

AGENDA

UW-GREEN BAY FACULTY SENATE MEETING NO. 1

Wednesday, September 12, 2018

1965 Room, 3:00 p.m.

Presiding Officer: Gail Trimberger, Speaker

Parliamentarian: Steve Meyer

1. CALL TO ORDER

2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 8 April 25, 2018 [page 2]

3. SENATOR INTRODUCTIONS

4. CHANCELLOR'S REPORT

5. OLD BUSINESS

- a. None

6. NEW BUSINESS

- a. Election of a Deputy Speaker
- b. Special dispensation for appointing Mimi Kubsch to the AAC
Presented by SOFAS Steve Meyer
- c. Memorial Resolution for Dr. David Jowett [page 7]
Presented by Professor Emeritus Robert Wenger
- d. Request for Authorization to Implement a Bachelor of Fine Arts [page 10]
Presented by Rebecca Meacham
- e. Revised Select Mission for UW-Green Bay (first reading) [page 22]
Presented by Chancellor Gary L. Miller
- f. Request for Future Business

7. PROVOST'S REPORT

8. OTHER REPORTS

- a. Academic Affairs Report
- b. University Committee Report – Presented by UC Chair Courtney Sherman
- c. Faculty Representative Report – Presented by Christine Vandenhouten
- d. Academic Staff Report – Presented by Lynn Niemi
- e. University Staff Report – Presented by Jan Snyder (page 23)
- f. Student Government Report – Presented by Selena Deer

9. ADJOURNMENT

[draft]

MINUTES 2017-2018
UW-GREEN BAY FACULTY SENATE MEETING NO. 8

Wednesday, April 25, 2018
1965 Room, University Union

Presiding Officer: Ryan Martin, Speaker of the Senate
Parliamentarian: Steve Meyer

PRESENT: Vallari Chandna (BUA-Alternate), Heather Clarke (BUA), Greg Davis (Provost, ex officio), Kristy Deetz (AND), Christin DePouw (EDUC), Mike Draney (NAS), Hernan Fernandez-Meardi (HUS-UC), Joan Groessl (SOCW), Lisa Grubisha (NAS), Stefan Hall (HUS), John Luczaj (NAS), Kaoime Malloy (THEATRE), Ryan Martin (HUD-UC), Gary Miller (Chancellor, ex-officio), Eric Morgan (DJS), Paul Mueller (HUB), Rebecca Nesvet (HUS), Uwe Pott (HUB), Michael Rector (MUS-Alternate), Sawa Senzaki (HUD), Stephanie Rhee (SOCW-Alternate), Courtney Sherman (MUS-UC), Patricia Terry (NAS-UC), Gail Trimberger (SOCW-UC), Katie Turkiewicz (ICS), Brenda Tyczkowski (NURS), Christine Vandenhouten (NUR-UC), Kristin Vespia (HUD), David Voelker (HUS-Alternate) and Aaron Weinschenk (PEA)

NOT PRESENT: Upal Mahfuz (NAS) and Jamee Haslam (ASC)

REPRESENTATIVES: Holly Keener (USC) and Courtney Zambon (SGA President)

GUESTS: Scott Ashmann (Associate Dean, CHESW), Gaurav Bansal (Associate Professor, Business Administration), Matt Dornbush (Associate Vice Chancellor for Academic Affairs/Director of Graduate Programs), Todd Dresser (Lead Instructional Designer), Susan Gallagher-Lepak (Dean, CHESW), Clifton Ganyard (Associate Provost), Paula Ganyard (Director, Cofrin Library and Assistant Vice Chancellor for Information Technology), Ben Joniaux (Chief of Staff), John Katers (Dean, CSET), Amanda Nelson (Associate Dean, CSET), David Radosevich (Associate Professor, Business Administration), and Mike Zorn (Associate Dean, CSET)

1. CALL TO ORDER

Speaker Ryan Martin looked downright giddy as he gaveled the Faculty Senate to order for the last time this academic year at 3:01 p.m.

2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 7, March 28, 2018

Senator Pott requested that the minutes related to the discussion of the Early Alert System include a statement attributed to Denise Bartell (Director of Student Success and Engagement) specifically indicating that faculty participation in the Early Alert System is voluntary. The minutes were edited to accommodate Senator Pott's request. With that addition, the minutes were considered approved.

3. CHANCELLOR'S REPORT

A tremendous amount of time and effort is being spent on Project Coastal; the intensity of that discussion is increasing daily but progress is being made. The Chancellor visited with the UC regarding the timeline for the re-missioning of the university. He agreed with the UC's suggestion that the first and second reading before senate should not be bifurcated by summer

break. It made little sense to have a first reading in April, only to have a second reading in September when about half of the members of senate would be new. There will be fora scheduled with the university community in the very near future to discuss the mission change. The Board of Regents has its own schedule and our new mission statement would not reach their agenda until February.

The Chancellor then recognized the outstanding efforts of UC Chair Patricia Terry and Senate Speaker Ryan Martin for their service to the university, their guidance of the senate, and their commitment to shared governance. At just that moment a storm passed overhead or was that simply the round of thunderous applause that broke out from an appreciative Faculty Senate?

UC Chair Terry then interjected her appreciation for her fellow UC members stating, “Serving on the UC this year has been an absolute pleasure. I got to serve with the five best people.” She then proceeded to demonstrate her thanks by distributing gifts to the colleagues with whom she served this year (including a very appreciative SOFAS).

4. OLD BUSINESS

a. Proposed Change to the International Education Committee’s Charge (second reading)

Sawa Senzaki, a member of the IEC, came forward to present the proposed change. The proposal requests to: 1) change the procedure for selecting the committee’s chair (currently appointed by the Provost) to selection by the committee with approval by the Provost, and 2) change from a three-year term to a one-year renewable term. **Senator Vandenhouten moved acceptance of the proposal, seconded by Senator Vespia.** With no discussion, presto chango, **the motion passed 27-0-0.**

b. Request for Authorization to Implement an Impact MBA at UW-Green Bay (second reading)

Associate Professors David Radosevich and Gaurav Bansal from the Austin E. Cofrin School of Business came forward again this month to present this request to Faculty Senate. There were no changes to this document since the first reading. **Senator Luczaj moved acceptance of the proposal, seconded by Senator Chandna.** With no discussion, easy-peasy lemon squeezy, **the motion passed 27-0-0.**

c. Request for Authorization to Implement an Entry Level Bachelor of Science in Nursing at UW-Green Bay (second reading)

Susan Gallagher-Lepak, Dean of the College of Health, Education, and Social Welfare, once again introduced the authorization to implement a new B.S. in Nursing. Similar to the two previous business items, there were no changes to this document since the first reading. **Senator Luczaj moved acceptance of the proposal, seconded by Senator Voelker.** Reflecting on comments made at the first reading a month ago, Senator Draney reintroduced concerns that a new program such as this would require considerable resources, especially in terms of available seats in the science courses (e.g., biology and chemistry) that would be required of students in this new major. Will we have the capacity to teach these students if more resources are not made available? Dean Gallagher-Lepak responded that net revenues would have to be allocated and our current method of allocating tenure-track positions based on priority would have to be trusted to work. Questions were also raised regarding our relationship with Bellin College. Unrelated to this initiative, Bellin may be trying to build their own general education offerings which may free

up seats in some of our science courses currently being occupied by Bellin College students. With no more questions, senate proceeded to the vote, **the motion passed 27-0-0.**

d. Proposal to Dissolve the Learning Technology Collaborative Committee (second reading)

Todd Dresser, Lead Instructional Designer and convener of the LTCC, made a return visit to senate to present this proposal. Todd mentioned that Paula Ganyard updated the proposal since it was presented last month. The updates include the people who will be taking responsibility for the duties currently performed by the LTCC. With that **Senator Hall moved to accept the proposal to dissolve the LTCC, with a second by Senator Voelker.** With no discussion, senate did not even break a sweat in **passing this motion 27-0-0.**

e. Form K: Discontinuation and Reconstitution of Information and Computing Science (ICS) (second reading)

Coming forward to present the Form K proposal was Associate Provost Clif Ganyard. This Form K proposal sets into motion UWGB's effort to reorganize the current Information and Computing Science (ICS) unit by moving Computer Science to CSET, Data Science to AECSOB, and creating a new ICS (Information and Communication Science) unit in CAHSS. **Senator Vandenhouten moved to accept the Form K proposal, seconded by Senator Terry.**

Questions/concerns from senate arose regarding performance expectations for pre-tenured faculty in their new units. No problems are anticipated as the leaders of these respective units and colleges have been involved in this reorganization from the start and the expectations of these faculty will not have changed. With no more discussion, it was a piece of cake, **the motion passed 27-0-0.**

5. NEW BUSINESS

a. Resolution on Granting Degrees

Making the assumption that Faculty Senate is a literate bunch, Patricia Terry came forward to present (but not read aloud) the resolution to grant degrees this May. **Senator Pott assumed the honor of moving acceptance of the resolution, being slightly less quick on the draw Senator Mueller seconded.** With no discussion, it was a can-of-corn, **the motion passed 28-0-0.**

b. Election of the 2018-19 Speaker of the Senate

Speaker Martin called for nominations for a Speaker of the Senate for the 2018-19 academic year. **Senator Sherman offered up Gail Trimberger as the sacrificial lamb, Senator Terry was quick to pounce on that with a second.** With no other nominations, **Senator Trimberger was unanimously elected Speaker of the Senate for 2018-19 28-0-0.** Whether construed as a congratulatory symbol or more a sigh of relief, a nice round of applause erupted for Senator Trimberger from the Senate floor.

c. Request for Future Business

There were very few limericks this year,
For some, that's a source of good cheer.
New business items were plenty,
By my count 820,
With senate done it's time for a beer.

(i.e., there were no requests for new business this month...have a wonderful summer!)

6. PROVOST'S REPORT

Provost Davis first thanked everybody for all the great work that has been accomplished over this academic year – in senate, in the classroom, and at the university in general. Special thanks were extended to Associate Provost Clif Ganyard for his tremendous leadership, first for his work guiding us toward HLC re-accreditation and now with bringing together three UW Colleges under UW-Green Bay as part of Project Coastal. Verbal pats on the back were also extended to Vice Chancellor Sheryl Van Gruensven and Chancellor Miller.

There were two recent events in which undergraduate students were able to showcase their research/scholarship, URSCA and Research in the Rotunda. Reflecting on URSCA, Provost Davis beamed like a proud father (or grandfather) stating, “UW-Green Bay looked amazing.” URSCA is a rotating event in which one campus takes responsibility for the event for two consecutive years, this was UWGB’s first year and we will host it again next year. Regarding the posters presented by our students at Research in the Rotunda, Provost Davis stated, “Our students are amongst the best. They’re phenomenal!”

The Provost’s Office is making progress, together with the Business and Finance Office, on a rudimentary RCM (Responsibility Centered Management) budgeting model to be used in a shadow budget process in the next academic year in order to try to get the parameters in a form that is reasonably acceptable to everyone. There will be opportunities, especially for the Deans, to be involved in setting those parameters. The University of Wisconsin-Green Bay currently uses an incremental budgeting system. Following this model, budgets stay roughly the same from year-to-year, with allocation changes largely determined by central administration. Responsibility Center Management (RCM) budgeting has grown in popularity in recent years as an attempt to better incentivize innovation. RCM models categorize organization units into three groups: 1) revenue centers where income for “core mission” activities are generated in excess of direct expenses (e.g., a college), 2) auxiliary units, where revenue generated from supporting activities roughly match expenses (e.g., housing), and 3) central units, where minimal revenue is generated, but whose services are important to university function (e.g., Provost Office). Taxes are placed upon revenue centers to support central units and innovation funds, providing for greater transparency of support service costs to academic revenue centers. UW-Green Bay will not adopt a pure RCM model, but rather a modified version more suitable to our size and mission. As stated by Chancellor Miller, the general idea is to keep the money closer to where it is generated. Currently, all the tuition dollars come to a central pool and are distributed on some legacy model that nobody understands. These kinds of models are used in universities that want to grow, it incentivizes faculty and their Deans to create a vision, and it provides the resources to do so. So basically, we are trying to switch from a legacy model to one that provides incentive and reward for college performance.

There will be a new protocol for passwords starting next Fall semester. A minimum of 14 characters, requiring at least one capital letter, one number, one symbol, and no two of the same consecutive letters or numbers in a row. If your password has 20 or more characters, the restrictions lighten. Also, in the future, additional authentication will be required for faculty to access SIS.

Jim Henderson, UW System Vice President of Academic and Student Affairs, is stepping down. Henderson will be replaced by Interim Vice President Karen Schmitt, who currently serves as Provost for the Colleges.

7. OTHER REPORTS

a. University Committee Report. UC Chair Patricia Terry provided a written report found on page 47 of the agenda. Senator Mueller asked about the outcome of the meeting between the UC and Public Safety Chief Tom Kujawa regarding UWGB's Building Use Policy and Practice. As with so many things on campus, this discussion boiled down to the lack of Public Safety resources to adequately and safely monitor buildings at night. Students can have access after-hours, they just need to notify their professor who then notifies Public Safety to let them know a student will be in the building after-hours.

c. Faculty Representative Report. Christine Vandenhouten reported that the faculty reps are meeting Friday, May 4. President Cross will host a special faculty and staff representative retreat on June 14 regarding concerns expressed about shared governance. Christine passed along kudos to Associate Provost Ganyard, as UWGB, at the System level, has been lifted up as the model for the "merger" of the Colleges with the receiving institution.

d. Academic Staff Committee Report. The Academic Staff report is found on page 47 of the agenda.

e. University Staff Committee Report. In addition to the University Staff report found on page 47 of the agenda, Holly Keener mentioned that Chancellor Miller came to the last USC meeting to talk about the re-missioning of the university. USC will put together a working group over the summer to review the mission and discuss what university staff might want to see changed. The USC voted to approve dissolving the Learning Technology Collaborative Committee (LTCC). USC is also forming a working group to begin in July working on the transition year for shared governance with the Colleges. Holly simultaneously announced and expressed fear regarding Jan Snyder's retirement (February 2019). Her departure will leave a huge void in many areas – Project Coastal, commencement planning, leadership of the USC, etc.

f. Student Government Association Report. In addition to the SGA report found on page 48 of the agenda, Courtney Zambon noted that the resolution described in the SGA report for a joint council of student governments from the Colleges passed at UWGB and each of the Colleges.

g. Strategic Budgeting Committee Report. Kris Vespia's report is found on page 48 of the agenda.

8. ADJOURNMENT at 3:50 p.m.

Respectfully submitted,

Steve Meyer, Secretary of the Faculty and Staff

Memorial Resolution for Dr. David Jowett

Dr. David Jowett, a distinguished member of the University of Wisconsin-Green Bay faculty during the first three decades of the university's existence, died on April 15, 2018 at the age of 83. During his tenure at UW-Green Bay, David was a dedicated contributor to the university's academic mission through his teaching, research, and community outreach and institutional development activities.

David Jowett was born in a working-class section of Liverpool, England, in 1934. His formative years were spent in Liverpool during World War II. After completing high school, he was accepted as an undergraduate student at the University of Wales in Bangor, U.K., where he earned a Bachelor of Science Degree with Honors in 1956. His chosen field of study was botany with a special focus on agricultural botany. He continued his studies in agricultural botany as a graduate student at the University of Wales, earning his Ph.D. degree from there in 1959. Following the completion of his graduate studies, David worked as a scientific officer and agricultural researcher for the British Overseas Service. From 1959 to 1965 he was stationed at the East African Agriculture and Forestry Research Organization headquarters in Serere, Uganda, where he was involved in plant breeding and plant ecology research. His term in Uganda was interrupted when he spent the 1962-63 academic year at Iowa State University supported by a Rockefeller Postdoctoral Fellowship in Statistics. His year studying statistics at Iowa State seems to have brought out the true identification of David's intellectual niche. Thereafter, as he continued his work as an agricultural researcher, he combined his training in botany with statistics and became a bona fide biostatistician. In 1965 he and his family immigrated to the United States. The family moved to Ames, Iowa, where David returned to Iowa State University to teach and continue his own education. During his five-year period at Iowa State, David held academic positions in the statistics laboratory, first as an assistant professor and later as an associate professor. In 1970 he was offered a position at UW-Green Bay, a professional opportunity that he accepted.

David Jowett came to UW-Green Bay with an appointment as an Associate Professor of Ecosystems Analysis, one of the two concentrations in the original College of Environmental Science. He quickly made his mark by enthusiastically embracing his role as a teacher of statistics. Early on, he developed a reputation as an enthusiastic and excellent teacher. He had high academic standards and expected students to share his enthusiasm and effort. And, all students quickly learned that the Central Limit Theorem was a centerpiece of Professor Jowett's statistical thinking! Over the years David developed a number of statistics courses; among them were Design of Experiments, Multivariate Statistical Analysis, Business and Industrial Statistics, Statistical Process Control, and Statistical Computing. David was a member of an interdisciplinary team that taught Ecosystem Analysis I and Ecosystems Analysis II, capstone courses for students majoring in Ecosystems Analysis or studying ecology. He also taught courses off-campus: in the early 1990s he and Professor Dennis Girard taught two courses in statistical methods at James River Corporation and for several years he drove to Oshkosh to teach evening statistics courses in the UW-Oshkosh MBA Program.

In 1972—the same year he was promoted to full professor—Professor Jowett was appointed Associate Director of Computer Services. This appointment signaled the need for his expertise in helping with the development of the fledgling computer services program on the UW-Green Bay campus. This is a position that he held during much of his time as a UW-Green Bay faculty member. His leadership abilities were recognized in several other ways. From 1973 to 1975 he was the Acting Director of the newly inaugurated UW-Green Bay graduate program, and in 1976 and 1977 he served as a special assistant to the Vice Chancellor for Academic Affairs. In 1981 David was named chair of the UW-Green Bay Committee on the Year 2000. This was a campus group that was charged with the task of looking into the future and producing a report that could provide guidance for the university's academic plan in the years ahead.

Soon after completing his work on the Committee on the Year 2000, David's faculty colleagues elected him to leadership positions in faculty governance. As Chair of the University Committee and Speaker of the Faculty Senate, he played a lead role in fighting for faculty pay increases at a time when the state legislature was holding the line on faculty and staff remuneration. He chaired a campus organization called the Educational Political Action Committee, EDPAC for short. In leading this campus effort, as was his wont, David spoke out clearly and directly on the issue. In one public setting, not forgetting his background as an agricultural researcher, he said: "We are destroying our seed corn ... The younger generation of teachers is passing up our university and the damage already done is incalculable." Later, David was called again to the administrative ranks when he was named Acting Vice Chancellor for Academic Affairs by Chancellor Edward Weidner, in 1985. For a time, he continued in his role as Vice Chancellor when David Outcalt arrived on campus as UW-Green Bay's second chancellor. In September 1987 Jowett returned to his familiar faculty role as a teacher of statistics and as an advisor to faculty and students on statistical methods.

Not to be forgotten are David's scholarship contributions and his community outreach activities. His early academic papers were based on his research in plant breeding and plant ecology. During his years at UW-Green Bay he published papers with faculty colleagues, and occasionally with students, on a variety of topics which required an application of statistical methods. He was a co-author, along with Werner Prange and Barbara Fogel, of a book titled *Tomorrows Universities: New Ends, New Means*. Another example of David's scholarly activity was his service as a visiting lecturer for the American Statistical Association over a two-year period in the 1980s. In this capacity he gave lectures at a number of universities in the mid-west, including several within the UW-System. Throughout his years at UW-Green Bay, David was called upon by area businesses and organizations for statistical advice. The client list of his consultancy work is extensive; a partial list includes the following: Brown County Hospital, United Way, Bellin Hospital, Ob-Gyn Associates, Family Violence Center, Brown Co. Jury Commission, Krueger Metal Co., Kimberly Clark Corp., Fort Howard Paper Corp., Foth and Van Dyke, Frigo Cheese, Employers Health, and USDA Forest Research Laboratory. David was also a frequent speaker at Optimist and Kiwanis clubs and at area elementary and secondary schools.

It is not enough to provide a list of David Jowett's professional appointments and accomplishments. It is important to emphasize that as a professor his *métier* was teaching statistics and statistical methods. He did this in a variety of ways: teaching introductory statistics to large numbers of students, teaching upper level undergraduate and graduate level statistics courses, and guiding undergraduate and graduate students in the statistical methods they employed in their individualized data analysis projects. He won the deep appreciation and respect of colleagues throughout the campus by skillfully and efficiently assisting many of them with the statistical methodology needed in their research work. David was the go-to faculty resource for many students in the Environmental Science and Policy and Administrative Science Graduate Programs as they sought help and advice for the statistical analysis methods needed in their thesis projects. As a result, he served on many graduate committees; on some he was the major professor, but on many he was the committee member providing statistical advice and review. On one occasion when filling out a personnel form that asked for information about the number of graduate committees on which he was serving, David wrote, "I have lost count, certainly more than ten." David's versatile mind, his facility in expressing himself, and his respect for his colleagues were important assets as he industriously went about his important work as a teacher of statistics and statistical advisor. A driving force in his work was a heightened sense of service to his profession, students, community, and adopted country (he became a US citizen in 1972).

David Jowett retired from UW-Green Bay in May 1999 as Professor Emeritus of Natural and Applied Sciences. During his nearly two-decade retirement period, David and his wife Pat enjoyed extensive international travel and he was known to be a voracious reader of history.

— Robert Wenger

with the assistance of H.J. Harris, Paul Sager, John Katers, and Gregory Davis

Faculty Senate New Business 6c 9/12/2018

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BACHELOR OF FINE ARTS IN WRITING AND APPLIED ARTS
AT UW-GREEN BAY
PREPARED BY UW-GREEN BAY**

ABSTRACT

The Department of English at the University of Wisconsin – Green Bay proposes to establish a Bachelor of Fine Arts in Writing and Applied Arts (BFA in Writing and Applied Arts, or BFA-WAA). The development of this undergraduate program responds to high student demand for writing craft as well as professionalizing opportunities in related fields like literary and digital publishing, book editing, writing for entertainment, and arts management. Graduates will be better equipped meet market demand for nonfiction writers, science writers, screenwriters, podcasters, literary outreach coordinators, editors, publishers, librarians, booksellers, literary agents, technical writers, and other arts industries. This program will be comprised of 48 credits, which will include 15 credits of tiered writing workshops; courses in the literary, community, and business contexts of writing; and nine credits of Applied Arts (internships or community-based learning), taken during the student’s senior year.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin – Green Bay

Title of Proposed Program

Bachelor of Fine Arts in Writing and Applied Arts

Degree/Major Designation

B.F.A./English

Mode of Delivery

Courses will be delivered mainly via a single institution—UW-Green Bay— which now comprises four campuses across 16 counties. Additional instruction is in development through a partnership with Northeastern Wisconsin Technical College (NWTC). Courses will be delivered primarily via face-to-face or hybrid formats. No more than 50% of courses will be delivered via Distance Education. Supervised practicum, internships, and experiential learning experiences will occur at a number of community sites.

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. By the end of Year 5, it is expected 122 students will have enrolled in the program and 55 students will have graduated from the program. The average student retention rate is projected to be 90%, based on English department retention rates.

Table 1: Five-Year Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	20	20	22	25	25

Continuing Students	10	27	42	50	48
Total Enrollment	30	47	66	75	73
Graduating			10	20	25

Tuition Structure

For students enrolled in the B.F.A. program, standard tuition and fee rates will apply. For the current academic year, residential tuition and segregated fees total \$3,939.16 per semester for a full-time student enrolled in 12-18 credits per semester or \$328.26 per credit. Of this amount, \$3,149.16 is attributable to tuition and \$790 is attributable to segregated fees. Nonresident tuition and segregated fees total \$7,074.12 per semester for a full-time student enrolled in 12-18 credits per semester or \$589.51 per credit. Of this amount, \$6,284.12 is attributable to tuition and \$790 is attributable to segregated fees.

Should the English department maintain its existing numbers, the total graduates from the department across the two majors (English B.A. and B.F.A in Writing and Applied Arts) will be 55 to 60 students per year.

Overall English program enrollments will increase from approximately 140 per year to 200 per year. A 60-student increase would generate approximately \$375,000 more tuition to the campus each year.

Department, College, School or Functional Equivalent

The proposed program will be housed in the Department of English within the College of Arts, Humanities, and Social Sciences.

Proposed Date of Implementation

The first class to be admitted to the program will be **September, 2019**.

DESCRIPTION OF PROGRAM

Overview of the Program

The B.F.A. In Writing and Applied Arts consists of four curricular components.

- The Business of Writing (9 credits)
- The Craft of Writing (15-17 credits)
- Literary Contexts (15 credits)
- Applied Arts—see emphases below— (9 credits)

The Applied Arts component consists of 9 credits of experiential learning during a student’s last two semesters. Students may choose from one of three interdisciplinary emphases:

- Community-Outreach Emphasis. Students in the Community-Outreach Emphasis will bring writing to broader communities by organizing regional events and advocating to tell untold stories (ie from veterans, special needs writers, hospice patients, eldercare residents, at-risk youth, prisoners, etc.).
- Editing and Publishing Emphasis. Students in the Editing and Publishing Emphasis will learn the business of storytelling in preparation to become copyeditors, content developers, comic book publishers, and promotional and marketing professionals.

- Digital and Public Humanities Emphasis. Students in the Digital and Public Humanities Emphasis will gain hands-on experience digitizing, researching, and making texts available and accessible in preparation for careers in podcasting, digital storytelling, graphic book designers, library science, museum curation, or further scholarly research.

Student Learning Outcomes and Program Objectives

- Students will create, draft, and revise original works in multiple genres and forms.
- Students will analyze the techniques, construction, and production of various written expressions.
- Students will critique works by peers and published authors alike in various classroom settings, including the writing workshop.
- Students will situate their work within multiple larger audiences of readers, writers, the publishing industry, and other relevant markets.
- Students will interpret, research, and evaluate works of literature and related media by placing them in historical, philosophical, psychological, intertextual, and other contexts appropriate to the discipline.
- Students will articulate their aesthetic choices using appropriate artistic and professional terms.
- Students will develop proficiency in all stages of producing and disseminating various kinds of media projects in an effort to engage communities within and outside of UWGB.
- Students will use reading, writing, editing, and producing literary texts or related media as an opportunity to deepen their insight into their own experiences and as vehicles for personal intellectual and imaginative growth.

Program Requirements and Curriculum

Table 2 illustrates the program curriculum for the proposed program. The program’s requirements are comprised of 48 credits, which will include 15 credits of tiered writing workshops; 36 credits in the literary, community, and business contexts of writing; and nine credits of Applied Arts (internships or community-based learning), taken during the student’s senior year. General education requirements for UW-Green Bay consist of 39 credits, many of which will be able to be fulfilled with B.F.A. in Writing and Applied Arts courses.

Non-degree requirements for graduation include the student’s maintenance of an e-portfolio of course-related, internship-related, and emphasis-related materials, to be evaluated regularly by program faculty.

**Table 2: BFA in Writing and Applied Arts Program Curriculum
Academic program course requirements (listed by degree components)**

Degree Component: The Business of Writing (9 credits)

English 225: Copyediting for Publication 3 credits

One publication practicum: English 324: *Sheepshead Review Practicum* 3 credits
or English 424: Book Editing Practicum

One arts in society class: Humanities 200 Intro to Digital and Public Humanities; Arts Management 257: Arts in the Community; or Design Arts 131: Intro to Design and Culture 3 credits

<i>Degree Component: The Craft of Writing (15-17 credits)</i>	
English 212: Introduction to Creative Writing	3 credits
English 301: Intermediate Creative Writing	3 credits
<u>Three upper-level writing workshops:</u> English 302: Short Fiction Workshop, English 303: Poetry Workshop, English 304: Creative Nonfiction Workshop, English 305: Novel Writing Workshop (4 credits), English 306: Novel Revision Workshop (4 credits), or English 312: Topics in Creative Writing	9-11 credits
<i>Degree Component: Literary Contexts (15 credits)</i>	
English 290: Introduction to Literary Studies	3 credits
One lower-level literature course: English 206, 214, 215, 216, 217, 218, 219	3 credits
Two upper-level literature courses: 315, 316, 323, 331, 335, 336, 338, 340, 344, 431, 436	6 credits
One historical literary context course: English 340: History of the English Language or English 326: Topics in Publishing: The Illustrated Book	3 credits
<i>Degree Component: Applied Arts (9 credits)</i>	
Internships or community-based learning in Applied Arts area of emphasis (Community Outreach; Editing and Publishing; or Digital and Public Humanities)	6 credits
Capstone Seminar in area of emphasis	3 credits

Assessment of Outcomes and Objectives

Program Assessment will occur on multiple levels. First, the program will meet regularly with current students—both one-on-one, and in groups of faculty meeting with groups of students, to discuss their work and progress towards degree. On this level, students will be evaluated by the end of their first year, and continuing throughout the program, students will keep an **e-portfolio of course-related, internship-related, and emphasis-related materials**. Individual e-portfolios will be assessed for proficiency by the program director during the student's fifth semester of study. A second e-portfolio review will occur before the student's last semester of study, in a meeting with one or two program advisors, in order to provide the student mentorship, direction, and feedback. This e-portfolio will be a living document consisting of:

1. Selected creative work, revisions, and self-analysis related to the creative writing process
2. Selected scholarly analyses of literature, literary markets, and the history of publication
3. Evidence of successful completed work in their program emphasis
4. Applications for grants, scholarships, and/or awards and outcomes therein
5. Professional resume and headshot
6. Biography suitable for various professional contexts

After student graduation, the program will track, gather, and assess job or graduate school placement and satisfaction rates via alumni surveys and events. For context, the program will compare its post-graduate data with data from other BFA programs in the U.S.

Diversity

Through analysis and study, students in the B.F.A. in Writing and Applied Arts program will directly address **issues of diversity in publishing, community engagement, service learning**—and seek out the underrepresented and un-voiced stories in our campus, local, and regional communities. In the last ten years, several national initiatives have focused on analyzing gender, race, social class, and ability as these experiences shape the content of books and media, as well as the hierarchies of power in the publishing industry (see, for example, *Vida: Women in the Literary Arts*, or #WeNeedDiverseBooks Inc.). These initiatives align with UW-Green Bay's commitment to expanding the diversity of the campus community. Our campus engages in several strategic initiatives to recruit a more diverse student population, and offer a wide range of experiences and perspectives throughout a student's undergraduate years. As part of this process, the Chancellor's Council on Diversity and Inclusive Excellence initiated a certificate program designed to develop and recognize commitment to the UW-Green Bay Inclusive Excellence Initiative. The first Level 1 Inclusivity and Equity Certificates were awarded in August 2016. Workshops and seminars for the program are ongoing. In fall 2016, the campus added a Director of Student Success and Engagement in the Provost's Office charged with improving student retention and degree completion. The Office of Admissions on all four campuses also supports recruiters specialized in working with multicultural, bilingual, and international students. Furthermore, unique to Green Bay, the annual *UntitledTown Book and Author Festival* (April) has made deliberate efforts to recruit student volunteers, develop internships, and create a partnership with UW-Green Bay—**forging enduring links between region's largest literary arts festival and UWGB's Multiethnic Students Association (MESA), American Intercultural Center (AIC), and Pride Center.**

Collaborative Nature of the Program

Located in the heart of paper manufacturing country, and a thirty-minute drive from the world-renowned historic Hamilton Woodtype Museum, UW-Green Bay is uniquely situated to connect student writers to the greater world of and various kinds of writing. Our collaborations with **Moraine Park Technical College** and **Northeastern Wisconsin Technical College** are poised to grow; at present, NWTC is developing writing courses in Technical Writing, Natural Sciences, and Communications Skills, and their graphic design program prints in most mediums except books, which UWGB's Teaching Press will produce. UWGB's B.F.A. in Writing and Applied Arts will thus be a natural fit for technical college students wishing to complete further study in writing, publication design, and community engagement. In addition, through this program, UWGB looks forward to strengthening connections with area educators at St. Norbert College, Lawrence University, and elsewhere in **arts entrepreneurship, nonprofit management, funding for small projects, and community storytelling.** Finally, Northeastern Wisconsin, as a region, is fertile ground for the B.F.A. in Writing and Applied Arts. Green Bay is quickly becoming a literary and community arts advocacy destination, with the third year of **UntitledTown Book and Author Festival** poised to once again draw thousands to its 150+ events. Just 40 minutes north, **Write On, Door County** runs year-round writing programs for all ages; to the east, and near our new branch campus in Manitowoc, are the classes, expertise, and

machinery of the **Hamilton Woodtype Museum**. Already, our undergraduates have completed internships for these nonprofits.

Projected Time to Degree

The fastest possible route through this degree is 2.5 years.

Program Review Process and Institutional Review

The UW-Green Bay Academic Affairs Council (AAC) is charged with oversight of all undergraduate programs, including review and approval of all new programs, and all undergraduate credit courses. The AAC will formally review the B.F.A. program on a seven-year cycle. In addition, the B.F.A. in Writing and Applied Arts 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.

Accreditation

The B.F.A. in Writing and Applied Arts will be UWGB's first B.F.A. degree. As such, it will require approval by the Higher Learning Commission.

JUSTIFICATION

Rationale and Relation to Mission

High schools across the state offer creative writing clubs and courses; novel series like *Game of Thrones*, *Harry Potter*, and *The Hunger Games* spend decades on bestsellers lists; markets are exploding for screenplays, game narratives, comic books, graphic memoirs, historical fiction, fantasy series, and young adult fiction. Demand for creative writing instruction is growing, spurring development of UW-Green Bay's curriculum and spawning course waitlists. However, most undergraduate novelists or poets do not march from the commencement stage straight to a multi-book publishing contract. According to studies, even writers with graduate degrees take an average of ten years to publish their first book. Consequently, our graduates struggle to translate their love of writing, and the skills gleaned from our classes, into professional experiences employers (and parents) recognize. To address this "articulation gap," the B.F.A. in Writing and Applied Arts at UWGB will offer not one but three unique paths to **writing-centered careers** on the national, regional, and state level.

As an access-driven comprehensive university, the University of Wisconsin-Green Bay provides an interdisciplinary, problem-focused education that prepares students to address complex issues in a multicultural and evolving world. As Chancellor Miller outlines in his "Urban-Serving Strategic Vision" Statement, UW-Green Bay seeks to connect to "community partners in innovative programs of development, education, and sustainability" through innovative and "distinctive" programs.

As UWGB strategically looks forward to better serving the northeast region of Wisconsin (and beyond), we must create and strengthen connections between our students, businesses, and arts culture. For that reason, our proposed BFA program eschews traditional writing program models focused solely on craft, in isolation from the greater community, existing only within the pages of a book or a college classroom. To this end, our B.F.A. in Writing and Applied Arts pairs craft-focused instruction with community-facing applied learning, offering, wherever possible, **arts-**

and creativity-based intervention to help achieve meaningful, lasting impacts for the region. Accordingly, our proposed BFA program will help our university to position itself as an effective leader in the UW-System—both as a destination and a career path for writers seeking craft, culture, and community through partnerships with local schools, NWTC, nonprofits, businesses, and populations in need.

Institutional Program Array

UW-Green Bay currently offers an English major with an emphasis in Creative Writing. This emphasis follows Association for Writers and Writing Program (AWP) guidelines: courses are tiered (featuring Introductory, Intermediate, and Advanced levels), varied in subject (Novel Writing, Novel Revision, Creative Nonfiction, Short Fiction, Flash Fiction, Poetry, Topics in Creative Writing), and consistent with high-impact workshop practices. Students in the emphasis also enroll in an array of literature courses; and they take a course devoted to publication of an internationally-distributed journal, which offers students professionalization in editing, management, outreach, layout, copyediting, and aesthetic judgment. The B.F.A. in Writing and Applied Arts will build on this foundation by **balancing artistic craft with practical application through community-facing projects**. Existing curriculum guides students through the collection of oral histories from the community and encoding digital editions of texts for archival research and public consumption. New curriculum will expand our students' expertise into areas of publication history, print and digital production, copyediting, writing for entertainment, funding for small projects, and community storytelling.

Resources: Faculty. **No additional resources will be required to mount this program.** The UWGB English department consists of seven tenure-track faculty members; of these, three possess MFA degrees in the fields of dramaturgy, fiction writing, and poetry. All English faculty members have PhDs; of these, two have doctorates in programs offering creative dissertations; several have published award-winning creative works. Six are scholars of the history of the book, the history of the English language, rhetoric and writing, and/or Digital Humanities; most have been editors of publications; all teach in more than one discipline. Additionally, this interdisciplinary program will benefit from courses taught by faculty in Arts Management, Communications, Design Arts, Printmaking, and Humanities programs— as well as from faculty seeking to build writing emphases and publications in the Sciences. The UW-Colleges/UWGB merger (**Project Coastal**) adds resources to the proposed B.F.A., and incoming faculty are eager to teach scriptwriting, romance writing, print-making, and community engagement. The merger, and the additional resources it brings, has **actually accelerated the program's timeline** and eliminated an immediate need for new FTE positions.

Resources: The UWGB Teaching Press. In 2016, the College of Arts, Humanities, and Social Sciences funded the development of a student-run UWGB Teaching Press to enhance enrollment and retention in multiple disciplines. This **in-house press is a distinctive resource** as well, enabling UWGB students to utilize technologies both ancient and emergent: with its current technology book binding, trimming, printing—and the use of a historic letterpress—UWGB will host **one of the only undergraduate-run bookmaking labs in the United States**. In partnership with county libraries, health care providers, educators, and statewide community arts groups, the Teaching Press and the B.F.A. in Writing and Applied Arts will link our most creative

communicators to the untold stories, research areas, local history, and career opportunities in Northeastern Wisconsin.

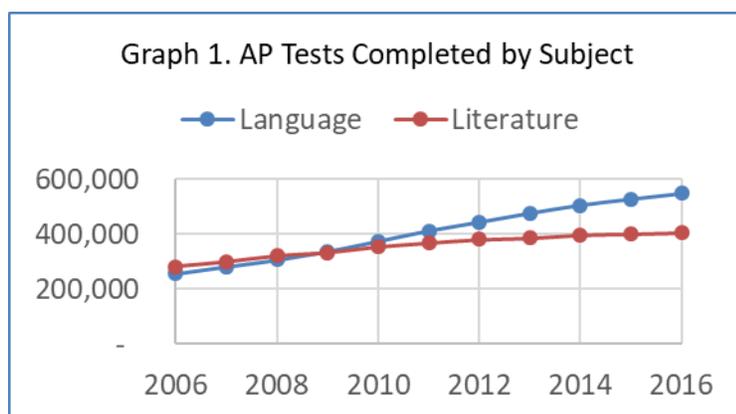
Other Programs in the University of Wisconsin System

As a degree, a “B.F.A.” is usually reserved for the Fine Arts (e.g. Textiles, Ceramics), wherein students focus on artistic craft in classes and in studio. Writing degrees that focus on craft and technique and “studio” production are generally found at the graduate level (i.e. the M.F.A.). The B.F.A in Writing is a rare degree: only 42 colleges in the U.S. offer a program, and only one program (Lakeland College) exists in Wisconsin. **No college in the UW-System offers a B.F.A. in Writing.**

The existing B.F.A. in Writing programs in the U.S. are, in keeping with their studio-origins, built almost exclusively from courses in English: literature, literary theory, and creative writing. Most include thesis hours for the completion of a publishable product. A few require credits in a fine or performing arts area. **Fewer still offer curriculum linked to an on-site, undergraduate-run, independent press.** Likewise, UWGB’s B.F.A. in Writing and Applied Arts will require a final, lengthy writing project and promote hands-on publication experience with both UWGB’s new Teaching Press and the student-run, internationally-distributed arts journal, *Sheepshead Review*. Yet even among these programs, UWGB’s B.F.A. in Writing and Applied Arts will be **unique, for two reasons**. First, it will be truly **interdisciplinary**, encouraging students to actively utilize skills from the fields of English, Design Arts, Communications, Humanities, Arts Management, Business, and/or Theater. Second, it will be the only program that is **explicitly outward-facing**, requiring sustained student engagement with communities in Northeastern Wisconsin—and with writers and writing professionals across the world.

Need as Suggested by Current Student Demand

The B.F.A. in Writing and Applied Arts addresses current—and growing— incoming student demands for college creative writing, specifically crafting original works, and for community service and outreach.

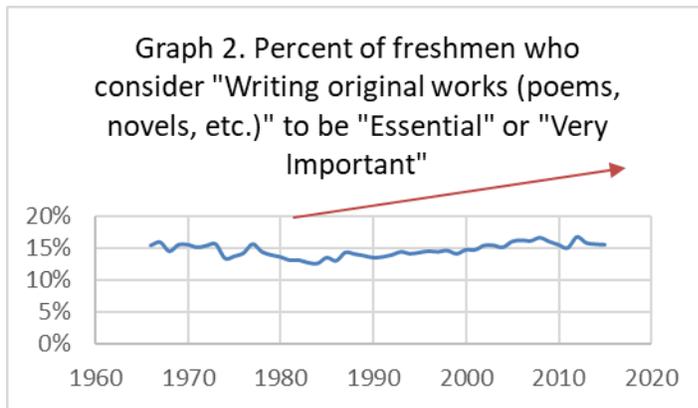


First, statistics show that within the world of English curriculum, **interest among U.S. high school students in writing has been growing much more rapidly than interest in literature.** In 2016, the most common AP course for students to complete in the United States was English Language and Composition (550,000 student or 12% of all AP tests), followed by U.S. History (490,000, 10%) and then English Literature/Composition (405,000,

9%). The total number of AP tests taken has grown an average of 8% per year since 2007. The growth rate for the English Language/Composition area has grown by an average rate of 9% per

year, each year, while the growth rate for the Literature AP test has averaged only 4% per year (see graph 1).¹

Second, potential and current students are interested in **writing original artistic works**. Over the past 50 years, the Higher Education Research Institute has conducted a national survey of new



freshmen and that survey has regularly asked students to indicate the importance to them of “Writing original works (poems, novels, etc.)”. Since the mid-1980s, the number has risen steadily a rate of 0.1% per year (R-Square = 0.78) (Graph 2). To put the 2015 interest rate of 15.5% into context, that same year 15.8% of students indicated it was “Essential” or “Very Important” to become

“accomplished in one of the performing arts” and 15.4% gave those ratings to “Creating artistic work”.²

Third, high school and first-year college students show significant interest two key aspects of the proposed B.F.A. in Writing and Applied Arts: **writing in college, and participating in community service and engagement**. In a March 2017 survey completed by 5888 ACT test-takers whose results were sent to UWGB, students were asked about their participation during high school for a range of activities, and about their plans to participate in these activities when they attend college. The percent of students planning to be involved in writing-based activities in college is slightly higher than for instrumental music, vocal music and drama. In addition, the table below shows that almost half of all ACT test takers plan to remain engaged with service activities at college³.

	Writing*		Instrumental Music		Vocal Music		Drama		Community Service		Athletics	
Total students rating this activity	4683		4689		4686		4678		4689		4694	
Did the activity in high school and plan to do it in college	233	5%	575	12%	526	11%	480	10%	1395	30%	1565	33%
Did not do the activity in HS but plan to do it in college	615	13%	216	5%	206	4%	254	5%	817	17%	323	7%
<i>Sub total for planned involvement during college</i>		18%		17%		16%		16%		47%		40%
Did the activity in HS but do not plan to do it in college	292	6%	751	16%	492	10%	302	6%	786	17%	929	20%
Never had an interest in this activity	3543	76%	3147	67%	3462	74%	3642	78%	1691	36%	1877	40%

*The survey wording asks for involvement or interest in "Publications (newspaper, yearbook, literary magazine)"

Finally, the trend within UWGB’s current English major illustrates the increase in **student interest in writing and the stagnation of interest in the other two emphases, for English Education and Literature**. Although the slope of the line through the graduation trend for the Writing emphasis has only increased from around 5 to around 15 students per year, this increase has been accomplished without providing students with an actual full major in writing. Without

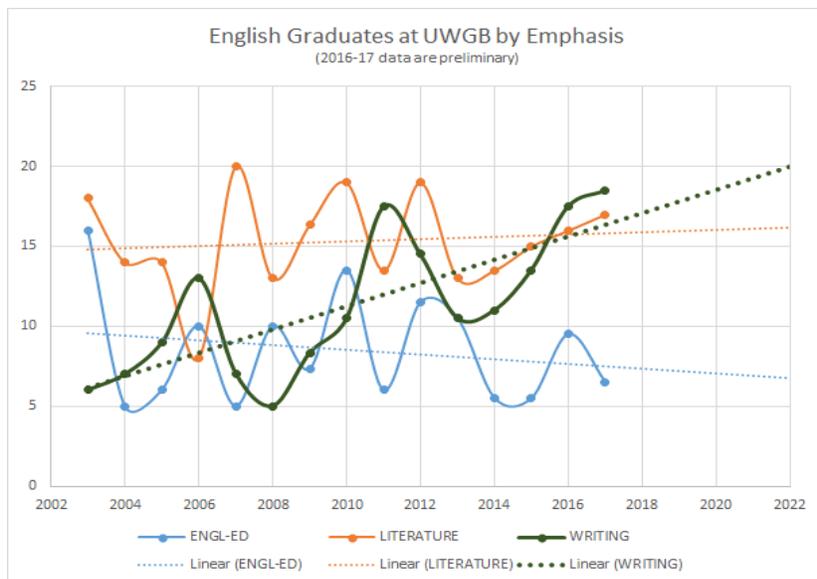
1 Source: The College Board, AP Program Participation and Performance Data, March 2017

2 Source: The Higher Education Research Institute, 2016 Freshman Survey, March 2017

3 Data compiled by Debbie Furlong, Director of Institutional Research, UW-Green Bay, March 26, 2017

making any changes, these trends indicate the overall size of the English program will continue to graduate around 40 to 45 students per year, with the decline in graduates in the Education track being offset by shifts into the Writing track.⁴

Building a complete major in writing should accelerate the trend line associated with the current writing emphasis. Even a modest increase in the slope of the writing trend projects that the major could graduate 30 students per year within a decade of its inception, **making it approximately the size of UW-Green Bay’s majors in Accounting, Social Work and Biology.** (See chart below)



Need as Suggested by Market Demand: National, Regional, and State

On a **national level**, according to the U.S. Bureau of Labor Statistics, employment of writers and authors is projected to grow 8% from 2016 to 2026, about as fast as the average for all occupations. Strong competition is expected for full-time jobs because many people are attracted to this occupation⁵. In fields related to creative writing, the Department of Labor projects 11% growth in jobs for technical writers and 10% growth in public relations and fundraising managers.

On the **regional and state levels**, a recent analysis of employment sources like CareerLocker and Worknet shows there are 676 employers in Wisconsin in the area of Publishing and Publications. While forecasts indicate that jobs related to journalism are in decline, jobs for writers and editors in Wisconsin for other sectors —like technical writing, education, digital editing, social media, library sciences, community relations, and social services— are expected to grow between 7% to 10%.⁶ In addition, the B.F.A. in Writing and Applied Arts will uniquely prepare students for the **numerous “hybrid” positions** requiring skill sets UWGB students are already merging through double majors: graphic arts/editing, or writer/editor. The B.F.A. in Writing and Applied Arts will

⁴ Data compiled by Debbie Furlong, Director of Institutional Research, UW-Green Bay, March 26, 2017

⁵ Source: The Bureau of Labor Statistics, U.S. Department of Labor, accessed March 27, 2018

⁶ Data from WORKNET: Occupations: Search Results: ‘Author/Writer’” “Public Relations Skills,” “Copywriter Skills,” “Desktop Publishers”; CAREERLOCKER “Technical Writers—Expected Employment, 2022”; Brown County Workforce Economic Profile 2015, State of Wisconsin Department of Workforce Development. Accessed February 5, 2017.

create a coherent program of craft-focused, community-facing, adaptable skills, speeding time to degree completion and increasing the experience—and therefore the immediate earning power—of graduates.

Two other recent trends indicate the skills students develop in the B.F.A. in Writing and Applied Arts will meet employer needs both directly and indirectly. First, the industry for making, publishing, editing, and producing **books**—especially printed books— is strong and improving: book sales are up for the third year in a row, according to the Association of American Publishers, particularly for the genres undergraduate creative writers most enjoy writing: Young Adult, Middle Grade, and Adult Fiction. In addition, revenue was up for paperbacks in 2016 to \$5.57 billion from \$5.29 billion in 2015—the most popular format for Adult non-fiction book readers.⁷ Second, and indirectly, students of the B.F.A. in Writing and Applied Arts program will develop skills in communications, audience-awareness, listening, empathy, communicating complex ideas, and critical thinking—**skills ranked among seven top characteristics of success at Google.**⁸ Furthermore, a recent survey of 260 employers by the nonprofit National Association of Colleges and Employers, which includes both small firms and behemoths like Chevron and IBM, ranks **communication skills** in the top three most-sought after qualities by job recruiters, who “prize both an ability to communicate with one’s workers and an aptitude for conveying the company’s product and mission outside the organization.”⁹

Emerging Knowledge and Advancing New Directions

The implementation of the B.F.A. in Writing and Applied Arts benefits from **excellent timing**, as emerging knowledge of storytelling production, and markets for writing in numerous genres— especially the entertainment, industry— have exploded in recent years. Multiple platforms now exist for listening to well-crafted stories, especially in **audiobooks** (a market with 24.7% growth since 2015), where both unit sales and revenue have more than doubled since 2012, growing from \$299 million to \$643 million in 2016.¹⁰ Beyond this, audio storytelling in the form of **podcasting** has expanded its market exponentially, as industry watchers report an 88% increase in those who listen to podcasts at least once a week, a 33 percent increase in those who report ever having listened to podcasts and a 25 percent increase in awareness of the term “podcasting” since 2014. In fact, the online magazine Slate now realizes 25 percent of its revenue from its suite of two dozen podcasts, up from 0 percent in 2014.¹¹

The future is equally exciting in the area of **comic book and graphic novel writing and publication.** In 2016, total comics and graphic novel sales to consumers in the U.S. and Canada reached \$1.085 billion in 2016, a \$55 million increase over sales in 2012—due in part to increased variety of content by new audiences for comics, including kids and women. In 2018, “Black Panther”—a movie written by screenwriters from comic books written by well-known literary writers as well as comic industry mainstays — is the highest-grossing superhero film of

7 Source: “Book Publishing Annual StatShot,” American Association of Publishers, August 1, 2017

8 Source: Valerie Strauss, “The Surprising Thing Google Learned about Its Employees—and What it Means for Today’s Students.” *The Washington Post*, February 20, 2017

9 Source: Valerie Strauss, “The Surprising Thing Google Learned about Its Employees—and What it Means for Today’s Students.” *The Washington Post*, February 20, 2017

10 Source: “Book Publishing Annual StatShot,” American Association of Publishers, August 1, 2017

11 Source: Eric Zorn, “Listen Up—Again! The Podcast Boom is Just Getting Started!” *Chicago Tribune*, February 16, 2018

all time in North America, and the lucrative relaunch of the Star Wars line in 2015 and DC's 2016 "Rebirth" event further strengthened comic sales.¹²

Finally, two recent business models have increased the need for creative writers, the demand for business-savvy publishers, and the appetites of consumers: **streaming television services like Amazon and Netflix; and crowdfunding resources like Kickstarter**. As the creators of films, series, television shows, documentaries— for all audiences and ages— writers are driving profits skyward for entertainment industries. With global online distributors like Netflix, and now Amazon, the market for content created by writers is truly the entire world.¹³ Creating content is therefore becoming highly competitive, as executive Mark Gordon puts it: "Hit shows are driven by **great writing** and stars, and for broadcast TV, it's more difficult to secure the best writers and top-tier actors."¹⁴ However, for those writers, editors, community arts advocates, and publishers wishing to fund their own projects, there are now, more than ever, various **independent means to success**. For example, Chicagoan David Dewane used Kickstarter to found Mouse Books, printing 48-page themed books the size of a smartphone¹⁵; while numerous independent comic book publishers, aspiring to diversify the market, have been funded through Kickstarter¹⁶.

Faculty Senate New Business 6d 9/12/2018

12 Source: John Jackson Miller, "Comic and Graphic Novel Sales up 5% in 2016," *Comichron*. Accessed March 28, 2018

13 Source: Writer's Guild of America East, "State of the Industry 2017: Unprecedented Prosperity," accessed March 28, 2018

14 John Erlichman, "Forget the Ratings: Television is a Growth Business with Record Profits," *Forbes*, January 17, 2017

15 Cheryl V. Jackson, "Pocket-sized Dostoyevsky? Chicago's latest Kickstarter hit offers classic lit to go," *Chicago Tribune*, July 7, 2017

16 Abraham Reisman, "Pushing Diversity Is a Tough Business for Four Indie-Comics Publishers," *Vulture*, January 11, 2018

Draft Select Mission (May 2018)

The University of Wisconsin-Green Bay is a multi-campus comprehensive teaching and research university providing world-class undergraduate, masters and doctoral programs built on problem-focused learning, critical thinking and student success. Our commitment to an academy that promotes economic development and sustainability, talent development and business entrepreneurship is demonstrated through our programs in business; science, technology and engineering; health and wellness; and the arts, humanities and social sciences. Our culture and vision reflect our commitment to diversity, inclusion, engaged citizenship and educational opportunity at all levels through community-based partnerships, faculty scholarship and innovative approaches that serve the region and state.

Draft Select Mission (August 2018)

The University of Wisconsin-Green Bay is a multi-campus comprehensive teaching and research university providing world-class undergraduate, masters and select doctoral programs built on problem-focused learning, critical thinking and student success.

Our commitment to an academy that promotes access, career success, economic development, environmental sustainability, talent development, cultural enrichment, business and entrepreneurship is demonstrated through a wide array of relevant programs and certifications offered in four colleges: College of Arts, Humanities and Social Sciences; College of Science, Engineering and Technology (including the Richard Resch School of Engineering); College of Health, Education and Social Welfare; and the Austin E. Cofrin School of Business, leading to a range of degrees, including AAS, BA, BAS, BM, BS, BSN, BSW, BBA, MS, MSW, MSN and Ed.D. degrees.

Our culture and vision reflect a deep commitment to diversity, inclusion, social justice and educational opportunity at all levels. Our operational foundations value community-based partnerships, faculty scholarship and innovation.

Faculty Senate New Business 6e 9/12/2018

**USC Report for Faculty Senate Meeting
September 12, 2018**

- The 2018-19 USC membership and officers are as follows: Jan Snyder, Chair; Kim Mezger, Vice Chair; Holly Keener, Secretary; Tracy Van Erem, Treasurer; Linda Hornick, Marinette campus rep (will be replaced due to acceptance of an academic staff position); Jayne Kluge; Theresa Mullen; April Peissig, Manitowoc campus rep; Monika Pynaker; Janice Rouse, Sheboygan campus rep; Julie Flenz, HR Liaison.
- A Bylaws Restructuring Committee was formed to revamp the bylaws so they reflect the university staff body and shared governance membership to include university staff from our 3 branch campuses, as well as various edits that may be needed. Branch campus reps are included on the committee, and progress is being made. The goal is to have proposed new bylaws to present for approval at the January University Staff Assembly.
- The USC members will share representation duties at faculty governance meetings for 2018-19.