

AGENDA

UW-GREEN BAY FACULTY SENATE MEETING NO. 10

Wednesday, April 8, 2015

Alumni Rooms, 3:00 p.m.

Presiding Officer: John Lyon, Speaker

Parliamentarian: Clifford Abbott

1. CALL TO ORDER

2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 9 March 11, 2015 [page 2]

3. CHANCELLOR'S REPORT

4. CONTINUING BUSINESS

a. Code Change on Senate Meeting Schedule (second reading) [page 7]

b. Proposal for Ed.D. in First Nations Education (second reading) [page 8]

5. NEW BUSINESS

a. Resolution on Granting Degrees [page 20]

Presented by Speaker John Lyon

b. Elimination of Facilities Planning Committee [page 21]

Presented by UC Chair, Steve Meyer

c. Compensation Resolution from Committee on Workload and Compensation [page 23]

Presented by CWC Chair, Patricia Terry

d. Request for future business

6. PROVOST'S REPORT

7. OTHER REPORTS

a. Academic Affairs Council Report [page 24]

b. University Committee Report - Presented by UC Chair Steve Meyer

c. Academic Staff Report - Presented by Josh Goldman

d. Student Government Report - Presented by Vanya Koepke

8. ADJOURNMENT

[draft]

MINUTES 2014-2015
UW-GREEN BAY FACULTY SENATE MEETING NO. 9

Wednesday, March 11, 2015
Alumni Rooms, University Union

Presiding Officer: John Lyon, Speaker of the Senate

Parliamentarian: Clifford Abbott

PRESENT: Greg Aldrete (HUS), Andrew Austin (DJS), Toni Damkoehler (AND), Hernan Fernandez-Mearidi (HUS), Patrick Forsythe (NAS alternate), Stephen Fritz (Provost ex officio), Clifton Ganyard (HUS-UC), Adolfo Garcia (ICS), Doreen Higgins (SOCW), Jenell Holstead (HUD), Ray Hutchison (URS), Arthur Lacey (EDU), William Lepley (BUA alternate), Jim Loebel (BUA), John Lyon (NAS-UC), Kaoime Malloy (Theatre and Dance), Ryan Martin (HUD), Michael McIntire (NAS), Steve Meyer (NAS-UC), Gary Miller (Chancellor, ex officio), Debra Pearson (HUB), Uwe Pott (HUB), Courtney Sherman (MUS), Alison Stehlik (AND), Christine Style (HUS-UC), Brian Sutton (HUS), Linda Tabers-Kwak (EDU), Patricia Terry (NAS), Christine Vandenhouten (NUR), Kristin Vespia (HUD-UC), Elizabeth Wheat (alternate PEA).

NOT PRESENT: Mimi Kubsch (NUR-UC)

REPRESENTATIVES: Josh Goldman, Academic Staff; Vanya Koepke, student government

GUESTS: Scott Furlong, Sue Mattison, Steve Vanden Avond, Paula Ganyard, Kelly Franz, Lucy Arendt, Greg Davis, Dan Spielmann, Katrina Hrivnak, Sheryl Van Gruensven, Caroline Boswell, Lisa Poupart, and JP Leary.

1. CALL TO ORDER.

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

2. APPROVAL OF MINUTES for Faculty Senate Meeting No. 8, February 18, 2015.

The Speaker called for corrections and with none offered the minutes were declared approved.

3. CHANCELLOR'S REPORT

The Chancellor began his report by asking that the shades be drawn. He said it was to help his screen presentation become more visible but the darkened room fit a rather gloomy

mood. He reported that the lobbying strategy for dealing with proposed budget cuts primarily involved well-prepared members of the Trustees' Advocacy group contacting legislators with arguments over specific budget points and there is some hope there. Internally campus leaders have been using a spreadsheet simulation to understand their options for both long (three biennia) and short term strategies. The simulation allowed people to see how factors such as indexing budgets to the CPI (Consumer Price Index), enrollment levels, tuition, cost to continue (fringe benefits costs), costs and savings from a public authority, and various special costs, e.g. municipal services, affect the overall picture.

The Chancellor was at pains to demonstrate the dramatic size of the proposed cut, now estimated at about 4.6 million dollars, a figure roughly equivalent to 2.4 times our entire S&E budget or equivalent to about 50-70 FTE positions (there are about 20 open positions at the moment). The current plan is to cut about 2 million dollars starting July 1 and use some delaying flexibilities to postpone more cuts. Even so there will still be debt.

There are general strategies for a recovery and they included such things as enrollment growth, eventual tuition increases, reallocation, structural reorganization, added graduate programming, possible program elimination, and innovative approaches to eLearning. Downsizing in terms of not filling open positions will not cover even a fourth of the necessary cuts so a range of cut options is being considered. The Chancellor has established a data team to do a "meta-analysis" over the next week of the costs of what he called our work model and our university organization. This analysis is necessary to explore options such as changes in work assignments, reassignments from teaching, overloads, and facility use as well as structural changes (e.g. deans vs department chairs). The costs of our current work model and organization are not easy to calculate because they are not separate but networked and interdependent. Hence the need for a meta-analysis. Once this is done UPIC will have a more informed discussion of options to be prepared for the next Regents meeting in April.

At this point the light in the room increased but not the number of smiling faces and the Chancellor stopped for questions. He was asked about flexibilities (postponing cuts in some now-centralized program revenue that could be carried over to the next fiscal year); enrollment options (stretch targets will not be reached and cannot be the whole solution anyway but there is talk of establishing new relations with local 2-year campuses that might help); why aren't overloads a cost-savings (they might be, depending on funding sources; more analysis is needed); timeline (more specifics have to be decided by the end of March both to meet Regent expectations and because of notice deadlines if positions will be eliminated); where are possible savings in unit reorganization (not necessarily in program loss but perhaps in the costs of chair positions); what about tenure lines (the distribution of which units get tenure lines might be adjusted).

The Chancellor had begun his report by expressing the hope that senators could move quickly through the stages of grief the budget losses must provoke. It was unclear exactly where the senators were at this point.

4. NEW BUSINESS

a. Memorial Resolution for Professor Emerita Betty Baer. Doreen Higgins, former student of Prof. Baer and current faculty member of the Social Work unit, read the resolution that will be entered into the collection in the SOFAS Office.

b. Code Change on Senate Meeting Schedule. Steve Meyer presented this proposal to revert to an earlier slightly less frequent schedule. He argued that a reduced time period between Senate meetings gave the University Committee less time to prepare items for Senate discussion and thus negated the argument for the current schedule. This item will return for a vote at the second reading at the next Senate meeting.

c. Proposal for Ed.D in First Nations Education. After clarifying different versions of the proposal senators might have had access to, Dean Sue Mattison presented the background for this proposal. Much of it is due to UW-System’s handling of requests for four separate proposals for Ed.D degrees at different campuses and searching for ways of sharing resources for them. This is a cooperative arrangement, different from the several collaborative arrangements of the recent past. It has a cost-recovery budget model and uses both on-line and face-to-face classes. The Graduate Studies Council approved the proposal at its meeting earlier this week and discussion at the Regents is scheduled for April. The following information, an update from what was distributed in the agenda, was handed out to senators:

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

Items	Projections				
	2016-17	2017-18	2018-19	2019-20	2020-21
	Year 1	Year 2	Year 3	Year 4	Year 5
I Enrollment (Cumulative Headcount) ^a	12	12	24	12	24
II Number of Faculty/Instructional Staff ^b	0.7	0.7	0.98	0.98	0.98
III Number of other Support Staff ^c	0.2	0.2	0.3	0.3	0.3
IV New Revenues					
From Tuition (excludes segregated fees) ^e	\$211,500	\$211,500	\$454,500	\$265,500	\$454,500
Other (including reallocation, fees and grants)					
Total Revenue	\$211,500	\$211,500	\$454,500	\$265,500	\$454,500
V Expenses					
Salaries plus Fringes					
Faculty/Instructional Staff	\$73,285	\$73,285	\$140,718	\$116,718	\$140,718
Other Staff	\$10,749	\$10,749	\$16,124	\$16,124	\$16,124
Other Expenses					
Facilities	-	-	-	-	-

Equipment	-	-	-	-	-
Marketing	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
Other: Supplies & travel	\$9,500	\$9,500	\$9,500	\$9,500	\$9,500
Total Expenses	\$99,534	\$99,534	\$172,342	\$148,342	\$172,342
VI Net Revenue	\$111,966	\$111,966	\$282,158	\$117,158	\$282,158

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

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

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

*percentage of computer replacement costs

*UW-GB technology or instructional design support

*student enrollment and registration support services

a - Number of students enrolled

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

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

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

Assoc. Prof. Lisa Poupart spoke to the organization of the curriculum, the design of shared electives across campuses, options for expansion, the needs of tribal communities, and the usefulness of project dissertations for those communities. There were questions about assessment (research is on-going on assessment tools that respect both academic and native values), possibilities for growth in times of budget cuts (this will be the first such degree in the nation and will use a program revenue model), and governance structure (should an existing or new executive committee govern the program). A second reading and vote are scheduled for the next Senate meeting.

c. Request for future business. The Speaker made his standard request and noted, with a mixture of warning and relief, that there were only two Senate meetings left this year.

6. PROVOST'S REPORT

The Provost reinforced some points the Chancellor had made, emphasized how focused on the budget cuts the administration was, reiterated the commitment to coming out of this crisis stronger, and welcomed any suggestions for reimagining the institution.

7. OTHER REPORTS

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

b. Faculty Rep Report. Faculty Rep Meyer reported on the previous week's meeting with Regent President Falbo and Regent Vice President Millner, who will become Regent President next year. He reported on the support from the Regents in the form of two resolutions on shared governance, tenure, and the proposed public authority. One faculty rep suggested it may be time for a Faculty Regent to join the Board.

c. University Committee Report. UC Chair Meyer announced the disposition of several items beyond those on today's agenda. A policy on hostile behavior has been postponed until the fall, a victim of the distraction a proposed budget cut and new operating policies of University Staff can cause. The UC has responded for the Faculty to proposed complaint and dismissal policy changes, necessitated by new federal rules trumping state rules. Clif Ganyard as UC Chair will be the Faculty Rep for next year. In the selection the UC agreed on principles of continuity, communication, and UC membership as their guidance. He also mentioned that the History program had passed a resolution, attached to the agenda, supporting the mission and the budget structure based on interdisciplinary departments. Senators added that Social Work had done the same and Democracy and Justice Studies had as well just changing the word 'departments' to 'units.'

d. Academic Staff Report. Josh Goldman reported that the Academic Staff Assembly for the spring semester has been rescheduled for April 24 at 3 p.m. The Academic Staff has just conducted an election for its committees and is in the process of reviewing new operating policies from System.

d. Student Government Report. The student representative was called away and the report was omitted.

9. ADJOURNMENT

Having disposed of the Senate's business, the Speaker adjourned the meeting at 4:45 p.m.

Respectfully submitted,

Cliff Abbott, Secretary of the Faculty and Academic Staff

Code Change on Senate Meeting Schedule

current language:

52.06 Meetings

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

proposed language:

52.06 Meetings

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

Faculty Senate Continuing Business 4a 4/8/2015

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

ABSTRACT

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

PROGRAM IDENTIFICATION

Institution Name:

University of Wisconsin – Green Bay

Title of Proposed Program:

First Nations Education

Degree Designations:

Ed.D.

Mode of Delivery:

Collaborative Online/Hybrid/Traditional On-Campus Courses

Projected Enrollment by Year Five of the Program

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

Table 1: Projected Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	12	0	12	0	12

Continuing students	0	12	0	12	0
Graduating students	0	0	12	0	12
Total Enrollment	12	12	24	12	24

Tuition Structure

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

Department of Functional Equivalent

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

College, School, or Functional Equivalent

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

Proposed Date of Implementation

Fall of 2016

INTRODUCTION

Rationale and Institutional Mission

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

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

The widespread lack of knowledge about First Nations has contributed to great controversy in the state. Violence erupted in 1983 in Wisconsin when the Seventh Circuit Court of Appeals upheld the Lake Superior Band of Chippewa’s reserved right to hunt, fish, and gather within the territory ceded in the Treaties of 1837 and 1842. The people of Wisconsin lacked understanding of tribal sovereignty, treaties, and the government-to-government relationships that they established. In response, tribal leaders, educators, and advocates sought and secured an educational solution to this problem. In 1989, the state government passed a law requiring all persons seeking a license to teach in Wisconsin to have

received instruction in the history, culture, and tribal sovereignty of the federally-recognized tribes and bands in the state (s.118.19 (8) Wis. Stats.).¹ The individual teacher education programs are responsible for incorporating this information into their courses of study to ensure that all of their graduates receive this instruction. To date, a systematic response has yet to emerge, and the individual UW System campuses have been unable to develop the capacity to provide this instruction.

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

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

Need As Suggested By Current Demand

Although First Nations Education is a relatively new field of academic study, it is a legitimate discipline within the academy. Graduate degrees in Indigenous Education are granted at a few international institutions. The academy recognizes the intellectual need for graduate study in First Nations Education given that our society as a whole is unaware of First Nations history, culture, sovereignty, and contemporary status. Citizens need educational leaders prepared in the academy to provide them with knowledge of the first inhabitants of North America. In addition, doctoral-prepared education leaders in First Nations Education will have a significant impact on policy development and advocacy at the state, federal, and sovereign nation level. The creation of a First Nations Education

¹ Commonly referred to as Act 31

doctorate degree demonstrates institutional commitment to First Nations intellectual traditions. This commitment, in turn, reflects back upon citizens, reinforcing that First Nations knowledge must become part of the mainstream educational process. The First Nations Studies and Education faculty at UW-Green Bay have a long-standing history of working closely together to create a systemic educational model reflecting indigenous core knowledge and ways of knowing.

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

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

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

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

Emerging Knowledge and Advancing New Directions

First Nations Education has been interdisciplinary long before the concept attained increased popularity within the academy. It includes racial and ethnic studies, language, philosophy, history, social sciences, legal studies, political science, and a multitude of other areas. Because tribal nations are political entities as well as racial/cultural groups, studying education through a First Nations Studies lens provides more complex opportunities to grapple with the ways in which institutions and systems impact communities through education. First Nations Education advances new directions in academic knowledge as an oasis within larger trends toward privatization and standardization. A First Nations

perspective on education insists on considering the “public” or collective good and is deeply embedded within respect for diverse individuals within that collective. This focus provides students with the critical tools needed to view educational issues from multiple perspectives, develop viable and responsive solutions, and to do so in ways that are cognizant of institutional, legal, and policy contexts.

DESCRIPTION OF THE PROGRAM

Institutional Program Array

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

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

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

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

consultation and services to teachers and school districts regarding curriculum, teaching materials and instructional methodology in First Nations Studies. In 2013, the Center was awarded the UW-Green Bay Founder's Award for Collaborative Excellence.

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

Other Programs in the University of Wisconsin System

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

Collaborative Nature of the Program²

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

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

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

Some of the shared elective courses will be packaged into specialty emphases that can be noted on the student's transcript. At UW-Green Bay's Ed.D. in First Nations Studies we proposed to offer

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

4 classes (12 credits) of shared electives. For example, a student in the UW-Stevens Point Ed.D. in Sustainability might choose an area of emphasis in First Nations Education to complement their degree with a non-western understanding based on the ancient relationships between indigenous people and the natural world. In this case, the student's transcript would reflect completion of the Ed.D. in Sustainability with an emphasis in First Nations Education. This opportunity would not be available to students without the cooperation of the Ed.D. partners.

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

Diversity

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

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

Student Learning Outcomes

Four Core Areas:

1. Foundations – Sociocultural, historical, and political grounding in intersectional educational contexts

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

Assessment of Objectives

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

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

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

This method, in which the FNS faculty meet as an assessment team to evaluate each student who has successfully completed coursework, focus on two central questions. First, the team will

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

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

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

Program Curriculum

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

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

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

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

Diversity and Social Justice Education	3 credits
Education Leadership	3 credits

Foundations Courses (18 required credits):

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

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

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

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

First Nations Research and Assessment (21 required credits)

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

Program Review Process Institutional Review

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

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

- *The general goals and objectives of the program: Are the goals of the program relevant and is the department actively striving to accomplish them?
- *Student learning outcomes: Are the student learning outcomes appropriately chosen for the program? Are they being achieved using appropriate assessment methods?
- *Appropriateness of curriculum: Does the curricular content of the Ed.D. support the stated student learning outcomes? Does it align with expectations of the broader student affairs community? Does the curriculum reflect new developments in the field?
- *Personnel: Is the existing number of faculty and staff sufficient to meet the needs of the program? What is the quality of contributions made by existing personnel to the areas of teaching, scholarship, and service?
- *General availability of resources to support students and faculty; and
- *Alumni success.

Accreditation

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

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

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

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

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

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

- *percentage of computer replacement costs

- *UW-GB technology or instructional design support

- *student enrollment and registration support services

a - Number of students enrolled

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

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

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

Faculty Senate Continuing Business 4b 4/82015

RECOMMENDATION ON THE GRANTING OF DEGREES

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

Faculty Senate New Business 5a 4/8/2015

Proposal to Eliminate the Facilities Planning Committee

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

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

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

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

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

Facilities Planning Committee Charge

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

Facilities Management Committee Charge

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

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

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

Faculty Senate New Business 5b 4/8/2015

Compensation Resolution

from the Committee on Workload and Compensation

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

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

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

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

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

1. Future faculty and staff pay increases should be at minimum the same percentage rate as tuition percentage rate increases, and
2. To address below market median salaries, if UWGB faculty and staff are successful in efforts to increase enrollment above Fall 2014 levels and if enrollment increases are maintained over the three years required (Fall 2015 through Fall 2017) for this additional tuition revenue to be included in UWGB's base budget, a minimum of 50% of this revenue be allocated for an additional supplemental pay plan beginning Fall 2018.

Faculty Senate New Business 5c 4/8/2015

Academic Affairs Council

Report to Senate

The AAC approved 51 curricular changes and sent recommendations on three programs reviews (Chemistry, GeoScience, and Theatre and Dance) to the dean.