional courses. She and has developed numerous contacts regionally in the public schools and dance studios. She has developed and administered curriculum for the following:

Dance Studio Management as an Individual Major
Dance/Dance Pedagogy as an Individual Major
Applied Dance and Dance Pedagogy as a 2nd major to the Arts Management Major
Dance/Dance Pedagogy as a 2nd major to the Education Major
Dance/Dance Pedagogy as a 2nd major to the Human Development Major

Design Arts Minor/Certificate Programs in Web Design and Animation

Proposed by: Jeff Benzow

Demand

Two areas of design that prospective students frequently inquire about are web design and animation. Design Arts has offered one course in web design since 1999, but this is no longer adequate for instruction as the complexity of contemporary web sites now requires the use of more complex mark-up and dynamic programming languages than first generation websites.

Animation is an area of keen interest as it is the foundation of gaming and opportunities in web and video postproduction possibilities. Both of the minor/certificate proposals are the bare minimum for providing students with a web or animation experience as part of their undergraduate experience.

Both areas of study have obvious interdisciplinary reach. A richer and more elaborated program in web design could be developed in collaboration with and to the benefit of the computer science department with animation having potential connections to sciences and engineering.

- Web Publishing Minor/Certificate (22 credits)

The certificate would expand current course offerings in web design within the Design Arts program and be structured in a way to allow non-majors to gain web design experience without encountering significant prerequisites. The course would serve traditional students who want to augment their major and improve their employability by adding web skills, as well as professionals interested in the essentials of webpage design. Individuals may enter the program at any point, depending on background and experience.

Required Courses (22 credits)
Supporting Courses
Comp Sci 201, Intro to Computing and Internet Technologies, 4 credits
Art 106, Design Methods, 3 credits
Art 107, Two Dimensional Design, 3 credits

Upper Level Studio
Design 331, Graphic Design Studio I, 3 credits
Design 332, Graphic Design Studio II, 3 credits
        or
Design 433, E-Publications
Design 433, Web I (existing) , 3 credits

Design 400, Web II (proposed), 3 credits

- <u>Animation Minor/Certificate (21 credits)</u>

The minor serve would expand current course offerings in the Design Arts program and also allow non-majors interested in animation to gain experience in the use of digital tools with a view towards developing animated programming.

Required Courses (21 credits)
Supporting Courses
Art 105, Intro to Drawing, 3 credits
Art 106, Design Methods, 3 credits
Art 107, Two Dimensional Design, 3 credits

Upper Level Studio
Design 331, Graphic Design Studio I, 3 credits
Art 302, Intermediate Drawing, 3 credits
Design 433, Animation I, 3 credits
Design 400, Animation II, 3 credits

Design Thinking/Problem Solving

Proposed by: Jeff Benzow

Design is a problem solving process that results in a variety of products depending on client need. Design Thinking is a relatively new moniker for part of that process that examines client need based on user experience and equally important, examines the broader opportunities that are often hidden in client-based requests. These opportunities are analogous to important peripheral discoveries that frequently occur during research in the sciences. The goal of an expanded curriculum in design thinking/problem solving would be to formalize processes used in design with a view towards creating a curriculum available and applicable to a range of campus majors.

This proposal acknowledges that other programs have traditionally used similar processes in the form of research methods, experiment design and a range of creative activities. Recent interest in an Innovation major drew support campus-wide.

This concept would support a campus wide dialogue and participation in identifying existing areas of activity and strength in problem solving and look for opportunities to create a base-line interdisciplinary of curricular involvement that would be a direct expression of our campus charter.

This effort could take the form of a center, exchange or curriculum development with campus-wide reach in the form of course development in general education or workshop scenarios.

In 2012 the Design Program had the opportunity to mount an experimental course in Design Thinking that took the form of a workshop and enrolled a diverse group of students including design, computer science and art majors. The projects that the course centered on were Oneida language learning tools with outcomes largely undefined. The student products varied from interactive board games, a coloring book with potential web/interactive extension and an animated video featuring a rap song composed and produced by students in the class. The animation is probably less viable as a teaching/learning tool than an expression of the class's investigation of the problem, but is very successful in that the students drew on a range of skills beyond their formal studies and did so in a very innovative way.

Curricular areas of development could include:

• Design methods (beyond the focus on 3-dimensional forms in Art 106)

• Research methods

• Prototyping methods: Traditional methods such as mind-maps, sketching and model building with a bias towards "low-fidelity" processes during initial concepts development. The low fidelity approach (using paper, pencil, post-a-notes, or any cheap, down and dirty material) minimizes the initial investment in time, emotion and money during the development process and has proven to reduce costs and improve the final product.

• Presentation methods: Developing key skills in presenting the problem definition and final concepts and producing effective media materials to support proposals.

Many of these elements are included in some form in the Graphic Design, Environmental Design and Design Arts media courses.

Digital and Public Humanities Program

(undergraduate degree with the potential for a 4+1 Master's Program)

Proposed by: Caroline Boswell

1. Brief summary of your proposed program (a single paragraph):

Recently, the National Endowment of the Humanities announced it is beginning to shift funding from traditional academic research toward projects designed for public audiences. Such grants compliment their growing support for projects in the Digital Humanities, which, while distinct from the Public Humanities, shares important methodologies as well as a dedication to collaborative research and user-generated data rather than singular academic research. The Digital and Public Humanities are rapidly redefining the landscape of academic work, inquiry, study, publication, pedagogy, and participation. With this evolution in mind, an interdisciplinary collective of faculty and staff members propose creating a new major, and, in the future, a new graduate program in the Digital and Public Humanities at the University of Wisconsin-Green Bay.

Given the program's proposed name, a few definitions are in order. The Digital Humanities (DH), previously known as Humanities Computing, and broadly defined, is a rapidly expanding field that specifically uses computing and digital tools to perform humanistic, scientific, and artistic inquiry in ways not previously, or as easily, possible; one example is the advent of increased processing power, "big data," and text mining. The Public Humanities, broadly defined, is an older field that takes the questions, controversies, and research associated with disciplines such as history, literary studies, culture, art, and philosophy and then designs methods for engaging the public in each. More recently, the digital revolution has brought the two fields closer together as Public Humanists such as museum curators, conservators, and archivists are expected to understand how digital tools and DH methodologies can be harnessed to interact and engage with the public. This program would fulfill our commitment to service learning and undergraduate research, where student work and projects are conceived and implemented with direct public benefit and access as the primary outcome. Furthermore, it would encapsulate the "maker movement" and skill-building approach, where curriculum and projects prioritize making, building, and creation rather than focusing entirely on analysis or writing for publication.

2. Discussion of the resources available to develop/run the program (i.e. interactions with current programs, potential for growth across disciplines, community partnerships, 2+2 programs, faculty passion to move the proposal forward, etc.)

Efforts originating out of the Humanistic Studies department have already resulted in the crafting of a Digital Scholarship Center Proposal, which includes faculty from Units across campus and Colleges (Info & Comp Sci, Communication, History, English, DJS, HUS, PEA, Geography, Nursing, Business, and Social Work all expressed interest, as well as ATS and the Library). While no Unit alone has the faculty required to mount an undergraduate or graduate level program in the Digital and Public Humanities, a new inter-and-cross disciplinary program

that breaks down Unit barriers and Faculty/Staff barriers could be created in a relatively short time frame as many current courses offered across campus could be integrated and realigned to suit such a program's objectives with very little transformation. The program could easily overlap with the newly proposed program in Public History as well.

Future growth: The Humanistic Studies department has recently hired a new faculty member who has a secondary expertise in the fields of Digital and Public Humanities. Units who express an interest in the program could similarly include familiarity or expertise with these fields as secondary requirements of future faculty positions without even changing the primary area of expertise, especially given that a lot of digital humanities work incorporates primary skills of other fields, such as computer programming. Finally, because of the growing "faculty passion" for the Digital Humanities, the Deans of CLAS and CPS have agreed to fund 8 faculty who wish to attend a week-long Institute on the Digital Humanities this summer to integrate new directions in this field two the classroom and/or their research. Two faculty members in HUS have already attended in the past. We simply need to harness this momentum and turn it into a program that perfectly reflects our dedication to interdisciplinarity.

Graduate Program: A graduate degree in the Digital and Public Humanities would require a longer time frame to complete, but could be done with gradual support (institutionally and financially) from the University over a series of years. Further, as noted at the beginning of this document, there is grant funding in both fields that could assist with this transformation. We envision creating a 4+1 Master's Program that would draw students from across the state at the undergraduate level; whereas the Master's Program would draw students from within and beyond the state, as it would be relatively unique for the region.

Community partnerships: Such a program would enhance and increase the number of partnerships we have with non-profit organizations and corporations in the region, such as the Neville Public Museum, the History Museum at the Castle, the National Railroad Museum, Aver Technologies (who donated data for mining), Unity Hospice, the Hamilton Woodtype Museum, Breakthrough Fuel, and more. Students would become qualified to complete internships that would fill a large void in the non-profit sector, which lacks the funding—or, in the case of business, time--to either keep up with the most recent digital initiatives or exploit the potential of big data.

3. Discussion regarding the demand for the program (i.e. student demand, market demand, regional need, etc.) Please identify where this information was obtained from. If you do not feel confident in assessing the demand of a program, please indicate this.

Degrees in the Humanities do not allow for a one-to-one correlation with jobs in the region, and, thus, statistical market data is not available to us. What we do have is evidence of student demand for these courses, and increasing number of students taking internships in organizations that require the skills these courses offer, and a belief that the basic methodologies and

competencies gained in a Digital and Public Humanities program are relevant to the 21st century job market. Just recently, two undergraduates from our English and Humanistic Studies programs who completed coursework infused with the digital and/or public humanities received work in ATS as instructional technologists because of the skills and methods offered in this coursework. This program would provide students the analytic and creative skills of original thinkers as well as a strong technological literacy – skills employers' value.

Another important factor in weighing demand: currently *there is no program in the digital and public humanities at any UW-System institution at either the undergraduate or graduate level.* UW-Stout is the only System institution we know of that offers a digital humanities degree; UW Madison only offers courses in the field. UW-Milwaukee has a MA program in History with an emphasis in Public History, but it has no Public Humanities MA and their program is extremely specialized. UW-Madison has recently begun to offer its PhD candidates coursework in Public Humanities, but it does not offer a joint digital and public humanities emphasis. *As an interdisciplinary institution, we are ideally suited to be the first to offer such a program in the System.* In our program, students would follow a track that emphasized their interests, but all students would gain knowledge of the methods, tools, and skills of digital and public humanists.

4. Barriers that prevented you from moving forward with this proposal in the past

Several faculty members in Humanistic Studies, and even the former Vice Provost, Andy Kersten, have been in the process of designing an undergraduate and, possibly, a graduate program in the Digital and Public Humanities over the past 2.5 years, but we have faced roadblocks. Most often these arise from the competing demands placed on faculty of various Units. For example, in our original design we integrated courses from Design Arts, Communication, Geography/PEA, Arts Management, as well as Humanistic Studies and its disciplines. Almost immediately we ran into the problem of a large number of prerequisites that would be debilitating to any student attempting to complete this program. Many majors have up to 4 prerequisites for their upper division courses. Secondly, some of the necessary skills our students would need to learn are only offered in intensive introductory computer science courses, which are not well suited for students who do not intend to become programmers or coders. We would need to create introductory courses – such as an Intro to Humanities Computing Course -- that could be used across curricula that would serve as proper introductory level courses without burdening them with too many supporting courses. Jeff Benzow of Design Arts has supported this idea, as well as some faculty who teach GIS.

The real issue is the rigidity of the current interdisciplinary structure as it exists with Units housing majors, and stand-alone programs being forced to integrate courses that exist primarily to serve a different program. Many of those interested in teaching for this program are untenured faculty who are unable to negotiate these departmental and Unit level politics, and, thus, we would need approval from Chairs and perhaps the Deans to help us move forward. Thus, we require a basic commitment of current resources, and the potential of more resources after the program has proven successful through enrollment numbers and/or grants received.

Conclusion

The skills and areas of knowledge described above are not far from being a permanent fixture in humanities programs and departments across the world. It is vital that we align and enhance our resources to meet the curricular needs of the students, and the community, who will require, and will benefit from, this program of study.

Entrepreneurship (certificate)

Proposed by: Susan Gallagher-Lepak

Description: A 12 credit certificate with courses in: Introduction to Entrepreneurship, Innovation, Entrepreneur Finance, New Product Management, and Intra-preneurship. The program will appeal to Individuals from various disciplines (e.g., business, technology, healthcare). A determination will need to be made about the delivery format for this program (online? Hybrid? Evenings?).

Resources: Revenue-based certificate program, will build off current resources (faculty expertise) used with MSN Leadership program (nursing), possibly Business program, and Small Business Development Center on campus.

Demand of the program: This information is needed and the Small Business Development Center could assist in collecting demand data.

Barriers: Need to build in some reassignment time for a faculty member to take on this initiative. Need support to look at what other similar programs are in the UW and at other universities in the region. Further work on delivery format.

Environmental Design Program

Proposed by: Jeff Benzow

As per our conversations at the end of fall semester 2013, and spring semester of 2014 with Dr. Adam Parrillo, Mr. Charles Lucht, Dr. Marcelo Cruz and Prof. Jeff Benzow concerning the cognitive and skill levels of our Environmental Design Students at UW Green Bay, it became apparent that our students are ill equipped at performing the minimum acceptable professional level in environmental design. We believe there are many reasons for these failings one of which is structural.

The rational for this proposal in curriculum change is to identify and address what faculty and ad hocs working with students in this field of work see as serious gaps in the professional formation of our environmental design students. We feel that critical analysis and problem solving are weak due to a weak foundation in cognitive, methodological, and application courses.

We have identified courses currently being taught that will directly strengthen the cognitive, methodological and application skills of critical analysis and problem solving of our students in Environmental Design. There are 37 to 48 general education credits for graduation. We are recommending 36 REQUIRED lower division general education credits:

- Complete 7-page proposal was not included in this document.

Environmental Sciences (certificates)

Proposed by: John Luczaj

1. "Industrial hygiene" certificate.   Our meetings with people at Foth (local company) in recent years made it clear that they saw a strong need for people to monitor air, soil, water quality for a variety of reasons. Coupling this with either environmental science, environmental engineering tech, geoscience, or ES&P would make candidates' resumes much stronger.

2. I think our graduate ES & P program OR our undergraduate environmental science students might benefit from a "water resources certificate". I think we have most of the courses necessary to accomplish such a certificate, but we might need to include aqueous geochemistry. It's something we're weak on at this university anyway, and it would benefit other disciplines. I was thinking about several courses in science and policy that would be necessary, including hydrology, hydrogeology, groundwater resources & regulations, GIS, and some policy courses that already exist. Coupling with an aqueous geochemistry and a stable isotopes course, this might be a viable certificate option. I'm offering a 1 credit stable isotopes course in the spring that might be a good introduction to this topic. There are also possibilities of having students complete off campus courses, such as OSHA 40-hour HAZWOPER, and even a hydrogeology field camp to supplement what we offer. Here is an example: http://wmich.edu/geology/academics/hydrogeology-field-course

Another example is for a Hydrologist (surface water) certificate: http://aihydrology.org/hydro-certification.html

Here is an example of a hydrogeology (groundwater) certificate: http://www.geosc.uh.edu/graduate/hydrogeology-certification/ This would require a second course in hydrogeology, along with "hydrochemistry" or "aqueous geochemistry". We don't have those two courses, but I have the expertise for this. Unfortunately, we don't have enough staff in geosciences to allow for this.

3. One course that is taught in industry typically, but is sometimes taught at universities is the 40-hour OSHA HAZWOPER certificate. It is required for all personnel sampling soil or water at any uncontrolled hazardous waste site, which includes gas stations, dry cleaners, landfills, or other industrial sites for which pollution is or is expected to be present. A model for this would be the first week (of 6 weeks) at Western Michigan University's Hydrogeology Field Camp, to which I've recommended several students. Some of my students have taken this course and a couple of others that follow.   While WMU's HAZWOPER is offered by an industry rep, this could potentially be developed at UWGB in the future.

4. One major area in which UWGB is sorely lacking is a broad foundation in GIS. Most universities that are serious about spatial sciences (especially environmental science and other spatially related disciplines) have extensive access to GIS personnel and offer certificates or emphases on their campuses. Our campus has relied upon just a few individuals to barely squeak by with the necessary expertise. It is truly one of the standard modern links in an "interdisciplinary" curriculum, and I feel that this is an area where we could tremendously

improve. It would allow several other 'certificates' to be offered/supported, and it would improve our potential to attract more students to our programs.

Film and Digital Media (minor)

Proposed by: David Coury (HUS), Jeff Benzow (AVD), and Laura Riddle (Theater)

- brief summary of your proposed program (a single paragraph)
The rationale of this minor is to develop a program in film and digital media that combines a diverse array of courses currently offered across the College of Liberal Arts and Sciences, in order to give students an understanding of film and digital media as a visual art as well as the impacts on communities. This course of study will combine a theoretical understanding of the visual aesthetics, as well as analytical approaches focusing on the cultural contexts of cinema and the digital arts, as well as thematically oriented courses and aesthetic analysis. In addition, students will have the opportunity to engage in the practical components of filmmaking by taking courses in screen writing, digital filmmaking and editing and television production. Finally students will finish with an internship with local non-profits organizations to learn about film festivals and film programming or engage in hands-on training with area production teams.

- discussion of the resources available to develop/run the program (i.e. interactions with current programs, potential for growth across disciplines, community partnerships, 2+2 programs, faculty passion to move the proposal forward, etc.)
Participating faculty will include: Carl Battaglia, Jeff Benzow, David Coury, J P Leary, Cristina Ortiz, Adam Parrillo, Laura Riddle, Ellen Rosewall, Gabriel Saxton-Ruiz, Mike Schmitt, Bryan Vescio. Therefore the program will be both inter-and cross-disciplinary to include Humanistic Studies, Art and Visual Design, Arts Management, Urban and Regional Studies and Theater.

- discussion regarding the demand for the program (i.e. student demand, market demand, regional need, etc.) Please identify where this information was obtained from. If you do not feel confident in assessing the demand of a program, please indicate this.
  > While it's always difficult to fully ascertain "demand" for a program that does not yet exist, it is clear that the cinema and digital media courses that we current offer almost always fill to capacity. Morover, there have been a variety of student film and cinema clubs over the years and at least one student who did Film Studies as an individual major. Moreover, there are community groups and businesses that support this. Both Film Green Bay and the Green Bay Film Society (two 501c3 non-profit community groups) support the creation of this minor as do two local film and media companies, NorthCoast Productions and Launch Film and Photography.

- barriers that prevented you from moving forward with this proposal in the past
None, really, other than finding the time and the commitment from enough faculty to make it sustainable.

Game Studies (emphasis)

Proposed by: Ben Geisler

My partner in crime on this endeavor is Dr. Carr, who is a faculty member in the Communication department. The two of us are proposing a "Game Studies" emphasis to exist inside of the Information Science(IS) major. This would be a blend of Computer Science and Communication courses but would also include a few brand new games courses, and some Psychology courses. Game Development is an incredibly interdisciplinary field, and thankfully most the courses which are needed are already offered at UWGB in some capacity. With very little work, we can create an emphasis. Target professions include game development, game critique and game journalism. All of these are growingly popular areas not only for potential jobs but also in terms of student interest. We've both experienced potential students asking us about Video Game related majors and since we don't have anything (yet), these students usually end up going to UW-Stout. We want to create something here, at UWGB, for students to sink their teeth into. Our emphasis inside of the IS major will be a bit different than traditional Game Development related majors. It will be much more interdisciplinary than typical offerings at other schools, which are usually Computer Science based. Ours will even offer students the potential to take courses in Art, Music, Women Studies and other fields that are related to Video Games in various ways.

Gerontology Certificate (offered in Social Work)

Proposed by: Doreen Higgins & Gail Trimberger, Social Work

The changing demographics of the older population in the United States and beyond call for increased attention to the preparation of social workers and community professionals for involvement in an aging-diverse workforce. It is estimated that by the year 2030, one in five people will be 65 years of age or older. By 2050, this population is expected to more than double, increasing from 35 million in 2000 to over 86 million. Predominant in this demographic shift is the explosion of older minority groups. Given these demographic imperatives, the Gerontology Certificate offered in Social Work at UW Green Bay will provide practical and theoretical preparation of students on the fundamentals of gerontology through critical examination of a variety of interdisciplinary topics and issues that affect older people and their families, communities, and professionals in the field of aging.

The Gerontology Certificate encompasses an interdisciplinary orientation which prepares students to approach aging from a variety of perspectives, across a variety of settings and a wide range of social problem areas. It is designed to prepare students via the application of practical knowledge and skills to enhance their workforce readiness in serving older adults and their families. As a supplement to the undergraduate degree or to professional credentials already attained, the certificate will provide practical knowledge and preparation for work in human service and other community agencies, long-term care and assisted living facilities, hospitals, home health care, and business and retail sectors that serve or work with older people. For those already employed in the aging field and/or human services areas, the certificate will offer the opportunity to enhance knowledge and expertise across a wide variety of aging-related topics and issues.

The following are provided as examples of courses that will meet the four-course requirement to attainment of the Gerontology Certificate:

Two interdisciplinary courses such as:

1. Human Development 343: Adulthood and Aging (3 credits)
2. Human Development 344: Death and Dying (3 credits)

    Two social work practice courses:

1. Social Work 250: You and Your Future/Living and Working in an Aging Society (3 credits/Also a General Education Course)
2. Social Work XXX: Social Work Practice with Older Adults (3 credits)

All courses will be offered as supporting courses for the Social Work major.

Healthcare Administration (online certificate)

Proposed by: Susan Gallagher-Lepak

Description: A 12 credit certificate with an emphasis on the areas of leadership, financial management, healthcare policy, and quality measurement in healthcare settings. Healthcare is a growing industry and there is a need for leaders/managers in all areas of healthcare. Individuals form numerous disciplines will be interested in a program of this nature (e.g., business, nursing, social work, laboratory science).

Resources: Revenue-based certificate program, will build off current resources (faculty expertise) used with Master of Science in Nursing Leadership program. Faculty have high interest in this programmatic area.

Demand of the program: This information is needed and could be obtained via survey or focus groups with healthcare professionals. Nursing has done this before in sending out a large survey to Chief Nursing Officers in planning for the MSN Leadership program.

Barriers: Need to build in some reassignment time for a faculty member to take on this initiative. Need support to look at what other similar programs are in the UW or in the region.

Legal Studies (certificate)

Proposed by: Chris Martin

1. I am proposing a Legal Studies Certificate that would help students interested in Law School or Legal Studies to best acquire the skills and understanding that will best prepare them for a career in this area.
2. I have selected courses only from those that are already on the books. (Most if not all of them are also currently regularly offered.) My aim, as this is in-progress, is to first identify what we can offer at present. Once the team of faculty has a chance to meet we can then consider whether we may want to develop a new course or two. I know that Philosophy is interested in revising existing courses and possibly creating new ones to better suit the certificate.
3. I do not have hard data on the demand for such a program. However, I have helped 3-5 Philosophy students apply to graduate school, and understand that DJS has a number of interested students as well. Also, given the ubiquity of legal issues, a need for people with training in the nature and practice of law is always of use.
4. The current curriculum may be Philosophy heavy. This is in part because I am a philosopher and in part because Philosophy students have historically been the best prepared for Law School (per the LSAT). It is also due in part to not yet having met with other contributing faculty members to improve the plan. Also, it would be best if we could conjoin the DJS and Philosophy proposals. That being said, because my proposal draws only from existing faculty and courses, I do not foresee significant curricular hurdles in the creation of such a program.

Legal Studies Certificate

Supporting Courses   6
    Choose 2 of the following Courses
        • PHILOS 103 Logic and Reasoning (Logic for Lawyers)
        • PHILOS 105 Justice and Citizenship in the Modern World
        • PHILOS 213 Ancient Philosophy
        • PHILOS 214 Early Modern Philosophy
        • HISTORY 207 Introduction to African-American History.

Upper-Level Courses   18
    Choose 1 of the following Courses
        • PHILOS 326 Philosophy, Politics, and Law
        • PHILOS 420 Metaphysics: Free Will
        • PHILOS 403 Topics in Philosophy: Torture
        • PHILOS 403:Topics in Philosophy: Punishment
        • ENG 324: Sheepshead Review

    Choose 1 of the following Courses
        • HISTORY 309 United States Immigration History
        • HISTORY 312 The Early American Republic.

- HISTORY 322 Economic and Business History of the U.S.
- HUS ???: 4 Court Cases

Choose 1 of the following Courses
- DJS 303 Criminal Justice Process
- DJS 320 Constitutional Law
- DJS 325 Law and Society
- DJS 348 Gender and the Law

Choose 1 of the following Courses
- PEA 301 Environmental Politics and Policy
- PEA 314 Administrative Law
- PEA 378 Environmental Law
- PEA 379 Natural Resources Policy, Law, and Administration
- POLSCI 301 Environmental Politics and Policy
- POLSCI 305 Urban Politics and Policy
- POLSCI 314 Administrative Law
- POLSCI 320 Constitutional Law
- POLSCI 340 Political Theory
- POLSCI 349 American Political Thought

Select 2 additional courses from the above listings

Music Therapy Program (joint program with HUD): Undergraduate

Proposed by: Cheryl Grosso

1. Summary: There are currently only 2 undergraduate programs in Music Therapy in Wisconsin. This field is having a bit of a re-birth and prospective students increasingly ask for this program. Currently, we advise students to major in music in one of the B.A. emphases and minor in Human Development. We encourage them to take as many psychology courses as possible but, given the University's requirement that all students must have an interdisciplinary degree component, we are forced to advise them to first earn a minor in HUD.

2. Resources: Current coursework in music and psychology is sufficient for the majority of this program. However, in order to offer an accredited program, a position for a certified music therapist would be necessary.

3. Demand: I think there is a demand for this degree and UWGB could become the public university in the state to offer a program at the undergraduate level.

4. Barriers: not previously put forward.

Music Pedagogy Certificate

Proposed by: Cheryl Grosso

1. Summary: Certificate for individuals that teach or want to teach music lessons privately or through a music store. Flexibility in requirements will be necessary to accommodate candidate's demonstrated competencies. Content will focus on pedagogical techniques and approaches, developing musicianship, long range lesson planning, and individual lessons.

2. Resources: the program will likely need to be self-sustaining but, individual lessons could be offered by current full-time faculty, and some pedagogy course work overlap with a curricular expansion that is being discussed in the B.A. music degree (not the B.M.).

3. Demand: Not confident to assess

4. Barriers: not previously put forward.

Music: Accelerated Certification Tracks for Practicing Teachers

Proposed by: Cheryl Grosso

1. Summary: Certification would meet DPI requirements. Program is for certified music teachers looking for additional music certifications. The course work necessary for all music certifications is already in our curriculum. However, in this accelerated track students will work at independent rates for the majority of course work. Competencies will be evaluated for candidates to determine how work experience may apply to certification requirements.

2. Resources: Resources would be necessary to compensate faculty for developing course work that could be offered digitally on an individual basis. It is not realistic to expect there would be cohorts of students needing the same course work at the same time. This program would need to be self sustaining. We are assuming there are other fields that may have this same need given the changes in K-12 education in Wisconsin. UW Oskosh does have this type of program for all teaching certifications.

3. Demand: As music programs get cut from schools, more and more teachers need additional certification. I believe there is a reasonable demand for this. We have always had inquiries from teachers needing additional certification and it has not been easy to accommodate their requests while they continue teaching full-time. However, now the technology is in place to offer quality and effective course work to the working teacher.

4. Barriers: not previously put forward.

Music: Graduate courses for Licensure Renewal for Practicing Teachers

Proposed by: Cheryl Grosso

1. Summary: There are many courses our faculty could offer through Outreach. This would not be a specific curriculum but rather individual courses designed to enhance music teaching for the experienced teacher.

2. Resources: There must be support for the development of course work. Program needs to be self-sustaining and could likely be offered through Outreach with approval from the Education program.

3. Demand: Area teachers have asked for years if UWGB offers any graduate music courses for the purpose of licensure renewal.

4. Barriers: not previously put forward.

Music: Performer's Certificate or Graduate Performance Course Work

Proposed by: Cheryl Grosso

1. Summary: Current faculty expertise is sufficient. The central curricular focus would be individual applied study. Other performance requirements could be fulfilled in a variety of ways, such as participation in community groups.

2. Resources: For applied lesson study there would be little drain on faculty loads.

3. Demand: Not confident to assess.

4. Barriers: not previously put forward.

Public History (minor or 4+1 BA-MA)

Proposed by: Clif Ganyard

The program originally proposed by the History department was a Certificate in Public History. After further discussion within the department, it was decided that a certificate was inappropriate for our goals. Instead, two ideas did emerge as possibilities: 1) a minor in public history, and 2) a 4+1 BA-MA in public history. We would like to suggest these programs be taken into consideration.

Public History is the field of history that studies both history as such and the presentation of that history to the public, and practitioners of public history find work in archives, museums, libraries, historical societies, state and national parks, as reenactors, in journalism, in documentary film, or as preparation for graduate school. In the past few years, the History department as noticed a growing interest in these fields. Students are attracted both to hands-on approaches to learning history represented by the field of public history (e.g. working with artifacts, designing exhibits, developing digital projects) and sharing that knowledge with a broader audience. In addition, students feel that such work provides them with practical skills to complement their passion for historical knowledge. We have noticed a growing interest in student participation in internships (another area we are developing with an eye toward providing more internship opportunities to students), and we have had some success placing students in public history positions (Sheboygan County Historical Museum, Manitowoc County Historical Society, Heritage Hill). Historical knowledge is valuable in its own right, but the passion and ability to share that knowledge with the public is worth nurturing.

These programs (a minor and/or a BA-MA) would allow our students to develop the specialized knowledge and skills to succeed in the public history field. While a History degree in itself is a good beginning for such work, it is necessarily limited. A program that imparts both historical knowledge and the specialized skills necessary to work in the field of public history would improve our students' ability to find jobs in a field that evidently is of growing interest to them. Development of an MA in Public History would require some further thought, but the department has given some thought to a minor, which might look something like this:

Supporting Courses (6 credits):

American History (choose one course):

HISTORY 205. American History to 1865. 3 Credits.
HISTORY 206. History of the United States from 1865 to the Present. 3 Credits.
HISTORY 207. Introduction to African-American History. 3 Credits.
HISTORY 220. American Environmental History. 3 Credits.

Historical Methods:

HISTORY 290 Historical Methods. 3 credits.

Required Courses (12 credits):

Public History:

HISTORY 339 Introduction to Public History. 3 credits. [new course]
HISTORY 439 Topics in Public History. 3 credits. [new course]
HISTORY 497 Internship

American History:

Choose one course from Category I, American History, of the History major.

18 credits total

Such a minor should be a particularly useful complement for those students studying History, the Humanities, Democracy and Justice Studies, Arts Management, Public and Environmental Affairs, or students seeking additional expertise in public service. This may be just a starting point, however, as it may be possible to expand this initial program into a BA program in its own right. This could be done in collaboration with several other programs across the campus, including English, Art and Art Management, Geography, Public and Environmental Policy, and other programs.

Currently, within the UW-System, La Crosse offers a minor, Eau Claire and Whitewater offer BA degrees, and Eau Claire and Milwaukee offer MA degrees in public history. However, it is worth noting that Stevens Point recently advertised for a public historian (2013) and has just started offering a course in public history (2015). As interest in public history expands across the state and within the system, it will become increasingly important that UWGB offer education in public history.

Our biggest obstacle in pursuing these programs is resources. Unfortunately, none of the current faculty have experience in public history, though we all do value it. To properly mount a program in public history, we would need to hire a specialist in public history. This person could develop, initially, new courses in public history, such as those listed above. In the future, a faculty member in public history could help us develop a BA or BA-MA program in public history as well. Unfortunately, despite the enthusiasm for a program in public history exhibited among our students, our colleagues, and administrators, the History department does not have the expertise to launch any such programs at present.

MSW/MBA or MSW/MPH (major)

Proposed by: Joan Groessl

Social workers interest in upper management would benefit from a dual master's degree for marketability to employers. The growing emphasis on interprofessional care, particularly in health care would provide a potential market niche for graduates of UWGB. As administrators of social service agencies, the dual MSW/MBA would be an asset for our graduates.

No studies or actions on the idea have been investigated. UW-Oshkosh does have a master's of public administration degree and a study would need to be completed as to the viability of such an option (MSW/MPH) for UWGB. The dissolution of the Collaborative MSW Program would limit any possibility of partnering with UWO on this area of study.

It is possible that there could be a linkage created between UWGB MSW Program and UWGB Masters of Management program with some cross-listed programs. Currently, students interested in the administration concentration of the Collaborative MSW Program do have the option of several courses in business.

For the past two years, we have been working toward the development of our solo MSW program and this time constraint has been the biggest obstacle in moving forward with any additional development discussions or actions. We would need to work with the Council on Social Work Education regarding accreditation requirements since this would then likely be considered a concentration in addition to our generalist practice concentration; curricular components would then have to go through the same scrutiny.

Social Work Supervisor (certificate)

Proposed by: Joan Groessl

The State of Wisconsin's Department of Safety and Professional Services has discussed the possibility of requiring any social worker, professional counselor or marriage and family therapist who provides supervision to demonstrate continuing education or potentially certification as a qualified supervisor. (This standard is already required for Substance Abuse Provider Supervisors.) While these standards have yet to be developed, a course or sequence of trainings could be created that would address the components articulated by the Association of Social Work Boards as essential competencies for supervisors.

The Collaborative MSW Program had a course titles supervision but it was focused on management and human resources. This course was an elective for many but required for those who had chosen the administration emphasis. In the new UWGB MSW Program, plans are to develop the course syllabus to add to a rotation of potential electives.

The Administration concentration was not of interest to the majority of MSW students however, it is frequently the case that MSW-level practitioners are placed in supervisory roles. If the Department of Safety and Professional Services makes this a requirement, demand for proof of training would be high so I would anticipate a need for continuing education events that would address the topic.

I have talked in the past with the Office of Outreach, Joy Ruzek, about the potential of partnering for this purpose. She does work with another entity in a similar certificate program although it does not address human services supervision, which would be the focus of this certificate program. I am in the process of developing the syllabus for an MSW elective on supervision and it could potentially be taken for MSW credit or for certificate status, or simply continuing education hours.

For the past two years, we have been working toward the development of our solo MSW program and this time constraint has been the biggest obstacle in moving forward with any certificate endeavor.

Substance Abuse Certification

Proposed by: Sharon Locklin

According to the Addiction Technology Transfer Center Network, in a report prepared for the US Substance Abuse and Mental Health Services Administration, the current workforce in substance abuse treatment programs are predominantly white, female and over the age of 45. Due to the Affordable Care Act, there will be a significant need for professionals who are able to care for individuals with substance use disorders in a variety of healthcare settings. According to clinical directors they surveyed, almost half of facilities have difficulty filling open positions due to an insufficient number of qualified applicants. They emphasized the need to develop relationships with colleges and universities in order to recruit qualified professionals. County directors in northeast Wisconsin have reported similar difficulties in recruiting qualified professionals as well.

Currently, substance abuse certification classes are offered at Northeast Wisconsin Technical College (NWTC), but are not part of a 4-year degree program. A 4-year degree is now required in order to obtain licensure in social work and certification for substance abuse counseling. Consequently, NWTC students who have completed the core curriculum for substance abuse counseling often transfer to a 4-year college to complete their degree and many of their credits don't currently transfer. Additionally, providers are looking to hire staff who are dually licensed in both social work and substance abuse counseling. At this time, there is no coursework at UW-Green Bay specific to substance abuse counseling. The social work students at UW-Green Bay could benefit greatly from having access to substance abuse coursework. In discussions with the Department Chair for Social Work, she feels strongly that there should be substance abuse coursework available to social work students.

I am currently in the process of doing a feasibility study about whether a partnership can be formed to bring that Substance Abuse Counselor In Training (SAC-IT) core curriculum and Substance Abuse Counselor Education to UW-Green Bay students and to professionals within the community. The requirements for this training are laid out by the Wisconsin Department of Safety and Professional Services (SPS 166, attached). NWTC has received endorsement from the Department of Safety and Professional Services (DSPS). Neither our department (the NEW Partnership) nor the Social Work Department have the resources or the time to develop the curriculum or provide the coursework at this time. My proposal involves continued study of the feasibility of partnering with NWTC and the Social Work Department at UW-Green Bay in order to provide access to this coursework for current students and for professionals in the community seeking their substance abuse certification.

The biggest barrier to this proposal is that I don't have a budget and my time is already committed to current projects. Also, I have spoken only briefly with both NWTC and the Social Work Department at UW-Green Bay. I have set up meetings with both entities to discuss the idea further, and to see what potential there might be to establish a partnership for providing substance abuse certification classes. I also propose to meet with UW-Green Bay, Outreach Department to study their interest in being involved in this partnership. At this time, I cannot ensure buy-in of the parties. Until that happens, it is hard to determine exactly what the

partnership would look like, what type of investment would be required, etc. That being said, I believe in this program and I believe this is the type of program that would match community needs and would better prepare our social work students and our professional social workers for the current workforce demands.

Technology Platform

Proposed by: Jeff Benzow

The need to provide students with skills in technology use is an issue that affects a number of programs on campus and especially when considering new programs such as a Digital Humanities. There are a number of emerging opportunities including access to free online tutorials such as Code Academy and free software use offers from significant developers including Autodesk that might provide technical instruction outside of our limited course offerings on campus.

Using these resources the approach might be a requirement to enroll in online technology teaching modules with on campus testing and evaluation mechanisms integrated into the process. For programs interested in having students develop technology skills that are outside of the purview of their curricular area, having tutorial modules in "web development for the rest of us" for example, would help extend our abilities to prepare students for course work within a major and provide a level of technical proficiency.

This might require the development of a tech learning center, analogous in some ways to the writing center, with a group of skilled teachers and tutors providing support and testing in addition to facilitating student online self-study.

In the Design program, we have been experimenting with tutorial subscriptions where students pay $10.00 per month for access to tutorials for five of Adobe's design software packages. An advanced student was hired to review and score the work. This approach helped move the software instruction component from the Studio/classroom so more time could be dedicated to design theory, development, problem solving, etc.

If this approach could be some how implemented on a campus level, it could be the basis of creating a campus technology platform requirement, with students fulfilling technical requirements specific to their area of study.