

## AGENDA

### **UW-GREEN BAY FACULTY SENATE MEETING NO. 7**

Wednesday, April 6, 2022

3:00 p.m.

Presiding Officer: Joan Groessl, Speaker

Parliamentarian: Steve Meyer

#### **1. CALL TO ORDER**

#### **2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 6**

**February 23, 2022** [page 2]

#### **3. CHANCELLOR'S REPORT**

#### **4. OLD BUSINESS**

- a. UW-Green Bay Administrator Feedback Survey Process (second reading) [page 9]  
Presented by Prof. Aaron Weinschenk
- b. Proposed Revision to the Institutional Learning Outcomes (second reading) [page 13]  
Presented by Prof. Val Murrenus Pilmaier

#### **5. NEW BUSINESS**

- a. Request for Authorization to Implement a Master of Public Administration at UW-Green Bay (first reading) [page 17]  
Presented by Dean Chuck Rybak and Prof. Kerry Kuenzi
- b. Memorial Resolution for Professor Emeritus Rolfe E. White [page 34]  
Presented by Associate Professor Emerita Doreen Higgins
- c. AAUP/Faculty Senate Resolution on Canceling Student Debt [page 37]  
Presented by Prof. Patricia Terry
- d. Changes to the Faculty Handbook: Faculty Mentoring (first reading) [page 39]  
Presented by Prof. Patricia Terry
- e. Senate Resolution on Academic Freedom [page 40]  
Presented by Prof. David Voelker
- f. Request for Future Business

#### **6. PROVOST'S REPORT (Provost Burns is in Madison today)**

#### **7. OTHER REPORTS**

- a. Academic Affairs Report – Submitted by David Voelker, Chair [page 44]
- b. Graduate Academic Affairs Report – Submitted by Gail Trimberger, Chair [page 50]
- c. University Committee Report – Presented by UC Chair Heidi Sherman
- d. Faculty Rep Report – Presented by Jon Shelton
- e. Academic Staff Report – Presented by Virginia Englebert
- f. University Staff Report – Presented by Kim Mezger [page 50]
- g. Student Government Report – Presented by Ted Evert

#### **8. ADJOURNMENT**

[draft]

**MINUTES 2021-2022**  
**UW-GREEN BAY FACULTY SENATE MEETING NO. 6**  
Wednesday, February 23, 2022

Presiding Officer: Joan Groessl, Speaker of the Senate

Parliamentarian: Steve Meyer, Secretary of the Faculty and Staff

PRESENT: Tanim Ahsan (RSE), Mike Alexander (Chancellor, *ex-officio*), Dana Atwood (PEA), Gaurav Bansal (BUA), Devin Bickner (RSE-UC), Kate Burns (Provost, *ex-officio*), Thomas Campbell (TND), Gary Christens (A&F), Jason Cowell (ALTERNATE-PSYCH), Marcelo Cruz (PEA), Tara DaPra (HUS), Christin DePouw (ALTERNATE-EDUC), William Gear (HUB), Joan Groessl (SOCW-UC), Lisa Grubisha (NAS), Richard Hein (Manitowoc Campus), Elif Ikizer (PSYCH), James Kabrhel (NAS), Daniel Kallgren (Locations-UC), Mark Klemp (NAS), Michelle McQuade-Dewhirst (MUSIC), Eric Morgan (DJS), Paul Mueller (HUB), Val Murrenus-Pilmaier (HUS), Rebecca Nesvet (HUS), Aniruddha Pangarkar (M&M), Matthew Raunio (Sheboygan Campus), William Sallak (MUSIC), Jolanda Sallmann (SOCW), Jon Shelton (DJS-UC), Heidi Sherman (HUS-UC), Karen Stahlheber (NAS), Patricia Terry (RSE-UC), Christine Vandenhouten (NURS), Sherry Warren (SOCW), Sam Watson (AND), Aaron Weinschenk (PEA-UC), and Joseph Yoo (CIS)

NOT PRESENT: Riaz Ahmed (RSE) and Greg Davis (RSE)

REPRESENTATIVES: Virginia Englebert (ASC), Kim Mezger (USC) and Ted Evert (SGA)

GUESTS: Scott Ashmann (Assoc. Dean, CHESW), Cindy Bailey (CEO, Marinette Campus), Paula Ganyard (Director, Cofrin Library), Susan Grant Robinson (Cabinet Liaison, Internal Affairs), Ray Hutchison (Professor, PEA), Ben Joniaux (Chief of Staff), Kate LaCount (Provost Asst.), Samantha Meister (Asst. Prof., EDUC), Melissa Nash (Senior HR/AA Officer), Amanda Nelson (Assoc. Dean, CSET), Mary Kate Ontaneda (Executive Assistant, University Leadership), Rasoul Rezvani (Assoc. Dean, AECSOB), Jen Schanen-Materi (Senior Lecturer & BSW Field Coordinator), Courtney Sherman (Interim Assoc. Provost), Kris Vespia (Interim Director, CATL), Amanda Wildenberg (Dean Asst., CAHSS), and Mike Zorn (Assoc. Dean, CSET)

**1. CALL TO ORDER.**

Faculty Senate Speaker Joan “Right on Time” Groessl called to order the sixth Faculty Senate meeting of the 2021-2022 academic year at 3:00 p.m.

**2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 5, January 26, 2022**

Faculty Senate approved the January minutes by consensus.

**3. CHANCELLOR’S REPORT**

This month, Chancellor Alexander had five items to share with Faculty Senate. Interim UW System President Tommy Thompson will be on campus Tuesday, 15 March 2022, 1:30-3:30

p.m. This will provide us the opportunity to thank him for the good work he has done over the past two years supporting all UW institutions. Everyone is invited to participate.

Regarding the new Cofrin building, the first step in the process is for the architect and the state to agree upon the scope of work. This step will be completed in March and UWGB is not involved in that process. Once that step is completed, the architect will begin talking to the campus about the building. The timeline appears to be moving along a little faster than we thought it would.

Renovations to the Student Union include the previously-mentioned barbershop and a “really, really cool” esports lounge. The lounge is one example of providing the type of space that students want to be in, one that gives the students the opportunity to engage in-person and interact with one another. This will be one big goal for the new Cofrin building – how do we ensure that we design a building that is enticing to the students?

In his “State of the State” address, Gov. Evers announced the UW System would receive \$30M in one-time funds (on an unrelated note, there will not be a tuition increase). \$25M of the \$30M will be divided among the campuses under the normal funding formula, so UWGB’s share will be about \$1M. Administration is figuring out how to best spend that funding. The remaining \$5M of the \$30M is being dedicated to mental health, but is being kept at the System level.

28 February 2022 will be the last day of the masking mandate; as of 1 March 2022, masking is optional on campus. Senate asked if the pivoting of classes to a different modality could be revisited now that the mask mandate will be ending. The short answer is “no,” but there is a protocol to help and advise faculty regarding a solution: 1) visit with your Unit Chair, 2) request moves up to the Dean level, and 3) requests move up to the Provost level. Student initiated requests go to the Dean of Students to work through any accommodations.

#### **4. OLD BUSINESS**

##### **a. Change to the Faculty Handbook: 53.01-53.10 (second reading)**

Engineering Professor Patricia Terry, Chair of the Council of Chairs, and Interim Associate Provost Courtney Sherman (who, as Chair of Music, was a member of the Council of Chairs at the time these changes to Chapter 53 were drafted) reiterated the edits they are proposing to Chapter 53. The Council of Chairs examined Chapter 53 primarily to clean up language and provide a more understandable nomenclature. For example, “Interdisciplinary” or “Budgetary” Units will simply be called “Units” and their Chairs will be called “Unit Chairs”; “Disciplinary” Units will now be called “Programs” and their Chairs will be referred to as “Program Chairs.” There were no changes made regarding how Unit Chairs or Program Chairs are selected (53.04). When delineating the responsibilities and duties of the Chair (53.05), no duties were added nor removed, their descriptions were simply cleaned up to make them more general and to reflect the current duties being performed. Senator Hein’s suggested changes to 53.06 “Programs within Units,” made at the first reading in January, were incorporated verbatim into the document for this second reading. The Council of Budgetary Chairs unanimously approved the suggested changes. The Deans had their own thoughts on 53.01-53.10, so the Provost arranged a meeting between the Council of Chairs, Deans, Provost, and SOFAS. After meaningful dialog and compromise, a document was created which everyone found satisfactory.

Interim Associate Provost Sherman added that since the first reading in January, a version of the document with notes added to the margins was provided to all Chairs to help clarify what was changed and why. Also, Joan Groessl put together a track-changes version of the document.

**Senator Terry moved to accept the changes to Chapter 53, seconded by Senator Nesvet.**

There was a question from the senate floor regarding how this process came about and who is in charge of the process? Interim Associate Provost Sherman mentioned that last spring the members of the Council of Chairs were discussing their experiences as Unit Chairs – similarities, differences, questions, and misunderstandings about the roles and responsibilities of Unit Chairs. That led the group to take a look at the code. In doing so, they reached the conclusion that this section of code could and should be updated and amended to better reflect current times. This modification came forward through the work of the Chairs, so it is a faculty-led initiative. **With no further discussion, the motion passed 34-0-0, and assured the SOFAS that he will have job security over the summer.**

**5. NEW BUSINESS**

a. Memorial Resolution for Tonya Estebo, Senior Lecturer

UW-Green Bay|Marinette Campus Executive Officer Cindy Bailey prepared and read a beautiful Memorial Resolution for Senior Lecturer Tonya Estebo who passed away unexpectedly on 24 January 2022. The resolution will be entered into the SOFAS archive of memorial resolutions for faculty and staff.

b. Request for Authorization to Implement a Major in Sociology and Anthropology at the University of Wisconsin-Green Bay (first reading)

CAHSS Dean Chuck Rybak and Assoc. Prof. Dana Atwood collaborated to present this first reading. Dean Rybak and Prof. Atwood met first with System, UWGB Administration, and the University Committee regarding the proposed new major and received an enthusiastic response at all levels. This proposal was accepted into System's fast-track process with the assistance of Interim Associate Provost Courtney Sherman. The Unit and the Academic Affairs Council both gave their unanimous approval to the proposed new major. Currently, CAHSS has a Sociology and Anthropology minor and student interest in the minor has spiked over the past 4 years, growing from 29 to 78 students. Dean Rybak sees this major as a means to integrate the college and build community among the four UWGB campuses. He extended kudos to Profs. Atwood and Coen for their strength in leadership as demonstrated by creation of new programs such as the one being presented today.

Profs. Atwood and Hutchison came forward to answer any questions from the senate. The Interim Associate Provost stepped in to explain the fast-track process to start a new major. To start, a shortened version of the proposal is sent to colleagues at the other UW campuses for their feedback and to determine if they have any reservations with UWGB starting the program. Our proposal was a good candidate for the fast-track process since we were elevating an existing minor to a major. If accepted into the fast-track process, we skip the process where we interface with other UW System schools and instead get an interview process with UW System Provost-level counterparts; they look at the proposal, we answer their questions and concerns, and take their feedback. During this process, they were extraordinarily supportive of this proposal, especially the program-level learning outcomes that were developed. If approved, the next step

would be to take it before the Board of Regents for a vote. If approved by the Board, UWGB would be able to offer the degree immediately after that.

**Senator Terry, stating that this campus should already have a major in Sociology and Anthropology, that we have over 70 students already enrolled in the minor, and that the courses either already exist or we have the faculty capacity to offer these classes, moved to suspend the rules that require a first and second reading on this proposed new major, so that a vote could be taken today. This motion was seconded by Senator Sallak.** Senator Vandenhouten believed that 13 program outcomes seemed excessive especially when it comes time for program assessment. If there is a way to reduce that number and still capture the essence of the program, it may be worthwhile. She also wondered how many upper-level courses are designated as general education courses, understanding that our general education program will be going through realignment. Prof. Hutchison responded that very few of the upper-level courses are designated as general education. Senator Sallmann enquired about the impact of this new major on existing majors such as Democracy and Justice Studies. Dean Rybak responded that this proposal is about Sociology and Anthropology and that, as the representative of the College, he would never move forward a new program that would hurt an existing program in his College. His focus is on the College and its growth potential. With the senate's questions answered, **the motion to suspend the rules to take a vote after the first reading of the proposed new major passed 28-4-0.**

With the rules being suspended, **Senator Terry moved to approve the new major in Sociology and Anthropology, seconded by Senator Murrenus-Pilmaier.** With no further discussion, the **motion went to a vote and was passed 31-0-0.**

c. Slate of Candidates for the Faculty Elective Committees

Committee on Committees and Nominations Chair Bill Dirienzo briefly explained the nomination process used by this campus (i.e., names of interested parties are gathered through a preference survey), he also noted the common constraints in putting together the Faculty Elective Ballot (voting domains must have an open seat on the various committees, many elective committees require the candidate be a tenured faculty member or be of rank, etc.). The Committee's goal is to put forward at least two names for every available seat. He then presented the slate of candidates being put forward for this year's Faculty Elective Committees ballot, while explaining there is still a 10-day period when further nominations can be made by a petition of three voting faculty members. Chair Dirienzo also made the (annual) impassioned plea that all faculty please complete the preference survey next year. **Senator Vandenhouten moved approval of the slate of candidates, seconded by Senator Sallmann.** Senator Vandenhouten raised a concern regarding our current structure of voting domains and difficulty in finding enough Professional Studies faculty to represent their voting domain on committees. She would like SOFAS and the UC to investigate a possible realignment or restructuring of voting domains. SOFAS responded that while it is partly a numbers issue (the PS voting domain simply has a smaller pool of faculty from which to draw), the PS voting domain has traditionally not had the level of participation in completion of the preference survey. **The motion to approve the slate of candidates was passed 32-0-0.**

d. UW-Green Bay Administrator Feedback Survey Process (first reading)

Prof. Aaron Weinschenk provided some background and context to the Administrator Feedback Survey. The idea was brought to the UC by the faculty a couple of years ago and the UC discussed the possibility of putting a process in place to get feedback on administrators. Although it took a while to get some traction, the UC succeeded in writing up the policy that is now before senate. The initial draft was sent to the Chancellor and the Provost for their feedback and the UC incorporated their suggestions. The UC also worked with HR (big shout out to Melissa Nash) to make sure the document aligns with existing System policies.

The blue text in the document links to System policy. The UW System's policy on performance evaluations permits soliciting feedback from people with whom an employee routinely interacts. There has been a mechanism in place for quite a while to evaluate administrators, we just haven't done so for an extended period of time. There was an effort in the 2000's, but high turnover in administration at that time made it a moot point.

Another reason for having a feedback process is that it is a professionalization effort. The AAUP has recommended such a process going back 50 years or so. Senator Weinschenk investigated other university's policies and found that some institutions provide a tremendous level of detail and go to great lengths to make information from surveys on administrators by faculty and staff accessible to all.

Senators wondered if the campus community would get a summary report after the feedback process is completed, or would the results only be shared with the administrator? HR had some concerns about confidentiality, so they suggested the policy include a section that states only the UC would see the results on campus-wide administrators (and only HR gets the individual-level responses). Senators also asked for clarification on what is meant by campus-wide administrators. Who, for example, will evaluate the Deans? Would it be the faculty within the college? For the Deans, all faculty and staff within the College; for the Provost and Chancellor, everybody would have the opportunity to provide feedback. Additional Location senators wondered if the Campus Executive Officers would be included in the feedback process? And, if not, there was a request that they be added to the list of administrators being evaluated. The UC spent a great deal of time determining which administrators should and should not be included, they decided we should focus on key administrative leaders first (Deans, Provost, and Chancellor) with the possibility that the policy could be updated or changed depending on how things go. Other administrators (e.g., Vice Chancellors) were considered, but the UC was afraid the list would get too long.

e. Proposed Revision to the Institutional Learning Outcomes (first reading)

As Assessment Coordinator, Val Murrenus Pilmaier said that one of the things the University Assessment Committee (UAC) was looking at was ensuring that our University Learning Outcomes are meeting our mission. In the recent past, we've had a merger and a revised mission, so the UAC wants to make sure everything is copacetic. So, in addition to the UAC making some minor language changes, they tried to align the Institutional Learning Outcomes with AAC&U's Value Rubrics to make it easier to do assessment. The UAC added skills to the learning outcomes that were things we are already doing, such as critical and creative thinking, and teamwork and problem solving (skills in our mission, just not stated in our learning outcomes). The intention is to link the Table within the Institutional Learning Outcomes page.

f. Request for future business

Senator Vandenhouten raised a concern earlier in the senate meeting regarding our current structure of voting domains, particularly as it relates to the difficulty in finding enough Professional Studies faculty to represent their voting domain on committees. Therefore, she asked the UC and SOFAS to investigate a possible realignment or restructuring of voting domains. The UC and SOFAS will certainly take up the issue

## **6. PROVOST'S REPORT**

Provost Burns updated senate on a number of items. Starting with enrollment, our spring enrollment numbers are looking positive, but the exact number is still unknown as CCIHS is a wildcard. Best estimate is that we will be a little higher than last year; currently we are at 7,399. The Office of Graduate Studies will be moving out of the Provost's Suite and into the space adjacent to CECE (across from the Garden Café), this will provide Graduate Studies greater visibility. The Provost switched her attention to the Fall timetable and our pandemic teaching over the last two years vs. our teaching in Fall 2022 and beyond. We need to think about our "triage/emergency" mode of teaching in terms of the world of compliance. Accrediting bodies have been cutting us some slack the last two years regarding how we have operated. As we head into the scheduling of Fall 2022 classes, we need to be more explicit about the way we are teaching our classes. It's perfectly fine to be flexible, but that has to be reflected in the timetable. Work closely with your Chair and Dean to be sure your course matches our list of modalities, this is needed to accurately portray how your course is actually being taught so students know what to expect based on the modality listed in the timetable. Work is ongoing trying to equip more classrooms with the technology needed to increase the flexibility in multiple modality classroom teaching. More "Point to Anywhere" classrooms are being developed, we currently have two (Wood Hall 215 and Sheboygan Room 2223); by this Fall we are hoping to use Cares Act funding to have a total of 10 of these classrooms ready for use across all the campuses. Switching gears, the Gen Ed Realignment working group has been meeting. We currently have 435 gen ed courses with 20% counting in multiple categories, so the working group is trying to align that with our mission. They are collaborating with Academic Advising and the Registrar's Office to get a better sense of the big picture; they are also working to craft a survey to send out to stakeholders (faculty and students) to gain multiple perspectives. Lastly, next Friday, 4 March 2022, CATL is sponsoring Prof. Angie Bauer's visit to campus, all are welcome to attend her seminar in MAC204, 3:30-4:30 p.m.

## **7. OTHER REPORTS**

a. Academic Affairs Report. Written report found on page 41 of the agenda.

b. Graduate Academic Affairs Report. Written report found on page 47 of the agenda.

c. University Committee Report. According to Chair Heidi Sherman, pretty much everything that was presented at today's meeting is what the UC has been discussing the last few weeks.

d. Faculty Rep Report. The UW System President transition is occurring; former Governor Doyle Regent appointee Mike Falbo will serve as interim President until President Rothman takes office. The Faculty Reps will try to set up a meeting with President Falbo as well as with President Rothman when he takes office. The Faculty Reps are working on a transition document for new President Rothman to set up a good working relationship. In doing so, they

have been soliciting feedback from the other constituencies (University Staff Reps and Academic Staff Reps).

e. Academic Staff Committee Report. Virginia Englebert offered that the ASC may look into a climate survey as opposed to a review of Academic Staff leadership. They are also reviewing the impact of TTC on Academic Staff. The ASC will also be reviewing the Employee Handbook to see if/how Patricia Terry's EDI mentor proposal might be incorporated.

f. University Staff Committee Report. Kim Mezger submitted a written report which could be found on page 47 of the agenda.

g. Student Government Association Report. No report available.

**8. ADJOURNMENT** at 4:40 p.m.

Respectfully submitted,

Steve Meyer, Secretary of the Faculty and Staff

**UW-GREEN BAY**  
**ADMINISTRATOR FEEDBACK SURVEY PROCESS**  
**February 2022**

**Purpose**

UWGB seeks to assure that all members of its community have accurate information as to performance expectations and assessments of that performance. In accordance with [SYS 1254: Performance Management](#), faculty and staff have annual processes for the review of accomplishments, goals, and possible areas for improvement. Because of the leadership roles of administrative positions, the University Committee seeks to complement existing annual review procedures for administrators with a feedback process that more formally and systematically incorporates broader input from faculty, staff, and other members of the university community. The review of university administrators has been recommended by American Association of University Professors since at least 1974. According to the AAUP, “Institutions should develop procedures for periodic review of the performance of presidents and other academic administrators. The purpose of such periodic reviews should be the improvement of the performance of the administrator during his or her term of office. This review should be conducted on behalf of the governing board for the president, or on behalf of the appointing administrator for other academic administrators. Fellow administrators, faculty, students, and others should participate in the review according to their legitimate interest in the result, with faculty of the unit accorded the primary voice in the case of academic administrators.” The process that follows applies to the UWGB Chancellor, Provost, and Deans.

UWGB’s process is as follows:

- I. All administrators to whom this process applies participate in annual evaluations governed by [SYS 1254: Performance Management](#). These annual evaluations provide an important means by which the employee and their supervisor share information about appropriate goals for the coming year and about the degree of achievement of goals for the preceding year. This process will supplement, not replace, those annual evaluations required under [SYS 1254: Performance Management](#) by soliciting feedback from the larger campus community in an attempt to improve the health and the strength of the institution.
  
- II. Surveys will be staggered so that all administrators listed above are not going through this process simultaneously. The scheduling of surveys is included as part of the timeline below. Following their initial survey process, each administrator will undergo this process every three years thereafter. In the case of administrator turnover, a newly appointed administrator will have a survey conducted prior to the completion of the third year and every three years thereafter. The survey will be conducted through a voluntary and participatory process. Creation and distribution of the survey will primarily be the responsibility of the University Committee (UC). The UC will coordinate and distribute the administrator feedback survey.

- III. The UC, in coordination with the Secretary of the Faculty and Academic Staff, will be responsible for the development and distribution of the applicable questionnaire to all personnel in all areas reporting to the specific administrator. Prior to circulation, Human Resources must review and approve the questionnaire to ensure that all queries are appropriate under UWSA Personnel Policy. A selected list of other constituents may be included, as deemed appropriate by the UC, for the purpose of soliciting feedback about the performance of the administrator. The position description for the administrator will accompany the questionnaire. The administrator/entity who is tasked with conducting a given review will have the opportunity to examine and provide feedback on the questionnaire prior to dissemination. However, the final decision about the content of the questionnaire will rest with the UC and Human Resources. The timeline included below is recommended, and it may be modified as is necessary to align with the formal evaluation timeline.
- IV. To ensure confidentiality of responses and enable the feedback survey to be utilized as a part of the structured performance evaluation (in accordance with [SYS 1254: Performance Management](#)), the Office of Human Resources and Workforce Development will use the submitted survey responses to compile a comprehensive report of the results of the submitted surveys. The report will include the number and percentage of faculty and staff reporting. The summary of questionnaire responses will be prepared to assure the confidentiality of respondents.
- V. The comprehensive report for each administrator is to be considered a confidential personnel document and will only be shared with those individuals who have a legitimate need to see the report. Human Resources will be the only party with access to raw data from the survey. Consistent with sound practices for effective personnel development, the comprehensive report document will only be shared with the employee under review, their supervisor, and, as these are key administrative positions, with the Chancellor. The feedback survey results may be attached to the formal performance evaluation as documentation within ePerformance by the employee and/or supervisor.
- VI. The survey shall be compiled by HR not less than one month prior to the formal annual review of the employee and the UC shall have the opportunity to review the aggregate report for the Chancellor and Provost in a closed session meeting after the report has been shared with the employee/supervisor but before the performance review is finalized. Given that they are not institution-wide administrative positions, the Dean reports will only be shared with the applicable Dean, Provost, and Chancellor.
- VII. When conducting annual reviews, supervisors will discuss the results of

comprehensive report with the employee being reviewed, with the goal of constructive feedback on performance, leadership, and administrative skills. As noted above, information from the comprehensive report is intended to supplement information that is currently used when conducting reviews. It will not be used as a primary source of information when conducting reviews, nor supersede the review criteria established through [SYS 1254: Performance Management](#).

- VIII. The Office of the Secretary of the Faculty and Academic Staff will maintain records regarding the year of the most recent survey for each administrator. If an administrator is due for a survey in a given year, the SOFAS Office will alert the administrator, their supervisor, Human Resources, and the UC by the fourth week of Spring semester.

## **SUGGESTED SURVEY TIMELINE**

### **SPRING SEMESTER:**

- Week 4: The Secretary of the Faculty and Academic Staff (SOFAS) informs administrators who are to be reviewed (and their supervisor).
- Week 6: UC begins to develop/refine questionnaire that can be used to obtain feedback for administrative positions that are to be reviewed.
- Weeks 6-10: UC shares questionnaire with supervisor of the administrator being reviewed & HR, considers any feedback, and finalizes questionnaire(s).

### **FALL SEMESTER:**

- Week 7-8: UC, with the help of HR/SOFAS Office, distributes questionnaire via Qualtrics.
- Weeks 9-11: Faculty and staff are given several weeks to complete questionnaire (with at least two e-mail reminders).
- Week 12: All data due back.
- Weeks 12-14: Human Resources compiles data into a comprehensive report and confidentially sends copies of comprehensive report to the reviewed administrator, their supervisor, and the Chancellor.

## **TIMING OF SURVEYS**

2022-2023 Academic Year: Deans of CAHSS and CHESW surveys

2023-2024 Academic Year: Deans of CSET and CSB surveys

2024-2025 Academic Year: Chancellor and Provost surveys

After the initial survey process, administrators will go through this process every three years. In the case of administrator turnover, the newly appointment administrator will have a survey conducted prior to the completion of the third year and every three years thereafter.

**Faculty Senate Old Business 4a 4/6/2022**

# ORIGINAL

## UWGB's Institutional Learning Outcomes

In 2017, the University of Wisconsin-Green Bay adopted a set of Institutional Learning Outcomes (ILOs) with the purpose of more clearly aligning the mission-level outcome identified by the [MLLO Project](#) with the University's General Education Program as well as its academic program and co-curricular activities. The ILOs adopted by the University were based on the AAC&U's LEAP Initiative and Lumina's Degree Qualifications Profile (DQP)

### Institutional Learning Outcomes

Upon completion of their education at the University of Wisconsin-Green Bay, students will have

1. demonstrated the **specialized knowledge, skills and perspectives** in their chosen field or fields of study.
2. demonstrated **broad and integrative knowledge** across a variety of fields of study.
3. developed a variety of **intellectual skills**, including analytic inquiry, information literacy, diverse perspectives, ethical reasoning, quantitative fluency, and communicative fluency.
4. engaged in **applied and collaborative learning activities**, in both academic and non-academic settings.
5. demonstrated **engaged citizenship** in the United States and the world.
6. developed an understanding of and appreciation for environmental and cultural **sustainability**.
7. demonstrated the ability to **identify and address problems** from an **interdisciplinary perspective**.

4/7/2016	Academic Affairs Council (AAC)
5/12/2016	Graduate Academic Affairs Committee (GAAC)
11/9/2016	General Education Council (GEC)
2/27/2017	Provost
3/8/2017	University Committee (UC)
3/29/2017	Faculty Senate

## Proposed Revision

## UWGB's Institutional Learning Outcomes

In 2017, the University of Wisconsin-Green Bay adopted a set of Institutional Learning Outcomes (ILOs) with the purpose of more clearly aligning the mission-level outcome identified by the [MLLO Project](#) with the University's General Education Program as well as its academic

program and co-curricular activities. The ILOs adopted by the University were based on the AAC&U's LEAP Initiative and Lumina's Degree Qualifications Profile (DQP). Inspired by the AACU Essential Learning Outcome Rubric, in 2021 the University updated their ILOs.

### Institutional Learning Outcomes

In the course of their education at the University of Wisconsin-Green Bay, students will\*\*\*\*

1. demonstrate the **specialized knowledge, skills and perspectives** in their chosen field or fields of study.
2. demonstrate **broad and integrative knowledge** across a variety of fields of study.
3. develop a variety of practical and **intellectual skills**, including inquiry and analysis\*\*, critical and creative thinking\*\*, oral and written communication\*\*, quantitative literacy\*\*, information literacy, teamwork, and problem-solving\*\*
4. be anchored in **personal and social responsibility skills\*\***, as demonstrated by engaged citizenship with a commitment to equity and inclusion\*\*\*, knowledge of environmental and cultural sustainability, intercultural knowledge\*\*, global learning\*\*, ethical reasoning, interdisciplinarity\*\*\*, and foundations for lifelong learning\*\*.
5. engage in **applied, collaborative and integrated \*\*learning**, in both academic and non-academic settings.

\*\*Denotes additions/language change based upon AAC&U's Essential Learning Outcomes Rubric

\*\*\*Denotes GEC revision 4/21/21

\*\*\*\*Denotes AAC revision 4/22/21

Institutional Learning Outcomes			
Rubric mapping			
Section		<u>Assessment</u>	<u>Area or Courses</u>
1	<b>Specialized Knowledge, Skills, and Perspectives</b>	Program Learning Outcomes	PLOs

2	<b>Broad and Integrative Knowledge Across a Variety of Fields of Study</b>	Capstone Rubric*	Capstone
3	<b>Practical and Intellectual Skills (including:)</b>		Institutional
	Inquiry & Analysis	Inquiry & Analysis Rubric**	
	Critical & Creative Thinking	Critical Thinking Rubric** Creative Thinking Rubric**	
	Oral & Written Communication	Oral Communication Rubric** Written Communication Rubric**	
	Quantitative Literacy	Quantitative Literacy Rubric**	
	Information Literacy	Information Literacy Rubric**	
	Teamwork and Problem solving	Teamwork Rubric** Problem Solving Rubric**	
4	<b>Personal and Social Responsibility (including:)</b>		UL/Co-Curricular
	Engaged Citizenship	Civic Engagement Rubric**	
	Knowledge of Environmental and cultural sustainability	Sustainability Rubric*	

	Intercultural knowledge	Intercultural Knowledge Rubric**	
	Global Learning	Global Learning Rubric**	
	Ethical Reasoning	Ethical Reasoning Rubric**	
	Interdisciplinarity***	Integrative Learning Rubric**	FYS, Capstone
	Foundations and skills for lifelong learning	Lifelong Learning Rubric**	Capstone
<b>5</b>	<b>Applied, Collaborative, Integrative Learning Activities in both Academic and Non-academic settings</b>	Integrative Learning Rubric** Applied Learning Rubric* Teamwork Rubric**	Capstone and Co-Curricular

\*Denotes a rubric that will be created by the University Assessment Committee

\*\*Denotes a rubric adapted from the AAC&U's Value Rubrics

\*\*\*Denotes GEC revision 4/21/21

**Faculty Senate Old Business 4b 4/6/2022**

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A  
MASTER OF PUBLIC ADMINISTRATION  
AT UNIVERSITY OF WISCONSIN-GREEN BAY  
PREPARED BY UW-GREEN BAY**

**ABSTRACT**

The University of Wisconsin (UW)-Green Bay proposes to establish a Master in Public Administration (MPA). An MPA is a professional degree that provides students with hands-on and theoretical preparation for a career in public service, including the development of technical skills and specialized expertise required of individuals working with public resources in the public or nonprofit sector. This 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 “civic engagement.” An MPA also fits with the strategic vision of the university, including connecting with community partners, distinctive programs, expanding professional graduate programs, and professional growth. In particular, an MPA would extend the graduate offerings of UW-Green Bay, provide local governments and nonprofit organizations with essential additional skills and trainings, allow community partners the opportunity to work with students on applied projects beyond those completed by students at the undergraduate level, and provide opportunities for professional growth for regional and state community members that would like to advance in their fields. The program will include three pathways for completion, including: a traditional option, an accelerated continuation option, and an accelerated executive option.

## PROGRAM IDENTIFICATION

### University Name

University of Wisconsin-Green Bay

### Title of Proposed Academic Degree Program

Master in Public Administration

### Degree Designation(s)

Graduate Degree

### Mode of Delivery

The program will be delivered from a single institution, UW-Green Bay. Initially, to complete the degree, students will need to enroll in courses split between face-to-face instruction (approximately 80%) and online courses (approximately 20%). Students may be able to complete the course entirely in-person but will not be able to complete the program fully online at this time.

### Department or Functional Equivalent

Department of Public and Environmental Affairs

### College, School, or Functional Equivalent

College of Arts, Humanities, and Social Sciences

### Proposed Date of Implementation

Fall 2022

### Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the first five years. By the end of Year 5, it is expected 124 students will have enrolled in the program and 91 students will have graduated from the program. Student completion rates are expected to be 90%, based on retention rates for other graduate programs at UW-Green Bay; for simplicity we assume attrition occurs between year one and two of the program.

**Table 1: Five-Year Academic Degree Program Enrollment Projections by Track**

<b>Students in Traditional Track</b>					
Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	7	12	15	18	20
Continuing Students	0	6	11	13	16
Total Enrollment	7	18	26	31	36
<b>Students in Accelerated Track</b>					

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	0	5	7	8	9
Continuing Students	0	4	4	6	7
Total Enrollment	0	9	11	14	16
<b>Students in the Executive Track</b>					
Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	3	4	5	5	6
Continuing Students	0	2	3	4	4
Total Enrollment	3	6	8	9	10
<b>Total Enrollment Per Year</b>	10	33	45	54	62

### **Tuition Structure**

Students enrolled in the MPA will pay the standard UW-Green Bay graduate tuition rate, which for the Academic Year (AY21) are \$444.23 per credit or \$3,998.07 per semester for students within the plateau ( $\geq 9$  credits). Student segregated fees are \$87.51 per credit or \$787.59 per semester for full-time students; these funds are not directly available to the program. Students who opt to take a course via distance delivery pay an additional \$25 per credit; these funds are not directly available to the program. We assume a 2% increase in tuition for the 2023-2024 academic year, and an additional 2% increase in 2025. We assume no changes in student segregated fees or distance education fees.

## **DESCRIPTION OF PROGRAM**

### **Overview of the Program**

A Master of Public Administration (MPA) is a professional degree that provides students with hands-on and theoretical preparation for a career in public service. Through course offerings, students will develop the technical skills and specialized expertise required of individuals working with public resources in the public or nonprofit sector. This includes working as a part of the policy process and the implementation of public policy with competencies in policy analysis, program evaluation, public budgeting and financial management, organizational behavior and management, human resources management, and ethics for public service. This includes public/governmental entities as well as nonprofit organizations who are major players in the delivery of public services and operate with similar missions, values, and purposes as their governmental counterparts and whose successful operation requires many of the same skills and competencies.

This proposal includes several pathways for admission into the program: (1) traditional enrollment, (2) an accelerated degree option that would allow for the continuation of our public administration undergraduate major (require one additional year of coursework from undergraduate degree); and (3) an executive option targeted to senior-level professionals in the

nonprofit and public sectors (10+ years of progressively responsible experience in the public or nonprofit sector).

Core courses and required concentration courses will be held on an annual basis with electives offered at least once every other year. The program will offer a minimum of five different graduate courses in the fall and spring semesters, with at least one elective and the internship/practicum offered each summer. Summer courses will typically be offered online, with at least one online course offered each semester. Courses may change between modalities to accommodate both faculty and student needs, as well as to allow for substantive experts to teach courses they are academically or technically qualified to offer.

The traditionally-enrolled student will complete 36 credit hours of approved coursework consisting of an 18-credit hour core, with an additional 12 credit hours of elective classes (in either public or nonprofit management), a 3 credit-hour internship or applied practicum project, and a 3-credit capstone.

Students that are completing an undergraduate degree in Public Administration will be eligible to apply for the accelerated degree that requires 30 additional credits from their bachelor's degree. This 24 credit hours of coursework includes an 18 credit core and 6 credits of electives, as well as a 3 credit-hour internship or practicum project and a 3 credit-hour capstone course.

Students completing the executive option will complete 30 credit hours that will include 27 credits (an 18 credit core and 9 credits of electives), as well as a 3-credit capstone course.

### **Student Learning Outcomes and Program Objectives**

Through coursework and upon graduation from the MPA program, all students should have achieved the NASPAA Competencies and be able to effectively:

1. Lead and Manage in Public Governance;
2. Participate in and contribute to the public policy process;
3. Analyze, synthesize, think creatively, solve problems, and make decisions;
4. Articulate and apply public service perspectives; and
5. Communicate and interact productively with a diverse and changing workforce and citizenry

Moreover, the UW-Green Bay MPA program has identified programmatic learning outcomes that reflect these competencies and articulate the skills and knowledge a student will have obtained at the time of their graduation from the program. These include the ability to:

1. synthesize the major theories of the field to articulate how they inform a public service perspective;
2. collect, manage, evaluate, and apply data to make decisions and solve public and nonprofit problems;

3. utilize core budgeting and financial management skills to effectively advance the mission of public service organizations;
4. effectively and ethically communicate and interact with a diverse and changing workforce through the application of leadership and management theories and behaviors; and
5. embed leadership and management with the core values of the field which include social equity, inclusion, democratic accountability, professionalism, and ethics.

### Program Requirements and Curriculum

The MPA will accept students who hold an undergraduate degree from any accredited institution, with admissions decisions made by a graduate selection committee. UW-Green Bay graduate policy states that all students should carry a cumulative undergraduate GPA of 3.0 or higher for admission. Students that do not meet this threshold will be considered for provisional admission wherein that student must complete the first 9 graduate credits at UW-Green Bay with a minimum GPA of 3.0. If the student fails to meet this provision, they will be suspended. The program requires students to complete 30 - 36 credits of graduate coursework, with the coursework further detailed in Tables 2. Students applying to the accelerated degree must complete either PU EN AF 215 (Introduction to Public Administration) or PU EN AF 225 (Introduction to Nonprofits) as well as four upper-level courses from the list below and have received a B or better in each course to be eligible:

- PU EN AF 345 Human Resource and Risk Management
- PU EN AF 428 Public and Nonprofit Program Evaluation
- PU EN AF 350 Geographic Information Systems
- PU EN AF 453 Cost-Benefit Analysis
- PU EN AF 301 Environmental Politics and Policy
- PU EN AF 306 Regulatory Policy and Administration
- PU EN AF 326 Philanthropy
- PU EN AF/POL SCI 406 State and Local Government
- POL SCI 305 Urban Politics and Policy
- PU EN AF 425 Fundraising and Marketing for Nonprofits

<b>Table 2: Master of Public Administration Program Curriculum</b>		
<b>Core Requirements for all Students (18 credits)</b>		
PUB ADM XX1	Foundations of Public Administration	3 credits
PUB ADM XX2	Research Methods and Evidence Based Decision Making	3 credits
PUB ADM XX3	Public and Nonprofit Budgeting and Financial Management	3 credits
PUB ADM XX4	Public and Nonprofit Organizational Management and Behavior	3 credits
PUB ADM XX5	Public Policy Theories and Analysis	3 credits
PUB ADM XX6	Public and Nonprofit Ethics and Leadership	3 credits
<b>Other Courses (12 – 18 credits)</b>		
Required Courses for all students (3 credits)		
Choose One		

PU EN AF 607 <sup>1</sup>	Service in the Public Sector	3 credits
PUB ADM XX9 <sup>2</sup>	Nonprofit Administration and Theory	3 credits
Electives (3 – 9 credits)		
Traditionally Enrolled Students Choose Three from One Category, Accelerated and Executive Students Choose One from Either Category		
Public Management Courses		
POL SCI 606	State and Local Government	3 credits
POL SCI 506	Regulatory Policy and Administration	3 credits
PU EN AF 514	Administrative Law	3 credits
PUB ADM XX7	Geographic Information Systems	3 credits
PUB ADM XX8	Community Development	3 credits
PU EN AF 628	Program Evaluation	3 credits
PU EN AF 545	Human Resources and Risk Management	3 credits
Nonprofit Management Courses		
PUB ADM X10	Fund Development and Grant Writing	3 credits
PUB ADM X11	Nonprofit Boards and Governance	3 credits
PUB ADM X12	Strategic Planning	3 credits
PUB ADM XX8	Community Development	3 credits
PU EN AF 628	Program Evaluation	3 credits
Requirements for Traditionally Enrolled and Accelerated Students (3 credits)		
PUB ADM X13	Internship	3 credits
Requirements for Executive Students (3 credits)		
PU EN AF X14	Applied Concepts for Practitioners	3 credits
Capstone Required for all Students (3 credits)		
PUB ADM X15	Capstone Seminar	3 credits
<b>Total Credits</b>		30 - 36 credits

### Assessment of Outcomes and Objectives

Assessment of student learning outcomes will be managed by an MPA graduate assessment committee. The committee will establish an assessment plan for evaluating how well students are meeting the program's learning outcomes as well as demonstrated conformance to the NASPAA standards. Assessment will be carried out using an embedded assessment plan comprised of rubrics and assignments collected each semester from various instructors and

<sup>1</sup> Required for traditionally enrolled students concentrating in Public Management

<sup>2</sup> Required for traditionally enrolled students concentrating in Nonprofit Management

courses. The program committee will map each outcome to specific courses designed to meet that outcome and then the instructor will choose an artifact from the course that demonstrates achievement. For example, learning outcome 5 will be achieved through the completion of the Public and Nonprofit Budgeting and Financial Management Course. The committee is responsible for identifying the degree to which students are successfully obtaining outcomes and suggesting necessary curricular changes should any need be identified. For programs seeking accreditation, NASPAA provides exemplary sample assessment plans which the committee will use to establish UW-Green Bay's assessment model.

## **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 difference among its members. The campus engages in several strategic initiatives to recruit a more diverse student population and offers a wide range of experiences and perspectives to students. As part of this process, the Chancellor's Council on Diversity and Inclusive Excellence offers a certificate program to develop and recognize commitment to the UW-Green Bay Inclusive Excellence Initiative. The Office of Admissions also supports recruiters specialized in working with multicultural, bilingual, and international students. In fall 2017, UW-Green Bay added a Vice Chancellor for University Inclusivity and Student Affairs to the Chancellor's Cabinet to improve, in part, campus initiatives on diversity and inclusivity. This position will play a critical role in furthering campus efforts to attract and support a diverse campus community reflective of the metropolitan area that UW-Green Bay serves. This includes setting strategic priorities goals of a more diverse student body and action steps to achieve these goals. Particularly pertinent to the MPA program are engagement with "community organizations and initiatives where the primary audience is influencers and/or students that we want to recruit to UW-Green Bay to develop a better understanding of needs, obstacles preventing enrollments and what UW-Green Bay needs to become to attract and retain more students of color from our community" (Academic Affairs Strategic Priorities). Finally, evidence from the Council of Graduate Schools/Graduate Record Examinations Program (CGS/GRE) Survey of Enrollment and Degrees Report demonstrates that an MPA is an ideal degree for increasing its diversity given that this degree enrolls Black/African American students at higher levels than most other areas surveyed and that their enrollment often tends to be majority female (Zhou & Gao, 2021).

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. As of 2021 there is a newly founded graduate student council, which aims to address the unique needs and concerns of the diverse learners across the university wide ranging graduate programs. The UW-Green Bay's Multicultural Academic Centers promote a better understanding of diverse communities and serve as resources for students, faculty, and staff. The CATL also offers regular workshops and panel discussions to address the complexities of diversity, equity, and inclusion. Finally, the Office of International Education facilitates international student success while at UW-Green Bay.

The UW-Green Bay graduate student applicant review process embraces diversity and inclusion 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 more importantly, for instilling the diversity of life and work experiences into the classrooms to build a rich graduate-level pedagogical environment for the students. Further, the College of Humanities, Arts, and Social Sciences, 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.

The MPA degree also specifically emphasizes diversity, equity, and inclusion, including explicitly naming these values in its programmatic learning outcomes. Through coursework, students will learn how to lead, manage, and value a diversifying workforce. This includes an emphasis on the democratic decision-making and citizen voice in the policy process (creation and implementation), as well as encouraging inclusive work environments as leaders and managers of public and nonprofit organizations. Diversity, equity, and inclusion will be an explicit component of most MPA courses.

### **Projected Time to Degree**

The projected time to degree is four semesters (2 years) for traditionally enrolled, full-time students. These students will take three separate courses (9 credits) each 14-week session (Fall and Spring semesters). They may be able to reduce this time frame taking courses in different modalities or including a course and/or internships during the summer session. For full-time students in the accelerated and executive programs, their project time to complete is 3 semesters taking 9-10 graduate credits each term. Students will be admitted on a rolling basis and need not complete classes in any specific order. Course rotation will alternate between Fall and Spring semesters, with some summer offerings on an irregular periodicity.

### **Program Review**

The UW-Green Bay Graduate Academic Affairs Council (GAAC) is charged with oversight of all graduate programs, including review and approval of all new programs, and all graduate-level credit courses. The GAAC will formally review the MPA program on a five-year cycle beginning in 2027-2028. In addition, the program will be formally reviewed on a five-year cycle, by the department, and the Dean of the College of Arts, Humanities, and Social Sciences. NASPAA also requires an assessment cycle as a frequency appropriate for its mission. Therefore, we will assess for NASPAA standards on the same schedule as the college and GAAC cycle. Informally, the program will be reviewed by students and organizations after each class to ensure the courses are having their intended impact on the various stakeholders.

### **Accreditation**

The program is designed in accordance with standards set by the Network of Schools of Public Policy, Affairs, and Administration's (NASPAA), as it will eventually seek accreditation through the organization. The program cannot apply for accreditation until they have been

“operating and generating sufficient information about its operations and outcomes to support an evaluation” (NASPAA, 2019). NASPAA is the primary accrediting body of MPA programs and is widely recognized as an important signal of quality and value among public service programs including standards that identify the public service mission of a given program, professional qualifications of program faculty, and universal competencies. Per communication with the Higher Learning Commission (HLC), specific HLC approvals are not required.

## **JUSTIFICATION**

### **Rationale and Relation to Mission**

This degree will significantly add to the current programmatic offerings by the Department of Public and Environmental Affairs, as well as UW-Green Bay as a whole. The program is a logical extension of UW-Green Bay’s undergraduate degree in Public Administration (one of only two in the UW system) and would provide current students an opportunity to complete a graduate degree. This degree also specifically expands opportunities for other current undergraduate students in our department of Public and Environmental Affairs, including public administration, and provides a flexible and approachable interface through a blend of point-to-anywhere synchronous and asynchronous online course offerings. At present, most students who pursue an advanced degree attend a university outside of Wisconsin, either online or in-person. Stated another way, the degree will offer UW-Green Bay the opportunity to recruit and maintain existing students, while keep also increasing the likelihood that they stay within the UW-System more broadly.

Regarding UW-Green Bay’s select mission, an MPA is a logical fit. The mission notes that the University will provide “a problem focused educational experience” with a commitment to “civic engagement.” As public (and nonprofit) management is the primary focus of an MPA, it would be difficult to find another degree more closely related to civic engagement. An MPA also fits with the strategic vision of the university, including connecting with community partners, distinctive programs, and expanding professional graduate programs, and professional growth. More specifically, an MPA would extend the graduate offerings of UW Green Bay, provide area local governments and nonprofit organizations with a larger number of potential employees with advanced training in the field, enable community partners the opportunity to work with students on applied projects beyond those completed by students at the undergraduate level, and offer opportunities for professional growth for regional and state community members that would like to advance in related fields.

Additionally, an MPA is a logical addition to the well-regarded training and credentialing (such as Continuing Education programming) already offered by the university. For example, more than 1,000 individuals annually have attended Government Affairs workshops and certificate programs through UW-Green Bay since 2014-15. Of these programs, the Clerks and Treasures Institute hosts over 300 attendees annually with attendees earning certificates such as the Certified Municipal Clerk Certificate, the Certified Municipal Treasurer Certificate, the Certified Public Finance Administrator Certificate, and the Wisconsin Certified Municipal Clerk Certificate. This high demand for certificates in our area indicates a high demand for advanced

training related to civic engagement and public administration, and students in our program will have multiple opportunities to connect with working professionals in government and non-profit sectors through their engagement in these existing programs on our campus.

### **University Program Array**

Building on the existing foundation of the undergraduate Public Administration program at UW-Green Bay, the proposed graduate program will leverage existing courses and faculty expertise. For example, multiple upper-level elective courses will be cross-listed as both undergraduate and graduate-level courses (e.g., PU EN AF 306, PU EN AF 345). Courses from other UW-Green Bay graduate programs also will be available to MPA students (e.g., ES&P 501). In particular, the program will leverage existing faculty who currently (or have in the past) taught for the Master of Environmental Science and Policy (ES&P) program at UWGB. Several upper-level courses in the program would be well suited as upper-level electives for MPA students, particularly those designed for students in the ES&P policy track. Similarly, courses developed for the MPA program may be available for ES&P students as well.

At the same time, the courses considered core requirements will need to be developed. Because the program will seek NASPAA accreditation, it is important that these courses be designed to specifically meet accreditation requirements. By using a combination of existing courses and courses developed specifically for the MPA program, the strategy will balance the need to offer a wide array of courses in a cost-efficient manner while, at the same time, also ensuring an appropriate focus and level of academic rigor for graduate students. Stated another way, students in the MPA program will have opportunity to collaborate with graduate students across multiple other programs across UWGB, which contributes to valuable transdisciplinary exposure.

### **Other Programs in the University of Wisconsin System**

The state of Wisconsin has only two Masters of Public Administration programs (UW-Oshkosh and UW-Milwaukee), and one Master of Public Affairs program (UW-Madison). While important to the state overall, these programs do not serve Northeast Wisconsin to the degree proposed here. For example, the proposal includes expedited tracks for students who are in the process of obtaining an undergraduate degree in public administration at UW-Green Bay and for individuals who are already working in the field. This will shorten the time to degree and reduce tuition expenses for these individuals. An MPA program at UW-Green Bay also will allow for specialization in the issues that impact this region specifically (e.g., urban growth, urban/rural management, public/nonprofit collaborations) and help local governments and nonprofits build their capacity. Additionally, no public administration/affairs programs in Wisconsin currently have NASPAA accreditation. With a goal of seeking accreditation as soon as possible, the MPA program at UW-Green Bay would be the only accredited program in the state.

### **Need as Suggested by Current Student Demand**

As noted above, the state of Wisconsin has only two Master of Public Administration programs (UW-Oshkosh and UW-Milwaukee). However, neither program offers an undergraduate degree in public administration. As such, students who major in public

administration in UW-Green Bay have consistently asked about the opportunity to continue with an MPA at UW-Green Bay. There have been similar requests from individuals who attend the annual Clerks and Treasures Institute at UW-Green Bay during the summer. Until this point, however, no graduate option was available, and students would need to attend another university outside of the area or the state. It also should be noted the many undergraduate public administration majors at UW-Green Bay obtain public and nonprofit positions in the Green Bay area following graduation (e.g., Village of Bellevue, Door County, Howe Community Resource Center, Family Services, State of Wisconsin) and would be available to attend classes in a variety of modalities, including in-person formats.

### **Need as Suggested by Market Demand**

The work of public and nonprofit managers is expected to be one of the fastest growing career fields over the next decade. For example, the Bureau of Labor Statistics projects employment in these areas to grow by 17% through 2029; significantly faster than all other occupations.<sup>1</sup> The State of Wisconsin includes over 1,800 cities, villages, and towns, over 200 of which specifically employ a professional public administrator. In UW-Green Bay's 16 county footprint, there are more than 330 municipal governments.<sup>2</sup> Current public sector employees, in particular, tend to be older and there are efforts underway to actively recruit younger workers to the field.<sup>3</sup> Hiring well trained and educated public employees has become even more important recently, as the public sector competes with the private sector for employees in a particularly challenging labor market.<sup>4</sup>

Regarding the nonprofit sector, specifically, there are over 26,000 501(c)(3) organizations in the state. In UW-Green Bay's 16 county footprint, there are more 1,100.<sup>5</sup> There are organizations that increasingly look to individuals with specialized training as the sector professionalizes.<sup>6</sup> In response to this, the number of universities offering courses in nonprofit management and philanthropic studies has nearly doubled over the past 20 years (95% growth) with concentrations and/or programs in the topic more than doubling.<sup>7</sup> These programs are often nested within MPA programs as public and nonprofit organizations operate in a significantly overlapped space (public service). Overall, nonprofit organizations often find it difficult to hire employees with specific training in nonprofit budgeting, management, and public policy, and those graduates with this specific MPA would have multiple opportunities to fill this essential employment category.

In short, an MPA program at UW-Green Bay would benefit students as well public and nonprofit organizations in the region. Regarding the former, the array of organizations in our area serves as an important learning platform for graduate students, and the internship embedded in this program provides an avenue for these career connections and pathways. Regarding the latter, the value of student internship experiences on local governments and nonprofit organizations provides needed assistance, where it can be difficult to find. This MPA would allow for students to contribute more to a brain-gain than drain for the region.

<sup>1</sup>Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Social and Community Service Managers, on the Internet at <https://www.bls.gov/ooh/management/social-and-community-service-managers.htm> (visited

1/25/2021).

<sup>2</sup>Wisconsin Department of Revenue. (2018). County and Municipal Revenues and Expenditures.

<https://www.revenue.wi.gov/Pages/Report/county-municipal-revenues-expenditures.aspx>

<sup>3</sup>Gianfortune, Ross. (2018). Data: Public Servants Are Older Than Almost Everyone in the American Workforce. *Government Executive*. <https://www.govexec.com/federal-news/2018/07/data-public-servants-are-older-almost-everyone-american-workforce/149285/>

<sup>4</sup>Smith, Carl. (2021). Government is Hiring, but Faces Tough Competition for Workers. *Governing*

<https://www.governing.com/now/government-is-hiring-but-faces-tough-competition-for-workers>

<sup>5</sup>Helen Bader Institute for Nonprofit Management. (2019). *Nonprofit Wisconsin: In Brief*. [https://uwm.edu/hbi/wp-content/uploads/sites/435/2019/09/Nonprofit-WI-In-Brief-2019.Final\\_.pdf](https://uwm.edu/hbi/wp-content/uploads/sites/435/2019/09/Nonprofit-WI-In-Brief-2019.Final_.pdf)

<sup>6</sup>Stewart, A. J. (2014). Seeking Common Ground: Assessing Concepts and Measures of Professionalization. *Academy of Management: Proceedings*

<sup>7</sup>Mirabella, R., T. Hoffman, T.K. Teo, and M. McDonald. (2019). The Evolution of Nonprofit Management and Philanthropic Studies in the United States: Are We Now a Disciplinary Field? *The Journal of Nonprofit Education and Leadership* 9(1): 99-109.

## **ADDITIONAL DOCUMENTATION TO BE SUBMITTED:**

Three additional documents must be submitted along with the Request for Authorization to Implement a Degree narrative to [apfa@uwsa.edu](mailto:apfa@uwsa.edu). These additional documents are:

- Cost and Revenue Projections Spreadsheet (Excel format, portrait view)
- Cost and Revenue Projections Narrative (Word format)
- University Letter of Commitment (PDF format)

**Cost and Revenue Projections Spreadsheet** – Additional Document #1 (Excel format, portrait view)

Please utilize the spreadsheet template located at the Academic Program Planning webpage at <https://www.wisconsin.edu/program-planning/>. The provost and chief business officer must sign the cost and revenue projections spreadsheet. The submitted document must be clean and readable. Avoid submitting scanned documents.

**Cost and Revenue Projections Narrative** – Additional Document #2 (Word format)

Please utilize the Word template located at the Academic Program Planning webpage at <https://www.wisconsin.edu/program-planning/>.

The Cost and Revenue Projections Narrative supports the completion and discussion of the Cost and Revenue Projections spreadsheet document. Together, the budget spreadsheet and narrative illustrate the financial sustainability of the proposed program and document how projected revenues will offset the program costs over a five-year period.

**University Letter of Commitment** – Additional Document #3 (PDF format)

The letter of commitment is signed by the university's provost. The letter should be addressed to the President of the UW System (copied to the Associate Vice President of Academic Programs & Faculty Advancement) and affirm that:

- The program has been designed to meet the university's definition and standards of quality, and will make a meaningful contribution to the university's select mission, overall academic plan, and academic degree program array;
- There is university-wide support for the program, including university governance approval;
- The necessary financial and human resources are in place and/or have been committed to implement and sustain the program; and
- Program evaluations are in place.

# **COST AND REVENUE PROJECTIONS NARRATIVE**

## **UNIVERSITY OF WISCONSIN-GREEN BAY**

### **MASTER OF PUBLIC ADMINISTRATION**

#### **Introduction**

The University of Wisconsin (UW)-Green Bay proposes to establish a Master in Public Administration (MPA). An MPA is a professional degree that provides students with hands-on and theoretical preparation for a career in public service, including the development of technical skills and specialized expertise required of individuals working with public resources in the public or nonprofit sector. This 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 “civic engagement.” An MPA also fits with the strategic vision of the university, including connecting with community partners, distinctive programs, expanding professional graduate programs, and professional growth. In particular, an MPA would extend the graduate offerings of UW-Green Bay, provide local governments and nonprofit organizations with essential additional skills and trainings, allow community partners the opportunity to work with students on applied projects beyond those completed by students at the undergraduate level, and provide opportunities for professional growth for regional and state community members that would like to advance in their fields. This degree also specifically expands opportunities for current undergraduate students in our department of Public and Environmental Affairs, including public administration, and provides a flexible and approachable interface through a blend of point-to-anywhere synchronous and asynchronous online course offerings. The program will include three pathways for completion, including: a traditional option, an accelerated continuation option, and an accelerated executive option.

#### **Section I – Enrollment**

Enrollment projections assume an annual matriculation of 10 students in year one, growing to 35 new students annually by each year by year five, divided across the three track options. A retention rate of 90% from start to finish is assumed, based on retention rates for other graduate programs. Based on this, we assume enrollment totals within each track to grow from years one to five as follows: Traditional Track: 7 to 36; Accelerated Track: 9 (year two) to 16; Executive Track: 3 to 10. We assume that accelerated track students will not start paying graduate-level tuition until their second year of coursework in the program (the first courses being taken at the undergraduate level at undergraduate rate), so their participation is not counted until their second year. Based on these aforementioned parameters, we expect the entire program to have enrolled 124 students and graduated 91 students by the end of year five.

#### **Section II – Credit Hours**

Depending on the track of entry, students are required to complete between 30-36 credits to complete the program. This includes the creation of six new 3-credit core-courses for the first year of offering, followed by a combination of electives drawing from seven currently existing or newly cross-listed 3-credit, and six new upper-level 3-credit electives to be

developed and offered over years two and three of the program. In addition, three 3-credit courses will be created and offered to offer specificity to the various tracks and capstone experience. Wherever possible, existing capacity and overlapping graduate-level or cross-listed offerings will be used to meet demand.

### **Section III – Faculty and Staff Appointments**

Instructional needs will be met with a combination of existing faculty FTEs and an additional two FTEs. In order to assist in the development and launch of the program, the first of these two additional FTEs will be added in as a visiting professor in year one, with conversion to tenure-track in year two, depending on meeting enrollment targets. Both additional tenure-track FTEs are planned to be added as the program grows (second position estimated in year four, but timing will be adjusted depending on meeting/exceeding target enrollment goals), and will be needed prior to submitting for NASPAA accreditation; it is anticipated that all faculty engaged in the MPA will teach across both the undergraduate and graduate levels. As new faculty are onboarded to support this program, it is anticipated that current faculty will redirect a portion of their teaching from their current solely undergraduate engagement to a balance between undergraduate and graduate courses. One current faculty member will take over program chair leadership responsibilities associated with this graduate program. Additionally, given the projected growth and multiple tracks of this program, it is anticipated that they will need part-time administrative support from a staff member (redirected or otherwise), ranging from 0.25 FTE at program start to 0.5 FTE at year 2 and beyond.

### **Section IV – Program Revenues**

#### Tuition Revenues

Program revenue projects are primarily tuition-focused, and based on expected tuition generated at the standard UW-Green Bay graduate tuition rate. Tuition estimates use the Fall 2022 graduate tuition rate as a starting point (9-credit per semester plateau of \$3,998.07), and assume an average of 18 credits/student per year. An estimated increase in this rate of 2% is expected in 2023 (to \$4,077.99/semester) and again in 2025 (\$4,159.53/semester), and total tuition revenue estimates reflect this change. It is expected that after a year of modest startup costs and a minimal revenue shortfall, by year two of the program revenues will fully support the program and provide financial stability.

### **Section V – Program Expenses**

#### Salary and Fringe Expenses

Direct faculty and instructional staff costs for program delivery are estimated using an average annual salary of \$66,000 plus fringe (45% of salary), reflecting an average tenure-track salary in this area. Annual increases of 2% of overall salary and fringe are included in all estimates, and the second tenure-track FTE listed in year four reflects those subsequent increases from year 2 (Salary at \$68,666 + 45% fringe).

Additional ad hoc salary costs (at \$5,100/course release) to cover transitioned workload of current faculty are included in the faculty/instructional staff line; amount assumes one course

each/two current faculty per year in year 1, and up to 2 courses/current faculty per year thereafter.

In addition, administrative support position cost is estimated at 25% time, then 50% time, using a base annual salary of \$55,000 + fringe and 2% increases each year.

#### Other Expenses

*Startup costs:* includes funds for development of new courses and modification of existing courses to serve program. The bulk of this effort will be performed in years 1-3, as the curriculum and student demand grow. These are important efforts to yield the flexible curricula inherent in this program.

*Accreditation, memberships, professional development, and marketing:* Assumes an average annual investment of \$15,000 for marketing and \$5,000 for faculty professional development in public administration and organization memberships, across all 5 years. While exact figures are unknown, additional costs associated with pursuing NASPAA accreditation (including site visit costs) are estimated at ~\$20,000; this cost is spread out between and reflected in years 4 and 5.

*Program Chair Stipend:* Estimated at a fixed rate of \$12,600/year, this may take the form of a direct stipend and/or course release, depending on needs at that stage of program maturity. Includes student recruitment, curricular organization, establishment and contact with internship providers, scheduling, engagement with ad hoc faculty, and overall program coordination, including engagement in summer work. Rate is in keeping with other recently launched graduate programs.

*Indirect Expenses:* A central administrative 30% tax on salaries and fringe that will be charged beginning in year two. The tax will cover general university facilities and administrative costs.

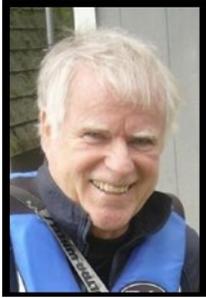
#### **Section VI – Net Revenue**

Assuming enrollment targets are met, the program should be in a position of relative fiscal neutrality beginning year 2, with increasing financial sustainability by year 3 of the program. Net revenues will be reinvested in the program, and aid in ensuring curricular relevancy, expanding placement opportunities for students, and building partnerships with statewide organizations and governments. Additionally, we will endeavor to maintain integrity in the mentorship of students, and if warranted, will reinvest in additional faculty if the program continues on the anticipated growth trajectory.

University of Wisconsin - Green Bay						
Cost and Revenue Projections For Newly Proposed Master of Public Administration						
	Items	Projections				
		2023	2024	2025	2026	2027
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>I</b>	<b>Enrollment (New Student) Headcount</b>	10	21	27	31	35
	<b>Enrollment (Continuing Student) Headcount</b>	0	12	18	23	27
	<b>Enrollment (New Student) FTE</b>	10	21	27	31	35
	<b>Enrollment (Continuing Student) FTE</b>	0	12	18	23	27
<b>II</b>	<b>Total New Credit Hours</b>	18	12	12	3	0
	<b>Existing Credit Hours</b>	6	24	36	48	51
<b>III</b>	<b>FTE of New Faculty/Instructional Staff</b>	0	1	0	1	0
	<b>FTE of Current Fac/IAS</b>	2	2	3	3	4
	<b>FTE of New Admin Staff</b>	0	0.25	0	0	0
	<b>FTE Current Admin Staff</b>	0.25	0.25	0.5	0.5	0.5
<b>IV</b>	<b>Revenues</b>					
	<i>From Tuition</i>	\$79,961	\$269,147	\$367,019	\$449,229	\$515,782
	<b>Total New Revenue</b>	\$79,961	\$269,147	\$367,019	\$449,229	\$515,782
<b>V</b>	<b>Expenses</b>					
	<b>Salaries plus Fringes</b>					
	<i>Faculty/Instructional Staff</i>	\$106,700	\$119,614	\$121,566	\$223,123	\$227,146
	<i>Other Staff</i>	\$19,938	\$40,673	\$41,486	\$42,316	\$43,162
	<b>Other Expenses</b>					
	<i>Startup costs; course development</i>	\$18,000	\$12,000	\$12,000	\$0	\$0
	<i>Accreditation, memberships, prof dev., marketing</i>	\$20,000	\$20,000	\$20,000	\$30,000	\$30,000
	<i>Graduate Program Chair stipend</i>	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
	<i>Indirect Expenses</i>	\$0	\$48,086	\$48,916	\$79,632	\$81,092
	<b>Total Expenses</b>	\$179,638	\$255,372	\$258,968	\$390,071	\$396,400
<b>VI</b>	<b>Net Revenue</b>	-\$99,676	\$13,775	\$108,051	\$59,159	\$119,382
Submit budget narrative in MS Word Format						
<b>Provost's Signature:</b>			<b>Date:</b>			
<b>Chief Business Officer's Signature:</b>			<b>Date:</b>			

Faculty Senate New Business 5a 4/6/2022

## Memorial Resolution for Professor Emeritus Rolfe E. White



Dr. Rolfe E. White (1938-2021) joined UW-Green Bay in 1969 and retired in 1998 as an Associate Professor of Social Work, Emeritus. He passed away on June 9, 2021. Dr. White received a Bachelor's degree in Biology from Case Western Reserve University, a Master's in Social Work from the School of Applied Social Sciences at Case Western Reserve University, and a PhD in Education from Laurence University in California. His thirty-plus years of service to UW-Green Bay, the Social Work Professional Programs, the Northeast Wisconsin community, and the social work profession are exceptional, indeed. Dr. White's calling to improve the lives of underserved individuals in our community culminated in significant, long-lasting change that lives on today. Driven by his compassion, commitment, and a focus on camaraderie, coupled with his expertise in advocacy, community change, and human behavior, Dr. White made our community better then, and it is better now. He knew how to bring people together and for that we are most thankful. We are fortunate, as well, for the existence today of countless professional social workers who benefited from Dr. White's expertise, as well as his foresight as the Founder of the Green Bay Area Free Clinic (now the NEW Community Clinic), and the Brown County Housing and Homeless Coalition, both of which are here today because of his vision and ability to effect change.

Upon joining UW-Green Bay in 1969, Dr. White began as a lecturer in the Social Services Program and as a staff member in the campus Counseling Center; these areas fit well with his expertise in working with youth in residential settings, his commitment to the social work profession, and to helping students develop as competent, knowledgeable, and ethical social work practitioners. While finishing his doctorate (awarded in 1978) Dr. White served in Social Work as an Assistant Professor and was promoted to Associate Professor in 1982. He holds a strong scholarly record which includes several publications and presentations on health care and poverty, and therapeutic group processes which he also carried into his class lectures.

Dr. White's academic journey also includes several years of service as the Chair of the Social Work Professional Program and service to numerous University committees and initiatives. Among these, and together with social work faculty, he was instrumental in the development of a specialized child welfare curriculum and program competencies for the baccalaureate social worker. In fact, because of his work and that of the Social Work faculty, the UW-Green Bay Social Work Program was a forerunner in the application of program competencies which are now common requirements in social work education across the nation. All told, the efforts of Dr. White, his social work colleagues, campus leaders and others, set the stage for the first accredited social work program at UW-Green Bay, which now hosts its highly sought-after, fully accredited Master of Social Work program. Consistent with his love for teaching and commitment to service, Dr. White continued well after his retirement as an adjunct faculty member in the Master of Social Work program.

Dr. White's service to the Northeast Wisconsin community extended far beyond his UW-Green Bay appointment. He was well-known for his work on behalf of homeless individuals, serving on numerous committees dedicated to homelessness including the Brown County Task Force for the Homeless where he served both as Vice President and President, and the Brown County Board of Supervisors' Human Services Committee where he served for many years as Chair of the Subcommittee on Homeless Issues and Affordable Housing. He held a special interest in service to ethnic and cultural groups including Southeast Asian populations in Green Bay, and Native American groups via his work with the Green Bay AmerIndian Center. As noted earlier, and certainly worth repeating, Dr. White was the Founder of the NEW Community Clinic where he continued as Board President until January of 2021. This exceptional commitment of nearly thirty years demonstrates the high level of regard he held for those with limited access to housing and medical services, and also for social work students who participated early on in developing a plan and securing funding for the Clinic as part of a student project. That he valued and applied students' contributions in the initial planning and development phase reflects the consistent level of respect he showed students as a teacher and mentor, and provides an excellent exemplar of a community/university partnership. For this and other contributions, in 1987, Dr. White was elected Northeast Wisconsin's Social Worker of the Year.

Today, Social Work students continue to benefit from Dr. White's generosity via the Rolfe E. White scholarship in Social Work developed upon his retirement. Because Dr. White was deeply concerned about poverty, this scholarship is awarded to students with a significant professional interest in addressing poverty and serving low-income individuals in their professional careers. In reflecting upon their memories, UW-Green Bay Social Work students recall Dr. White as kind, humble, patient, and supportive. He always had time for helping, listening, and caring. Even when introducing students to new and sometimes difficult-to-grasp concepts (think epistemology), he was patient and thorough in providing explanations to facilitate understanding. He wanted every student to do their best and would help them get there.

Upon his passing, former students shared their reflections:

*"He was the grounding force, always calm and supportive, always friendly and available. When I dropped from school that semester, he made it known that the door was always open to come back and pick up where I left off. When I did return, he was welcoming and sincerely happy to see me. If it weren't for Rolfe, I wouldn't have become a social worker. I likely wouldn't have returned to school for anything."*

*"I remember my time in his class fondly. He was methodical and deliberate with us, patiently ensuring our understanding of materials, and sharing stories from his own experiences as an accomplished advocate in the Green Bay community. He served as my faculty field liaison and I recall his committed attention to detail and focus on my growth during our meetings with my field instructor. Rolfe always had a twinkle of mischief in his eyes and a belief in both his students and in social change."*

*"Rolfe was an avid athlete and windsurfer who often shared his windsurfing stories with students. It was apparent that he knew how to navigate rough waters. As a student, I knew first-hand that his calm demeanor could assuage even the most distressed among*

*us. Always a teacher who could readily bridge 'real life' with academics, I think he left us with windsurfing lessons to last a lifetime."*

Dr. White's family said it best in this poignant message taken from his memorial obituary:

*"Rolfe was selfless in all he did. He taught with his entire heart and mind, never leaving a stone unturned, a question unanswered, or a student in need. He seldom spoke of all his amazing accomplishments and never thought what he was doing was anything more than what everyone should do. His kindness, compassion, and love for his career left a lasting impression on many."*

<https://www.legacy.com/us/obituaries/greenbaypressgazette/name/rolfe-white-obituary?id=10778342>

With the deepest gratitude, we reflect upon Dr. White's enormous commitment and contributions to the betterment of others. He has left a remarkable legacy of unrelenting service to the social work profession, the Social Work Professional Programs at UW-Green Bay, the institution-at-large, and the Northeast Wisconsin community.

Respectfully submitted,

*Doreen Higgins, PhD  
Associate Professor Emerita  
Social Work Professional Programs*

**Faculty Senate New Business 5b 4/6/2022**

## **AAUP/FACULTY SENATE RESOLUTION ON CANCELING STUDENT DEBT**

### **THE PROBLEM**

As reported by the American Association of University Professors (AAUP), more than 45 million people in the United States hold nearly two trillion dollars of student debt. The AAUP further states that student debt exacerbates class, race, and gender inequalities. It reduces students' access to education, and hinders them from taking jobs of their choice in the fields in which they were trained. It burdens our faculty and staff, who also carry student debt into their offices and classrooms. And most importantly, it's unnecessary, as there are clear opportunities now for canceling that debt and reforming higher education finance to prevent students from incurring further debt.

### **THE MOMENT**

In December 2021, Biden extended the federal student debt payment pause until May 1st, the *second* extension since 2020. But, our communities are suffering and need student debt cancellation now, more than ever. Now is the time to turn the payment pause into permanent cancellation. The idea of student debt cancellation has never been so popular, or possible. According to the AAUP, over two thirds of Americans support some kind of student debt cancellation. Substantial numbers of elected officials and grassroots organizations are ready to mobilize.

### **THE DEMAND**

We are calling for student loan debt cancellation and a pathway to tuition free college.

WHEREAS, elimination of debt in higher education and pathways to education as a public good represents substantial opportunities to demand support for and reform of higher education, increase economic and public health security, expand prosperity, create jobs, and save our community money;

WHEREAS, cancelling student loan debt and eliminating debt in higher education represents an enormous economic opportunity to support students, staff, and faculty in moving upward in social mobility, creating and pursuing better jobs, increasing spending in our local community, and providing a deeply needed stimulus;

WHEREAS, Black, Latinx, Indigenous, Asian and Pacific Islander, and other communities of color; economically disadvantaged residents; and young adults experience the impacts of student debt most acutely;

WHEREAS, abolishing student debt also represents a moral opportunity to support students, addressing racial and gender wage gaps, and providing better overall health outcomes to students since debt is associated with negative mental and physical health outcomes, like stress, depression, general health, obesity and mortality;

WHEREAS, student debt cancellation is only one step toward relief and a better higher education system, and examples from overseas show the need for elimination of full student loan debt and investment in and pathways toward free higher education and other programs to support higher education as a public good;

NOW THEREFORE IT BE RESOLVED that the FACULTY SENATE of the University of Wisconsin - Green Bay calls for the Federal Government to commit to cancel all student debt.

The UW-Green Bay FACULTY SENATE requests that the Federal Government enacts a plan to cancel student debt and begin the transition to education as a public good.

**Faculty Senate New Business 5c 4/6/2022**

### **Faculty Code: Faculty mentoring**

With a goal of retaining and promoting the success of quality faculty and lecturers, especially international faculty/lecturers and those from non-majority groups, at UW-Green Bay through a new mentoring program (attached) is being proposed that will address the new faculty/lecturer hire more holistically. To ensure continuity of this mentoring program, it is proposed that the following be added to Faculty Code 3.07 (Probationary Assistant Professors, Associate Professors, or Professors) and the Academic Staff Governance ByLaws.

“New faculty and lecturers will be provided mentors to guide tenure track faculty through the tenure process or lecturers through their first two to three years of teaching. The mentoring program will be conducted through the Provost’s Office with input from Deans, Unit Chairs, and Program Chairs. Mentors will be trained through the Center for the Advancement of Teaching and Learning with support from the Provost’s Office.”

Current Code:

#### **3.07 Probationary Assistant Professors, Associate Professors, or Professors.**

The initial probationary appointment at the rank of assistant professor, associate professor, or professor shall be for no more than three years. After not more than six years of full-time service at this university, as an assistant professor, associate professor, or professor, or after the equivalent of not more than six years of full-time service at this university in the ranks of instructor and assistant professor combined, a faculty member will be notified in writing by the interdisciplinary unit or the administration no later than the end of his/her sixth year that he/she will be recommended for tenure or will not be recommended for tenure. Promotion to the rank of associate professor after an initial probationary appointment always includes the granting of tenure. The above provisions do not preclude the awarding of tenure after a period of service shorter than six years.

**Faculty Senate New Business 5d 4/6/2022**

## **Resolution in Support of Academic Freedom and Equity, Diversity, and Inclusion in Education**

### **The University of Wisconsin–Green Bay’s Commitment to Academic Freedom**

WHEREAS in 1894, the University of Wisconsin Board of Regents released a statement on the importance of academic freedom that remains foundational to the University of Wisconsin System’s academic pursuits, famously writing: “Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found”;

WHEREAS, on Sept. 19, 1990, the University of Wisconsin–Green Bay Faculty Senate approved an Academic Freedom Policy, which states that “Teachers are entitled to freedom in the classroom in discussing their subject” (115) and “Controversy is at the heart of the free academic inquiry” (117);

WHEREAS, the University of Wisconsin System Board of Regents policy document titled “Commitment to Academic Freedom and Freedom of Expression” states: “Academic freedom includes the freedom to explore all avenues of scholarship, research, and creative expression, and to reach conclusions according to one’s own scholarly discernment. Freedom of expression includes the right to discuss and present scholarly opinions and conclusions on all matters both in and outside the classroom.” And also states: “it is not the proper role of the university to attempt to shield individuals from ideas and opinions they, or others, find unwelcome, disagreeable, or even deeply offensive.” And also states: “Each institution in the University of Wisconsin System has a solemn responsibility not only to promote lively and fearless exploration, deliberation, and debate of ideas, but also to protect those freedoms when others attempt to restrict them”;

WHEREAS, the Higher Learning Commission, the accrediting body of the University of Wisconsin–Green Bay, requires in its published “Criteria for Accreditation” that “The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning” (2.D);

### **The University of Wisconsin–Green Bay’s Commitment to Diversity, Equity, and Inclusion**

WHEREAS, the University of Wisconsin–Green Bay’s Select Mission states that “The culture and vision of the University reflect a deep commitment to diversity, inclusion, social justice, civic engagement, and educational opportunity at all levels”;

WHEREAS, the University of Wisconsin–Green Bay’s 2017 “Civility and Inclusion Statement” states: “The University of Wisconsin-Green Bay (UWGB) is an institution of higher learning where the safety of its multifaceted community of people is expected and enforced. Campus activities, programs, classes, lectures, and everyday interactions are enriched by our inclusion

of one another as we strive to learn from each other in an atmosphere of positive engagement and mutual respect”;

WHEREAS educating about systemic barriers based on race, gender, and sexuality should be understood as central to realizing our diverse, multiracial democracy and to the active pursuit of knowledge in the 21st century to produce engaged and informed citizens;

### **Proposed Legislation Endangers both Academic Freedom and Diversity, Equity, and Inclusion**

WHEREAS, Assembly Bill 411, “Relating to: anti-racism and anti-sexism pupil instruction and anti-racism and anti-sexism training for employees of school districts and independent charter schools” was passed by the Wisconsin State Legislature on Feb. 2, 2022;

WHEREAS, the testimony of the primary sponsor of Assembly Bill 411 included a list of approximately ninety terms and concepts that were identified as being in violation of the proposed legislation, including basic concepts and words such as “racial prejudice,” “systemic racism,” “white supremacy,” “equity, diversity, and inclusion,” “social justice,” and “land acknowledgments”;

WHEREAS, the restrictions and requirements of Assembly Bill 411 could endanger important partnerships through which UWGB serves the educational needs of our region, including Phuture Phoenix, Rising Phoenix, and College Credit in High School (CCIHS);

WHEREAS, Wisconsin Governor Tony Evers vetoed Assembly Bill 411 on Feb. 4, 2022, stating: "I am vetoing this bill in its entirety because I object to creating new censorship rules that restrict schools and educators from teaching honest, complete facts about important historical topics like the Civil War and civil rights. I have said before and will restate again today that I trust parents, educators, and schools to work together to do what is best for our kids—work they have long been doing without the political interference and micromanagement from politicians in Madison. Our kids deserve to learn in an atmosphere conducive to learning without being subjected to state legislative encroachment that is neither needed nor warranted. . . . There is no question that the aid we are providing our schools is much better spent on our kids learning in our classrooms than on the onslaught of attorney fees, lawsuits, and legal bills that could befall them because of this legislation”;

WHEREAS, on Feb. 22, 2022, the Wisconsin State Legislature passed Senate Bill 409, which would prohibit Anti-Racism and Anti-Sexism Instruction and Training at the UW System and Wisconsin Technical College System, thus threatening both academic freedom and equity, diversity, and inclusion efforts within the state’s public universities and technical colleges;

WHEREAS, on Feb. 23, 2022, the Wisconsin State Legislature passed Assembly Bill 884, which if enacted into law would override general education requirements at UW institutions by allowing students to take a course on the U.S. Constitution instead of a required diversity or ethnic studies course, thus depriving the universities of the right to establish degree requirements;

WHEREAS, this proposed legislation threatens to mire schools and universities in frivolous complaints; would interfere with the free expression of ideas and dissemination of accurate knowledge; and sets a dangerous precedent of ideological interference in education;

**THEREFORE, BE IT RESOLVED** that the Faculty Senate of the University of Wisconsin–Green Bay resolutely rejects any attempt by the state legislature to restrict or dictate university curriculum on any matter, including matters related to racial and social justice, and will stand firm against encroachment on faculty authority by the state legislature;

**BE IT FURTHER RESOLVED** that the Faculty Senate stands in solidarity with our PK-12 colleagues in Wisconsin and supports their ability to teach freely and accurately about race, racism, and gender inequality based on established disciplinary standards, without ideological interference;

**BE IT FURTHER RESOLVED** that the Faculty Senate affirms that the University of Wisconsin–Green Bay has a responsibility and opportunity to help build equity and social justice in a nation that has for centuries struggled with issues of racial and gender inequality by providing an accurate and diverse education about past and present injustices and problems;

**BE IT FURTHER RESOLVED** that the Faculty Senate affirms the [Joint Statement on Efforts to Restrict Education about Racism](#), authored by the AAUP, PEN America, the American Historical Association, and the Association of American Colleges & Universities, endorsed by over seventy organizations, and issued on June 16, 2021.

#### Sources:

"[Resolution in Support of Academic Freedom to Teach Race and Gender Justice, and Critical Race Theory](#)," Faculty Senate, University of Wisconsin-Madison, Nov. 1, 2021.

[Regent Policy Document 4-21: Commitment to Academic Freedom and Freedom of Expression, University of Wisconsin System](#), Board of Regents Policies, University of Wisconsin System.

"UWGB Faculty Academic Freedom Policy," [UWGB Faculty Handbook](#), pages 114-120.

[University of Wisconsin–Green Bay Select Mission](#), approved 2019.

"[Criteria for Accreditation](#)," Higher Learning Commission.

"[Civility and Inclusion Statement](#)," Council for Equity, Diversity and Inclusion, University of Wisconsin–Green Bay, 2017. (This statement was approved by the UWGB Chancellor and Cabinet in November 2017.)

[“Joint Statement on Efforts to Restrict Education about Racism,”](#) June 16, 2021.

Wisconsin [Assembly Bill 411](#) (2021).

[Legislative Council Hearing Materials for AB 411](#), Aug. 11, 2021.

Governor Tony Evers, [Veto Statement for Assembly Bill 411](#), Feb. 4, 2022.

Wisconsin [Senate Bill 409](#) (2021).

Wisconsin [Assembly Bill 884](#) (2022).

[“Call to Action.”](#) African American Policy Forum.

**Faculty Senate New Business 5e 4/6/2022**

UWGB Academic Affairs Council (AAC)  
 Report of Curricular Actions for Faculty Senate  
 Feb. 15, 2022  
 Prepared by Prof. David Voelker, AAC Chair

The AAC met on January 27, February 3, and February 10, 2022.

The AAC took action on the course and program changes noted below. Additionally, the AAC approved a request for authorization to implement a major in Sociology and Anthropology.

Request Type Key:

CC=Course Change, NC=New Course, D=Deactivation, PC=Program Change, NP=New Program

Course/Program	Request Type	Outcome
NURSING 255 : Health Assessment for Nursing Practice	NC	Approved
NURSING 305 : Healthy Aging and Chronic Care Management	NC	Approved
NURSING 310 : Health Assessment for Nursing Practice	D	Approved
NURSING 330 : Health & Illness Concepts I: Advanced Nursing Skills/Simulation/Practicum	D	Approved
NURSING 331 : Health & Illness Concepts I: Advanced Nursing Skills/Simulation	NC	Approved
NURSING 332 : Health & Illness Concepts I: Practicum	NC	Approved
ACCTG-I : Accounting Minor	PC	Approved
BIOLOGY 306 : Principles of Ecology	NC	Approved
ENV SCI 302 : Principles of Ecology	D	Approved
BIOLOGY 365 : Aquatic Invertebrates	CC	Approved

BIOLOGY 469 : Conservation Biology	NC	Approved
ENV SCI 469 : Conservation Biology	D	Approved
BIOLOGY ANIMAL : Animal Biology Emphasis	PC	Approved
BIOLOGY ANIMAL_ACC : Accelerated Animal Biology Emphasis	PC	Approved
BIOLOGY AQUACUL : Aquaculture Emphasis	PC	Approved
EDUC 340 : Supporting Learning and Behavior in the Classroom	CC	Approved
EDUC 425 : The Early Years of Literacy and Language Development	CC	Approved
ENGLISH 303 : Advanced Poetry Writing Workshop	CC	Approved
ENGLISH 305 : Novel Writing Workshop	CC	Approved
ENGLISH 306 : Novel Revision Workshop	CC	Approved
ENGR 236 : Technical Writing	NC	Approved
ENGR 322 : Engineering Measurements Lab	CC	Approved
ENV POL PL : Environmental Policy & Planning Core	PC	Approved
ENV SCI 337 : Environmental GIS	CC	Approved
ENV SCI ENVSCI_ACC : Accelerated Emphasis in Environmental Science	PC	Approved
ENV SCI : Environmental Science Major	PC	Approved
ET 390 : Mechatronics	CC	Approved
ETHIC_CERT : Certificate in Professional Ethics	PC	Approved
FIN 345 : Risk Management and Insurance	CC	Approved

GEOSCI GEO_ACC : Accelerated Geoscience Emphasis	PC	Approved
HISTORY 309 : United States Immigration History	CC	Approved
HRM : Human Resource Management Major	PC	Approved
HUM DEV 478 : Honors in the Major	D	Approved
HUM DEV 494 : Capstone	D	Approved
INFO SCI 443 : Game Development	NC	Approved
ITADS DATA : Data Science Emphasis	NP	Approved
ITADS GAME : Game Studies Emphasis	NP	Approved
MECH ENGR : Mechanical Engineering	PC	Approved
MGMT : Management Major	PC	Approved
MKTG : Marketing Major	PC	Approved
MUS APP 69 : Elementary Guitar	CC	Approved
NURS_TRAD : Nursing (traditional 4yr)	PC	Approved
NURSING 290 : Foundations of Nursing Practice: Practicum/Experiential Learning	CC	Approved
NURSING 300 : Pharmacology for Nursing Practice	CC	Approved
NURSING 350 : Professional Development I: Nursing Theory, Image and Ethics	CC	Approved
NURSING 360 : Health & Illness Concepts II	CC	Approved
NURSING 380 : Alterations in Health & Illness II: Practicum/Lab/Simulation	CC	Approved
NURSING 390 : Leadership for Sustainable Healthcare: Health Disparities, Health Equity, & the Nursing Profession	CC	Approved

NURSING RN_BSN : RN-BSN Emphasis	PC	Approved
NURSING RN_BSN_ACC : Accelerated RN-BSN Emphasis	PC	Approved
NUT SCI 270 : Sport and Performance Nutrition	NC	Approved
ORG LEAD 198 : Introduction to Leadership	CC	Approved
ORG LEAD 347 : Budgeting and Financial Management	CC	Approved
ORG LEAD 348 : Organizational Behavior Across Sectors	CC	Approved
ORG LEAD 301 : Rising Leadership	CC	Approved
ORG LEAD 400 : Organizational Leadership Capstone	CC	Approved
ORG LEAD 420 : Mindful Leadership	NC	Approved
ORG LEAD EC EDUC : Early Childhood Educatin Emphasis	PC	Approved
BUS ADM ENTREPREN : Entrepreneurship Emphasis	PC	Approved
BUS ADM GENERAL : General Business Emphasis	PC	Approved
BUS ADM SUPPLY : Supply Chain Management Emphasis	PC	Approved
HUM BIOL HUB-GEN : General Human Biology Emphasis	PC	Approved
GERMAN GENERAL: German Emphasis	PC	Approved
GERMAN-I EDUC LICEN: German Emphasis for Students Seeking Teaching Certification	PC	Approved
GERMAN-I GENERAL: German Emphasis	PC	Approved
PHILOS 212 : Philosophy, Religion, and	CC	Approved

Science		
PHILOS 213 : Ancient Philosophy	CC	Approved
PHILOS 220 : Environmental Ethics	CC	Approved
PHILOS 227 : Business Ethics	CC	Approved
PSYCH : Psychology Major	PC	Approved
PU EN AF 344 : Leadership in Organizations	PC	Approved
PUB ADM EMER MGNT : Emergency Management Emphasis	PC	Approved
PUB ADM PUB_NP_MGT : Public & Nonprofit Management Emphasis	PC	Approved
SOCIOL 246 : Juvenile Delinquency	CC	Approved
SUPPLY : Certificate in Supply Chain Management	PC	Approved
SUSTAIN-I : Sustainability Minor	PC	Approved
THEATER DESIGN-TEC : Design/Technical Theatre Emphasis	PC	Approved
THEATER MUSICAL : Musical Theatre Emphasis	PC	Approved
THEATER PERFORM : Performance Emphasis	PC	Approved
THEATER STUDIES : Theatre Studies Emphasis	PC	Approved
Theatre Studies Minor	PC	Approved
THEATRE 100 : Theatre Gateway	CC	Approved
THEATRE 131 : Acting I		Approved
THEATRE 220 : Stage Management	CC	Approved
THEATRE 224 : Introduction to Theatre	CC	Approved

Design		
THEATRE 372 : American Musical Theatre Dance	CC	Approved
WATER_SCI GENERAL : Water Science	PC	Approved
WATER_SCI WATER_ACC : Accelerated Water Science Emphasis	PC	Approved
WF 105 : Research and Rhetoric	CC	Approved
WF 200 : Professional Writing for Business Majors	CC	Approved

**Graduate Academic Affairs Committee Report to the Senate  
April 6, 2022**

On February 22, 2022, the following business was conducted by the GAAC:

1. Reviewed and approved the RAI for a Master in Public Administration

Having no new business to discuss, the GAAC did not meet in March. The GAAC is scheduled to meet on April 19, 2022, for its final meeting of the academic year.

Respectfully submitted,

Gail Trimberger  
GAAC Chair

**University Staff Committee  
Faculty Senate Meeting Report  
April 6, 2022**

- The University Staff Committee will be holding its annual Fall Conference on September 30, 2022 at the Radisson Hotel and Conference Center. We are excited to offer this professional development experience to all university staff employees within UW System and regional technical colleges. We are excited to have Neil Idhe as the keynote speaker.
- The US election Preference/Interest Survey is active, and will close this Friday.
- The University Staff Personnel Committee will be hearing its first Appeal from the Total Title and Compensation project in the next few weeks.
- The USC's next monthly meeting will be Thursday, April 21, 2022 at 10:00am virtually via TEAMS.

Respectfully submitted,

Kim Mezger, Chair  
University Staff Committee  
March 31, 2022