

AGENDA

UW-GREEN BAY FACULTY SENATE MEETING NO. 9

Wednesday, March 11, 2015

Alumni Rooms, 3:00 p.m.

Presiding Officer: John Lyon, Speaker

Parliamentarian: Clifford Abbott

1. CALL TO ORDER

2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 8 February 18, 2015 [page 2]

3. CHANCELLOR'S REPORT

4. NEW BUSINESS

- a. Memorial Resolution for Professor Emerita Betty Baer [page 5]
Presented by Assoc. Professor Doreen Higgins
- b. Code Change on Senate Meeting Schedule (first reading) [page 7]
Presented by UC Chair Steve Meyer
- c. Proposal for Ed.D. in First Nations Education (first reading) [page 8]
Presented by Dean Sue Mattison and Assoc. Professor Lisa Poupart
- d. Request for future business

5. PROVOST'S REPORT

6. OTHER REPORTS

- a. Academic Affairs Council Report [page 20]
- b. Faculty Rep Report – Presented by Faculty Rep Steve Meyer
- c. University Committee Report - Presented by UC Chair Steve Meyer
Information Item - Resolution from program in History [page 21]
- d. Academic Staff Report - Presented by Josh Goldman
- e. Student Government Report - Presented by Vanya Koepke

7. ADJOURNMENT

[draft]

MINUTES 2014-2015
UW-GREEN BAY FACULTY SENATE MEETING NO. 8
Wednesday, February 18, 2015
Alumni Rooms, University Union

Presiding Officer: John Lyon, Speaker of the Senate
Parliamentarian: Clifford Abbott

PRESENT: Greg Aldrete (HUS), Andrew Austin (DJS), Toni Damkoehler (AND), Hernan Fernandez-Mearidi (HUS), Stephen Fritz (Provost ex officio), Clifton Ganyard (HUS-UC), Doreen Higgins (SOCW), Jenell Holstead (HUD), Ray Hutchison (URS), Ghadir Ishqaidef (BUA), Mimi Kubsch (NUR-UC), Arthur Lacey (EDU), Jim Loebel (BUA), John Lyon (NAS-UC), Kaoime Malloy (Theatre and Dance), Ryan Martin (HUD), Michael McIntire (NAS), Steve Meyer (NAS-UC), Amanda Nelson (HUB alternate), Courtney Sherman (MUS), Christine Style (HUS-UC), Brian Sutton (HUS), Linda Tabers-Kwak (EDU), Patricia Terry (NAS), Christine Vandenhouten (NUR), Kristin Vespia (HUD-UC), Elizabeth Wheat (alternate PEA), Amy Wolf (NAS).

NOT PRESENT: Adolfo Garcia (ICS), Gary Miller (Chancellor, ex officio), Debra Pearson (HUB), Alison Stehlik (AND).

REPRESENTATIVES: Josh Goldman, Academic Staff

GUESTS: Scott Furlong, Sue Mattison, Steve Vanden Avond, Gaurav Bansal, Rajeev Bukralia, Caroline Boswell

1. CALL TO ORDER.

Speaker Lyon called the meeting to order at 3:00 p.m.

2. APPROVAL OF MINUTES for Faculty Senate Meeting No. 6, January 28, 2015 and No.7, February 11, 2015.

The Speaker called for corrections and with none offered both sets of minutes were declared approved.

3. CHANCELLOR'S REPORT

In his absence this report was omitted.

4. OLD BUSINESS

a. Masters of Data Science. This second reading was presented by Dean Scott Furlong and Professor Gaurav Bansal. The proposal is unchanged from the first reading. There was a question about the resources needed to mount the program and the Dean responded that the resources are coming from Extension. If those resources are not available, we will not mount the program. **Senator Sutton (Senator Terry second) moved adoption of the proposal.** There was another

question about timeline – the program is going before the Regents in April and hopes to be operational for the fall semester. An Era of Good Feeling settled upon the Senate and **the proposal was approved unanimously (25-0-0)**.

5. NEW BUSINESS

a. Slate of Candidates for Elective Faculty Committees.

Steve Meyer, chair of the Committee on Committees and Nominations, presented the slate of candidates. He thanked the members of that committee, gave a shout-out to Holly Keener for making their work much less confusing than it has been in the past, and urged all faculty to seek out service on the CCN as a truly illuminating experience. He apologized for how highly constrained some of the choices are and invited faculty to add to the slate of candidates. Names may be added with permission of the nominee, support of three faculty members, and delivery to the Secretary of the Faculty by the end of February.

b. Resolution on Public Authority.

Steve Meyer, now wearing his Faculty Rep hat, presented this resolution for endorsement. It originated at UW-La Crosse and is being sent to the Board of Regents. Other campuses are being asked to support it. **Senator Terry (Senator Vandenhouten second) made the motion to endorse the resolution.** The motion's mover spoke for the motion, but there was no discussion beyond that, perhaps because this was a motion to endorse or not rather than an opportunity to amend. That might have taken the wind out of the Senate's exquisitely honed word-smithing skills. **The motion then passed unanimously (26-0-0).**

c. Request for future business. The Speaker went into a time warp on this item but got the business done eventually.

6. PROVOST'S REPORT

The Provost presented his read of a recent Regents meeting, that the Regents will act to continue the protections of Chapter 36 if they are moved under Regent authority, that they will be aggressively working the legislative process to reduce the budget cuts, and that President Cross will do the same.

On the home front he said there is no hit list of targets for elimination, but that everything is being looked at for unrealized efficiencies. He will examine the faculty reassignments from teaching, which total to 16.5 FTE. There are about 30 positions to be filled that are now on hold. Some will be filled but there are as yet no final decisions. He then asked for questions and got some.

The Senate then demonstrated how to challenge a decision of the Provost. The Provost's guidelines for travel support include supporting conference presenters. Apparently some presenters have had their travel support denied. It might be unseemly to bring up individual cases on the floor of the Senate, so several individuals from Humanistic Studies questioned the Provost about his guidelines, the process, and the fairness of decisions. The questions won a concession, not to review all decisions made, but at least to reconsider cases where there had been incomplete information when the decision was made.

The Provost was also asked about faculty reassignments. He clarified that there was no decision to eliminate them all but they will be looked at and units should be able to argue justification for whatever reassignments they have.

7. OTHER REPORTS

a. Academic Affairs Council. The Speaker called attention to this written report.

b. University Committee Report. Wearing his third hat of the day, Steve Meyer, UC Chair, reported that the UC had been spending most of its time preparing for Senate meetings of late so their work was on display in the Senate agendas. He also alerted people that WISCAPE is collecting articles and opinion pieces on the budget cuts and the public authority issues, in particular a recent comparison study of Virginia's shift to a public authority. A link is given here <http://www.wiscapewisc.edu/wiscapewisc/home/blog/> and is available on the SOFAS website <http://www.uwgb.edu/sofas/>. Letting another hat show just a bit, he reported that Clif Ganyard would be accompanying him to the next Faculty Reps meeting where they expect to hear from the Regent President Falbo and Regent Vice President Millner.

c. Academic Staff Report. Josh Goldman reported that the Academic Staff Assembly for the spring semester has been scheduled for April 20.

d. Student Government Report. The Student Government representative was apparently still in class so the report was omitted.

8. OPEN FORUM

The Speaker announced that since this was supposed to be in reaction to the Chancellor's essay on interdisciplinarity, the forum would be postponed to a time when he would be able to attend.

9. ADJOURNMENT

Having disposed of the Senate's business, the Speaker adjourned the meeting at 3:37 p.m.

Respectfully submitted,

Cliff Abbott, Secretary of the Faculty and Academic Staff

Memorial Resolution for Professor Betty L. Baer

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

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

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

Prior to coming to UW-Green Bay, Dr. Baer served as the Director and Department Chair of the Westchester Social Work Education Consortium at the College of New Rochelle, New Rochelle, New York. Under her leadership, five university social work programs in the consortium attained initial accreditation by the Council on Social Work Education (CSWE). Prior to her work in New Rochelle, she served as the Director of the Undergraduate Social Work Curriculum Development Project at West Virginia University, Morgantown, West Virginia. In collaboration with a colleague, she conceptualized and defined generalist social work practice and competency-based social work education which culminated in a national report and two books: one entitled, *Report of the Undergraduate Curriculum Development Project (Vol. 1)*, and *A Curriculum Development Resource Guide (Vol. 2)*. In part, these efforts gave birth to a national movement in social work education that redefined what it meant to practice social work at the

baccalaureate level. Today, accredited social work programs across the nation and their accrediting body, the CSWE, have adopted competency-based social work education and practice as the ‘gold standard’ in social work education. Post-retirement from UW-Green Bay, Dr. Baer served the Wisconsin Department of Health and Human Services, continuing her important work in developing child welfare training centers in the southern and western regions of Wisconsin.

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

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

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

Doreen Higgins, PhD
Social Work Professional Programs
UW-Green Bay

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

Faculty Senate New Business 4a 3/11/2015

Code Change on Senate Meeting Schedule

current language:

52.06 Meetings

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

proposed language:

52.06 Meetings

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

Faculty Senate New Business 4b 3/11/2015

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

ABSTRACT

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

PROGRAM IDENTIFICATION

Institution Name:

University of Wisconsin – Green Bay

Title of Proposed Program:

First Nations Education

Degree Designations:

Ed.D.

Mode of Delivery:

Collaborative Online/Hybrid/Traditional On-Campus Courses

Projected Enrollment by Year Five of the Program

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

Table 1: Projected Enrollment

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

students					
Total Enrollment	12	12	24	12	24

Tuition Structure

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

Department of Functional Equivalent

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

College, School, or Functional Equivalent

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

Proposed Date of Implementation

Fall of 2016

INTRODUCTION

Rationale and Institutional Mission

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

As First Nations expand and grow in the twenty-first century, First Nations and non-First Nations citizens take advantage of First Nations education to help them prepare to live, work, and interact with tribal people, agencies, and governing structures. This is particularly true in Wisconsin where tribal economies and tribal educational institutions are expanding and diversifying at a significant pace.

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

¹ Commonly referred to as Act 31

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

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

Need As Suggested By Current Demand

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

The Green Bay/Northeast Wisconsin region is the third largest population center in the state, with no public institution offering a doctoral degree in this area. Affordability and accessibility are significant issues for educational leaders in the area. There is significant interest for offering this

degree, especially within our region. As part of our planning process, an anonymous survey was conducted last fall, with over 1500 teachers, administrators, and other school and professionals from throughout our region. The results point to an undisputable need for our proposed Ed.D. Here is a brief summary: 70% of those responding indicated they would be somewhat to very interested in our proposed Ed.D. with 71% supporting a “cohort” model of delivery. In addition, nearly 80% responded that the Ed.D. should include a specialized area in leadership and First Nations Education.

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

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

As stated previously, the survey data shows there is strong interest in this degree program and that enrollment is sustainable. Furthermore, the Ed.D. in First Nations Education will not draw vast numbers of students. Even in states that have very high concentrations of American Indians in the general population, there are proportionately low enrollments in First Nations Studies/American Indian Studies undergraduate and graduate programs. However, the need for the Ed.D. in First Nations Education at UW-Green Bay is driven more by an intellectual need within the region and in our society as whole rather than by student and market demands.

Emerging Knowledge and Advancing New Directions

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

DESCRIPTION OF THE PROGRAM

Institutional Program Array

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

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

First Nations Studies Program. First Nation Studies is an interdisciplinary undergraduate degree program that reflects the holistic worldview of the indigenous people of Turtle Island (North America). First Nation Studies is committed to the study of American Indian culture, philosophy, history, language, and the social, economic, political status of indigenous people and their communities. The program is designed to preserve and promote the identity of the indigenous people of North America, with an emphasis on the nations of the western Great Lakes. The program is unique in that it incorporates the teaching and learning approaches of First Nations people, offering students a new way to learn within the academy. The program places emphasis on the indigenous oral tradition as preserved and shared by tribal Elders. Approximately half of all First Nations Studies graduates continue on to graduate programs in a variety of disciplines, primarily education. The program is a leader in First Nations education in the UW System and, in 2012, the program received the UW System Regents Award for Excellence in Diversity.

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

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

Other Programs in the University of Wisconsin System

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

Collaborative Nature of the Program²

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

The cooperative exists in several unique ways. First, the four campuses will share two courses (6 credits) that will be required on each institution's Ed.D. These courses are being developed, taught, and assessed cooperatively. Enrollment in the courses will consist of students from any of the four partner campuses, thus saving both human and financial resources. Both courses will be delivered in an online format to ensure access.

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

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

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

Diversity

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

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

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

Student Learning Outcomes

Four Core Areas:

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

- a. Students will ground research and practice in holistic Indigenous knowledge systems (Shared Core Values, Original Teachings).
- b. Students will demonstrate proficiency in qualitative, quantitative, and Indigenous research methodology, and can draw upon each/all as necessary and appropriate to the research question, purpose, or audience.

Assessment of Objectives

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

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

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

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

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

skills and behaviors that emanate from the teachings of traditional tribal Elders and reflect intellectual concepts that comprise the tribal canon.

The culture based assessment rubrics under development by Poupart will provide culture based evaluation of Ed.D. students' dissertations and/or projects in the areas of Wisconsin First Nations history, culture, sovereignty, and contemporary status. This assessment approach allows us to gauge student growth over time. We will assess using an innovative scoring rubric (currently under development) for students' dissertations, projects, and accompanying learners' artifacts. The use of multiple assessment measures will allow us to get a holistic measure of learner and program outcomes.

Program Curriculum

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

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

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

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

Diversity and Social Justice Education	3 credits
Education Leadership	3 credits

Foundations Courses (18 required credits):

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

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

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

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

First Nations Research and Assessment (21 required credits)

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

Program Review Process

Institutional Review

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

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

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

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

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

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

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

*Alumni success.

Accreditation

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

**University of
Wisconsin System
UW-Green Bay
Cost and Revenue Projections For Ed. D. -
First Nations Studies**

	Items	Projections				
		2015-16	2016-17	2017-18	2018-19	2019-20
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (Cumulative Headcount) <i>a</i>	10	10	12	12	15
II	Number of Faculty/Instructional Staff <i>b</i>	0.55	0.55	0.86	0.86	0.86
III	Number of other Support Staff <i>c</i>	0.2	0.2	0.2	0.2	0.2
IV	New Revenues					
	From Tuition (excludes segregated fees) <i>e</i>	\$133,500	\$133,500	\$214,200	\$214,200	\$257,750
	Other (including reallocation, fees and grants)					
	Total Revenue	\$133,500	\$133,500	\$214,200	\$214,200	\$257,750
V	Expenses					
	Salaries plus Fringes					
	Faculty/Instructional Staff	\$49,415	\$49,415	\$72,568	\$72,568	\$74,745
	Other Staff	\$10,749	\$10,749	\$10,749	\$10,749	\$10,964
	Other Expenses					
	Facilities	-	-	-	-	-
	Equipment	-	-	-	-	-
	Marketing		\$5,000	\$5,000	\$5,000	\$5,000
	Other: Supplies & travel	\$12,525	\$13,778	\$15,155	\$16,671	\$16,671
	Total Expenses	\$72,689	\$78,942	\$103,472	\$104,988	\$107,380
VI	Net Revenue	\$60,811	\$54,558	\$110,728	\$109,212	\$150,370

Narrative: Explanation of the Numbers and Other Ongoing Commitments that will Benefit the Proposed Program
<p>These are only direct costs associated with the Ed. D. course delivery. It does not include these other variable costs:</p> <ul style="list-style-type: none"> *course development costs needed for year one and two (2015-16, 2016-17) via faculty release time or overload to complete. *percentage of computer replacement costs *UW-GB technology or instructional design support *student enrollment and registration support services

- a* - Number of students enrolled
- b* - Number of faculty/instructional staff providing significant teaching and advising for the program
- c* - Number of other staff providing significant services for the program
- d* - Holding 2015-16 tuition rate constant; would increase if tuition increases

Signature by the Provost _____
Date: _____

Position	FTE	AY Salary	Ed.D. Salary	Ed.D. Fringe	AY Total	Summer	fringe	Summer Total
Chair Payment		\$58,485.00	\$10,000.00	\$4,500.00				
Poupart	0.14	\$58,485.00	\$8,187.90	\$3,684.56		\$ 5,500.00	\$ 1,045.00	
Leary	0.14	\$52,025.00	\$7,283.50	\$3,277.58				
DePouw	0.07	\$58,485.00	\$4,093.95	\$1,842.28				
Elder Ad Hoc Payment \$1,500			\$6,000.00					
Faculty Sub total		\$227,480.00	\$29,565.35	\$13,304.41	\$42,869.76	\$ 5,500.00	\$ 1,045.00	\$6,545.00
Administrative Support (.1)	0.2	\$30,195.00	\$6,039.00	\$4,710.42				
Support Sub Total		\$30,195.00	\$6,039.00	\$4,710.42	\$10,749.42			
AY Totals			\$35,604.35	\$18,014.83		Summer Totals		\$6,545.00
Faculty Totals for Ed.D.		\$49,414.76						
Support Totals for Ed.D.		\$10,749.42						
Total Personnel for Ed.D.		\$60,164.18						

Position	FTE	AY Salary	Ed.D. Salary	Ed.D. Fringe	AY Total	Summer	fringe	Summer Total
Chair Payment		\$58,485.00	\$10,000.00	\$4,500.00				
Poupart	0.21	\$58,485.00	\$12,281.85	\$5,526.83		\$ 5,500.00	\$ 1,045.00	
Leary	0.21	\$52,025.00	\$10,925.25	\$4,916.36				
Edler Ad Hoc Payment \$1,500			\$6,000.00					
DePouw	0.14	\$58,485.00	\$8,187.90	\$3,684.56				
Faculty Sub total		\$227,480.00	\$47,395.00	\$18,627.75	\$66,022.75	\$ 5,500.00	\$ 1,045.00	\$6,545.00
Administrative Support (.1)	0.2	\$30,195.00	\$6,039.00	\$4,710.42				
Support Sub Total		\$30,195.00	\$6,039.00	\$4,710.42	\$10,749.42			
AY Totals			\$53,434.00	\$23,338.17		Summer Totals		\$6,545.00
Faculty Totals for Ed.D.		\$72,567.75						
Support Totals for Ed.D.		\$10,749.42						
Total Personnel for Ed.D.		\$83,317.17						

Position	FTE	AY Salary	Ed.D. Salary	Ed.D. Fringe	AY Total	Summer	fringe	Summer Total
Chair Payment		\$58,485.00	\$10,000.00	\$4,500.00				
Poupart	0.21	\$58,485.00	\$12,281.85	\$5,526.83		\$ 5,500.00	\$ 1,045.00	
Leary	0.21	\$52,025.00	\$10,925.25	\$4,916.36				
DePouw	0.14	\$58,485.00	\$8,187.90	\$3,684.56				
Elder Ad Hoc Payment \$1,500			\$9,000.00					
Faculty Sub total		\$227,480.00	\$41,395.00	\$18,627.75	\$60,022.75	\$ 5,500.00	\$ 1,045.00	\$6,545.00
Administrative Support (.1)	0.3	\$30,195.00	\$9,058.50	\$7,065.63				
Support Sub Total		\$30,195.00	\$9,058.50	\$7,065.63	\$16,124.13			
AY Totals			\$50,453.50	\$25,693.38		Summer Totals		\$6,545.00
Faculty Totals for Ed.D.		\$66,567.75						
Support Totals for Ed.D.		\$16,124.13						
Total Personnel for Ed.D.		\$82,691.88						

Faculty Senate New Business 4c 3/11/2015

Report to Senate from Academic Affairs Council

The AAC has been discussing program reviews for:

Chemistry

GeoScience

Theatre and Dance

Computer problems have delayed consideration of curricular changes in Courseleaf.

- submitted by Steve Kimball, chair, AAC

Information Item for University Committee Chair's Report

On Friday, February 27, 2015 the History department unanimously adopted the following resolution regarding problem-focused interdisciplinary education:

The History faculty continues to strongly support the UWGB mission of pursuing problem-focused interdisciplinary teaching and research and remains committed to a budget structure based on interdisciplinary departments.