

AGENDA

UW-GREEN BAY FACULTY SENATE MEETING NO. 3

Wednesday, November 8, 2023

3:00 p.m., TEAMS

Presiding Officer: Patricia Terry, Speaker of the Senate

Parliamentarian: Michael Draney, Secretary of the Faculty and Staff

1. CALL TO ORDER

2. APPROVAL OF MINUTES: FACULTY SENATE MEETING NO. 2. October 11, 2023 [Page 2]

3. OLD BUSINESS

- a. HIPs Proposal 2nd Read (Kerry Kuenzi, Courtney Sherman) – **Action Item/Vote** [Page 8]
- b. EdD in Applied Leadership 2nd Read (Tim Kaufmann, Susan Gallagher-Lepak, Pieter deHart) – **Action Item/Vote** [Page 27]

4. NEW BUSINESS

- a. ILC Charge Change (Kaoime Malloy)—First Reading [Page 42]
- b. Update to University Absence Policy (Rebecca Nesvet, Patricia Terry)—First Reading [Page 43]
- c. HERI Climate Survey presentation (Melissa Nash, Courtney Sherman, Georjeanna Wilson-Doenges) – Information Item
Link to survey results:
https://blog.uwgb.edu/log/10/30/results-from-climate-survey-available/faculty-staff/?utm_source=HR+Connect+Subscribers&utm_campaign=8ad48ec8c7-HR_Connect_January_11_2018_COPY_01&utm_medium=email&utm_term=0_1a695a7fa1-8ad48ec8c7-86746147
- d. Distance Education Modality Update (Toni Severson, Courtney Sherman) — Informational Item (and request for feedback)
- e. Requests for Future Business

5. PROVOST’S REPORT

6. OTHER REPORTS

- a. Academic Affairs Council Report—Submitted by Vince Lowery [Page 44]
- b. University Committee Report—Presented by UC Chair Clif Ganyard
- c. Faculty Rep Report—Presented by Christine Vandenhouten
- d. Academic Staff Report—Submitted by Laura Nolan [Page 45]
- e. University Staff Report—Submitted by Lea Truttmann [Page 46]
- f. Student Government Report—Presented by Karime Galaviz

7. ADJOURNMENT

[draft]

MINUTES 2023-24
UW-GREEN BAY FACULTY SENATE MEETING NO. 2

Wednesday, October 11, 2023

3:00 p.m., TEAMS

Presiding Officer: Patricia Terry, Speaker of the Senate

Parliamentarian: Michael Draney, Secretary of the Faculty and Staff

PRESENT: Dana Atwood (PEA), Erin Berns-Herrboldt (NAS), Douglas Brusich (HUB), Thomas Campbell (TND), Nazim Choudhury (RSE), Clif Ganyard (UC AH-HUS), William Gear (HUB), Joan Groessl (UC PS-SOCW), Stephan Gunn (RSE), Richard Hein (Manitowoc-NAS), Todd Hillhouse (PSYCH), Rasedul Islam (RSE), Daniel Kallgren (UC-Marinette-HUS), Mark Karau (HUS), Justin Kavlie (CIS), Shawn Malone (NAS), Ann Mattis (HUS), Michael McIntire (NAS), Samantha Meister (EDUC), Valerie Murrenus-Pilmaier (HUS), MD Tarique Newaz (M&M), Laurel Phoenix (PEA), Matthew Raunio (Sheboygan-BUA), Kimberly Reilly (DJS), William Sallak (MUSIC), Jolanda Sallmann (SOCW), Heidi Sherman (HUS), Christine Smith (UC SS-Psych), Omar Meqdadi (RSE), Patricia Terry (UC-NS-RSE), Nischal Thapa (BUA), Christine Vandenhouten (UC-at large-NURS), Tamara Wang (NURS), Sam Watson (AND), Cary Waubanasum (SOCW), Keir Wefferling (NAS), Zhuoli Axelton (ALTERNATE-CSB), Corinne Mathieu (ALTERNATE-EDUC), Heidi Neverman (ALTERNATE-NURS), Kristopher Purzycki (ALTERNATE-HUS), Jennifer Young (ALTERNATE-HUS), Michael Alexander (Chancellor, *ex officio*), Kate Burns (Provost, *ex officio*), Mike Draney (SOFAS, *ex officio*), Kim Mezger (SOFAS Office, *ex officio*)

NOT PRESENT: William Dirienzo (UC-NS-NAS) Elif Ikizer (Psych).

REPRESENTATIVES: Lea Truttmann (USC Rep, *ex officio*), Karime Galaviz (SGA Pres., *ex officio*)

GUESTS: Rebecca Abler (CSET Faculty), Roshelle Amundson (Faculty, CAHSS), Scott Ashman (Assoc. Dean, CHESW), Devin Bickner (Faculty, CSET), Michael Bubolz (CIO), Sarah Denis (Graduate Admissions Recruiter), Kate Farley (Digital Coll. And Metadata Librarian), Susan Gallagher-Lepak (Dean, CHESW), Paula Ganyard (Library Director), Susan Grant Robinson (Chief of Staff), Brianna Hyslop (Manager of Learning Center), Amy Ibuaka (Dean Assistant, CSET), Lisa Jackovich (Budget Director), Jennifer Jones (Asst VC, Inst), Rianna Kaiser (Student Services Specialist), John Katers (Dean, CSET), Tim Kaufmann (CHESW Faculty), Holly Keener (Dean Assistant, CSB), Kerri Kuenzi (Faculty, CAHSS), Kate LaCount (Executive Assistant, Provost Office), McKinley Lenz (Administrative Asst, Grad Studies), Ryan Martin (Dean, CAHSS), Melissa Nash (HR Director), Amanda Nelson (CSET Assoc. Dean), Jodi Pierre (Librarian), Joseph Prestley (Communications Specialist), Carli Reinecke (OER Librarian), Rasul Rezvanian (Assoc Dean, CSB), Sawa Senzaki (Faculty, CAHSS), Jon Shelton (Faculty, CAHSS), Courtney Sherman (Associate Provost), Rebecca Stone Thornberry (Faculty, CAHSS), Meaghan Strehlow (Asst VC, Student Access & Success), Sheryl Van Gruensven (CBO), Tracy Vanerem (Financial Specialist), Jessica Warwick (Faculty, CSET),

Bobbie Webster (Cofrin Center for Biodiversity), Aaron Weinschenk (Faculty, CAHSS), Erica Wiest (Faculty, CAHSS), Mike Zorn (Assoc Dean, CSET).

1. **CALL TO ORDER.** 3:01 pm

2. **APPROVAL OF MINUTES: FACULTY SENATE MEETING NO. 1. September 13, 2023 [Page 2].** By consensus.

3. [The Chancellor's Report was moved down in the agenda to accommodate the Chancellor's busy schedule.]

4. **OLD BUSINESS**

a. Proposal for a new unit, Applied Writing and English (AWE) [second reading]

Presented by Ryan Martin, Ann Mattis

A motion to approve the proposal was made (Kallgren/Sallak).

Senator Hillhouse asked if this proposal will complicate discussion of program

reassessments? Mattis replied that this proposal has been in discussion since the merger.

The motion passed 35 yes/0 no/1 abstention

5. **NEW BUSINESS**

a. Proposal to amend the Capstone Graduation Requirement for all undergraduate students: High-Impact Practices [first reading]

Presented by Courtney Sherman, Kerry Kuenzi

Professor Kuenzi thanked many people for years of work on this project by various committees and working groups.

Senator Groessl asked a question about capstone experiences, whether they are considered HIPs? Prof. Kuenzi answered they can be HIPs, but not necessarily. They won't be graduation requirements anymore, so they aren't an official category anymore.

Senator Dirienzo commented that MOST science labs will indeed be considered HIPs under the new rubrics.

Senator Meister asked for clarification about the course cap of 30, and where that came from. Professor Kuenzi stated that this number is based on the literature, but noted the cap is dependent on the type of HIP.

b. Proposal for a new Ed.D. in Applied Leadership [first reading][Page 38]

Presented by Pieter deHart, Susan Gallagher-Lepak, and Tim Kaufman

Gallagher-Lepak: This would be UWGB's second EdD degree. It's a 54 credit, mostly online experience. We hope to offer it in September 2024, which is possible if all goes right.

Kaufman gave an overview of the program. There's a 15 credit leadership core sequence, 9 cr. inquiry sequence, 12 cr. emphasis sequence, with a number of possibilities, and then an 18 cr. applications sequence, including a field-based course, a seminar, and the dissertation. He summed up the features of this degree program: A Leadership field-based program allowing a diversity of emphases, including immersive experiences, which

will be weeklong and on-campus. There are some other similar EdD programs in the UW System, but none quite like this. He noted that currently Wisconsin students often go to Concordia, Capella, Grand Canyon Universities, etc. He states that demand for the programs is outpacing growth 4 to 1, and so a market analysis looks favorable. A full cohort should be there at rollout.

Gallagher-Lepak went over the budget and resources. Cost will be \$675/credit. About two FTE will be needed plus efforts of existing faculty. Education currently has two vacant positions, and at least one will go to this program, so 1 new line and 1 replacement line are proposed.

Senator Neverman (via Chat) asked if there will be a streamline post-Master's option for those already with Master's? Kaufman replied that we already have a MS in Applied Leadership, and we want to attract these students, so yes, we plan on this.

Senator Hillhouse asked a budget question: New programs often lose money at first...given budget problems, when is this expected to make money? Gallagher-Lepak answered that this is addressed in the budget document: Net revenue is projected for year three, but that is taking into account a "central tax" that our university doesn't have (it is required in the UW System budgeting) so if that is ignored, the projections have revenue coming in the first year. deHart added that new programs are now essentially required to make money, so we've planned for that in the UW System document. The new program should indeed ADD to our revenue stream.

Senator Karau asked a clarifying question about where this "central tax" comes from. deHart answered that it just reflects money that is available to go back to other parts of the university.

c. Requests for Future Business

Speaker Terry introduced the members of the University Committee, so Senators know where to go with issues.

Senator Sallak read a prepared statement proposing to eliminate the PAR. He states that the university should require one "passport" document, and that is not the PAR. He proposes that we be required to submit an updated CV instead. This is projected to raise morale, cost no money, and save time. Statement is supported by the faculty of the J. Resch School of Music.

6. PROVOST'S REPORT

Provost Burns appreciated Prof. Sallak's new business, which is consistent with our recent mission realignment process. No doubt there is significant faculty discontent about our complex system of faculty review processes.

According to our Dashboard, 9,973 students are enrolled, with one week to go until the "official" enrollment date. So things are looking fantastic in terms of headcount. We had a very "healthy" incoming Freshman classes, the largest since before the pandemic. In other Dashboard news, "undeclared" is no longer the #1 "major", which bodes well, and undeclared students show lower retention rates.

The Gen Ed Realignment Working Group is hard at work tweaking the proposal based on faculty feedback. Hopefully, it will be considered in Senate in December/January. Burns thanks faculty for their feedback.

Mission alignment is ongoing. Currently there are conversations with all Deans on program arrays. This is ongoing, so stay tuned. Mission alignment is now intersecting with our budget discussions, which was not the original intent. The plan is to discuss before January timetables need to be worked on. These changes are challenging because we are already understaffed. But, we need to try to rely less on ad hocs and overloads.

There were no questions, and speculation that questions were being “saved for Mike.”

Chancellor’s Report

Chancellor Alexander apologized for being late from another meeting. He states that much of his presentation today was shared at locations meetings on Monday and Tuesday.

First point: This is a budget problem not a crisis. He stated that may sound heartless given layoffs, but we have two choices: 1) Do something 2) Get \$2M deeper in the red. If we did nothing for two years, THAT would be a crisis. Our mission realignment project last spring was an attempt to be proactive.

How did we get here? Four years before COVID, we had large surpluses of ~\$15M. Then, an influx of Federal COVID money that HAD to be spent in the short term. Last year, enrollment growth stalled by almost 200 undergraduate and graduate students. 100 of those students is roughly equivalent to \$1M in our budget. Then, we were forced to spend down our surplus from \$15M to \$10M, but we overshot, down to \$7.5M. So in August, we knew that we had a bigger problem than we had thought last spring. We also had invested in \$3M of compensation adjustments, and we added some new faculty in some of the 60 programs we’ve added in recent years. All the new programs have spread us thinner, and required more overloads and ad-hocs. Plus, utility costs increased significantly last year. Finally, UWGB is hurt by the funding legacy we’ve inherited: We’ve been growing faster than other UW institutions, but our funding has stayed the same. In fact, our S&E budgets have been cut each time, which is affecting quality of instruction. One other thing: We had to put \$1.2M more into Athletic Program, as a condition of our NCAA probation.

We are trying to think strategically so we can get out of this problem. If we get the pay plan, we are responsible for 30% of that increase, so \$650K more in red. If we DON’T get the pay plan, well that’s bad, too. So the budget number can change a lot and quickly. Chancellor states we are trying to thread a needle here, and we might miss. Mike takes responsibility if we do. In the past, we took a risk, and it didn’t pay off as much as we’d hoped. Administration is trying to fix this in a way that doesn’t hurt our current momentum, and puts us on a path to thrive in future.

We are putting some more money in reserves and trying to chip away at the deficit, but we can’t pay off the deficit in one year. He states that we can’t “lay off” our way out of this (even if we wanted to) because we are too understaffed. Growth is not steady, and we hit a bump, but our basic trajectory is still good. So, this is a problem, not a crisis. It is a crisis with some other UW institutions, we need to proactively not get into that crisis situation.

Questions:

Senator Sallmann: Chancellor explained the reasoning behind and consequences of the library lay offs, but not really the Rising Phoenix layoffs...how will that program be impacted? Chancellor states the program is a success, and we want students to get that same experience as they have, but we are trying to change how the program functions.

Senator Sallmann also wanted an explanation for the plan to cease hooding terminal degree recipients in the main ceremony. Chancellor notes that our terminal degrees are not really terminal, but Senator Sallmann pushed back on that, stating that for most people in her field, the MSW is considered basically the terminal degree because few practitioners ever get the PhD. Chancellor Alexander doesn't want to demean the importance of the degrees, but doesn't want them rushed into a few seconds as a result of the Commencement time pressures.

Professor Shelton (not a Senator) was recognized, and states that our budget situation is intimately connected with the fact that we have been starved of funds by a legislature, and NOT because we have done anything wrong with our finances. He asks the Chancellor for more a conversation with faculty and staff about how cuts are meted out, and not just top-down announcements of decisions.

Chancellor Alexander states that the budget issue is not just due to legislature, noting that we nearly as many institutions of higher learning as does California, but they have a much larger population. Our tech colleges are the #2 best funded in the nation, our universities are about 47th. We have four layers of bureaucracy: UW-Green Bay's, UW System, Board of Regents, and State Legislature, which is highly unusual. Chancellor notes that administration is having weekly meetings now with University leaders on the budget.

Chancellor then commented on a question about the purpose of the program array evaluation. He first states that if we can't agree with the unit, we will go to shared governance. Again, we're trying to avoid having our "hands tied". The question is, do we have the resources to sustain the massive variance in student to faculty ratio on campus (some programs as high as 55 to 1; some as low as 6 or 7 to 1). Chancellor emphasizes: None of this is the fault of faculty in those units!!! He notes that eliminating programs saves money in two ways: We stop teaching under-enrolled courses, and we start teaching classes that attract a lot of students (like gen. ed. courses).

Senator Dirienzo states he is in a minor (Physics). Eliminating that minor has some subtle costs attached. It makes it more difficult to attract students (interested in physics, astronomy, and related fields), it makes it hard to do scholarship (with student involvement), and it makes it harder to hire good physicists. He made two other comments: 1) Libraries proctor exams on additional campuses, that will no longer be available. 2) Chancellor implied that "shared governance" would be informed, but UC was not, so who?

Chancellor said that the Chairs of UC, ASC, USC were informed, not the committees. He also stated that the Faculty Handbook says we need to give people a year's notice(!) before layoffs. That is just not possible in any way.

Senator Karau thanks the Chancellor for facing uncomfortable questions, and here's another: If a Faculty's major goes away, how do they make load? Chancellor says these are important questions, and he wants us to think creatively. But, he is committed to avoiding layoffs of faculty. He states that we have to make uncertain decisions using incomplete data.

7. OTHER REPORTS

- a. Academic Affairs Council Report—Submitted by Vince Lowery
- b. University Committee Report—Presented by UC Chair Clif Ganyard

Clif Ganyard reports:

- Tamara Wang will represent Senate on University Ethics Committee; Ganyard invites her to report to Senate whenever appropriate.
 - UC has had productive meetings with other groups in last few weeks.
 - Administrator reviews (of Chancellor, Provost) are this year...watch for emails in next few weeks.
 - We are looking at a possible new Dual Enrollment Advisory Committee
 - We are looking at dumping the “domain” system for committee assignments.
 - We are talking with the Bookstore, and a survey is coming out soon.
 - We got the HERI climate survey data recently; working to get it shared out to everyone via governance groups (we can’t share this data individually very easily because it has personnel information).
 - UC Chair is also on the Strategic Budgeting Committee (along with a Faculty representative, Brian Merkel)
 - Clif encourages everyone to peruse the annual “budge in brief” document coming out
- c. Faculty Rep Report—Presented by Christine Vandenhouten

Christine explains the role of the Faculty Rep, attendance at live and virtual meetings. Pres. Rothman and some Regents presented. They are working with legislature on logjams relating to DEI, pay plan, etc. The committee declined to put out a statement requested by PBS. Senator Vos said he would not approve pay plan, thanks to DEI standoff.

The committee also discussed variations in Ombuds programs on different campuses, as well as Faculty representation on budget committees (lots of variation there as well).

There is a new “Universities of WI” branding campaign for UW System, including a blue (or insert your campus color here) rather than the traditional red color.

- d. Academic Staff Report—Submitted by Laura Nolan [Page 55]
- e. University Staff Report—Submitted by Lea Truttmann [Page 56]
- f. Student Government Report—Presented by Karime Galaviz

SGA is working on a restructuring process for governance across the campuses.

Karime also reports that students are worked up about the DEI issue!

Congratulations to Karime Galaviz, who has been elected UW System Student Representatives Chair!

8. ADJOURNMENT. At 5:02 pm. Not too bad.

Proposal to amend the Capstone Graduation Requirement for all undergraduate students: High-Impact Practices

Kerry Kuenzi
High Impact Practices Coordinator
Associate Professor of Public and Environmental Affairs

Introduction

High Impact Practices (HIPS), when used as course pedagogy, utilize intentional and integrative approaches for learning (sometimes called active learning) to extend the student's experience beyond the classroom, elevate the students' university experiences into a larger societal context, and engender deep, long-term learning (Watson, Kuh, Rhodes, Penny Light, & Chen, 2016). Research has shown that benefits of HIPS include:

- Higher Grade Point Averages/Student Success (especially for underserved students)
- Higher Student Satisfaction
- Eradicate Equity Gaps
- Increase retention
- Improved graduation rates
- Narrowed achievement gaps between racial/ethnic groups
- Increased critical thinking and writing skills
- Greater appreciated for diversity and inclusivity

While existing research indicates all students can benefit from participation in HIPs (Brownell & Swaner, 2010), prominent in the above list of benefits is their relationship to equity: the outcomes associated with HIPs participation among underserved student populations are greater than those of their majority peers (Finley & McNair, 2013). Given these benefits, increasing the quantity and quality of HIP experiences/courses has become a leading practice at universities across the country.

Recognizing these benefits, UWGB engaged in a HIPS initiative that sought to define HIPs for the UWGB context and to identify HIP courses¹. Currently, UWGB has a number of courses that are or could be constituted as high-impact. Easily identifiable examples include first year seminars, capstones, internships, and assistantships, while less transparent are the courses that include service learning and engage or community-based learning as a component of their course design. Therefore, identifying what courses are high-impact allows all to be flagged in the student information system and/or course descriptions in the university catalog aiding in access and transparency for students, faculty, and staff at the university. It also allows the university to track how many and what type of HIPs students are accessing during their time at the university. At UWGB, the HIPs initiative supports the mission of the university generally, and more specifically contributes to the university strategic priorities of student success and inclusivity.

¹ The literature on HIPs identify that they can be embedded within courses but also that they can co-curricular activities. For the purposes of this proposal, we are referring to those within courses only.

Proposal

Currently, students at UWGB are required to take two high-impact courses as part of their graduation requirements: first-year seminars and capstones². **We propose to amend the current capstone requirement to be a High Impact Practices requirement. This includes designating a requisite number of HIP courses students will need to graduate.** This will bring the university closer to being in line with the current literature on high-impact practices (which suggests that an ideal number for students to take would be one per year), as well as allows better tracking of the number and type of HIPs at UWGB.

1. Designating a Course as High Impact

a. Course Designation Process

High Impact Courses will receive a designation of high-impact and which type (Experiential or Applied, Project or Performance, Diversity or Global Learning, and First-Year Seminar [each described further below]) by providing syllabi and other relevant material to the HIPS coordinator who will work within and alongside current (and potentially new) governance structures in the course approval process. The HIPS coordinator and/or a HIPs committee (as well as other committees such as the GEC and ACC) will evaluate the submitted material alongside the definitions created herein to determine if courses meet rigorous standards to be assessed as a high-impact course.

b. Attributes of a High Impact Course: General

The HIPs Initiative relied on a large working group composed of faculty and staff from across the university to develop a working definition of HIPs for our university context along with a taxonomy that detailed a set of attributes a course or activity must have in order to be designated as high-impact. This sets a minimum standard for any course seeking a high impact designation. Based off this taxonomy, **high-impact courses must possess at least 5 of the following attributes³:**

1. Performance expectations set at appropriately high levels
2. Interactions with faculty and peers about substantive matters
3. Experiences with equity, and inclusion wherein students are exposed to and must engage with diverse, intersectional individuals and encouraged to consider course content from a multitude of perspectives
4. Frequent⁴, timely, and constructive feedback
5. Periodic, structured opportunities to reflect and integrate learning
6. Opportunities to discover relevance of learning through real-world, **hands-on, or experiential** applications
7. Public demonstration of competence

² Writing intensive course are often included in the extant literature on HIPs. However, these courses will not be counted towards student's HIP graduation requirement detailed herein, as the focus of the HIPs Initiative is primarily on encouraging students to enroll in applied, community-based, or work-based learning courses.

³ The General HIPs Taxonomy that will be used in the HIPs designation process is included as **Appendix 1**

⁴ Frequency Definitions for Use in Taxonomy: **Frequent**: at least a quarter of the weeks in a semester; **Semi-regular**: at least half the weeks of the semester; **Regular**: most or all of the weeks of the semester

The HIPs working group also identified an exhaustive list of potential HIP courses at UWGB. These were then grouped together for simplification, with courses seeking a HIP designation falling into one of four types. Additional attributes (beyond the general) are required of each type. These requirements were developed and refined by small working groups with expertise in each type of HIP. These have been adapted here to explicate the additional attributes required of each. These are:

a. Experiential, Hands-on, or Applied Learning Courses

Examples: Internships, Work-based Learning Courses, Labs, Service-Learning Courses, Teaching Assistantships

Experiential courses utilize hands-on learning to show the connection between course or programmatic concepts and the real-world (such as the community, a workplace, etc.). Reflection opportunities also foster problem solving and professional development, promote conscious action and self-awareness, and contribute to deeper understanding of issues. A range of activities are considered experiential, and can range from simple, in-classroom experiences to deeper, immersive experiences. **For a course itself to be designated as experiential, the course should be designed around the experience itself and constitute the primary purpose of the course.**

In addition to meeting the general standards of a high-impact practice at the University of Wisconsin Green Bay, the following outlines additional expectations of high impact experiential courses⁵:

1. Depth of Immersion/Authenticity - Student actively contributes to an activity that is structured by their faculty or the university to mimic the real-world
2. Student Autonomy - Activity is designed by faculty and led by student
3. Requirement for preparation and foundational knowledge/skills - Activity requires students to have learned foundational knowledge or skills as well as preparation for skill-building or application during activity
4. Reflection - Students complete formal reflection carefully structured by faculty member that documents students learning. Reflection occurs a frequent basis.
5. Time/Emphasis on Task - Hands-on experience/engagement is frequent
6. Communication - Communication between instructor and student is frequent

b. Project or Performance Based Courses

Examples: Portfolios, Research Projects, Collaborative Course Projects, Capstone⁶, and Performance-Based Courses

⁵ The complete Experiential Learning Taxonomy that will be used in the course designation process is included as **Appendix 2**

⁶ The Capstone taxonomy developed the Capstone working group which can be used as a tool for course design is included as Appendix 6.

Much like applied/experiential courses, project and performance-based courses ask students to actively integrate and apply course material to a specific task or context. In addition, these courses are designed around a tangible deliverable that requires a significant investment of time and effort by the student over the course of the semester. Further, **for a course itself to be designated as a high impact, the project or performance should be the primary means of assessing student performance in the course.**

In addition to meeting the general standards of a high-impact practice at the University of Wisconsin Green Bay, the following outlines additional expectations of high impact performance courses⁷.

1. Deliverable - Students produce a tangible deliverable turned in to the course instructor that requires a significant investment of time and effort
2. Project Structure and Assessment - Project and/or Performance are assessed as a whole at their completion
3. Collaboration and Assessment - Student or instructor designs project/performance to be completely by individual students. Instructor assesses individual student projects.
4. Requirement for preparation and foundational knowledge/skills - Activity requires students to have learned foundational knowledge or skills as well as preparation for skill-building or application during activity
5. Reflection - Students complete formal reflection carefully structured by faculty member that documents students learning. Reflection occurs a frequent basis.
6. Time/Emphasis on Task - Students spend at least 25% of in-course time either directly preparing for or engaging in project or performance

c. Diversity or Global Learning Courses

Examples: Travel Courses

Diversity and global learning courses help students explore cultures, life experiences, and worldviews different from their own, while also reflecting on their own experiences. These courses—which may address U.S. diversity, world cultures, or both—often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Through these type of courses, students become more informed, open-minded, and attentive to diversity across the spectrum of differences, gain a better understanding of how their own actions can reverberate through local, national, and global communities, and better understand how to address pressing and enduring global issues collaboratively and equitably (AAC&C, 2014).

In addition to meeting the general standards of a high-impact practice at the University of Wisconsin Green Bay, the following outlines additional expectations of high impact diversity or global learning courses (adapted from the Global Learning VALUE rubric, AAC&U, 2014)⁸.

⁷ The complete Project/Performance Taxonomy that will be used in the course designation process is included as **Appendix 3**

⁸ The Global Learning Taxonomy used in the course designation process is included as **Appendix 4**

1. Global Self-Awareness - Critically analyzes ways that human actions influence the natural and human world.
2. Perspective Taking - Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.
3. Cultural Diversity - Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures
4. Personal and Social Responsibility - Explains the ethical, social, and environmental consequences of local and national decisions on global systems. Students are expected to critically reflect on global processes and we represent our ties to the process of global integration and how we understand or ignore our global responsibilities.
5. Understanding Global Systems – Critically examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds. Students will /examine different geographies/scales (local, regional, national, global) to analyze the complex interrelationships among scales.
6. Applying knowledge to Global Contexts - Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).

d. First Year Seminars

i. First Year Seminars⁹

First year seminars (FYS) utilize a course model which pairs academic transition to college content with a course topic chosen by instructors of the course. Extant literature on FYS, as well as anecdotal evidence from other UW campuses included UWLAX¹⁰, indicates that combining academic content with transition to college content was the best way to develop the skills necessary to succeed in college.

Unlike all other HIPs courses, FYS course will not be required to go through the course designation process as they are developed with the oversight of the FYS coordinator and the Assistant Vice Chancellor of Student Success and Access who will ensure each course include those attributes outlined in the taxonomy.

2. Other Parameters of HIPs Graduation Requirement

a. Course Caps – 30 students

Designing and implementing a high-impact course design is an additional burden on faculty beyond traditional course/large lecture design. HIP courses require extensive and individualized

⁹ The taxonomy created by FYS Working Group detailing FYS attributes and used in the course creation and assessment process is included as **Appendix 5**

¹⁰ See the following for examples: <https://www.uwlax.edu/faculty-senate/first-year-seminar/>

interaction between faculty and students such as providing significant and different types of feedback, planning and implementing engagement activities, and connecting with community resources. As Holen and Dunn (2019) note: high impact teaching can cause high-impact fatigue. Keeping class sizes to a reasonable size to ensure that faculty can provide the high-impact engagement required to meet the definition of high-impact.

b. Periodic Assessment of High-Impact Courses

To ensure rigor and continued adherence to the standards of high impact practices, any course receiving a high impact designation will undergo periodic assessment at the same timing of the general assessment cycle (and the college in which the course is housed). Courses that no longer meet the standards of a HIP will lose their designation status. Before this takes place, instructors/courses will be given an opportunity to appeal the finding and/or identify changes to the course that will take place upon its next offering that will again meet the standards.

c. Required Number of HIPs

Generally, students will be required successfully complete **3** HIP designated courses that includes the following:

- A First Year Seminar
- One course other three categories
 - Experiential, **Hands-on, or** Applied courses
 - Project or Performance courses
 - Diversity or Global Learning courses

Students that transfer credit into the university may be eligible for a reduction in HIPs requirement. This includes:

- Students that transfer in 24 – 83 credits may be eligible to waive the FYS requirement.
- Students that transfer in 84 credits or more will only be required to complete the capstone requirement

Appendix One General HIPs Taxonomy

Nested in the extant literature on HIPs, the general HIPs taxonomy not only provides tangible strategies for operationalizing each attribute (creating a baseline for High Impact), but also indicates how to move beyond the base-line for maximum (highest) impact.

Attribute	High Impact	Higher Impact	Highest Impact
Performance expectations set at appropriately high levels	Expectations for student performance or participation are clearly stated	Expectations for student performance or participation are clearly stated and appropriately demanding	Expectations for student performance or participation are clearly stated and demanding, with high standards in place
Interactions with faculty and peers about substantive matters	Frequent opportunities for students to interact meaningfully with others for a purpose related to learning outcomes.	Semi-regular opportunities for students to interact meaningfully with others for a purpose related to learning outcomes	Regular (opportunities embedded within the experience with a purpose directly related to learning outcomes. These opportunities are meaningful and collaborative
Experiences with equity, and inclusion wherein students are exposed to and must engage with diverse, intersectional individuals and encouraged to consider course content from a multitude of perspectives	Frequent opportunities with a purpose directly related to learning outcomes.	Semi-regular opportunities within the activity or course that are purpose directly related to learning outcomes. Opportunities occur at least half the weeks of the semester.	Regular opportunities within the activity or course that are purpose directly related to learning outcomes. These opportunities are meaningful and collaborative and occur during all or nearly all of the weeks of class.
Frequent, timely, and constructive feedback	Summative and formative one-way feedback. Feedback is frequent	Summative and formative, both one-way and two-way feedback. Feedback is given semi-regularly.	Varied forms of summative and formative feedback, including rich two-way dialogues regarding progress. Feedback is given regularly.
Periodic, structured opportunities to reflect and integrate learning	Students are frequently provided with prompts that encourage connection to	Students are provided with semi-regular prompts that encourage deeper understanding by asking students to	Students are regularly provided with prompts that encourage critical reflection in which

	concepts and promote basic understanding. Students describe the “what?”	connect personal/practical situations. Students elaborate on the “so what?”	students examine their views and understanding. Students elaborate on the “now what?”
Opportunities to discover relevance of learning through real-world applications	Frequent opportunities to actively apply concepts to real-world applications within instructor-provided parameters.	Systematic and semi-regular in-class and/or out-of-class opportunities to actively apply concepts to real-world applications with instructor or client provided parameters.	Systematic and regular in-class and/or out-of-class opportunities to actively apply concepts to real-world applications with student or client provided parameters.
Public demonstration of competence	Few explicit opportunities for student to publicly share knowledge.	Some explicit opportunities for student to publicly share knowledge outside HIP experience.	Multiple explicit opportunities for student to publicly share knowledge outside HIP experience.

**Appendix 2
Experiential Learning Taxonomy**

Attribute	High Impact Experiential Course	Higher Impact Experiential Course	Highest Impact Experiential Course
Ex	Labs, Guided field research/experience, simulations	Service learning project or project-based learning	Applied Research, Clinical, Internship
Depth of Immersion/Authenticity	Student actively contributes to an activity that is structured by their faculty or the university to mimic the real-world	Student engages as an active member of an external entity or scenario in a structured opportunity from their faculty/the	Student engages as an active member of an external entity or scenario identified by the student

		university/their organization	
Student Autonomy	Activity is designed by faculty and led by student	Activity is co-designed by student and the organization/faculty and led by student	Activity is designed and led by student
Requirement for preparation and foundational knowledge/skills	Activity requires students to have learned foundational knowledge or skills as well as preparation for skill-building or application during activity	Activity requires students to have a developed understanding of foundational knowledge and skills with previous experience at skill application and synthesis	Activity requires students to have a mastery of required knowledge or skills with previous experience at skill application and synthesis
Reflection	Students complete formal reflection carefully structured by faculty member that documents students learning. Reflection occurs a frequent basis.	Students complete formal reflection carefully structured by faculty member that documents and deepens students learning. Reflection occurs on a semi-regular basis.	Students complete formal reflection carefully structured by faculty member that documents and deepens students learning as well as generates additional learning. Reflection occurs on a regular basis.
Time/Emphasis on Task	Hands-on experience/engagement is frequent	Hands-on experience/engagement is semi-regular	Hands-on experience/engagement is regular
Communication	Communication between instructor and student is frequent	Communication between instructor and student is semi-regular.	Communication between instructor and student is regular.

Appendix 3
Project or Performance Based Taxonomy

Attribute	High Impact Project/Performance Course	Higher Impact Project/Performance Course	Highest Impact Project/Performance Course
Deliverable	Students produce a tangible deliverable turned in to the course instructor that requires a significant investment of time and effort	Students produce a tangible deliverable shared with the instructor, classmates, and/or other university stakeholders. The project or performance requires	Students produce a tangible deliverable shared with the instructor, classmates, and/or other university stakeholders, as well as individuals external to the university. The project or performance

		a significant investment of time and effort	requires a significant investment of time and effort
Project Structure and Assessment	Project and/or Performance are assessed as a whole at their completion	Components of project/performance receive individual assessments, as well as final project/performance.	Components of project/performance receive individual assessments, with opportunity for improvement/additional feedback. Process is iterative with multiple opportunities for feedback/improvement on various components resulting in final project/performance.
Collaboration and Assessment	Student or instructor designs project/performance to be completely by individual students. Instructor assesses individual student projects.	Student or instructor designs project/performance to be completely by individual students. Students provide and receive peer assessments on components of and/or their complete project or performance.	Student or instructor designs collaborative project/performance. Students provide and receive peer assessments on components of and/or their complete project or performance.
Requirement for preparation and foundational knowledge/skills	Activity requires students to have learned foundational knowledge or skills as well as preparation for skill-building or application during activity	Activity requires students to have a developed understanding of foundational knowledge and skills with previous experience at skill application and synthesis	Activity requires students to have a mastery of required knowledge or skills with previous experience at skill application and synthesis
Reflection	Students complete formal reflection carefully structured by faculty member that documents students learning. Reflection occurs a frequent basis.	Students complete formal reflection carefully structured by faculty member that documents and deepens students learning. Reflection occurs on a semi-regular basis.	Students complete formal reflection carefully structured by faculty member that documents and deepens students learning as well as generates additional learning.

			Reflection occurs on a regular basis.
Time/Emphasis on Task	Students spend at least 25% of in-course time either directly preparing for or engaging in project or performance	Students spend at least 50% of in-course time either directly preparing for or engaging in project or performance	Students spend at least 75% of in-course time either directly preparing for or engaging in project or performance

Appendix 4
Global and Diversity Learning Taxonomy

Attribute	High Impact Diversity or Global Learning Course	Higher Impact Diversity or Global Learning Course	Highest Impact Diversity or Global Learning Course
Global Self-Awareness	Critically analyzes ways that human actions influence the natural and human world.	Evaluates the global impact of one’s own and others’ specific local actions on the natural and human world.	Effectively addresses significant issues in the natural and human world based on articulating one’s identity in a global context.

Perspective Taking	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e., cultural, disciplinary, and ethical.)
Cultural Diversity	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.
Personal and Social Responsibility	Explains the ethical, social, and environmental consequences of local and national decisions on global systems.	Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.	Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.
Understanding Global Systems	Critically examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the	Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose	Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.

	natural worlds	elementary solutions to complex problems in the human and natural worlds	
Applying Knowledge to Global Contexts	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific)	Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others

Appendix 5 First-Year Seminar Taxonomy

The purpose of this rubric is to identify the characteristics of high-impact first year seminar (FYS) and can used to assess courses to ensure they are meeting these standards.

An FYS course provides an “on ramp” to the University and its interdisciplinary mission. It is a content-based class that incorporates communication skills (written and oral) as part of the learning pedagogy. While the content of these courses will vary, they must all address at an introductory level: interdisciplinarity, communication, and information literacy. These courses

have wide support in the academic literature for increasing student persistence, retention, and long-term outcomes when designed to rigorously and purposefully.

Frequency Definitions for Use in Taxonomy

Frequent: at least a quarter of the weeks in a semester

Semi-regular: at least half the weeks of the semester

Regular: most or all of the weeks of the semester

UWGB First Year Seminar Taxonomy

Attribute	Developing	High Impact	Higher Impact	Highest Impact
Significant investment of time and effort by students over an extended period	Structure encourages general studying outside of class or designate activity hours.	Structure requires preparation or studying across the span of a semester in addition to class time engaging the activity. Work in and out of the classroom includes the application of the concepts.	Structure requires preparation or studying across the span of a semester in addition to class time engaging in the activity. Work in and out of the classroom includes the application of the concepts and connections to self.	Structure requires preparation or studying across the span of a semester in addition to class time engaging in the activity. Work in and out of the classroom includes the application of the concepts, connections to self, and sustained inquiry.
Frequent, timely, and constructive feedback	Summative one-way feedback. Feedback is infrequent.	Summative and formative one-way feedback. Feedback is frequent.	Summative and formative, both one-way and two-way feedback. Feedback is given semi-regularly.	Varied forms of summative and formative feedback, including rich two-way dialogues regarding progress. Feedback is given regularly.
Interactions with faculty and peers about substantive matters	Some opportunities for students to interact meaningful with others but	Some opportunities for students to interact meaningful with others for a purpose related	Regular opportunities for students to interact meaningfully with others for a purpose related to	Regular opportunities embedded within the experience with a purpose directly related

	on an irregular basis.	to learning outcomes.	learning outcomes and could include real-world application.	to learning outcomes. These opportunities are meaningful and collaborative and include real-world application.
Experiences with equity and inclusion wherein students are exposed to and must engage with diverse, intersectional individuals and encouraged to consider course content from a multitude of perspectives	Some opportunities but on an irregular basis and/or opportunities are not explicitly linked to learning outcomes.	Frequent opportunities with a purpose directly related to learning outcomes.	Semi-regular opportunities within the activity or course that are purpose directly related to learning outcomes. Opportunities occur at least half the weeks of the semester.	Regular opportunities within the activity or course that are purpose directly related to learning outcomes. These opportunities are meaningful and collaborative and occur during all or nearly all of the weeks of class.
Periodic, structured opportunities to reflect and integrate learning	Students may be prompted to reflect on their learning but reflection is surface level or a basic reciting of facts/ideas with demonstrating understanding.	Students are provided with prompts that encourage connection to concepts and promote basic understanding. Students describe the “what?”	Students are provided with prompts that encourage deeper understanding by asking students to connect personal/practical situations. Students elaborate on the “so what?”	Students are provided with prompts that encourage critical reflection in which students examine their views and understanding. Students elaborate on the “now what?”
Facilitating the transition from high-school to college	Structure encourages engagement with campus resources.	Structure requires engagement with campus resources.	Structure provides introduction of success strategies as well as opportunities for discussion about required engagement	Structure provides introduction of success strategies as well as opportunities

			experiences and their relevance to the transition.	for group discussion, individual reflection, and mentoring meetings about the transition.
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Appendix 6 Capstones

Capstones are already required of each student at UWGB as a graduation requirement. However, to ensure that each capstone course meet the standard of high-impact, a capstone working group utilized the extant literature on capstone and HIPs more generally to identify attributes of a capstone that meet the rigorous standards of high-impact. While capstones will be evaluated using the more general Project-Based taxonomy, the capstone taxonomy developed by the

working group is included here as a reference tool. Although capstones themselves will no longer be required of all students, the inclusion of capstones in curricular design is considered a best-practice in and of itself. Therefore, we encourage programs that retain their capstone to consider how to develop and deliver disciplinary relevant experiences that not only are reflective, culminating experiences but ones that provide an “off-ramp” to learning and aid students in transitioning for post-graduation life.

A capstone is the culminating experience of a student’s academic career. Typically completed during the student’s final year and/or semester, the experience allows the student an opportunity to synthesize their learning and demonstrate that they’ve met the learning outcomes of their major as well as the institution more generally. While format and structure may vary by discipline, these may include a major project, multiple experiences, case studies or exercises, a portfolio, a field experience or internship, or preparation and completion of a comprehensive exam.

According to the UWGB 2022-2023 catalog, these experiences are “either a classroom seminar experience or another integrative/culminating experience such as an internship/field experience/honors project that again addresses the campus’ interdisciplinary perspective and also has a problem focus. By its very nature, the experience will also have an important communication element. They will all address:

- Interdisciplinarity
- Problem-focused
- Communication”

In addition to meeting the general standards of a high-impact practice at the University of Wisconsin Green Bay as well as those of project-based courses, the following attributes of high impact capstone experiences.

- Synthesis - Students draw on learning throughout the program curriculum. Students are asked to integrate past coursework, experience, and knowledge to new contexts.
- Reflection - Students reflect upon academic experiences with opportunity for feedback
- Integration of Program Curriculum - Some faculty on capstone pathway contribute to meaningful activities along the capstone pathway that are implicitly linked to final capstone experience.
- Experience design and contributions of unit/program faculty - Experience design by IOR with feedback/engagement from most unit faculty who recognize their role in capstone pathway.
- Assessment - IOR and unit uses assessment outcomes to improve the experience.

Capstone Taxonomy

Attribute	High Impact Capstone	Higher Impact Capstone	Highest Impact Capstone
Synthesis	Students draw on learning throughout the program curriculum. Students are	Students incorporate learning from the entire undergraduate experience.	Students incorporate learning from the

	asked to integrate past coursework, experience, and knowledge to new contexts.	Students are asked to integrate past coursework, experience, and knowledge to new contexts	entire undergraduate experience and show continued capacity for lifelong learning. Students are asked to integrate past coursework, experience, and knowledge to new contexts
Reflection	Students reflect upon academic experiences with opportunity for feedback.	Reflection activities connect academic experiences to personal and professional growth throughout the capstone.	Reflection serves as the bridge that connects the undergraduate experience and the next step in life in a way that allows students to see their place in the community and world
Integration of Program Curriculum	Some faculty on capstone pathway contribute to meaningful activities along the capstone pathway that are implicitly linked to final capstone experience.	Some faculty on capstone pathway contribute to meaningful activities along the capstone pathway that are explicitly linked to final capstone experience.	All faculty on capstone pathway contribute to meaningful activities along the capstone pathway that are explicitly linked to final capstone experience.
Experience design and contributions of unit/program faculty	Experience design by IOR with feedback/engagement from most unit faculty who recognize their role in capstone pathway.	Experience design by IOR with feedback/engagement from all unit faculty who recognize their role in capstone pathway.	Experience design by all faculty who contribute to capstone pathway.
Assessment	IOR and unit uses assessment outcomes to improve the experience.	Unit uses assessment outcomes to improve the experience.	Unit uses assessment outcomes to inform curricular decisions and priorities.

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A DOCTORATE OF
EDUCATION (EdD) in Applied LEADERSHIP
AT UNIVERSITY OF WISCONSIN-GREEN BAY
PREPARED BY UW-GREEN BAY**

ABSTRACT

The University of Wisconsin (UW)-Green Bay proposes to establish a Doctor of Education (EdD) in Applied Leadership. The program will prepare students to effectively and ethically lead complex organizations and cultivate change in emerging organizations. The degree is built on a core of leadership knowledge and skill development, along with complementary areas of inquiry (e.g., research), emphasis, and application. This degree provides both spectrums of skills in high demand for employers: a thorough grounding in skills related to leading people, as well as an understanding of the specific professional skills related to education and research. The balance of these complementary skill sets prepares graduates of this degree to become transformative leaders in sectors such as education, athletics, healthcare, government, and nonprofit agencies. The program is designed to satisfy all of the graduate requirements of UW-Green Bay.

Coursework is focused on the following four areas: 1) Leadership sequence: Composed of leadership core coursework; 2) Inquiry sequence: Coursework covers research design and methods; 3) Emphasis sequence: Choice of emphasis area will be made by the students based on what best suits their professional goals and industry area; and 4) Application sequence: Coursework covers a field-based course, immersive leadership seminar (on-campus), and dissertation project.

Graduates with a Doctorate of Education in Applied Leadership will be prepared to pursue leadership positions in PK-12 and higher education (e.g., superintendents, directors, principals, assistant principals), nonprofits, health organizations, government agencies, and private companies. There is rising employer and student demand both regionally and nationally which suggests a favorable outlook for a new program¹. Example position titles include public policy leader, city and local government official, postsecondary education administrator, health services executive, and nonprofit and charitable organizer.

Tuition for the EdD in Applied Leadership program is \$675 per credit with no differential between in-state and out-of-state tuition cost due to the online delivery model (with fees, total cost for full-time students is \$762/credit, or \$12,192 per year).

This program directly addresses the select mission of UW-Green Bay by focusing on a "... deep commitment to diversity, inclusion, social justice, civic engagement, and educational opportunity at all levels"². Our core values embrace community-based partnerships, collaborative faculty scholarship and innovation." This advanced degree is grounded in promoting diversity, equity and social justice. Moreover, it seeks to provide an educational opportunity that does not currently exist in our region. In addition, the EdD advances the core mission of the university by offering a degree that is new and will "promote the economic development of the State."

PROGRAM IDENTIFICATION

University Name

University of Wisconsin-Green Bay

Title of Proposed Academic Degree Program

EdD Applied Leadership

Degree Designation(s)

Doctor of Education (EdD)

Mode of Delivery

Single university, Online (50% or more distance delivery)

Department or Functional Equivalent

Department of Education

College, School, or Functional Equivalent

College of Health, Education, and Social Welfare

Proposed Date of Implementation

September 2024

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students (headcount) entering the program over the next five years. Approximately 85% of the students will be full-time; 15% part-time. Student completion rates are expected to be approximately 90%, based on retention rates for other graduate programs at UWGB; for simplicity we assume attrition occurs between program year one and two. By the end of Year 5, it is expected 75 students will have enrolled in the program and 24 students will be eligible for graduation from the program.

Table 1: Five-Year Academic Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	15	15	15	15	15
Continuing Students		14	28	42	44
Total Enrollment	15	29	43	57	59
Graduating Students				12	12

Tuition Structure

For students enrolled in the EdD in Applied Leadership program, \$675 per credit tuition will apply, with no differential between in-state and out-of-state cost due to the online delivery model. In addition, students will be responsible for \$87.51 per credit student segregated fee; these funds are not directly available to the program. With fees, total cost for full-time students is ~\$762/credit, or \$12,192 per year.

DESCRIPTION OF PROGRAM

Overview of the Program

EdD Applied Leadership students will complete 54 credits of primarily online graduate coursework (Table 2). The program is unique for several reasons including a choice of an emphasis area, leadership field-based course, and immersive leadership experience on-campus in the second year of their work toward degree. This immersive component will strengthen and focus the cohesiveness of cohort relationships and centered on leadership with regional and area presenters. The program's structure will help to build and strengthen university and community partnerships which has implications for alumni relations and regional impact.

Student Learning Outcomes and Program Objectives

Program-level student learning outcomes include:

- Examine how behavior impacts an organization and its unique culture
- Design and implement policies and processes to effectively lead change in an organization
- Apply teaching and learning principles and methods in the construction of educational training and development
- Apply leadership knowledge, theory, principles, practices, and skills within an organization
- Utilize ethical behavior and decision-making within an organization, with a focus on equity and its role in shaping policy

The degree is a community-focused degree program that fosters development of strong leadership skills in a collaborative environment to effect organizational transformation. Graduates will demonstrate an ongoing commitment to diversity and inclusion with a focus on addressing inequalities in organizational systems, policies, processes, and practices. Moreover, this program emphasizes innovative and strategic thinking, and is targeted toward learners with diverse backgrounds in fields such as education, psychology, public administration, non-profits, and athletics, including those currently working in a profession overlapping with these areas.

The program will have a culminating professional project (dissertation). This culminating assessment is a practice immersed inquiry that seeks to directly impacts communities and professional entities in significant ways. These include addressing equity

and diversity issues and looking at leadership through a new lens. We will utilize the successful design and model employed by our MS in Applied Leadership for over two decades, which presses candidates to focus on real world problems in schools, communities and professional organizations.

Program Requirements and Curriculum

Applicants to the EdD program in Applied Leadership must meet the following admission requirements. All applications will be reviewed by a graduate admission committee who will make admission recommendations based on these criteria. Applicants who do not meet these criteria can be accepted on a provisional basis based on committee recommendations.

- A baccalaureate and Master’s degrees from an accredited institution (flexible approach if no master’s degree mentioned below).
- A 3.0 GPA measured on a 4.0 scale for post-bachelor’s degree.
- Applicants who do not meet the 3.0 GPA requirement or who have other deficiencies may be admitted on a provisional basis.
- [International students](#) must submit additional information (refer to International Students webpage).
- Minimum of 3 years satisfactory teaching or professional experience preferred

Table 2 illustrates the program curriculum for the proposed program. The program requirements are comprised of 54 credits for those with a Master’s degree. For students without a Master’s degree, an additional 30 credits are required. Coursework is focused on the following four areas: 1) Leadership sequence: Composed of leadership core coursework; 2) Inquiry sequence: Coursework covers research design and methods; 3) Emphasis sequence: Choice of emphasis area selected by the students based on their professional goals and industry area; and 4) Application sequence: Coursework covers a field-based course, immersive leadership seminar (on-campus), and their dissertation project.

The following table outlines the course requirements for program candidates. Unique to this EdD program is the flexibility to develop an area of emphasis (12 credits) tailored by the student.

Table 2: EdD in Applied Leadership Program Curriculum
Academic degree program or major course requirements:

Coursework	Credits
Leadership Sequence	15 credits
EDUC 706 Doctoral Inquiry	3 cr
EDUC 801 Seminar in Leading with Emerging Technologies	3 cr
EDUC 707 Organizational Theory and Behavior	3 cr
EDUC 708 Leading Diverse Organizations	3 cr

EDUC 709 Leadership for Equity and Social Justice	3 cr
Inquiry Sequence	9 credits
EDUC 806 Research Design and Methodologies	3 cr
EDUC 808 Introduction to Quantitative Methods	3 cr
EDUC 809 Advanced Qualitative Methods	3 cr
Emphasis Options	12 credits
<u>Option:</u> Public & Non-profit Leadership <ul style="list-style-type: none"> Four courses (700-level) in Public Administration 	
<u>Option:</u> Specialized Studies <ul style="list-style-type: none"> Four graduate courses; Select courses aligned with your learning and leadership goals 	
Applied Sequence	18 credits
EDUC 713 Leadership Field-based Application	4 cr
EDUC 811 Seminar: Immersive Leadership Experience (on-campus in summer)	4 cr
EDUC 888 Dissertation Project Seminar	4 cr
EDUC 899 Dissertation	6 cr
Total	54 credits

Assessment of Outcomes and Objectives

The EdD program will use a multi-leveled assessment approach to collect program data and be nimble in making adjustments. Assessment of student learning outcomes will be managed by an EdD Applied Leadership graduate assessment committee which will include qualifying outside community members. The committee will establish an assessment plan for evaluating how well students are meeting the program’s learning outcomes. Assessment will be carried out using an embedded assessment plan comprised of rubrics and assignments collected each semester from various instructors and courses. The program committee will map each outcome to specific courses designed to meet that outcome and each instructor will select an artifact from the course that demonstrates achievement. The committee is responsible for identifying the degree to which students successfully meet learning outcomes and use assessment data to foster continuous program improvement. At the end of coursework, students will have a qualifying assessment to ensure mastery of the learning outcomes. The EdD Applied Leadership assessment group will work closely with our Office of Institutional Strategy and Effectiveness. The end-product of this program assessment will be reviewed by the Dean of the College of Health, Education, and Social Welfare, the institution-wide Graduate Academic Affairs Committee, and Provost Office, which will each provide feedback for

alignment with broader UWGB academic affairs objectives and program improvement and support.

Additionally, a Graduate Student Graduation Survey is conducted annually by the Testing Office to assess the student learning experience (e.g., satisfaction with program, satisfaction with curriculum and courses, and frequency of use and quality of university resources). Similarly, a Graduate Student Alumni Survey is conducted one year after graduation to assess overall perceptions of the UW-Green Bay experience, satisfaction with the program, employment status and income.

Diversity

UW-Green Bay is committed to achieving a diverse workforce and to maintaining a community that welcomes and values a climate supporting equal opportunity and differences among its members. The campus engages in several strategic initiatives to recruit a diverse student population, and offer a wide range of experiences and perspectives to our students. Recruitment of faculty and staff with diverse backgrounds and experiences is a priority for the university and recruitment and hiring policies and processes are in place to recruit a diverse workforce to serve students in courses and field experiences. The Chancellor's Council on Diversity and Inclusive Excellence offers a certificate program for all faculty to develop and recognize commitment to the UW-Green Bay Inclusive Excellence Initiative.

The Office of Admissions supports recruiters specialized in working with multicultural, bilingual, and international students. In fall 2017, UWGB added a Vice Chancellor for Student Affairs and Campus Climate (title now Vice Chancellor for Inclusivity and Community Engagement) to the Chancellor's Cabinet to improve, in part, campus initiatives on diversity and inclusivity. This position plays a critical role in furthering campus efforts to attract and support a diverse campus community reflective of the metropolitan area that UWGB serves.

UW-Green Bay has a broad array of student organizations and institutional resources and offices that offer resources and services to promote academic success and personal growth of students. For example, a number of student organizations provide an environment for students to share their own culture, gain leadership skills, and participate in co-curricular activities. UW-Green Bay's Multicultural Academic Center promotes a better understanding of diverse communities and serve as resources for students, faculty, and staff. The Center for the Advancement of Teaching and Learning offers regular workshops and panel discussions to address the complexities of inclusivity and diversity. The Office of International Education facilitates international student success while at UW-Green Bay. UWGB's office of graduate studies strives to provide support for students from application to graduation.

The UW-Green Bay graduate student applicant review process embraces these goals by taking a holistic approach to student admission - no single metric serves as the sole basis for campus admission at the graduate level. This approach is a proven best practice

for accurately predicting student readiness and academic success, and importantly, for instilling the diversity of life and work experiences into the classrooms to build a rich graduate-level pedagogical environment for students. Further, the Education Department, in collaboration with the Office of Graduate Studies, is committed to attracting diverse applicants by recruiting from professional networks that reflect the communities they serve.

In the EdD in Applied Leadership program, the curriculum and learning outcomes address diversity, inclusion and preparing students for working in a multicultural society and these are threaded throughout the curriculum. Several proposed courses include multicultural awareness and diversity content. In the Leadership Field-based Application course, students will apply leadership knowledge from coursework, expand their leadership toolkit, and participate in authentic experiences in an organizational setting. Students will be involved in selection of their field site and exposure to diverse settings will be encouraged.

Collaborative Nature of the Program

UW - Green Bay will be the single institution to deliver the EdD in Applied Leadership. The program will engage industry leaders from the region to support curriculum development, deliver guest lectures, participate in the Leadership Field-based Application course, and give feedback to continuously improve the curriculum. This type of partnership will form not only a strategic strength of the program but also highlight its collaborative nature.

During the UW System Notice of Intent (NOI) approval process, one UW institutions offering a doctoral degree in Educational Leadership and Policy and one UW institution offering a doctoral degree in Career and Technical Education Leadership expressed the desire to talk together and educate prospective students on the uniqueness of each program so students can best reach their desired goals. Additionally, to support students in reaching their desired goals, the program has created the flexibility for students to take emphasis courses from other UW graduate programs outside UW-Green Bay.

Projected Time to Degree

The projected time to degree for the proposed EdD in Applied Leadership will be 4 years if full-time and entering the program with a prior master degree credential. These students will take 6-7 credits in fall and spring and 3-4 credits in summer during the first 2 years of the program. The remaining two years will entail one course and dissertation credits each semester (fall and spring). Students who enter as a new first-year graduate students can complete the degree in 6 years if part-time. Students will be admitted once per year in fall.

Graduation requirements include successful completion of all coursework, a qualifying individual assessment, and approved dissertation.

Program Review

The UW-Green Bay Graduate Academic Affairs Council (GAAC) is charged with oversight of graduate programs, including review and approval of new programs, and all graduate-level credit courses. The GAAC will formally review the EdD in Applied Leadership program on a seven-year cycle beginning in 2029-2030, in alignment with formal review by the department and the Dean of the College of Health, Education, and Social Welfare. Program review evaluates the effectiveness of a program and trends in program enrollment and graduation rates. Informally, the program will be reviewed by students after each course to ensure the courses are having their intended impact on the various stakeholders. Aside from ongoing HLC accreditation processes, other external agencies will not evaluate the program.

The UW-Green Bay Program Review and Student Learning Outcome Policy and Procedure can be found at <https://www.uwgb.edu/assessment/university-assessment-program/#coordination>

Accreditation

No required approvals (e.g., accreditation bodies) are needed to offer the program beyond the Board of Regents (BOR). UW-Green Bay has approval from HLC to offer an Ed.D., it is not a new degree type for our institution.

JUSTIFICATION

Rationale and Relation to Mission

The EdD in Applied Leadership will contribute directly to the mission of the UW System by developing in students' higher levels of intellectual and cultural dispositions as well as professional and scholarly expertise, and with this better serving communities and society. This new program will align with the university mission², and strategic plan³. Through a primary online delivery model, this program will be focused on access, and will advance the mission of UW-Green Bay's current educational programs by improving teaching and learning throughout the region. Specifically, it will help fill the professional need in Wisconsin and our region for well-trained administrators and leaders with the skills to move their organizations forward. Core aspects of the Academic Strategic Plan are student success (e.g., access, achievement, satisfaction, programs that meet the needs of communities). Support for the program has been expressed by community leaders and the university community.

An Ed.D. in Applied Leadership is a logical fit with the UW-Green Bay select mission, as it notes that the University will provide "a problem focused educational experience" with a commitment to "educational opportunity at all levels" at a university that promotes "cross-discipline collaboration"². An Ed.D. in Applied Leadership also fits with the strategic vision of the university, including expanding professional graduate programs and professional growth³. This program offering, in particular, would provide local educational, health services, government, and community service organizations with the skills, trainings, and terminal-degree qualified leaders for which they have been looking, provide complex

organizations the opportunity to work with students on applied projects beyond those completed in undergraduate and masters-level degree programs, and provide clear opportunities for professional growth for working professionals looking to serve in a leadership capacity in their organizations.

University Program Array

The EdD in Applied Leadership will complement the existing program array at UW-Green Bay and strengthen our existing graduate portfolio, including degrees such as the Applied Leadership in Teaching and Learning (MS), Health and Wellness Management (MS), Public Administration (MPA), Sports, Exercise and Performance Psychology (MS), and Sustainable Management (MS). The program will allow pathways from multiple professional development and continuing education programs, and is naturally complementary to but clearly distinct from our Ed.D. in First Nations Education, which is currently the only UW-Green Bay doctoral degree. This program will offer a clear graduate choice for diverse learners from our current degree offerings as well as those around the country looking for opportunities to build their leadership acumen in a flexible and approachable format. Additionally, this program would represent the first fully accessible educational pipeline for UW-Green Bay, building from our Associates and Bachelor degrees in areas such as Organizational Leadership and Education, to master's degrees in Applied Leadership and Public Administration, to this interdisciplinary Doctorate of Education.

Other Programs in the University of Wisconsin System

The state of Wisconsin currently has six Ed.D. degrees offered within the UW system and each has a focus on education. Of those, three have an overlap with some type of leadership, although a narrower concentration (UW-La Crosse, Ed.D. in Student Affairs Administration & Leadership; UW-Oshkosh, Ed.D. in Educational Leadership & Policy; and UW-Stout, Ed.D. in Career & Technical Education Leadership)⁴. The other three programs include UW-Green Bay EdD First Nations Education, UW-River Falls EdD Montessori Education, and UW-Stevens Point EdD Educational Sustainability.

No other UW institution offers an EdD in the curricular area of Organizational Leadership (CIP 52.0213). Given this, students look outside the UW System for this degree, such as Concordia University EdD in Educational Leadership (online) and Capella University EdD in Educational Leadership (online) within our region or Grand Canyon University EdD in Leadership (online) and Arizona State University EdD in Leadership & Innovation (online) recognized nationally.

Need as Suggested by Current Student Demand

Graduates with a Doctorate of Education in Applied Leadership will be prepared to pursue leadership positions in K-12 and higher education, nonprofits, health organizations, government agencies, and private companies. There is compelling evidence for program implementation with respect to student demand, as it is outpacing growth by its competition by roughly 4:1¹. This EAB report indicated that “despite regional competition, growing student demand and a market open to smaller or new programs suggest a

favorable outlook for a new program”¹. The EAB analysis considered both regional (Illinois, Indiana, Iowa, Michigan, Minnesota, North Dakota, South Dakota, Wisconsin) and national student demand

UW-Green Bay has received student inquiries about other doctoral offerings including in the area of leadership. The need for this specific program has been evaluated and expressed at UW-Green Bay for many years. In 2012, for example, a survey was conducted of over 1500 teachers, administrators, and other professionals throughout northeastern Wisconsin which indicated a high level of interest among respondents. A total of 70% were very or somewhat interested in pursuing an Ed.D. at UW-Green Bay within 5 years and a focus on leadership was of high interest. The UW-Green Bay Office of Graduate Studies continues to receive inquiries and hear student interest in an Ed.D. Leadership degree.

Need as Suggested by Market Demand

The need for this specific preparation remains high and employment outlook for those with this degree is promising. Example position titles include public policy leader, city and local government official, postsecondary education administrator, health services executive, and nonprofit and charitable organizer. These are high-level positions with salaries reflective of those levels; average starting salaries range from \$74,000 to more than \$120,000⁵. Additionally, opportunities for such positions are expected to grow significantly and faster than average nationally over the next ten years, ranging from 7% to more than 28% growth across the position categories^{1,5}, suggesting a favorable labor market for program graduates. In Wisconsin alone, education administrators as a whole (regardless of category), are estimated to grow by 7.5% by 2030⁶, with all categories of occupations requiring this credential estimated to grow by 10.3% nationally by 2032¹. Employer demand for relevant professionals outpaced demand for all doctoral-level professionals, at nearly twice the rate, both regionally and nationally. These data indicate that program graduates will likely enter a labor market with increasing employment opportunities”¹.

References

¹EAB Market Pulsecheck (February 2023), Market Pulsecheck and Program Launch Feasibility Review: *University of Wisconsin Green Bay – Doctorate of Education in Applied Leadership*

²UW-Green Bay Mission: [University Mission - Chancellor - UW-Green Bay \(uwgb.edu\)](https://www.uwgb.edu/mission/)

³UW-Green Bay Academic Strategic Plan: [Strategic Plan 2022-2025 - Academic Affairs - Office of the Provost - UW-Green Bay \(uwgb.edu\)](https://www.uwgb.edu/academic-strategic-plan/)

⁴ University of Wisconsin System (UWS) (2022, June 13). The University of Wisconsin System Institutional List of CDR Major Codes 2022-2023 Academic Year. Madison WI: UWS. Link: https://www.wisconsin.edu/education-reports-statistics/download/central_data_request/cdr_manual/volume_2/IV-Major-Codes.pdf

⁵Bureau of Labor Statistics, U.S. Department of Labor (n.d.), *Occupational Outlook Handbook*, Management Occupations, on the Internet at <https://www.bls.gov/ooh/management>(visited 2/24/2023).

⁶Wisconsin Department of Workforce Development (DWD). (2023). Projections. <https://jobcenterofwisconsin.com/wisconomy/pub/projections>

COST AND REVENUE PROJECTIONS NARRATIVE

UNIVERSITY OF WISCONSIN-GREEN BAY

DOCTORATE OF EDUCATION (EdD) in APPLIED LEADERSHIP

Introduction

The Doctor of Education (EdD) in Applied Leadership is offered primarily via distance delivery with the exception of one Immersive Leadership Experience seminar on campus (in summer) and one Field-based Application course. The cost of the program is \$675.00 per credit plus a segregated fee (\$87.51 per credit). There is compelling evidence for program implementation with respect to student demand. Additionally, the employment outlook for graduates with this degree is favorable. No other UW institution offers an EdD in this curricular area.

Section I – Enrollment

The budget assumes a cohort of 15 new students entering the EdD in Applied Leadership each year (fall semester). A retention rate from program start to completion of approximately 90% is assumed (for simplicity we assumed attrition of 1 student in each new cohort between program year one and two). Most students will be full-time (assumption that 2 students in each cohort will be part-time).

Section II – Credit Hours

The program requires a total of 54 credits. A total of 12 credits will be taken in an emphasis area and these courses can be taken at UW-Green Bay in any graduate department. For this reason, the 12 credit emphasis courses will not be counted in the budget (42 credits are counted in the budget).

In Year 1 and 2, full-time students will take 2 courses (6-7 credits) in fall and spring semesters and 1 course (3-4 credits) each summer. Year 3 and 4 will involve a dissertation project seminar (4 credits), dissertation credits (6 credits) and emphasis area credits. Alternatively, students can take emphasis area courses throughout the program.

Section III – Faculty and Staff Appointments

This program will require 2 FTE faculty to meet the instructional demands. A position will be added in year 1 and year 2 of the program. Existing faculty at a .25 FTE level will contribute to the program most years. Program leadership responsibilities will be part of the total FTE to implement the program. A .40 FTE recruiter will be added in year 3 of the program. Existing administrative support from the department and Graduate Studies will be used.

Section IV – Program Revenues

The tuition rate set for the program is \$675.00 per credit. New tuition revenue was calculated based on student FTE enrollments multiplied by the number of credits taken by

each cohort (calculation required additional student FTE and credit hour lines on the budget projection table) and program full-time tuition rate reported in the program authorization document. Emphasis area credits were excluded from the revenue calculation. The tuition rate was chosen as it both covers the cost of instruction within the program and is in keeping with other online Ed.D. programs both within the state and across the country, while being economically competitive.

Students will be charged a student segregated fee of \$87.51 per credit; these funds are not available to the program and not included in the budget. No program fees will be charged to students.

No other funding sources (e.g., grants, GPR, etc) will be allocated to this program.

Section V – Program Expenses

Salary and Fringe Expenses

A total of 2 FTE faculty will be hired in years 1 and 2 (budget includes salary and fringe with a 2% increase each year). A position will be added in year 1 (assistant professor at \$65,000 plus 40% fringe) and year 2 (assistant professor at \$65,000 plus 40% fringe) of the program. A .40 FTE recruiter will be hired in year 3 as a permanent position (salary of \$53,000 FTE plus 40% fringe rate with a 2% increase each year). Existing admin support (0.5 FTE) will be used for this program. to meet the instructional demands.

Other Expenses

Program expense categories and costs are listed below:

Program Marketing: \$12,000 - \$25,000 per year for print, radio, outdoor, and digital marketing of the EdD program.

Professional Development, travel, and S&E: \$6,000 per year for travel, office S&E, and professional development.

Speaker Fees: Community, regional, and national speakers will be used to enhance program content at a cost of \$4000 in the first year and \$7,000 in subsequent years. Speakers will be critical in the Immersion Leadership course offered on-campus in summer.

Central Tax: We assume a central tax of 25% of total tuition to cover indirect institutional costs associated with library subscriptions, facilities, administration, and systems support.

Section VI – Net Revenue

Assuming enrollment targets are met, the program should be in a position of positive revenue beginning year 2. Any positive net revenue will be reinvested in the university to ensure curricular relevance, as well as to support initiatives and operations.

University of Wisconsin - Green Bay
Cost and Revenue Projections For Newly Proposed Program

Items		Projections				
		2024	2025	2026	2027	2028
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) FTE	14	14	14	14	14
	Enrollment (Continuing Student) FTE		13	13	13	13
	Enrollment (Continuing Student) FTE			13	13	13
	Enrollment (Continuing Student) FTE				13	14
	Total FTE	14	27	40	53	54
II	Total New Credit Hours	15	15	15	15	15
	Existing Credit Hours	0	17	17	17	17
	Existing Credit Hours			6	6	6
	Existing Credit Hours				4	4
III	FTE of New Faculty/Instructional Staff	1	1	0	0	0
	FTE of Current Fac/IAS	0.25	0.25	0.25	0.25	0.25
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.5	0.5	0.5	0.5	0.5
IV	Revenues					
	<i>From Tuition</i>	\$141,750	\$290,925	\$343,575	\$378,675	\$381,375
	<i>From Fees</i>					
	<i>Program Revenue (Grants)</i>					
	<i>Program Revenue - Other</i>					
	<i>GPR (re)allocation</i>					
Total New Revenue	\$141,750	\$290,925	\$343,575	\$378,675	\$381,375	
V	Expenses					
	Salaries plus Fringes					
	<i>Faculty/Instructional Staff</i>	\$91,000	\$181,356	\$184,983	\$188,683	\$192,456
	<i>Other Staff</i>					
Other Expenses						
<i>Marketing</i>	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	

	<i>Professional Development/S & E</i>	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000
	<i>Speaker fees</i>	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	<i>Central tax</i>	\$42,525	\$87,278	\$103,073	\$113,603	\$114,413
	Total Expenses	\$160,525	\$295,634	\$315,056	\$329,285	\$333,869
VI	Net Revenue	-\$18,775	-\$4,709	\$28,519	\$49,390	\$47,506
	Speaker fees					

Submit budget narrative in MS Word Format

Provost's Signature:

Date:

Chief Business Officer's Signature:

Date:

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October 21, 2023

TO: Clif Ganyard, Chair, University Committee
FROM: Kaoimé E. Malloy, Chair, Individualized Learning Committee
RE: Change to ILC charge

Dear Clif,

The Individualized Learning Committee has unanimously approved the following change in our committee charge, based on the rationale in the points below:

- a. Remove the chair of the executive committee of Integrative Leadership Studies from the committee membership as this major no longer exists.
- b. Change the language from Personal Major Advisor to Associate Provost, as this is the position that now serves in this capacity on the committee.

Committee Approved Change to the Charge:

OLD LANGUAGE: The Individualized Learning Committee shall be composed of eight (8) appointed members. It will include five (5) faculty members with no more than two from a domain voting district and the chair of the executive committee of Integrative Leadership Studies. The Personal Major Advisor and Coordinator of Testing Services serve as ex-officio, non-voting members. Each faculty member will serve a three (3) year staggered term to assure continuity.

NEW LANGUAGE: The Individualized Learning Committee shall be composed of seven (7) appointed members. It will include five (5) faculty members with no more than two from a domain voting district. The Associate Provost and Coordinator of Testing Services serve as ex-officio, non-voting members. Each faculty member will serve a three (3) year staggered term to assure continuity.

History of Approval from the Committee

The ILC voted twice on this recommended change, once in 22-23 over Teams, when the recommendation was forwarded to then Secretary of the Faculty Steven Meyer in May of this year. Prof. Meyer wished to investigate the history of Integrative leadership's role on the committee and action on the change of charge stalled. It was therefore not included in the committee's end of year summary. The change in charge was brought to the committee again in September of this year with the new roster of members and once again approved unanimously. This vote took place through email, outside of a regular meeting, so no minutes were taken. However, the emails are available if required.

Respectfully submitted,

Kaoimé Malloy

Absence and Attendance Policy

Class Attendance

A student is expected to attend all class sessions. Failure to attend class does not alter academic or financial obligations. If, for any reason, a student is unable to attend classes during the first week of the semester or session, they are responsible for notifying the instructor(s), in writing, of the reason for nonattendance and indicate intentions to complete the course. Failure to attend classes during the first week of the semester or session may result in an administrative drop by the instructor. Registered students are obligated to pay all fees and penalties as listed on the fee schedule.

Other Attendance Policies

- **UWGB instructors are required to abide by Title IX. Specific concerns about pregnancy and parenting responsibilities can be referred to the Title IX coordinator. For more information, please see <https://www.uwgb.edu/title-ix/> Parenting students can access university- and community-based resources by contacting the Dean of Students' office at dos@uwgb.edu**
- **Absence due to inclement weather. For more information, see Attendance and the Weather.**
- **Absence for funerals or a death in the family. For more information, see Bereavement Policy.**
- **Student Religious Beliefs: In accordance with Board of Regents Policy (UWS 22.01), sincerely held religious beliefs shall be reasonably accommodated with respect to all examinations and other academic requirements. Questions should be directed to the Dean of Students; (920) 465-2152**
- **Absence due to Disability: UW-Green Bay is committed to providing accommodations for eligible individuals with documented disabilities as defined by federal and state law. Questions should be directed to Student Accessibility Services**
- **This policy does not cover vacations, celebrations, and other non-job-related travel and social activities.**

AAC Report 11.2.23

Course Change Approvals:

Accounting 316: Governmental and Non-Profit Accounting

Communication 205: Elements of Media

Communication 237: Small Group Communication

Communication 309: Mass Media Advertising

Communication 378: Documentary Video Production

Communication 396: Advanced Reporting

Communication 474: Media Workshop

Sociology 310: Urban Sociology

Course Deactivation Approvals:

Business Administration 435: Foundations of Strategic Information

Communication 340: Mediation and Conflict Resolution

Communication 375: Communication Skills: Language of Metaphor

Communication 440: Service Leadership in Conflict Resolution

Communication 475: Media Workshop I

Program Changes Approved:

Communication – Health Communication Emphasis

Communication – Journalism Emphasis

Communication – Mass Media Emphasis

Communication – Organizational Communication Emphasis

Communication – Public Relations Emphasis

Communication – Social Media Communications Emphasis

Information Technology and Data Science – Data Science Emphasis

Data Science Certificate – Certificate in Data Analysis

November 2023 Academic Staff Committee Report

- The Academic Staff Committee continues to meet monthly and held its monthly meeting on Wednesday, September 20th.
 - CURRENT MEMBERSHIP
 - Laura Nolan, Green Bay campus (Chair,)–CECE Program Manager
 - Katrina Hrivnak, 21-24, Assistant Registrar –(Vice Chair)
 - Roshelle Amundson, Assistant Teaching Professor
 - Bethany Welch, Marinette campus – Academic Advisor
 - Bobbie Webster, Natural Areas Ecologist, Ctr for Biodiversity
 - Samuel Robinson, 23-26, Enrollment Services Manager
 - Hleeda Vang, 23-26, Student Success Coach

- At our September meeting, we discussed the following:
 - Discusses Committee on Workload and Compensation. To the ASC we feel this committee still has value. We discussed Burnout and discussed ways to provide support to staff and encourage staff to use the resources we have access to for mental health.
 - Human Resources Update by Megan
 - Fall Assembly will be in December 11th at 1-2:30pm and will be held virtually.
 - We discussed budget and layoffs

Our next meeting will be held on October 29th at 1:30pm.

Respectfully submitted by Laura Nolan, ASC Chair 2023-24

**USC Report for Faculty Senate Meeting
November 11, 2023**

- University Staff Committee next monthly meeting is Thursday, November 16, 2023 at 10:00am virtually via Microsoft Teams. Chancellor Alexander will be attending to give an update on budget. Melissa Nash will also attend to give an update on the HERI survey. We will be having the Chancellor or Kate Burns at most of our upcoming meetings to continue to give updates on the current budget concerns. Please email truttmal@uwgb.edu for the meeting link. The decision was made to continue meeting via TEAMS as a means of inclusion and equity across all groups and locations.
- As University Chair, I will continue to meet weekly with the Chancellor along with other shared governance leaders to discuss and bring concerns regarding our current budget issues.
- I will be out of office starting December 6 on medical leave. Becky Haeny, vice chair, will be our main point of contact for the weekly meetings with the Chancellor and any other items that may come up.

Respectfully submitted,

Lea Truttmann, Chair
University Staff Committee