

UW-GREEN BAY FACULTY SENATE ACTIONS AND RESOLUTIONS

ACADEMIC YEAR 2014-15

<u>Number</u>	<u>Name</u>	<u>Date Approved</u>
#14-01	Revised Select Mission for UW-Green Bay	09/10/2014
#14-02	Memorial Resolution for Associate Professor Jerome B. Abraham	09/10/2014
#14-03	Memorial Resolution for Professor Emeritus Donald Larmouth	10/01/2014
#14-04	Memorial Resolution for Professor Frederick Kersten	10/22/2014
#14-05	Revised Charge: Committee on Workload and Compensation	10/22/2014
#14-06	Revised Charge: Committee on Legislative Affairs	11/12/2014
#14-07	Revised Charge: Learning Technology Collaborative Committee	11/12/2014
#14-08	Resolution on the Granting of Degrees – fall 2014 Commencement	11/12/2014
#14-09	Resolution on Proposed \$300 Million Dollar Budget Reduction	02/11/2015
#14-10	Request for Authorization to Implement a Collaborative Online Master of Science Degree in Data Science	02/18/2015
#14-11	Slate of Candidates for Elective Faculty Committees, 2015-16	02/18/2015
#14-12	Endorsement of Resolution on Public Authority	02/18/2015
#14-13	Memorial Resolution for Professor Emerita Betty Baer	03/11/2015
#14-14	Code Change on Senate Meeting Schedule	04/08/2015
#14-15	Request for Authorization to Implement a Degree of Doctorate of Education in First Nations Education	04/08/2015
#14-16	Resolution on the Granting of Degrees	04/08/2015
#14-17	Compensation Resolution from Committee on Workload and Compensation	04/29/2015
#14-18	Elimination of the Facilities Planning Committee	04/29/2015
#14-19	Creation of an Executive Committee for Masters in Data Science	04/29/2015
#14-20	Resolution Honoring Cliff Abbott's Retirement	04/29/2015

Revised Select Mission for UW-Green Bay

The University of Wisconsin-Green Bay provides an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues in a multicultural and evolving world. The University enriches the quality of life for students and the community by embracing the educational value of diversity, promoting environmental sustainability, encouraging engaged citizenship, and serving as an intellectual, cultural and economic resource.

The University offers undergraduate and graduate programs in the liberal arts and sciences and in professional studies that cultivate knowledge and encourage investigations into disciplinary and interdisciplinary fields, promote civic engagement and lifelong learning, and serve the needs of a diverse student body. Programs in the arts and humanities; business, management, and communication; science and technology; education; environment; health science; social and behavioral sciences; and social justice lead to a range of degrees, including AAS, BA, BAS, BM, BS, BSN, BSW, BBA, MS, MSW, and MSN degrees.

Memorial Resolution for Associate Professor Jerome B. Abraham

Jerome (Jerry) B. Abraham died on 24 April 2014 after a courageous battle with cancer. He was born on 21 January 1932 in Oshkosh, WI. His education began in a one-room school in Van Dyne, WI, then moved to the Fond du Lac school system. Jerry went to the University of Wisconsin-Madison where he graduated with a Bachelor of Music degree in 1957. He served in the United States Army of Occupation in Germany from 1954-1956, when he was honorably discharged. He was a music educator in the Dodgeville, WI, Public Schools from 1957-1960 teaching both band and chorus. He received his Masters of Music degree from UW-Madison in 1965.

Jerry was the first full-time music faculty member hired when UW Green Bay was established as a comprehensive university in 1965. He taught many different courses during his career and played a critical role in shaping the music program offerings. His input was key in hiring the next six full-time music faculty members. Jerry served multiple terms as Chair of the Music program and founded the Summer Music Camps, which became a model for music camp programs that sprung up around the state during the next two decades.

Jerry was a fine trombonist and performed in many musical organizations from military ensembles to community groups. He was a member of the Badger Symphony, the Military Band in Fond du Lac, the Third Division Band, the Seventh Army Jazz Band, the Green Bay Symphony Orchestra, the Packer Band, and performed in many dance and show bands throughout his career. Jerry's favorite experience was marching in the 1953 Rose Bowl Parade and performing at the game during his time at UW Madison.

Jerry had many interests other than music. He enjoyed travelling the U.S. in his RV, travelling extensively abroad, building model airplanes, and attending cultural events. Jerry was a dedicated family man to his wife of 53 years and his two daughters.

Jerry was an easy-going person who took one day at a time and supported his colleagues in their endeavors. He was a man of few needs and will be remembered for his gentle manner and his 30-year old metal lunch box.

- *Cheryl Grosso*

Faculty Senate New Business 5c 09/10/2014

Memorial Resolution for Professor Emeritus Donald Larmouth

Donald Larmouth (1940-2014) joined the UW-Green Bay faculty in 1970, a couple of years before completing his doctorate in linguistics from the University of Chicago. He was tenured here in 1973 and promoted to full professor a dozen years later. He retired as professor emeritus in 2000.

His scholarly work ranged from work on Wisconsin dialectology (he was an officer for the Midwest section of the American Dialect Society), the teaching of writing (composition and technical writing), and public policy on language. His teaching similarly ranged from applied linguistics, to the history of English, to the politics of standard language, to various kinds of writing. His teaching had a reputation as rigorous, dramatic (he used thunderbolts in feedback to student writing assignments), and entertaining. He was a student of language, but he was also clearly a master of language and many students recall his facility with language, his clever analogies, and his humor. The man had style.

Early on he imagined that his professorial career would be at a small college with lots of ivied buildings and a reverence for the past, but he fully embraced the interdisciplinary mission of UW-Green Bay and its call for innovation. He worked hard throughout his career to support that mission. Chancellor Weidner circulated a copy of his remarks at a graduation ceremony in 1980 as an “impressive” articulation of the mission. Don always considered himself a faculty member first and foremost, even though he served as a dean for five years. From the time of his tenure he was always in some leadership role – he chaired his discipline, his interdisciplinary unit, the University Committee, and numerous task forces. He was collaborative and his support was crucial in creating programs in graphic design, arts management, ESL, and Information and Computing Sciences. He enjoyed crafting academic arguments and for many he provided the models for personnel reviews, rationale statements for courses and programs, and letters of support of all kinds.

He understood the work-life balance and pursued his life-long interest in fishing with a deep passion. His fishing trips and thoughtfulness provided material for sizable contributions to the piscatorial literature and on several occasions he held forth with presentations for his colleagues on campus. His fish stories were always well documented with appropriate citations and evidence.

Don Larmouth cared about his students (he once prepared a handout on how to organize a wedding for students contemplating marriage in the middle of an academic term so it would be

least distracting for their studies). He very generously cared about his colleagues. And he cared about this institution, both for its special mission and for its place in the larger context of the ideals of higher education. He leaves his wife and two children and a profound influence on the development of this institution.

- *Clifford Abbott*

Faculty Senate New Business 4a 10/01/2014

Memorial Resolution for Professor Frederick Kersten

Fred Kersten (1931-2012) was one of the founding faculty of UW-Green Bay when he arrived in 1969 from the University of Montana. He had done his undergraduate work at Lawrence and his doctoral work at The New School for Social Research in New York. His field was philosophy and he was very productive in that field, but he embraced the interdisciplinary mission in his teaching and was a key developer of interdisciplinary courses in the humanities.

He wrote widely on phenomenology, did important translations, reviewed books, and served journals and professional organizations. He was founding director of the Center for Advanced Research in Phenomenology, on the board of the National Research Institute for Psychoanalysis and Psychology, and active in other organizations. Later in his career he was philosopher in residence during the summers for the Graduate School of Nursing at UW-Madison. He was honored as the second holder of UW-Green Bay's Frankenthal Professorship.

Those who were not familiar with his scholarly contributions were certainly aware of his presence on campus. He read widely, corresponded widely, and argued widely. He enriched the intellectual life of his colleagues with challenges, wit, and on-going colorful arguments with a few sparring partners, especially his good friend and co-teacher, Irwin Sonenfield. After he retired in 1995 he continued his writing and published *Galileo and the Invention of Opera* in 2001.

Fred Kersten's influence on UW-Green Bay is recognized not only by his own impressive accomplishments but also by those of his family. His first wife, Raquel, was the heart and soul of the Spanish program for many years and his son, Andrew, had his own impressive career as both faculty member and administrator. Neither father nor son would likely be comfortable with talk of dynasty, but Andrew was the seventh holder of the same Professorship his father held.

Faculty Senate New Business 5a 10/22/2014

REVISED CHARGE: COMMITTEE ON WORKLOAD AND COMPENSATION

EXISTING LANGUAGE:

1. The Joint Committee on Workload and Compensation (CWC) shall be composed of 6 members serving three year terms (eventually, but not initially, to be staggered three year terms). The Academic Staff Committee (ASC) shall appoint three Academic Staff representatives, and the University Committee shall appoint three tenured faculty representatives: one from the College of Professional Studies, one from the College of Liberal Arts and Sciences, and one at-large subject to the condition that at least one of the three members shall also be a member of the Graduate Faculty. In addition, the Director of Institutional Research, one representative from the ASC, one representative from the Classified Staff Advisory Committee, and one representative from the UC shall serve as ex officio (non-voting) members of the CWC. These additional members shall each serve one year terms, or be reappointed annually for the duration of their service on the ASC, CSAC, or UC.
2. The chair of said committee shall attend a meeting of the UC and the ASC at least once per semester to update them and report on plans and progress.
3. The CWC is charged with both reporting and action responsibilities:
 - a. In light of prevailing fiscal conditions, the committee is charged with:
 - i. Identifying the various existing and potential components of workload and forms of compensation for faculty and academic staff,
 - ii. Identifying areas of concern and stress among said personnel relating to workload and compensation, and
 - iii. Formulating options for remedying perceived workload and compensation shortcomings, dysfunctional procedures, or inequities on this campus.
 - b. On an ongoing basis, and at least once per semester, the committee is asked to present Resolutions (relating to 3a) to the Academic Staff Committee and Faculty Senate for action.

PROPOSED LANGUAGE:

1. The Joint Committee on Workload and Compensation (CWC) shall be composed of 9 voting members serving three year terms (eventually, but not initially, to be staggered three year terms). The Academic Staff Committee (ASC) shall appoint three Academic Staff representatives. The University Staff Committee (USC) shall appoint three University Staff representatives. The University Committee (UC) shall appoint three tenured Faculty representatives: one from the College of Professional Studies, one from the College of Liberal Arts and Sciences, and one at-large representative, subject to the condition that at least one of the three members shall also be a member of the Graduate Faculty. In addition, the Director of Institutional Research and one representative each from the ASC, the USC, and the UC shall serve as ex officio (non-voting) members of the CWC. These additional members shall each serve one year terms, or be reappointed annually for the duration of their service on the ASC, USC, or UC.
2. The chair of the CWC shall attend a meeting of the ASC, USC, and UC at least once per semester to update them and report on plans and progress.
3. The CWC is charged with both reporting and action responsibilities:
 - a. The committee is charged with:
 - i. Identifying the various existing and potential components of workload and forms of compensation for Academic Staff, University Staff, and Faculty
 - ii. Identifying areas of concern and stress among said personnel relating to workload and compensation, and
 - iii. Formulating options for remedying perceived workload and compensation shortcomings, dysfunctional procedures, or inequities on this campus.
 - b. On an ongoing basis, and at least once per semester, the committee is asked to present Resolutions (relating to 3a) to the Academic Staff Committee, University Staff Committee, and Faculty Senate for action.

UWGB Faculty Senate Approved 12 October 2011
Academic Staff Committee Approved 15 September 2011
Revised 14 November 2012
Revised 22 October 2014

Faculty Senate Old Business 4a 10/22/2014

REVISED CHARGE: Committee on Legislative Affairs

(Current Language)

Membership - composed of three members of the Academic Staff, selected by the Academic Staff Committee on the recommendation of the Academic Staff Leadership and Involvement Committee, and three members of the Faculty, appointed by the University Committee on the recommendation of the Committee on Committees and Nominations. Two of the Faculty members must be members of the Faculty Senate and one must be a non-Senator. The University's Legislative liaison serves as an ex officio voting member.

Terms - members serve two-year staggered terms.

Responsibilities:

1. To monitor legislative and Board of Regents activities of concern to faculty and staff.
2. To advise and collaborate with Administration efforts to advance the interests of UW-Green Bay and its faculty and staff.
3. To report as appropriate to governance bodies and annually to the university through the SOFAS office.

Committee on Legislative Affairs Charge

(Proposed Language)

Membership is composed of: three members of the Academic Staff, selected by the Academic Staff Committee on the recommendation of the Academic Staff Leadership and Involvement Committee; **three members of the University Staff, selected by the University Staff Election Committee**; three members of the Faculty, appointed by the University Committee on the recommendation of the Committee on Committees and Nominations; **and one student representative, selected by the Student Government Association**. Two of the Faculty members must be members of the Faculty Senate and one must be a non-Senator. The University's Legislative liaison serves as an ex officio voting member.

Terms – All Faculty, Academic Staff, and University Staff members serve two-year staggered terms. The Student Representative serves a one-year term.

Responsibilities:

1. To monitor legislative and Board of Regents activities of concern to Faculty, Academic Staff, University Staff, and students.
2. To advise and collaborate with Administration efforts to advance the interests of UW-Green Bay and its Faculty, Academic Staff, University Staff, and students.
3. To report as appropriate to governance bodies and annually to the university through the SOFAS office.

UWGB Faculty Senate Approved 15 February 2012
Academic Staff Assembly Approved 26 April 2012
Revised 12 November 2014

Faculty Senate Old Business 4a 11/12/2014

REVISED CHARGE: Learning Technology Collaborative Committee

(Current Language)

The Learning Technology Collaborative Committee serves as an advisory group to the Director of Academic Technology Services and the Director of Adult Degree Programs on matters involving learning and instructional technology. The members will consult the faculty and solicit feedback on issues of instructional technology planning and policy, as well as other items of general interest. The Learning Technology Collaborative Committee is a Joint Governance Committee.

The charge of the Learning Technology Collaborative Committee is to:

1. Develop and promote channels of communication between the learning and instructional technology staff and the faculty and students.
2. Make suggestions regarding the operational support required for instructional technologies at UW-Green Bay at an institutional level.
3. Evaluate learning and instructional services to identify efficiencies and possible areas of improvement.
4. Explore and exchange ideas about new, existing, and maturing technologies.
5. Advocate for the support of the University's instructional technology budgetary, professional development, and support needs as necessary.
6. Act as an advisory group to the Director of Academic Technology Services and the Director of Adult Degree Programs.
7. Provide policy recommendations to the Technology Council as needed.

MEMBERSHIP

1. 4 faculty members (one from each domain voting district)
2. 2 academic staff (instructional technologists, one from Academic Technology Services)
3. 1 academic staff member from campus at large
4. 1 student member
5. Director of Academic Technology Services (Ex officio, non-voting)
6. Director of the Center for the Advancement of Teaching and Learning (Ex officio, non-voting)
7. Director of Adult Degree Programs (Ex officio, non-voting)

The faculty members are elected from a slate prepared by the Committee on Committees and Nominations. Faculty members serve three-years with terms staggered to assure continuity. The Academic Staff members are elected from a slate prepared by the Leadership and Involvement Committee. Academic staff members serve two years with terms staggered.

Learning Technology Collaborative Committee Charge

(Proposed Change)

The Learning Technology Collaborative Committee serves as an advisory group to the Director of Academic Technology Services and the Director of Adult Degree Programs on matters involving learning and instructional technology. The members will consult the faculty and solicit feedback on issues of instructional technology planning and policy, as well as other items of general interest. The Learning Technology Collaborative Committee is a Joint Governance Committee.

The charge of the Learning Technology Collaborative Committee is to:

1. Develop and promote channels of communication between the learning and instructional technology staff and the faculty and students.
2. Make suggestions regarding the operational support required for instructional technologies at UW-Green Bay at an institutional level.
3. Evaluate learning and instructional services to identify efficiencies and possible areas of improvement.
4. Explore and exchange ideas about new, existing, and maturing technologies.
5. Advocate for the support of the University's instructional technology budgetary, professional development, and support needs as necessary.
6. Act as an advisory group to the Director of Academic Technology Services and the Director of Adult Degree Programs.
7. Provide policy recommendations to the Technology Council as needed.

MEMBERSHIP

1. 4 Faculty members (one from each domain voting district)
2. 2 Academic Staff (instructional technologists, one from Academic Technology Services)
3. 1 Academic Staff member from campus at large
4. **3 University Staff**
5. 1 Student Representative

6. Director of Academic Technology Services (Ex officio, non-voting)
7. Director of the Center for the Advancement of Teaching and Learning (Ex officio, non-voting)
8. Director of Adult Degree Programs (Ex officio, non-voting)

The Faculty members are elected from a slate prepared by the Committee on Committees and Nominations. Faculty members serve three-years with terms staggered to assure continuity. The Academic Staff members are elected from a slate prepared by the Leadership and Involvement Committee. Academic Staff members serve two years with terms staggered. **The University Staff members are elected from a slate prepared by the University Staff Election Committee. University Staff members serve two years with terms staggered. The Student Representative is selected by the Student Government Association and serves a one-year term.**

UWGB Faculty Senate Approved 29 January 2014
Academic Staff Committee Approved 20 February 2014
Revised 12 November 2014

Faculty Senate Old Business 4b 11/12/2014

RESOLUTION ON THE GRANTING OF DEGREES

Be it resolved that the Faculty Senate of the University of Wisconsin-Green Bay, on behalf of the Faculty, recommends to the Chancellor and the Vice Chancellor of the University that the students certified by the Registrar of the University as having completed the requirements of their respective programs be granted their degrees at the fall 2014 Commencement.

Faculty Senate New Business 5a 11/12/2014

RESOLUTION ON PROPOSED \$300 MILLION DOLLAR BUDGET REDUCTION

Whereas the proposed \$300 million dollar budget reduction to the UW-System would irreparably damage the quality of the education we provide and our ability to serve our students, the citizens of Wisconsin, and the state economy, be it resolved the UW-Green Bay Faculty vehemently opposes this unprecedented cut. We also reaffirm our commitment to the Wisconsin Idea and to shared governance and tenure as essential to the existence of the University System.

Faculty Senate New Business 2a 02/11/2015

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
COLLABORATIVE ONLINE MASTER OF SCIENCE DEGREE IN DATA SCIENCE**

University of Wisconsin-Eau Claire

University of Wisconsin-Green Bay

University of Wisconsin-La Crosse

University of Wisconsin-Oshkosh

University of Wisconsin-Stevens Point

University of Wisconsin-Superior

With administrative and financial support from the University of Wisconsin-Extension

ABSTRACT

The University of Wisconsin-Extension, on behalf of the above-defined academic partners, proposes to establish an online *Master of Science degree in Data Science (M.S. in Data Science)*. This program responds to the emergence of data science as one of the fastest growing professions and academic disciplines in the 21st century. Research suggests that the demand for data scientists exceeds the current supply of trained professionals in this area, primarily because the discipline is so new. The goal of this professional degree program, as designed, is to educate data science leaders. The program will prepare students to derive insights from real-world datasets, using the latest tools and analytical methods, and to interpret and communicate their findings effectively. The program features a multidisciplinary curriculum that draws primarily from computer science, math and statistics, management, and communication. The program represents a fixed curriculum comprising 36 credits (12 three-credit courses) to include a required capstone course, which represents the culminating experience for students.

PROGRAM IDENTIFICATION

Title of Proposed Program

Master of Science in Data Science

Mode of Delivery

Collaborative online degree program

Projected Enrollments by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years and is based, in part, on experience with similar University of Wisconsin online programs. As shown, we are anticipating strong enrollments with 208 students enrolling in the program and 95 students having graduated from the program by the end of year five. For the purpose of this model, it is anticipated that the annual attrition will be moderate—15 percent—for students moving through the program. The projections in this chart are conservative, assuming that all students who remain in the program after their first year will graduate.

Table 1: Five-Year Projected Student Enrollments

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New	63	44	35	33	33
Continuing		54	91	121	149
Total	63	98	126	154	182
Graduating		5	10	40	40

Tuition Structure

Program tuition for the M.S. in Data Science program will be set at \$825/credit for 2015–2016 and will be identical at all six partner institutions. This fixed tuition rate is based on market demand estimates as well as comparisons with other online programs in the UW System and nationally, and will be charged outside the credit plateau. This amount represents an all-inclusive fixed tuition, and students will not be charged any additional fees (such as segregated fees) as part of the program, except for the costs of their books. There is no tuition differential for out-of-state students. If students live near their home campus and wish to pay segregated fees for the use of recreational and other facilities, they may do so. However, they will not be required to pay these fees if they do not take advantage of associated resources. This tuition-pricing approach and structure follows the current UW System pricing guidelines for distance education programs (ACIS-5.4 Revised: Programming for the Non-Traditional Market in the University of Wisconsin System, APPENDIX C: Principles for Pricing Distance Education Credit Courses, Degree and Certificate Programs).

Department, College, School, or Functional Equivalent

This is a highly collaborative, interdisciplinary program that follows a home campus model (i.e. students identify/select a home campus to receive academic supports and from which the degree is conferred). The departments and schools/colleges that will offer courses for this program at each institution are as follows:

- At the University of Wisconsin-Eau Claire, the M.S. in Data Science degree will be housed in the Department of Mathematics within the College of Arts and Sciences.
- At the University of Wisconsin-Green Bay, the M.S. in Data Science degree will be housed in the Department of Information and Computing Science and also in the Department of Natural & Applied Sciences, both within the College of Liberal Arts & Sciences.
- At the University of Wisconsin-La Crosse, the M.S. in Data Science degree will be housed in the Department of Mathematics in the College of Science and Health.
- At the University of Wisconsin-Oshkosh, the M.S. in Data Science degree will be housed in the Department of Computer Science in the College of Letters and Science.

- At the University of Wisconsin-Stevens Point, the M.S. in Data Science degree will be housed in the Department of Computing and New Media Technology within the College of Letters and Science.
- At the University of Wisconsin-Superior, the M.S. in Data Science degree will be housed in the Department of Business and Economics.

UW-Extension Division of Continuing Education, Outreach and E-Learning provides administrative and financial support for the program. UW-Stevens Point will serve as the lead institution representing the collaborative when seeking accreditation through the Higher Learning Commission (HLC).

Proposed Date of Implementation

September 2015 (tentative) pending approval by UW System and the Board of Regents.

INTRODUCTION

Rationale and Relation to Mission

The online M.S. in Data Science degree program contributes directly to the institutional mission of the University of Wisconsin System which clearly defines a commitment to “discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses.” The online M.S. in Data Science provides a degree in a recognized high-need area as supported by research that included extensive input from employers throughout the state, and develops competencies that will enable graduates to contribute immediately to serve this important function and role within the Wisconsin workforce. It is a degree targeted at adult and nontraditional students possessing a bachelor’s degree, and thus broadens access for alumni and others to the university environment.

The online M.S. in Data Science also supports the institutional missions of the six partner campuses by contributing to the core of liberal education by developing communication, critical thinking, problem solving, analytical skills, leadership, teamwork, and collaboration skills. Furthermore, this will be a

multidisciplinary degree that helps build bridges between disciplines and develops students' abilities to think in terms of systems and interrelationships, and within complex organizations.

Current Market/Student Demand

Because of the ongoing explosion of “big” data, companies have more information available than ever before but lack the people with the training necessary to translate it in ways that better inform business decisions. A recent Education Advisory Board (EAB) Custom Research Brief (November 2012) identified significant market demand for data science/analytics professionals, including business analysts, data analysts, database administrators, software engineers, programmers, and project managers. This research was informed by the research firms' internal and online research libraries, data from other higher education institutions, current national job postings, and other industry sources. According to a recent market analysis report by McKinsey Company (McKinsey Global Institute, 2014), the United States alone faces a shortage of 140,000 to 190,000 people with analytical expertise and 1.5 million managers and analysts with the skills to understand and make decisions based on the analysis of big data. The above sources identify the most prominent employers of data scientists to include technology firms, consulting firms, government contractors, advertising, financial services, healthcare, retail, ecommerce, and social media.

In October 2013, UW-Extension facilitated an industry focus group representing ten professionals from diverse industry sectors within Wisconsin to solicit and secure their input on current industry needs and existing workforce competency gaps. In addition, six individual focused interviews were conducted with state and national professionals from within the field to include those representing prominent professional associations such as the Data Management Association International, the Wisconsin Data Management Association, and the Association for Digital Analytics. In these discussions, several common themes arose that provided justification for degree development and informed curriculum planning:

- Significant shortfall in the local and regional labor market of individuals with data science skills...Demand is overwhelming while the current talent pool is very small
- Companies having a difficult time finding data scientists with relevant skills
- Recognized gaps in existing academic programs
- Significant need for and interest in an advanced degree in the field
- Current employees in this field have degrees from multiple and diverse disciplines and receive significant on-the-job training

- Need for an advanced, high-profile, specialized degree (but not a traditional MBA)
- Degree needs to include experiential learning opportunities such as practicum, capstone experience, or internships
- Degree will need to provide students with a cross-disciplinary technical and scientific background that emphasizes mathematics (including applied and advanced statistics), computer science, communication (personal and technical), and business.

Because it is a new and emerging field and occupation, the U.S. Department of Labor Bureau of Labor Statistics (BLS) has not yet identified the job title *data scientist* as a specific occupation and, as a result, job-specific detail is not available related to compensation, employment outlook, or other established employment categories. A review of the current BLS database of occupations and related descriptions suggests a close association between a data scientist and an operations research analyst. The site identifies 2012 median pay for the operations research analyst at \$72,100 per year, entry-level education as a bachelor's degree, and a 2012-2022 job outlook as 27 percent greater than average.

A national Data Scientist Study conducted by EMC², an international consulting firm, concludes that despite the growing opportunity, demand for data scientists is outpacing the supply of talent and will do so for the next five years. The study also identified that 64 percent of companies responding identified a lack of training and resources as the biggest obstacle to data science adoption within their organizations. This translates to increasing frustration as organizations struggle to deal with and make sense of an exponentially growing volume of data. It is clear, data scientists—those with the technical abilities and analytical skills required to derive meaning from all the information—are in high demand.

One of the many recognized and significant benefits of the collaborative program model is the extended reach or scope of contacts provided through the involvement of multiple academic partners located within unique markets throughout the state. Our academic partners have established significant relationships, reputation, and strength-of-brand within their individual regions, which will help raise awareness of this opportunity throughout the state and expand program reach. This will ultimately result in greater success in reaching and serving students, supporting regional business needs and interests, and promoting program growth and positioning it for sustainability.

It is anticipated that prospective students will present with diverse backgrounds and experiences. Based on input received from industry focus group participants (several of whom self-identified as prospective students in the M.S. in Data Science program), the majority of their recent job applicants held

completed undergraduate degrees in the areas of computer science, math/statistics, business, and engineering. Industry contacts also shared that, because of a lack of formal academic programs and training in the data science area, the majority of their employee training is occurring in-house (what they referred to as home-grown talent). They also identified limited internal resources to provide ongoing and comprehensive training. All of the industry contacts shared that they would refer employees, as appropriate, to the program, and most identified having some level of tuition reimbursement support available through their organization.

DESCRIPTION OF PROGRAM

General Structure

The online M.S. in Data Science degree program will focus primarily on adult and nontraditional students who hold an undergraduate degree and have the desire to continue their education toward a graduate degree, primarily to expand knowledge and specialized skills in this area and for career advancement. The multidisciplinary curriculum has been designed to prepare data science professionals to solve real-world problems as part of an interdisciplinary team using structured and unstructured data. A listing of program competencies and outcomes has been provided later in this document.

The M.S. in Data Science is a fully online 36-credit (12 three-credit courses to include a capstone course) graduate program offered jointly by UW-Eau Claire, UW-Green Bay, UW-La Crosse, UW-Oshkosh, UW-Stevens Point, and UW-Superior. The program follows a home-campus model. Students will apply to one of the six partner institutions. Upon a student's admittance, that institution will become the student's administrative home for the degree through graduation.

The program will have an academic director at each institution, and each campus will host two courses in the curriculum. Students will receive academic advising regarding admission and graduation requirements, and financial aid through their home institution. Faculty and academic advisers at each institution will offer virtual office hours and online chat capabilities, as well as access by telephone and email. Students will have online library access through the home institution.

UW-Extension will provide administrative and financial support to the program. A program manager will be housed at UW-Extension and will work in concert with student services staff at the six partner institutions to provide general program information, problem resolution, and career advising online, by phone, or in person (for students near Madison). The program manager will be in close contact with the enrolled students and with the academic program directors to provide the hands-on active support that

has been shown to be important for adult and nontraditional learners. Students enrolled in this program will have access to an extensive array of online student services including writing labs, learning readiness assessments, and career advising offered by UW-Extension.

Program Content

During the summer of 2014, the M.S. in Data Science curriculum development workgroup, made up of faculty from each of the partner institutions, dedicated significant time to the development of a targeted and powerful program curriculum. This process and ultimate product were significantly enhanced with input from representatives from diverse industry sectors including financial services, retail, insurance, manufacturing, healthcare, and education. The curriculum closely complements what have been identified as typical data science tasks. These tasks include, but are not limited to the following:

- identify and interpret rich data sources
- process and manage large amounts of data, the merging of data sources
- ensure consistency, integrity and security of datasets
- create meaningful visualizations to aid in understanding data
- build and apply mathematical models in using and processing the data
- present and communicate the data insights/findings to diverse expert and non-expert audiences

Specific program competencies and outcomes have been developed by the curriculum planning workgroup and summarized below.

Student Learning Outcomes

Competencies and associated learning outcomes for the program are represented as follows.

Competency A: Identify and assess the needs of an organization for a data science task.

- Students will be able to conduct a needs assessment.
- Students will be able to frame tasks in the context of organizational goals.
- Students will be able to communicate data science options and limitations that could meet organizational needs.

Competency B: Collect and manage data to devise solutions to data science tasks.

- Students will be able to collect, clean, and prepare data.
- Students will be able to evaluate data in terms of source, volume, frequency, and flow.

Competency C: Select, apply, and evaluate models to devise solutions to data science tasks.

- Students will be able to identify and classify relevant variables for data science tasks.
- Students will be able to choose and apply tools and methodologies to solve data science tasks.
- Students will be able to assess the model used to solve data science tasks.

Competency D: Interpret data science analysis outcomes.

- Students will be able to interpret data, extract meaningful information, and assess findings.
- Students will be able to evaluate the limitations of data science findings.

Competency E: Effectively communicate data science related information effectively in various formats to appropriate audiences.

- Students will be able to write, format, disseminate, and orally communicate technical materials.
- Students will be able to help non-technical professionals visualize, explore, and act on data science findings.
- Students will be able to facilitate data-informed discussions through listening, questioning, and presenting.

Competency F: Value and safeguard the ethical use of data in all aspects of the profession.

- Students will be able to identify and analyze social, legal, and ethical issues in data science.
- Students will be able to interpret and apply a professional code of ethics relevant to the data science profession.
- Students will be able to interpret the activities and choices of others within an ethical framework and determine an appropriate action based on standards of professional conduct.

Competency G: Transform findings from data resources into actionable business strategies.

- Students will be able integrate data science capabilities into the formation of a situation analysis.
- Students will be able to explain how data assets can be used to develop competitive advantage.
- Students will be able to identify and appraise the leadership and management skills required to direct a team of data science professionals toward meeting organizational goals.

Assessment of Student Learning Outcomes

The assessment of student learning outcomes for the M.S. in Data Science degree program will be managed by an assessment team composed of the six academic program directors from each partner campus as well as the program manager. This team also serves as the oversight and decision-making body for the program. The team will meet biannually in person; however, teleconferences may be used to meet more frequently if need arises.

The assessment team will identify and define measures and establish a rubric for evaluating how well students are meeting the program's seven competency areas. The team will also identify what data will be needed and serve as the collection point for the data. As a part of the course development process, the assessment team will determine which examples of student work will be most appropriate to

demonstrate competency in a specific student learning outcome. Program graduates will be surveyed to determine success in securing employment related to the major, and regarding the types of roles and careers that graduates have entered.

The assessment team will receive data collected from campuses by UW-Extension each semester. UW-Extension will also monitor data on new enrollments, retention rates, and graduation rates. The assessment team will also compile these various sources of data and complete an annual report summarizing the data, the assessment of the data, and decisions regarding improvements to the curriculum, structure, and program delivery. The report will be shared with the faculty of the program and other stakeholders. Decisions of the assessment team will go through the normal curricular processes at each partner institution. The assessment team is responsible for ensuring that recommendations for improvement are implemented.

Student services, instructional, and business office personnel from each institution will also meet annually to review processes and concerns, and to make adjustments as necessary. Program evaluation regarding the collaborative nature of the model will help assess processes critical to the success of the collaboration, such as the financial model, student recruitment and advising, admission and enrollment processes and trends, and curriculum design.

Program assessment and evaluation occur on a more frequent schedule than in traditional academic programs. The M.S. in Data Science program will go through an informal program and fiscal review three years following degree implementation. Based on those discussions, recommendations will be made related to the continuation of the program. In addition, the program will engage in a five-year review as required by UW System. Designated Program Planning and Review Liaisons at each of the partner campuses will be invited to participate in these review processes.

Program Curriculum

The M.S. in Data Science program represents a fixed curriculum comprising 12 three-credit courses to include a capstone course (36 credit total). Graduates will leave the program as professionals with expertise in a number of specialized areas to include data mining and warehousing, predictive analytics, statistical modeling, database infrastructures and data management, machine learning, and analytics-based decision making. A complete course listing with abbreviated descriptions is summarized as follows (see Attachment C for a listing of courses with detailed descriptions):

Course Number	Course Title	Course Description (abbreviated)	Host Campus
DS 700	Foundations of Data Science	Introduction to data science and its importance in business decision making	Green Bay
DS 705	Statistical Methods	Statistical methods and inference procedures presented with an emphasis on applications, computer implementation, and interpretation of results	La Crosse
DS 710	Programming for Data Science	Introduction to programming languages and packages used in data science	Eau Claire
DS 715	Data Warehousing	Introduction to the concepts and techniques to work with and reason about subject-oriented, integrated, time-variant, and nonvolatile collections of data in support of management's decision-making process	Stevens Point
DS 730	Big Data: High-Performance Computing	Overview of how to process large datasets efficiently to include introduction of non-relational databases	Oshkosh
DS 735	Communicating about Data	Prepares students to master technical, informational, and persuasive communication to meet organizational goals	Stevens Point
DS 740	Data Mining	Data mining methods and procedures for diagnostic and predictive analytics	Eau Claire
DS 745	Visualization and Unstructured Data Analysis	Covers various aspects of data analytics	Green Bay
DS 760	Ethics of Data Science	Ethical issues related to data science, including privacy, intellectual property, security, and the moral integrity of inferences based on data	Oshkosh
DS 775	Prescriptive Analytics	This course covers procedures and techniques for using data to inform the decision-making process.	La Crosse
DS 780	Data Science and Strategic Decision	The interaction between data science and strategic decision making. Leveraging data resources for competitive	Superior

	Making	advantage in the marketplace	
DS 785	Capstone	Capstone course in which students will develop and execute a project involving real-world data.	Superior

The curriculum planning workgroup has identified the following program prerequisites:

- Elementary Statistics
- Introduction to Programming
- Introduction to Databases

Internal course prerequisites have been defined on the attached detailed M.S. in Data Science Course Listing (Attachment C). Aptitude tests (GRE, GMAT, other) will not be required.

Institutional Program Array

There is consensus among the six academic partners that the M.S. in Data Science degree program will serve as a valuable complement to the existing graduate program array at each of their institutions and will not compete with any program currently offered.

Other Programs in the University of Wisconsin System

A comprehensive search of current graduate-level degrees or specializations in the areas of data science, predictive analytics, business analytics or related areas within the UW System yields no same or similar program to the M.S. in Data Science currently offered. It is clear that a gap exists within the state consistent with what our research suggested. There are a small number of graduate degrees within the System that demonstrate minimal overlap in courses and/or course topics. However, none of these offerings is provided in a fully online format targeting working adults. We are aware of a developing B.S. in Data Science currently under development at UW-River Falls and have had initial conversations with representatives of that institution regarding possible future collaborations.

The MS in Data Science curriculum planning workgroup did identify several similar regional graduate programs in the area of data science or related topics (only three of which were offered in an online format) that not only informed our planning but also assisted us in developing a unique online offering for professionals in this subject area. These programs include the following:

- DePaul University (IL), Master of Science in Predictive Analytics (online)
- Elmhurst College (IL), Master of Science in Data Science (online)
- Northwestern University (IL), Master of Science in Predictive Analytics (online)
- University of Minnesota, Master of Science in Business Analytics (face-to-face)
- University of St. Thomas (MN), Master of Science in Data Science (face-to-face)

Collaborative Nature of the Program

The M.S. in Data Science is a collaborative degree program that benefits from the shared resources of all partner institutions. UW System encourages and supports system-wide cooperative and collaborative efforts among institutions as one means to develop need-based programs of mutual interest, benefit, and value to all partners; add to the existing base of quality academic offerings within the System; and, more effectively and efficiently address the needs of both traditional and nontraditional learners, as well as employers within the state. This degree, like other collaborative programs currently offered within the System, provides each of the participating academic institutions the ability to offer a high-quality, sustainable program without a requirement to extend significant local resources or a risk of compromising existing programs.

Six partner campuses (UW-Eau Claire, UW-Green Bay, UW-La Crosse, UW-Stevens Point, and UW-Superior) collectively contributed in the development of the program curriculum and competencies. All 12 courses have been approved at each of the partner institutions. UW-Extension will provide administrative support, financial investment, marketing, and student services for the program. Although students choose a home institution where they receive the degree, all of the courses are developed and housed at UW-Extension. This cohesive development and offering of courses will ensure students have a consistent experience even though the faculty reside at the different partner institutions. All courses will be listed in the campus registration systems. All partners will share equally in the net revenues from the program.

In addition, the program will continue to engage external input and advice through a program Advisory Board consisting of 12 to 15 representatives from industry who will also serve as ambassadors and referral agents to the program. The academic directors from each of the six partner campuses will also hold seats on the board. The M.S. in Data Science Advisory Board will meet biannually. Program faculty will be invited to attend and participate in the meeting. The board members will also be asked to help host students working on capstone projects, and to help create school-to-work transitions so that as students graduate from the program, they will move to gainful employment. The program manager will provide assistance to the board, coordinate meetings, and so on. The academic directors of the program

and program manager will engage with board members and ensure that the board is connected to the program in constructive and positive ways. Board meetings will provide opportunities to present program progress and successes, and to gather feedback regarding changes in the industry and how those changes may affect program graduates. The meetings will also help to ensure that the program stays relevant to trends in the field.

Finally, it is anticipated that the program will establish several unique partnerships with various companies that represent products and tools commonly used by data science professionals that may be incorporated into the curriculum/courses. These connections will serve to better prepare and position students for success in the field upon graduation as they put their new knowledge to work.

Diversity

Consistent with current local efforts at all of the partner campuses, this program will strive to achieve inclusive excellence by enrolling, retaining, and graduating sufficient numbers of students from underrepresented populations; engaging faculty from underrepresented populations; implementing strategies to promote and support integration efforts; implementing multidimensional approaches to teaching and learning; and leveraging resources so that the program is able to respond to students' evolving and growing needs.

This degree will target primarily nontraditional student populations. Many students of color, first-generation Americans, first-generation college students, and low-income students are—often by necessity—nontraditional students because they have family or work responsibilities that prevent them from attending school in traditional formats. The online delivery format will also provide opportunities to those students who are time and place bound (do not reside within close proximity to an existing UW institution). Hence, from its inception, this degree is designed to attract underserved students. In addition, recruitment and marketing efforts for this degree will focus on underrepresented populations. UW-Extension will leverage advertising space on multiple partner sites in the “Diversity & Inclusion Network”: BlackPlanet.com, AsianAvenue.com, MiGente.com, and others. UW-Extension will also advertise this program in minority-focused newspapers, periodicals, and websites.

While the proposed degree does not project a significant number of new faculty and staff, the partner campuses will continue to be committed to recruiting a culturally diverse campus community. The program will work toward achieving equity in the gender distribution of faculty, and faculty of color will be encouraged to participate in this program.

UW-Extension has several initiatives currently underway to attract more students of color into the UW System. Through UW HELP, brochures focusing on Hispanic and Hmong students are sent to those target groups. A program manager for the M.S. in Data Science program employed by UW-Extension will conduct outreach, working with employers to encourage and support the education of their employees, especially focusing on underrepresented minorities. In addition, the Advisory Board will provide support in this area by helping the program extend its reach to diverse prospective students and communities.

Ensuring that diverse student populations enter the M.S. in Data Science program is important, but equally important is providing the support services that students need to feel comfortable and able to succeed. The UW-Extension student adviser will work closely with all students to self-identify barriers to their success to either help them overcome those barriers directly or to point them to campus and other resources that will be of assistance to them. UW-Extension will maintain online student environments that will allow individuals from diverse ethnic backgrounds to connect with other students over both cultural similarities and over programmatic interests to help build points of commonality and understanding. Social media opportunities for student connection will be made available through Facebook, Twitter, and LinkedIn, to name a few. Simply put, an essential goal of this program is to increase both the access for diverse audiences to this degree and the success of those students once they enter the program. To ensure that this goal is met, one of the areas of assessment focuses on diversity.

On the curricular side, faculty will incorporate topics and discussions related to diversity and inclusivity into courses as deemed valuable and appropriate to ensure students have an understanding of these issues and how they impact decisions. In addition, we recognize that adult students come to the learning environment from diverse backgrounds, with their bags packed full of unique knowledge and experiences, and looking for opportunities to share that knowledge with others. It follows then that the strength of this program and the success of our students is, in large part, based on our ability to attract and retain a diverse adult student audience.

Projected Time to Degree

Based on experience with similar collaborative offerings within the System and the typical adult student profile, it is assumed that most students will enroll part-time and take an average of three to four courses per year. At this rate, the majority of students would complete the program within 3 to 4 years. Students may enter the program for the spring, summer, or fall semester. Students will be encouraged

to take courses in sequence and as influenced by internal course prerequisites. The capstone, which represents the culminating experience for students, must be taken the final semester.

Program Review Process

The collaborative partners, including all six academic institutions and UW-Extension, will review the program annually. Academic directors, faculty, and administrators from all partners will have input into programmatic changes and upcoming needs. UW-Extension, as the fiscal agent for this program, will manage resources to ensure that funds are available to invest in the program as needed. The decision about how to invest in the program will be made collaboratively by all partners. As defined in the partner agreement, the program will engage in an internal 3-year review focusing on both program and fiscal matters. In addition, the program will conduct a formal 5-year review as required by UW System.

Institutional Review

Each of the partner institutions provides a comprehensive review of academic programs as noted below.

UW-Eau Claire...Each department undergoes a thorough review within a maximum of seven years. At this time all programs in the department are reviewed. The Data Science program will be housed in the math department, and it will undergo review at that time.

UW-Green Bay...The Academic Affairs Council has responsibility and authority for review of all credit courses and all academic programs at both the undergraduate and graduate levels. Recommendations and decisions of the Academic Affairs Council are forwarded to the Faculty Senate.

UW-La Crosse...Academic programs undergo an Academic Program Review (APR) on a regular cycle as one component of the commitment to academic excellence. The Faculty Senate's Academic Program Review Committee coordinates the review process and provides an opportunity for program faculty to reflect on curriculum, assessment, new initiatives, personnel, and support for achieving the goals of the program. Programs that have external accreditation participate in UW-L's APR the year following their accreditation review. Programs without external accreditation participate in the process, which includes an external review, every seven years.

UW-Oshkosh...Academic program review will occur every seven years except for new programs which must undergo a joint System and institution review after five years. Program faculty and Deans should seek evaluation by external consultants as a supplement to the internal self-study. The following high level items are included in the program review: description of the program, staffing, resources needed such as library collections or computing services, an evaluation of the program and recommendations for the program going forward.

UW Stevens Point...The Department Review Subcommittee, which resides under the Faculty Senate's Academic Affairs Committee, reviews academic programs according to the Reporting Cycle for Assessment and Program Review. This occurs at 5 year intervals.

UW-Superior...The Academic Program Review Council is responsible for ongoing program review. The Academic Program Review Council will conduct and supervise a program audit and review process of the Data Science program on a regular basis and report the findings, stipulations, suggestions, and observations to the UW-Superior Faculty Senate. The Data Science program will also be reviewed annually as part of the Annual Assessment Plan of the Department of Business and Economics. The findings of the Annual Assessment Plan are reported annually in the Department of Business and Economics Annual Report.

Accreditation

While there are no specific professional credentialing agencies for the degree program, partners will be securing authorization to offer this collaborative, online master's degree from the Higher Learning Commission, the regional accrediting body for all six partner institutions. Each of the participating academic partners is currently under the Higher Learning Commission defined threshold for online program offerings.

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Attachments

Attachment A: Institutional Commitment Letter

Attachment B: M.S. in Data Science Budget Template

Attachment C: M.S. in Data Science Course Listing With Descriptions (Detailed)

Attachment A

Institutional Commitment Letter

Date: XXXXX, 2014

To: Stephen Kolison, Associate Vice President for Academic and Faculty Programs

From: David Schejbal, Dean

University of Wisconsin-Extension

Continuing Education, Outreach and E-Learning

Email: David.Schejbal@uwex.edu

On behalf of Patricia Kleine, UW-Eau Claire; Greg Davis, UW-Green Bay; Heidi Macpherson, UW-La Crosse; Lane Earns, UW-Oshkosh; Greg Summers, UW-Stevens Point; Faith Hensrud, UW-Superior; and John Shutske, UW-Extension; I request authorization to implement the Master of Science in Data Science.

This program will be a 36-credit collaborative, online, Master of Science degree in Data Science offered jointly by six UW institutions: UW-Eau Claire, UW-Green Bay, UW-La Crosse, UW-Oshkosh, UW-Stevens Point, and UW Superior. UW-Extension will provide administrative and financial support.

Students entering the program will select an administrative home institution from among the six degree offering partner campuses. Admission to the program will be through the student's administrative home institution.

Patricia Kleine, Provost and Vice Chancellor, UW-Eau Claire

Greg Davis, Associate Provost for Academic Affairs/Director of Graduate Studies, UW-Green Bay

Heidi Macpherson, Provost and Vice Chancellor, UW-La Crosse

Lane Earns, Provost and Vice Chancellor for Academic Affairs, UW-Oshkosh

Greg Summers, Provost and Vice Chancellor for Academic Affairs, UW-Stevens Point

Faith Hensrud, Provost and Vice Chancellor for Academic Affairs, UW-Superior

John Shutske, Interim Provost and Vice Chancellor, UW-Extension

Attachment C

M.S. in Data Science Course Listing with Descriptions (Detailed)

Course Number	Course Title	Course Description	In-program Course Prerequisite	Campus
DS 700	Foundations of Data Science	This course provides an introduction to data science and highlights its importance in business decision making. It provides an overview of commonly used data science tools along with spreadsheets, relational databases, statistics, and programming assignments to lay the foundation for data science applications.	None	Green Bay
DS 705	Statistical Methods	Statistical methods and inference procedures will be presented in this course with an emphasis on applications, computer implementation, and interpretation of results. Topics include simple and multiple regression, model selection, correlation, moderation/interaction analysis, logistic regression, chi-square test, ANOVA, Kruskal-Wallis test, MANOVA, factor analysis, and canonical correlation analysis.	None	La Crosse
DS 710	Programming for Data Science	Introduction to programming languages and packages used in data science.	None	Eau Claire
DS 715	Data Warehousing	Introduces the concepts and techniques to work with and reason about subject-oriented, integrated, time-variant, and nonvolatile collections of data in support of management's decision-making	None	Stevens Point

		process.		
DS 730	Big Data: High Performance Computing	This course will teach students how to process large datasets efficiently. Students will be introduced to non-relational databases. Students will learn algorithms that allow for the distributed processing of large data sets across clusters.	DS710	Oshkosh
DS 735	Communicating about Data	This course will prepare you to master technical, informational and persuasive communication to meet organizational goals. Technical communication topics include a study of the nature, structure and interpretation of data. Informational communication topics include data visualization and design of data for understanding and action. Persuasive communication topics include the study of written, verbal and nonverbal approaches to influencing decision makers.	None	Stevens Point
DS 740	Data Mining	Data mining methods and procedures for diagnostic and predictive analytics. Topics include association rules, clustering algorithms, tools for classification, and ensemble methods. Computer implementation and applications will be emphasized.	DS 705, 710	Eau Claire
DS 745	Visualization and Unstructured Data Analysis	This course covers two aspects of data analytics. First, it teaches techniques to generate visualizations appropriate to the audience type, task, and data. Second, it teaches methods and techniques for analyzing unstructured data – including text mining, web text	DS 700 DS 705 DS 710 DS 740	Green Bay

		mining and social network analysis.		
DS 760	Ethics of Data Science	This course explores ethical issues related to data science, including privacy, intellectual property, security, and the moral integrity of inferences based on data.	DS 700 or DS 780	Oshkosh
DS 775	Prescriptive Analytics	This course covers procedures and techniques for using data to inform the decision-making process. Topics include optimization, decision analysis, game theory, simulation, and others as time allows. Case studies and applications will be emphasized.	DS 705	La Crosse
DS 780	Data Science and Strategic Decision Making	The course will investigate the use of data science findings to develop solutions to competitive business challenges. Case studies will be reviewed to examine how data science methods can support business decision-making. A range of methods the data scientist can use to get people within the organization onboard with data science projects will be reviewed.	None	Superior

DS 785	Capstone	Capstone course in which students will develop and execute a project involving real-world data. Projects will include: formulation of a question to be answered by the data; collection, cleaning and processing of data; choosing and applying a suitable model and/or analytic method to the problem; and communicating the results to a non-technical audience.	DS700, DS705, DS710, DS715, DS730, DS735, DS740, DS745, DS775	Superior
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Faculty Senate Old Business 4a 02/18/2015

NOMINEES FOR 2015-16 FACULTY ELECTIVE COMMITTEES

The Committee on Committees and Nominations, the University Committee, and the Personnel Council have prepared the following slate of candidates for open 2015-16 faculty elective committee positions. Further nominations can be made by a petition of three voting faculty members. These nominations must have consent of the nominee and must be received by the Secretary of the Faculty and Academic Staff no later than February 28th.

UNIVERSITY COMMITTEE

Six tenured members: one from each of the four voting districts and two at-large, no more than two from a single voting district.

Continuing members are:

Clifton Ganyard, at-large AH; Kristin Vespia, SS; Christine Style, AH; John Lyon, at-large NS

Nominees for two tenured faculty slots (2015-18)

One from PS – James Coates and Christine Vandenhouten

One from NS – Tian-You Hu and Patricia Terry

ACADEMIC AFFAIRS COUNCIL

Five tenured members: one from each of the four voting districts and one at-large member. Members are elected by voting districts, except for the at-large member who is elected by the faculty as a whole.

Continuing members are:

Michelle McQuade Dewhirst, AH; Kevin Collins, at-large AH; Lora Warner, SS

Nominees for two tenured faculty slots (2015-18)

One from PS – Michael Knight and Sylvia (Mimi) Kubsch

One from NS – Woo Jeon and Michael Zorn

PERSONNEL COUNCIL

Five tenured members: one from each of the four voting districts and one at-large member. Members are elected by voting districts, except for the at-large member who is elected by the faculty as a whole.

Continuing members are:

Adolfo Garcia, at-large AH; Rebecca Meacham, AH;

Nominees for three tenured faculty slots (2015-18)

One from PS - Gaurav Bansal and Doreen Higgins

One from NS – Franklin Chen and Brian Merkel

One from SS – Thomas Nesslein and Ryan Martin (a two-year replacement 2015-17)

GENERAL EDUCATION COUNCIL

Six tenured members: one from each of the four voting districts, plus two at-large members (with no more than two from a single voting district). Members are elected by voting districts, except for the at-large members who are elected by the faculty as a whole.

Continuing members are:

Amy Wolf, at-large NS; Hye-Kyung Kim, AH; Christine Smith, SS; Sampath Ranganathan, PS

Nominees for two tenured faculty slots (2015-18)

One at-large: David Coury, AH and Ray Hutchison, SS and Jennifer Mokren, AH

One from NS: Amanda Nelson and Kevin Fermanich and Julie Wondergem

COMMITTEE OF SIX FULL PROFESSORS

Six full professors: one from each voting district plus two at-large (with no more than two from a single voting district). Members are elected by the Faculty as a whole.

Continuing members are: Dean VonDras, at-large SS; Patricia Terry, NS; Meir Russ, PS; Carol Emmons, at-large AH

Nominees for two full-professor faculty slots (2015-18)

One from AH: Greg Aldrete and Cristina Ortiz and Christine Style

One from SS: Regan Gurung and John Stoll

COMMITTEE ON RIGHTS AND RESPONSIBILITIES

Five tenured faculty: one from each voting district plus one at-large.

Continuing members are: Amy Wolf, at-large NS; Denise Bartell, SS; Timothy Kaufman, PS; Michael Draney, NS??

Nominees for two tenured faculty slots (2015-18)

One from AH: Kaoime Malloy and Randall Meder

One from NS: Woo Jeon and Atife Caglar (one year replacement 2015-16)

COMMITTEE ON COMMITTEES AND NOMINATIONS

Five faculty: one from each voting district and one at-large.

Continuing members are: David Helpap, at-large SS; Aaron Weinschenk, SS; Hernan Fernandez-Meardi, AH

Nominees for two faculty slots (2015-18)

One from PS: James Coates, Aurora Cortes, and Sylvia (Mimi) Kubsch

One from NS: Amy Wolf and Tian-You Hu

LIBRARY ADVISORY COMMITTEE

Five faculty: one from each voting district and one graduate faculty member.

Continuing members are: Gail Trimberger, PS; Franklin Chen, NS; Jenell Holstead, SS

Nominees for two faculty slots (2015-18)

One from AH: Gabriel Saxton-Ruiz and Rebecca Nesvet and JP Leary

One from Graduate Faculty: Ryan Currier and Elizabeth Wheat

GRADUATE STUDIES COUNCIL

Two at large tenured members of the graduate faculty, not from the same graduate program.

Continuing member is: Atife Caglar, ES&P

Nominees for one tenured graduate faculty slot (2015-18)

One from graduate faculty: Janet Reilly, Nursing

LEARNING TECHNOLOGY COLLABORATIVE COMMITTEE

Four faculty members: one from each of the voting districts.

Continuing members are: Francis Akakpo, PS; Alison Staudinger, SS

Nominees for two faculty slots (2015-18)

One from AH: Caroline Boswell and Michael Ingraham and Courtney Sherman

One from NS: Jeremy Intemann and Debra Pearson

Faculty Senate New Business 5a 02/18/2015

ENDORSEMENT OF RESOLUTION ON PUBLIC AUTHORITY

To: The Board of Regents of the University of Wisconsin System, Michael J. Falbo, Regent President

Whereas

The Board of Regents needs urgently to assure faculty and staff that current policies and procedures protecting and implementing traditional faculty tenure, employee benefits, and shared governance of University of Wisconsin System campuses (“current policies”) will continue even if the university becomes a public authority as proposed in Governor Walker’s 2015-2017 Executive Budget,

Whereas

Authority for said current policies comes from Chapter 36 of the Wisconsin Statutes, which may not apply to the University of Wisconsin System if it becomes a public authority,

Whereas

Said current policies are bedrock principles of the University of Wisconsin System, upon which many talented professionals have joined together and built our university system into a national and international leader in education and research, a university system of which our graduates and the citizens of Wisconsin are justly proud and which provides vital, lasting benefits to the people and economy of the State of Wisconsin,

Whereas

In proposing public authority status, the proposed executive budget dramatically and fundamentally throws in question the University of Wisconsin System’s commitment to said current policies and other commitments to current and prospective students, faculty, and staff,

Whereas

In the very competitive marketplace which is higher education, said current policies are critical to providing quality higher education for Wisconsin students and are essential expectations for employment of university faculty and staff,

Whereas

The uncertainty created by the proposed executive budget regarding said current policies demonstrably is already directly hurting the University of Wisconsin System’s ability to keep and recruit high quality faculty and staff at University of Wisconsin System campuses, and

Whereas

The Board of Regents can significantly reduce the ongoing damage and begin restoring the University of Wisconsin System’s competitiveness by immediately affirming continuation of said current policies and by writing and approving new policies, consistent with said current policies, to be applied if the University of Wisconsin System becomes a public authority,

Now, Therefore

We, the leaders of faculty governance groups representing the following campuses of the University of Wisconsin System, hereby request the Board of Regents urgently act as follows:

- clearly and urgently affirm current policies protecting and implementing traditional faculty tenure, employee benefits, and shared governance to continue even if the University of Wisconsin System becomes a public authority, and
- promptly write and approve policies to accomplish these goals if the University of Wisconsin System becomes a public authority.

Endorsed by:

[Propose to convert this to alphabetical listing by campus name prior to transmittal]

Brad Seebach, Chair, and the UW-La Crosse Faculty Senate Executive Committee

Mark D. Schwartz, Chair, along with the entire UW-Milwaukee Faculty Senate Executive
(University)

Committee

[...others to be added here as declared]

Faculty Senate New Business 5b 02/18/2015

Memorial Resolution for Professor Betty L. Baer

Betty L. Baer (1927-2014) joined the UW-Green Bay faculty in 1985 and served as an Associate Professor and Chair of the Social Work Professional Program. She also served as the Project Director of the Interdisciplinary Child Welfare Training Project, principal investigator of the federal Title IV-E Child Welfare Training Grant, and as Director of the Northeast Wisconsin (NEW) Partnership for Children and Families. After many years of post-master's social work practice in community organizing, planning, and child welfare practice, she received her PhD in Social Policy and Planning from the University of Pittsburgh. Dr. Baer was nationally recognized for her expertise in competency-based social work education and accreditation of social work programs. She retired as Associate Professor from UW-Green Bay in 1996.

On a state-wide level, Dr. Baer, in partnership with the Wisconsin Department of Children and Families, initiated efforts to attain federal IV-E grant funding for child welfare training and child welfare stipends for students, and as a result, UW-Green Bay was the first UW campus to receive such funds. Today, these grants are in effect in several Wisconsin social work programs. As part of this effort, she developed the NEW Partnership for Children and Families at UW-Green Bay, now in operation for nearly 20 years, which provides training and outreach to child welfare agencies and their constituents across 26 northeastern Wisconsin counties. Today, the NEW Partnership and the Social Work Profession Programs receive an annual award of nearly \$1.4 million to support training of child welfare workers and tuition stipends for eligible bachelors and master's students at UW-Green Bay.

While at UW-Green Bay, Dr. Baer was the primary architect of the Bachelor of Social Work undergraduate program and became the driving force behind its successful accreditation. Her earlier research in generalist social work education set the stage for the first accredited social work program on campus, and subsequently UW-Green Bay's competency-based Bachelor of Social Work program within the Social Work Professional Program. While Dr. Baer's commitment to undergraduate education was her first priority, she also recognized the need for graduate education in NE Wisconsin and planted the seeds for the development of the Collaborative Master of Social Work Program, launched in 2001. No doubt Dr. Baer would be proud today to see the upcoming inauguration of the freestanding Master of Social Work Program at UW-Green Bay.

Prior to coming to UW-Green Bay, Dr. Baer served as the Director and Department Chair of the Westchester Social Work Education Consortium at the College of New Rochelle, New Rochelle, New York. Under her leadership, five university social work programs in the consortium attained initial accreditation by the Council on Social Work Education (CSWE). Prior to her work in New

Rochelle, she served as the Director of the Undergraduate Social Work Curriculum Development Project at West Virginia University, Morgantown, West Virginia. In collaboration with a colleague, she conceptualized and defined generalist social work practice and competency-based social work education which culminated in a national report and two books: one entitled, Report of the Undergraduate Curriculum Development Project (Vol. I), and A Curriculum Development Resource Guide (Vol. 2). In part, these efforts gave birth to a national movement in social work education that redefined what it meant to practice social work at the baccalaureate level. Today, accredited social work programs across the nation and their accrediting body, the CSWE, have adopted competency-based social work education and practice as the ‘gold standard’ in social work education. Post-retirement from UW-Green Bay, Dr. Baer served the Wisconsin Department of Health and Human Services, continuing her important work in developing child welfare training centers in the southern and western regions of Wisconsin.

Dr. Baer’s service to the Northeastern Wisconsin community extended far beyond her UW-Green Bay appointment including service to the United Way of Brown County and volunteering to support a variety of cultures including our sovereign nations, the Southeast Asian population, and the Hispanic community. Dr. Baer cared deeply about issues related to poverty, helped with efforts to improve conditions for homeless persons, supported HIV/AIDS-related causes, and led efforts by local Episcopal churches in championing social justice issues. Her tireless efforts did not go unnoticed at local, state and national levels. She was the recipient of numerous honors and awards from organizations including the Brown County United Way, National Association of Social Workers, and the CSWE where she served on the boards of directors for multiple terms. In 1979, she was the recipient of the “Baccalaureate Social Work Educator of the Year” award from the Association for Baccalaureate Program Directors (BPD), an organization which she helped develop to meet the needs of social work educators nationwide. She served as the BPD’s first Chairperson, which today, nearly 40 years later, is highly visible across the national social work landscape.

UW-Green Bay students remember Dr. Baer as affirming, supportive, important and valued. She made every student feel special and that their voice mattered. At the same time, she challenged students to do their very best and held them to high standards of academic rigor and professional conduct. Though her approach to teaching was informal, classroom discussions were filled with the requisite content to ensure the development of competent, ethical, and knowledgeable social work practitioners. Dr. Baer was a staunch social policy advocate who continually impressed upon students their responsibility to advocate for fair and just social policy regardless of their area of social work practice. Accordingly, she taught social work students to “stick their necks out” as in so doing, she promised, they would develop the “thick skin” necessary to be effective social workers and policy advocates.

In memoriam to Dr. Baer, it is fitting that this resolution is presented to the Faculty Senate in the month of March which is National Social Work Month. Indeed, she leaves a proud legacy of unrelenting service to the social work profession, the Social Work Professional Programs at UW-Green Bay, the institution-at-large, and the NE Wisconsin community.

*Doreen Higgins, PhD
Social Work Professional Programs
Green Bay*

*Kevin Roeder, PhD
Director, Merger Integration (AN/ARCW) UW-
Senior Director, Behavioral Health & Wellness
AIDS Resource Center of Wisconsin*

Faculty Senate New Business 4a 03/11/2015

Code Change on Senate Meeting Schedule

current language:

52.06 Meetings

A. The Senate shall normally meet once every three weeks starting three weeks after the beginning of the contract period (not counting spring break and winter break) during the academic year, or as business dictates.

proposed language:

52.06 Meetings

A. The Senate shall normally meet monthly during the academic year, or as business dictates.

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
DEGREE OF DOCTORATE OF EDUCATION
AT UW-GREEN BAY
PREPARED BY UW-GREEN BAY**

ABSTRACT

The University of Wisconsin – Green Bay proposes to establish a Doctorate Degree in Education (Ed.D.) in First Nations Education. The program offers courses grounded in First Nations knowledge and draws upon indigenous teaching methods. The program will offer courses online, in hybrid format, and in traditional classroom settings. It is a cooperative program that shares courses with UW-La Crosse, UW-Oshkosh, and UW-Stevens Point. The cooperative nature of the program allows students degree flexibility and an opportunity to tailor their learning to specific needs that emerge within education settings and from local communities.

PROGRAM IDENTIFICATION

Institution Name:

University of Wisconsin – Green Bay

Title of Proposed Program:

First Nations Education

Degree Designations:

Ed.D.

Mode of Delivery:

Collaborative Online/Hybrid/Traditional On-Campus Courses

Projected Enrollment by Year Five of the Program

Below are enrollment and graduation projections for students in the Ed. D. in Indigenous Education during the first five years of the program. A new cohort of approximately 12 students will begin the program every two years. Students will graduate after the completion of the dissertation project in their third year of the program.

Table 1: Projected Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	12	0	12	0	12
Continuing students	0	12	0	12	0
Graduating students	0	0	12	0	12
Total Enrollment	12	12	24	12	24

Tuition Structure

For students enrolled in the Ed.D. in First Nations Education, a per credit tuition rate of \$750 will apply. All four campuses in the UW Ed.D. cooperative have agreed on the same credit tuition for the shared foundational courses. Shared electives will be priced by each campus.

Department of Functional Equivalent

The Ed.D. in First Nations Education will reside within the Education Center for First Nations Studies.

College, School, or Functional Equivalent

The Ed.D. in First Nations Education will be housed within the College of Professional Programs.

Proposed Date of Implementation

Fall of 2016

INTRODUCTION

Rationale and Institutional Mission

The Ed.D. in First Nations Education at UW-Green Bay meets the ongoing needs of multiple sectors including First Nations and non-First Nations communities. The program is designed for professionals with present or emerging leadership responsibilities in a variety of educational communities which include the following: PK-16, public, private, tribal, and parochial schools, two year colleges, tribal colleges, technical colleges, health care institutions, community organizations, social services, government agencies, consulting organizations, and international agencies.

As First Nations expand and grow in the twenty-first century, First Nations and non-First Nations citizens take advantage of First Nations education to help them prepare to live, work, and interact with tribal people, agencies, and governing structures. This is particularly true in Wisconsin

where tribal economies and tribal educational institutions are expanding and diversifying at a significant pace.

The widespread lack of knowledge about First Nations has contributed to great controversy in the state. Violence erupted in 1983 in Wisconsin when the Seventh Circuit Court of Appeals upheld the Lake Superior Band of Chippewa's reserved right to hunt, fish, and gather within the territory ceded in the Treaties of 1837 and 1842. The people of Wisconsin lacked understanding of tribal sovereignty, treaties, and the government-to-government relationships that they established. In response, tribal leaders, educators, and advocates sought and secured an educational solution to this problem. In 1989, the state government passed a law requiring all persons seeking a license to teach in Wisconsin to have received instruction in the history, culture, and tribal sovereignty of the federally-recognized tribes and bands in the state (s.118.19 (8) Wis. Stats.).¹ The individual teacher education programs are responsible for incorporating this information into their courses of study to ensure that all of their graduates receive this instruction. To date, a systematic response has yet to emerge, and the individual UW System campuses have been unable to develop the capacity to provide this instruction.

Citizens in Wisconsin need the academy to provide them with knowledge about the original inhabitants of the state. The creation of the Ed.D. in First Nations Education demonstrates the institutional commitment to First Nations intellectual traditions and the preparation of education leaders grounded in indigenous world view and practice. This commitment, in turn, assists in ensuring that the knowledge of First Nations becomes part of the mainstream educational process.

The Ed.D. in First Nations Education aligns with the UW-Green Bay's mission to provide an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues in a multicultural and evolving world. The Ed.D. in First Nations Education will enrich the quality of life for students and the community by embracing the educational value of diversity, encouraging engaged citizenship, and serving as an intellectual and cultural resource for First Nations and non-First Nations communities. In addition, the Ed.D. will advance the institutional goal of improving teaching and learning with its focus on First Nations Elder epistemology and pedagogy. Further, the focus on First Nations Education addresses the institutional strategic priority of inclusive excellence with diversity as a core organizing principle. This focus will draw First Nations educators into educational leadership preparation. The program will enhance the opportunities for students and faculty alike to research the growing knowledge of First Nations Education and disseminate it for future generations. UW-Green Bay's mission includes a commitment serving the needs of students of color, faculty, and community members. UW-Green Bay has a particular responsibility to the sovereign First Nations that form a large part of our community, and this graduate degree will enhance our commitment to First Nations Education. The development of the Ed.D. in First Nations Education demonstrates that UW-Green Bay is dedicated to "building partnerships for a multicultural community." Preliminary discussions with First Nations educational leaders indicate wide support of this new degree as a way to strengthen education at preK-12 through post-secondary. A First Nations Cultural Advisory Board will be created composed of tribal community members (education leaders, Elders, and cultural advisors). The board will serve as a cultural resource for the Ed.D. program further enhancing institutional partnerships with the First Nations of Wisconsin. In addition, the program contributes to multicultural education across a four-campus Ed.D. collaborative bringing a non-western approach to graduate education in the UW System.

¹ Commonly referred to as Act 31

Need As Suggested By Current Demand

Although First Nations Education is a relatively new field of academic study, it is a legitimate discipline within the academy. Graduate degrees in Indigenous Education are granted at a few international institutions. The academy recognizes the intellectual need for graduate study in First Nations Education given that our society as a whole is unaware of First Nations history, culture, sovereignty, and contemporary status. Citizens need educational leaders prepared in the academy to provide them with knowledge of the first inhabitants of North America. In addition, doctoral-prepared education leaders in First Nations Education will have a significant impact on policy development and advocacy at the state, federal, and sovereign nation level. The creation of a First Nations Education doctorate degree demonstrates institutional commitment to First Nations intellectual traditions. This commitment, in turn, reflects back upon citizens, reinforcing that First Nations knowledge must become part of the mainstream educational process. The First Nations Studies and Education faculty at UW-Green Bay have a long-standing history of working closely together to create a systemic educational model reflecting indigenous core knowledge and ways of knowing.

The Green Bay/Northeast Wisconsin region is the third largest population center in the state, with no public institution offering a doctoral degree in this area. Affordability and accessibility are significant issues for educational leaders in the area. There is significant interest for offering this degree, especially within our region. As part of our planning process, an anonymous survey was conducted last fall, with over 1500 teachers, administrators, and other school and professionals from throughout our region. The results point to an undisputable need for our proposed Ed.D. Here is a brief summary: 70% of those responding indicated they would be somewhat to very interested in our proposed Ed.D. with 71% supporting a “cohort” model of delivery. In addition, nearly 80% responded that the Ed.D. should include a specialized area in leadership and First Nations Education.

The data suggests there is significant interest in offering an Ed.D. at UW-Green Bay. The Ed.D. program will offer high quality, interdisciplinary, and community/school-focused instruction tailored to meet the needs of teachers, administrators, and other professionals, while serving the people and communities in our region and State.

The proposed program is built upon past success of graduate and professional development offerings at the Master’s level. In addition, the need in our region is thus far unmet by existing programs within the UW system. With a focus in First Nations Education, the proposed Ed.D. has a different focus from other Ed.D. degrees offered by UW System comprehensive universities, and no other institution offers an education doctorate in First Nations Education. UW-Green Bay is strategically positioned to provide this service by addressing the critical and growing need for highly trained education leaders who are prepared to address education needs among First Nations/Indigenous people, helping to improve teaching and learning in our region and around the world.

As stated previously, the survey data shows there is strong interest in this degree program and that enrollment is sustainable. Furthermore, the Ed.D. in First Nations Education will not draw vast numbers of students. Even in states that have very high concentrations of American Indians in the general population, there are proportionately low enrollments in First Nations Studies/American Indian Studies undergraduate and graduate programs. However, the need for the Ed.D. in First Nations

Education at UW-Green Bay is driven more by an intellectual need within the region and in our society as whole rather than by student and market demands.

Emerging Knowledge and Advancing New Directions

First Nations Education has been interdisciplinary long before the concept attained increased popularity within the academy. It includes racial and ethnic studies, language, philosophy, history, social sciences, legal studies, political science, and a multitude of other areas. Because tribal nations are political entities as well as racial/cultural groups, studying education through a First Nations Studies lens provides more complex opportunities to grapple with the ways in which institutions and systems impact communities through education. First Nations Education advances new directions in academic knowledge as an oasis within larger trends toward privatization and standardization. A First Nations perspective on education insists on considering the “public” or collective good and is deeply embedded within respect for diverse individuals within that collective. This focus provides students with the critical tools needed to view educational issues from multiple perspectives, develop viable and responsive solutions, and to do so in ways that are cognizant of institutional, legal, and policy contexts.

DESCRIPTION OF THE PROGRAM

Institutional Program Array

The Ed.D. in First Nations Education is an outgrowth of a unique collaboration between multiple partners and programs at UW-Green Bay including the Professional Program in Education Master’s Program in Applied Leadership for Teaching and Learning (College of Professional Programs), the First Nations Studies program (College of Letters and Science), the Education Center for First Nations Studies.

The UW-Green Bay Masters of Science degree in Applied Leadership in Teaching and Learning (MSAL). The MSAL is a 30-credit program with its core curriculum based on the National Board of Professional Teaching Standards. In its eleventh year, the program continues to provide experienced educators opportunities to advance their knowledge and skills for the benefit of the larger communities. Students may select a personal area of emphasis with many focusing in First Nations education. Students in the program have developed community based education projects meeting the direct needs of tribal communities including language immersion, cultural revitalization, Act 31 teacher education, culture based K-8 curriculum, and decolonization education practice for students and teachers. The MSAL program allows for individual goals and flexibility of delivery and is the largest graduate program at UWGB (143 degree completions over the last ten years) with a list of many successful graduates. In 2011 the Professional Program in Education earned the UW System Regents Award for Excellence in Education.

First Nations Studies Program. First Nation Studies is an interdisciplinary undergraduate degree program that reflects the holistic worldview of the indigenous people of Turtle Island (North America). First Nation Studies is committed to the study of American Indian culture, philosophy, history, language, and the social, economic, political status of indigenous people and their communities. The program is designed to preserve and promote the identity of the indigenous people of North America, with an emphasis on the nations of the western Great Lakes. The program is unique in that it incorporates the teaching and learning approaches of First Nations people, offering students a new way to learn within the academy. The program places emphasis on the indigenous oral tradition as preserved and shared by tribal Elders. Approximately half of all First Nations Studies graduates continue on to graduate programs in a variety of disciplines, primarily education. The program is a leader in First Nations education in the

UW System and, in 2012, the program received the UW System Regents Award for Excellence in Diversity.

The Education Center for First Nations Studies. The Professional Program in Education's Center for First Nations Studies was developed to improve and support First Nations education and teacher education programs throughout the State. The Center was founded on the strong interdisciplinary partnership between the UW-Green Bay Professional Program in Education and the First Nations Studies Program. The Center's primary goal is to assist PK-16 teachers in educating citizens about the history, culture, sovereignty, and contemporary status of First Nations in Wisconsin. The Center provides the unique resource of oral traditional scholars in residence who assist in teacher education and prepare PK-16 educators to deliver accurate, culturally competent instruction. The Center also offers a curriculum and instructional information clearinghouse that represents the best practices in the design and delivery of classroom instruction. Included in this clearinghouse is a website with electronic resources available. Through the Center, the resident oral scholars, UW-Green Bay Education students and faculty offer consultation and services to teachers and school districts regarding curriculum, teaching materials and instructional methodology in First Nations Studies. In 2013, the Center was awarded the UW-Green Bay Founder's Award for Collaborative Excellence.

Building on the success of the MSAL, First Nations Studies program, and the Education Center for First Nations Studies, UW-Green Bay seeks to implement an Educational Doctorate (Ed.D.) degree in First Nations Education. The Ed.D. complements the existing program array at UW-Green Bay. Specifically, the Ed.D. is an extension of the existing successful Master's Program in Education and its collaborating partnerships. The development of the Ed.D. in First Nations Education is a natural partnership between these programs and will serve to enhance all. The new program will not have a negative impact on any existing programs at UW-Green Bay given the extensive collaboration of the related programs and disciplines. Further, the creation of an Ed.D. will enhance graduate education as a whole at UW-Green Bay.

Other Programs in the University of Wisconsin System

The UW System does not offer any doctoral (Ed.D. or Ph.D.) degrees in First Nations, American Indian, Native American, or Indigenous studies/education. Thus, UW-Green Bay will be the only institution in Wisconsin to offer an Ed.D. in First Nation Education, thereby, meeting a need in the UW System as a whole.

Collaborative Nature of the Program²

UW-Green Bay is collaborating with three other UW institutions in the creation of this degree. The UW Ed.D. cooperative partners are UW-La Crosse (Student Affairs), UW-Oshkosh (Leadership/Superintendent), and UW-Stevens Point (Sustainability).

The cooperative exists in several unique ways. First, the four campuses will share two courses (6 credits) that will be required on each institution's Ed.D. These courses are being developed, taught, and assessed cooperatively. Enrollment in the courses will consist of students from any of the four partner

² We acknowledge the UW-La Crosse partners and written work of Jodie Rindt and Chris Bakkum. The section entitled Collaborative Nature of Program is adopted from the authorization submitted by UW-La Crosse.

campuses, thus saving both human and financial resources. Both courses will be delivered in an online format to ensure access.

A second major part of the cooperative nature of the proposed Ed.D. is the concept of shared elective courses. Each partner institution has agreed to contribute 3-4 courses (9-12 credits) for other partners to use as shared electives in the degree. The shared electives will be intentionally designed for use in the Ed.D. by a cooperative institution. The intention of the shared electives is to extend the expertise of one campus to students at another campus. In addition, this sharing of courses and students also allows for multiple disciplinary perspectives to be heard and explored by the students in these shared courses, since the students will all be from different campuses and different Ed.D. programs. This sharing of elective courses saves resources because each campus will not need to develop and teach these electives.

Some of the shared elective courses will be packaged into specialty emphases that can be noted on the student's transcript. At UW-Green Bay's Ed.D. in First Nations Studies we proposed to offer 4 classes (12 credits) of shared electives. For example, a student in the UW-Stevens Point Ed.D. in Sustainability might choose an area of emphasis in First Nations Education to complement their degree with a non-western understanding based on the ancient relationships between indigenous people and the natural world. In this case, the student's transcript would reflect completion of the Ed.D. in Sustainability with an emphasis in First Nations Education. This opportunity would not be available to students without the cooperation of the Ed.D. partners.

Shared courses taken by students will be approved and articulated by each campus to make the transfer of these credits seamless. Students will be able to choose from a pool of shared courses, which will help them to shape the curriculum in ways that closely address their professional goals. Students will work closely with their Ed.D. advisors to identify appropriate shared courses. Shared courses will be priced by each campus and each campus may identify as many shared courses as they like but must contribute at least two (six credits). This sharing of faculty expertise may also save resources by enrolling more students in existing courses on each campus.

Diversity

Diversity is at the core of the Ed.D. in First Nations Education. Students currently enrolled in the MSAL program are both First Nations and non-First Nations. Faculty represent diverse First Nations communities across Turtle Island, each with a unique background and area of expertise. All faculty must meet the UW System American Indian Studies Consortium Standards for teaching First Nations/American Indian Studies. The faculty will draw upon and infuse the expertise of oral traditional scholars from the Tribal World. The oral traditional scholars will assist doctoral faculty in delivering accurate and culturally competent instruction. The knowledge and expertise of the oral traditional scholars places emphasis on indigenous ways of teaching and learning. Further, in an effort to create a physical classroom that better reflects First Nations teaching and learning, the University committed to creating an interactive classroom in Wood Hall 440, in close proximity to the Education Center for First Nations Studies. The classroom is designed in "pods" or circular style, allowing cohort groups to work as communities of learners while also accessing the latest online technology. We are confident that this

commitment will allow us to better serve candidates in the Ed.D. program by honoring indigenous teaching methods with its emphasis on community and circle learning.

The Ed.D. curriculum is founded upon First Nations Studies core knowledge. Students in the program approach First Nations education from the perspectives of indigenous people in 4 categories: history, laws and policies, sovereignty, and indigenous philosophy. The 4 categories provide a base from which students draw upon for the dissertation. Thus, First Nations knowledge becomes part of the foundational stream of information informing community based education research and practice.

Student Learning Outcomes

Four Core Areas:

1. Foundations – Sociocultural, historical, and political grounding in intersectional educational contexts
 - a. Students understand education as a complex intergenerational activity and cultural institution
2. Students exhibit a philosophy of education grounded in Western educational thought and Indigenous Original Teachings Education Law and Policy Skills – Ed. Administration and leadership related
 - a. Students demonstrate an understanding of and ability to apply educational organizational and institutional policies related to administrative leadership, curriculum development, and assessment and program evaluation.
 - b. Students are able to identify key needs and develop effective strategies to develop and lead appropriate intervention strategies including advocacy, policy development, and program design and evaluation.
3. Focus on praxis, service, and connection to the needs of tribal nations and communities
 - a. Students will communicate complex cultural and academic concepts effectively in oral and written forms as necessary and appropriate to the research question, purpose, or audience.
 - b. Students recognize the role that education in various forms plays in tribal nation building and exercising and sustaining sovereignty.
4. Research Methods and Knowledge Systems
 - a. Students will ground research and practice in holistic Indigenous knowledge systems (Shared Core Values, Original Teachings).
 - b. Students will demonstrate proficiency in qualitative, quantitative, and Indigenous research methodology, and can draw upon each/all as necessary and appropriate to the research question, purpose, or audience.

Assessment of Objectives

The Anishinaabe concept of *miin de baa gaang chi gaa deg*, to measure what or where one is after a course of study, is an important part of First Nations Studies and provides the basis for assessment in the Ed.D. program as well. As an ongoing evaluation of the FNS program, the faculty employ an embedded assessment, one in which the oral tradition and Elder knowledge are an important part. In this way, the FNS assessment method reflects indigenous teaching and learning and the emphasis on the oral tradition. It is central to the program to continue to refine and implement culture based assessment measures that reflect the tribal world and oral traditional teaching and learning.

The objectives for the program reflect the application of the Four Pillars of knowledge (History, Law & Policy, Sovereignty and Indigenous Philosophy and Intellectual Traditions) in a professional context. For the doctorate in education, these areas are Foundations of Education, Education Law and Policy, Praxis and Service Orientation, and Research Methods and Knowledge Systems. Graduates of the program will be proficient in ways of knowing, being, and doing that are grounded in and reflective of the Tribal World as well as academically valid.

The program is assessed in three ways. One, each student will complete individual oral and written exams before moving on to dissertator status. Additionally, each cohort will complete a group oral examination, reflecting and reinforcing the Tribal World value of collaboration and collective success. Data collected through these individual and group assessment processes serves as an evaluation mechanism for the program as a whole using a set of collective assessment questions based on Learner Outcomes.

This method, in which the FNS faculty meet as an assessment team to evaluate each student who has successfully completed coursework, focus on two central questions. First, the team will evaluate the extent to which graduating students meet each of the learning outcomes as evidenced by performance on individual oral and written examinations and the cohort oral examination. Second, the team will evaluate how the program can improve based on our discussions of individual and student performance as well as changing needs in the profession. Much of the formative assessment of student learning takes place in the Education Center for First Nations Studies, a site where faculty and students gather on a daily basis. These interactions are founded in Indigenous protocols that reflect relational accountability based in relationships between FNS faculty and between FNS faculty and students. Further, FNS faculty will meet periodically with First Nations Elders to discuss the program outcomes. These efforts will reinforce the Tribal World foundations of the program and ensure fidelity of the instructional model as part of an ongoing method of continuous evaluation and improvement.

Currently Dr. Poupart is engaged in an innovative assessment of FNS learning through the development of an electronic First Nations Studies culture-based rubric for assessing education students' dissertations and/or projects. The electronic culture-based assessment model developed through the FNS/ED collaboration goes beyond broad based instruction about cultural differences by providing opportunities for students to demonstrate their knowledge, skills, and dispositions in the authentic tribal world context. For example, it is a broad stroke to speak of 'respect' within First Nations communities, but it is specific to provide and demonstrate behaviors that show or mean respect in the tribal world. Thus, students' assessed using the cultural based model articulate oral forms and practice skills and behaviors that emanate from the teachings of traditional tribal Elders and reflect intellectual concepts that comprise the tribal canon.

The culture based assessment rubrics under development by Poupart will provide culture based evaluation of Ed.D. students' dissertations and/or projects in the areas of Wisconsin First Nations history, culture, sovereignty, and contemporary status. This assessment approach allows us to gauge student growth over time. We will assess using an innovative scoring rubric (currently under

development) for students' dissertators, projects, and accompanying learners' artifacts. The use of multiple assessment measures will allow us to get a holistic measure of learner and program outcomes.

Program Curriculum

The Ed.D. in First Nations Education will consist of a set of core courses, and will include face-to-face, online, and hybrid delivery. Outside of this required core, students will focus on an area of emphasis in First Nations Education. Students will complete the degree with a rigorous culminating project—this may be a traditional dissertation, or may be a more applied dissertation including examples such as an electronic dissertation or language preservation and oral history documentation. The option of a project offers candidates and graduates flexibility to better address issues they face in their teaching and learning. The project option has had a very positive impact on the UW-Green Bay MSAL program, and has kept MSAL competitive in a tight market.

We follow the guidelines set forth by the Carnegie Project on the Education Doctorate (2009) which hold an Ed.D. "prepares educators for the application of appropriate and specific practices, (for) the generation of new knowledge, and for the stewardship of the profession." Individuals who pursue an Ed.D. are often seeking or already in positions of administrative leadership in PK-12, post-secondary institutions, tribal educational structures, and other professional settings. An Ed.D. unlike a Ph.D., is application-oriented and is the more typical choice for individuals interested in research that addresses significant community problems compared to Ph.D. research that addresses theory building.

57 Credit minimum: 2 shared required classes (6 credits), 6 foundations courses (18 credits), 4 classes (12 credits) of electives in an area of emphasis, 21 credits research, assessment, and dissertation.

Ed.D. Shared Core Classes in UW Cooperative (6 required credits):

Diversity and Social Justice Education	3 credits
Education Leadership	3 credits

Foundations Courses (18 required credits):

Introduction to Indigenous Education	3 credits
First Nations Ancestral Leadership	3 credits
Elder Epistemology and the Oral Tradition	3 credits
First Nations Cultural Foundations and Social Justice	3 credits
First Nations Education Policy	3 credits
Indigenous Pedagogies	3 credits

Area of Emphasis or Approved Elective Classes (12 required credits)

Students must enroll in 12 credits of electives in an individualized area of emphasis. Students are strongly encouraged to enroll in these credits with the UW Ed.D. cooperative course offerings. However, these credits may be packaged to provide a specialty emphasis established by the participating institution or may be chose in consultation with and as approved by the Ed.D. chair or student's Ed.D. advisor.

TABLE 2: ELECTIVES AND SPECIALTY STRANDS			
UNIVERSITY	OFFERING	NEXT	DELIVERY/FORMAT
UW-La Crosse	21st Century Learners (3cr)	Every Summer	Online
UW-La Crosse	Organization and Governance (3cr)	Every Summer	Online
UW-La Crosse	Enrollment Management (3cr)	Every Summer	Online
UW-Stevens Point	Educational Sustainability, Theory, Curriculum and Practice	Fall 2017	Online
UW-Stevens Point	Sustainability Concepts	Spring 2018	Online
UW-Stevens Point	Sustaining Human Systems	Summer 2017	Online
UW-Oshkosh	Power and Politics in Educational Leadership	Summer 2017	Hybrid
UW-Oshkosh	Legal and Ethical Issues in Leadership	Fall 2017	Hybrid
UW-Oshkosh	Current Issues in School Leadership	Spring 2018	Hybrid

First Nations Research and Assessment (21 required credits)

Methods of Indigenous Education	3 credits
Developing Assessment in Local Context	3 credits
Dissertation Seminar	3 credits
Dissertation	12 credits

Program Review Process

Institutional Review

As with all academic programs at UW-Green Bay, The Academic Affairs Council will assume the responsibility and authority for review of all aspects of this proposed degree, including input and oversight by the Faculty Senate, the University Committee and ultimately, the Provost/Vice Chancellor for Academic Affairs. In addition, as described earlier, the Ed.D. in First Nations Education will utilize a First Nations Cultural Advisory Board to direct and inform all aspects of program operation.

All program quality and success will target the following evaluation indicators:

*The general goals and objectives of the program: Are the goals of the program relevant and is the department actively striving to accomplish them?

*Student learning outcomes: Are the student learning outcomes appropriately chosen for the program? Are they being achieved using appropriate assessment methods?

*Appropriateness of curriculum: Does the curricular content of the Ed.D. support the stated student learning outcomes? Does it align with expectations of the broader student affairs community? Does the curriculum reflect new developments in the field?

*Personnel: Is the existing number of faculty and staff sufficient to meet the needs of the program? What is the quality of contributions made by existing personnel to the areas of teaching, scholarship, and service?

*General availability of resources to support students and faculty; and

*Alumni success.

Accreditation

The University of Wisconsin – Green Bay holds a full 10-year accreditation (2007-2017) from the Higher Learning Commission <<http://www.ncahlc.org/>> of the North Central Association of Colleges and Schools <<http://www.northcentralassociation.org/>>. The Ed.D. in First Nations Education will conduct ongoing self-evaluation to both inform and assure program success, and stay in compliance with this accreditation body.

University of Wisconsin System

UW-Green Bay

Cost and Revenue Projections For Ed. D. - First Nations Education

Items	Projections				
	2016-17 Year 1	2017-18 Year 2	2018-19 Year 3	2019-20 Year 4	2020-21 Year 5
I Enrollment (Cumulative Headcount) ^a	12	12	24	12	24
II Number of Faculty/Instructional Staff ^b	0.7	0.7	0.98	0.98	0.98
III Number of other Support Staff ^c	0.2	0.2	0.3	0.3	0.3
IV New Revenues					
From Tuition (excludes segregated fees) ^c	\$211,500	\$211,500	\$454,500	\$265,500	\$454,500
Other (including reallocation, fees and grants)					
Total Revenue	\$211,500	\$211,500	\$454,500	\$265,500	\$454,500
V Expenses					
Salaries plus Fringes					
Faculty/Instructional Staff	\$73,285	\$73,285	\$140,718	\$116,718	\$140,718
Other Staff	\$10,749	\$10,749	\$16,124	\$16,124	\$16,124
Other Expenses					
Facilities	-	-	-	-	-
Equipment	-	-	-	-	-
Marketing	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
Other: Supplies & travel	\$9,500	\$9,500	\$9,500	\$9,500	\$9,500
Total Expenses	\$99,534	\$99,534	\$172,342	\$148,342	\$172,342
VI Net Revenue	\$111,966	\$111,966	\$282,158	\$117,158	\$282,158

Narrative: Explanation of the Numbers and Other Ongoing Commitments that will Benefit the Proposed Program

These are only direct costs associated with the Ed. D. course delivery. It does not include these other variable costs:

*course development costs needed for year one and two (2015-16, 2016-17) via faculty release time or overload to complete.

*percentage of computer replacement costs

*UW-GB technology or instructional design support

*student enrollment and registration support services

a - Number of students enrolled

b - Number of faculty/instructional staff providing significant teaching and advising for the program

c - Number of other staff providing significant services for the program

d - Holding 2015-16 tuition rate constant; would increase if tuition increases

RESOLUTION ON THE GRANTING OF DEGREES

Be it resolved that the Faculty Senate of the University of Wisconsin-Green Bay, on behalf of the Faculty, recommends to the Chancellor and the Vice Chancellor of the University that the students certified by the Registrar of the University as having completed the requirements of their respective programs be granted their degrees at the spring 2015 Commencement.

Faculty Senate New Business 5a 04/08/2015

**Compensation Resolution from the
Committee on Workload and Compensation**

Whereas, the 2012 Fox Lawton study demonstrated that most faculty and many staff salaries are well below market medians; and

Whereas, the Spring 2014 faculty (HERI) and UWGB staff surveys show that only 1% of faculty and 4% of staff are very satisfied with their salaries, over 60% of faculty and staff have considered leaving UWGB, and 17% faculty and 21% of staff received a job offer somewhere; and

Whereas, the success and the reputation of UWGB depends on effective recruitment, retention, and advancement of talented employees; and

Whereas, Governor Walker has proposed that tuition increases be capped at the consumer price index;

Be it resolved that the Faculty Senate, Academic Staff Committee, and University Staff Committee request that

1. All avenues and opportunities for increased compensation be pursued until UW-Green Bay faculty and staff compensation is at least the national median as determined by appropriate benchmarks; and
2. Future faculty and staff pay increases should be at minimum the consumer price index, and
3. Faculty and staff efforts and innovation to increase enrollment and tuition revenue be acknowledged by devoting a significant percentage of such revenues to a supplemental pay plan once funds are sufficient to result in a net base budget increase.

Faculty Senate Continuing Business 4a 04/29/2015

Elimination of the Facilities Planning Committee

Whereas the Faculty Senate in 1991 created the Facilities Planning Committee to give faculty a voice in changes in university facilities, and

Whereas the administration later created the Facilities Management Committee to give all governance groups a voice in changes in university facilities, and

Whereas the Facilities Management Committee has included the members of the Facilities Planning Committee in their membership, and

Whereas now the two committees overlap in function and procedures for membership with the Facilities Planning Committee having no function or meetings beyond the Facilities Management Committee,

Therefore, be it resolved that the Faculty Senate abolish the Facilities Planning Committee.

Facilities Planning Committee Charge

1. Three tenured faculty members, appointed by the Secretary of the Faculty and Academic Staff from among a slate prepared by the Committee on Committees and Nominations, will serve on the Facilities Planning Committee and on such related Chancellor's task forces as may be useful from time to time.
2. Members serve for staggered three-year terms and appointees preferably will represent three different domain voting districts; there will be no more than two appointees from any one district.
3. Faculty members who serve on these committees must make periodic reports to the University Committee or the Faculty Senate and will be expected to initiate interactions with faculty governance when such seems warranted.

Facilities Management Committee Charge

1. The committee shall be composed of three tenured faculty members, one Academic Staff member, and one University Staff member, appointed by the Secretary of the Faculty and Staff from among a slate prepared by the respective nominating

committees, will serve on the Facilities Management Committee and on such related Chancellor's task forces as may be useful from time to time.

2. Faculty members serve for staggered three-year terms and appointees preferably will represent three different domain voting districts; there will be no more than two appointees from any one district. Academic Staff and University Staff serve a three-year term.
3. Members who serve on this committee must make periodic reports to their respective governance groups regarding projects that are in the queue for the next biennium and potential building and maintenance projects beyond the next biennium. They will also initiate interactions with them when such seems warranted.
4. Members who serve on this committee will solicit information, ideas, and suggestions from colleagues/constituents on potential future projects/repairs.
5. The committee will meet at least once each semester.

Faculty Senate Continuing Business 4b 04/29/2015

Creation of an Executive Committee for Masters in Data Science

A joint meeting of the Graduate Studies Council and the Personnel Council on April 20, 2015, in accordance with UWGB 53.06, approved the following individuals for the initial executive committee for the Master of Science in Data Science:

Associate Professor Gaurav Bansal (BUA)

Associate Professor Peter Breznay (ICS)

Professor Bob Howe (NAS)

Associate Professor Janet Reilly (NUR)

Associate Professor Chuck Rybak (HUS)

It is proposed that the Faculty Senate approve this action.

Faculty Senate New Business 5b 04/29/2015

Resolution Honoring Cliff Abbott's Retirement

Whereas, Cliff Abbott has committed to memory all Wisconsin Chapter 36 statutes, Wisconsin Administrative Code, UW-System Policies, Procedures, and Legal Resources, Regent Policies, the UW-Green Bay Handbook for Faculty, the UW-Green Bay Handbook for Academic Staff, the UW-Green Bay HR Policies and Procedures, the charges of every UW-Green Bay Governance Committee, and the entire volume of Roberts Rules of Order; and,

Whereas, Cliff Abbott can swim miles at lunch, play piano with the best, and still be perfectly coiffed for his afternoon office time; and,

Whereas, Cliff Abbott has an uncanny ability to wordsmith the Faculty Senate minutes so they are actually fun to read; and,

Whereas, Cliff Abbott can sing happy birthday in Oneida; and,

Whereas, Cliff Abbott can rock the red bow tie like nobody's business; and,

Whereas, Cliff Abbott is a gentleman and a scholar, an upstanding member of the faculty, a dedicated colleague, and just an all-round great guy; therefore,

Be it resolved that the Faculty Senate wishes Cliff Abbott a most happy retirement filled with adventure, fun, laughter, and nothing but enjoyment, because no one deserves it more than he does.

Other Reports 7e 04/29/2015