

AGENDA

UW-GREEN BAY FACULTY SENATE MEETING NO. 2

Wednesday, October 11, 2017

1965 Room, 3:00 p.m.

Presiding Officer: Ryan Martin, Speaker

Parliamentarian: Steve Meyer

1. CALL TO ORDER

2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 1 September 13, 2017 [page 2]

3. DENISE BARTELL'S REPORT – STUDENT SUCCESS AND EARLY ALERT

4. CHANCELLOR'S REPORT

5. OLD BUSINESS

- a. a. Request for Authorization to Implement a Bachelor of Science in Mechanical Engineering at UW-Green Bay (second reading) [page 10]
Presented by John Katers
- b. Request for Authorization to Implement a Master of Science in Nutrition and Integrated Health at UW-Green Bay (second reading) [page 18]
Presented by Matt Dornbush and Debra Pearson

6. NEW BUSINESS

- a. Resolution on Regent Policy Document 6-4 “Selection Process for System President, Chancellors, Vice Chancellors, and UW System Leadership Positions” [page 30]
Presented by Patricia Terry
- b. Request for Future Business

7. PROVOST'S REPORT

8. OTHER REPORTS

- a. Academic Affairs Report [page 31]
- b. University Committee Report – Presented by UC Chair Patricia Terry
- c. Faculty Representative Report – Presented by Christine Vandenhouten
- d. Academic Staff Report – Presented by Jamee Haslam
- e. University Staff Report – Presented by Holly Keener
- f. Student Government Report – Presented by Eduardo Navarro

9. ADJOURNMENT

[draft]

MINUTES 2017-2018
UW-GREEN BAY FACULTY SENATE MEETING NO. 1

Wednesday, September 13, 2017
1965 Room, University Union

Presiding Officer: Ryan Martin, Speaker of the Senate

Parliamentarian: Steve Meyer

PRESENT: Andrew Austin (DJS), Mike Draney (NAS), Greg Davis (Provost, *ex officio*), Joan Groessl (SOCW), Lisa Grubisha (NAS), Stefan Hall (HUS), Katia Levintova (PEA-UC), Jim Loeb1 (BUA), John Luczaj (NAS), Upal Mahfuz (NAS), Kaoime Malloy (THEATRE), Ryan Martin (HUD-UC), Gary Miller (Chancellor, *ex-officio*), Paul Mueller (HUB), Rebecca Nesvet (HUS), Uwe Pott (HUB), Michael Rector (MUS-Alternate), Sawa Senzaki (HUD), Courtney Sherman (HUS-UC), Patricia Terry (NAS-UC), Gail Trimberger (SOCW-UC), Katie Turkiewicz (ICS), Brenda Tyczkowski (NUR), Christine Vandenhouten (NUR-UC), Kristin Vespia (HUD), and Elizabeth Wheat (PEA)

NOT PRESENT: Heather Clarke (BUA), Aurora Cortes (EDU), Kristy Deetz (AND), and Vince Lowery (HUS),

REPRESENTATIVES: Jamee Haslam (ASC), Holly Keener (USC), and Eduardo Navarro (SGA)

GUESTS: Eric Arneson (Vice Chancellor for Student Affairs), Scott Ashmann (Assoc. Dean, CHESW), Matt Dornbush (Asst. VC for Academic Affairs/Director of Graduate Programs), Clifton Ganyard (Assoc. Provost), Paula Ganyard (Director, Cofrin Library), Doug Hensler (Dean, CSOB), Doreen Higgins, John Katers (Dean, CST), Amanda Nelson (Assoc. Dean, CST), Christine Olson (Director of Human Resources), Debra Pearson (Associate Professor, Human Biology), Ron Pfeiffer (Chief of Staff), Stephanie Rhee (Assistant Professor, SOCW), Chuck Rybak (Interim Dean, CAHSS), and Sheryl Van Gruensven (Vice Chancellor for Business and Finance)

1. CALL TO ORDER.

Like a kid on Christmas morning, Speaker Ryan Martin used his newfound toy (the faculty senate gavel) to excitedly call to order the first Faculty Senate meeting of the 2017-18 academic year at 3:01 p.m.

2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 8, April 26, 2017

No one took Speaker Martin up on his request for comments on or edits to the minutes, so the minutes were declared Super-De-Duper (who let that purple dinosaur in the room is still a mystery – but we have called on those meddling kids in the Mystery Machine to figure it out).

3. SENATOR INTRODUCTIONS

Seeing as we will be working, discussing, debating, verbally sparring, and otherwise enjoying one another's company once a month for the next nine months, each senator was asked to introduce themselves.

4. CHANCELLOR'S REPORT

After welcoming everybody to the new semester, Chancellor Miller took the opportunity to introduce the new Vice Chancellor for Student Affairs and Campus Climate, Eric Arneson. Vice Chancellor Arneson comes to us from Florida International University – apparently leaving Florida before an unwelcomed visitor named Irma came calling. Following his introduction, a warm round of applause from the senate floor welcomed Eric to UWGB.

Chancellor Miller began by mentioning the situation UW-Stevens Point is facing. Over the past two years, their enrollment has dropped by approximately 1,000 students. As a result, UWSP is planning to implement the Board-approved policy that allows them to move forward with program eliminations without declaring financial exigency. Chancellor Miller wished to allay any fears of UWGB personnel by stating that our enrollments have not only stabilized but have begun to increase. He also reminded us that (only) UWGB and UW-Madison have approved a local policy for implementing any program elimination (Chapter 5 of the Faculty Handbook), so if any similar event were to occur here we would revert to the policy we implemented in 2016-17.

The System budget has been approved and the expectation is the governor will sign it before the end of the month. There is a 2% + 2% compensation increase in the budget. Should this increase make it out of dreamland and into the realm of reality, the first increase would take effect July 1, 2018, and the second on January 1, 2019. As expected, UWGB will have to cover some of that salary increase. In a bit of political trading related to the budget, UW-Platteville received \$57M for a new engineering building, while UWGB received a statement in the budget that the Board can approve our mechanical engineering program (we will go to the Board in December for approval of the engineering program). There is \$5M in the state budget for the STEM Innovation Center. The Advancement office and Dean Katers are working to raise another \$5M from the community, and the county will contribute some funding. Groundbreaking for the Center is expected next year. There is new money in this budget for UWGB. We will respond to an RFP in December for that performance-based money.

Chancellor Miller discussed his vision for a much larger university. Beginning with enrollment increases, the Chancellor has committed to visit every high school principal in the area to learn how he might get more local students to attend UWGB. We also expect to develop a new MBA program, a new Mechanical Engineering program, and a new Nursing program. As part of the planning process for a larger university, we are developing a new campus master plan and are considering the capital projects that would be a part of that plan. Current campus projects include the Library Plaza and the Athletic Facilities (soccer and softball fields).

5. PROVOST'S REPORT

Provost Davis began by recognizing Interim Dean of the College of Arts, Humanities, and Social Sciences, Chuck Rybak. The Provost then updated the senators on three administrative searches that are in various stages of completion: the search for the Assistant Vice Chancellor for Enrollment Services is in the telephone interview stage, with on-campus interviews to be set up soon; the search for the Executive Director of the Weidner Center will be in the on-campus interview phase soon; and the search for the Athletic Director is nearing completion, look for an announcement in 10 days to two weeks.

As of September 5, 2017, enrollment is up 26 FTE from last year at the same time.

Academic Affairs spent about six months working on a Strategic Priorities document. This living document currently resides on the Provost's website and will be reviewed semiannually. The Strategic Priorities document pledges that Academic Affairs will: 1) make student success our highest priority, 2) increase student access in order to meet the needs of the region, 3) offer distinctive programs at both the undergraduate and graduate level, 4) demonstrate the benefits of interdisciplinary thinking and learning, 5) develop a diverse university that reflects the community, 6) develop community relationships, and 7) enable professional growth of our faculty and staff in order to foster creativity, innovation, and scholarship. These priorities were developed in support of the vision and alignment with the select mission as guiding principles for decision making within Academic Affairs.

Regarding the budget, a component of the state budget will be performance-based funding. Jim Henderson, UW-System's Vice President for Academic and Student Affairs, is leading a task force to develop the metrics to be used to distribute the performance-based funding. Locally, UWGB will face another round of expenditure reductions this next academic year. Currently, Provost Davis and Vice Chancellor for Budget and Finance, Sheryl Van Gruensven, are tasked with creating a plan that would reduce the budget by \$600K in the next academic year. Reductions will be campus-wide as opposed to being exclusively within Academic Affairs. The colleges will have the opportunity to "enroll their way out of any reduction." The Deans will help design the metrics that will return the dollars to their respective budgets that would have otherwise been reduced.

Provost Davis finished by encouraging faculty senate to engage in shared governance across the campus (i.e., with academic staff, university staff, and students). He believes we have not done a good job integrating shared governance across all lines of the university. He would like to see increased opportunities for the groups to work together on common causes and concerns, including a shared discussion on the state of the university, the direction of the university, and how to effect changes on campus.

6. OLD BUSINESS

A wise Faculty Senate from 2016-17 did not carry over any old business to the new academic year, so we can start with a clean slate of new business (and what a slate it is!).

7. NEW BUSINESS

a. HLC Planning Updates

Associate Provost Clif Ganyard provided a preview of events associated with the upcoming 10-year reaccreditation visit by a team of four reviewers representing the Higher Learning Commission on October 9-10. He offered his gratitude to all who have helped in the preparation of the documentation that is a part of the reaccreditation process. All the requested paperwork is complete and the peer review team is looking it over. There is an accreditation website, www.uwgb.edu/accreditation, that is loaded with information about accreditation, the impending visit, all the documentation that has been put together for the review team, and the process associated with the visit itself.

There are several meetings set up for specific groups (e.g., faculty, staff, students, university cabinet, trustees, etc.). Associate Provost Ganyard has sent an invitation via email to all faculty to participate in the faculty open session scheduled for Monday, October 9, at 4:00 p.m. He also encouraged faculty to attend as many open sessions as possible and to make themselves available to ask/answer questions of the review team. To prepare faculty and staff for the visit, Clif created a “preparing for the visit” link on the accreditation website, including a link for “possible questions from the review team.” Some questions Clif believes the team will ask revolve around strategic budgeting and planning, our university mission, state budgeting, assessment, diversity, and workload.

b. Election of a Deputy Speaker of the Senate for 2017-18

Still giddy with excitement over possessing the all-powerful gavel, Speaker Martin called for nominations for a Deputy Speaker of the Senate (I didn’t have the heart to tell him that someday he might need to share the gavel with the Deputy Speaker). **Senator Terry nominated Senator Sherman (seconded by Senator Levintova).** There was no discussion regarding the nomination of Senator Sherman. In fact, so enthralled was the senate with the nomination that **Senator Sherman was unanimously endorsed for Deputy Speaker of the Senate by a vote of 25-0-0.**

c. Workplace Conduct Policy

d. Compensation and Pay Plan Policy

These two agenda items are policies from Human Resources and were combined and presented by UC Chair Patricia Terry as information items. HR Director Christine Olson has discussed the changes made to the Workplace Conduct Policy with the UC and she is looking for feedback from all campus groups (faculty, academic staff, and university staff) by September 22. Changes to the Compensation and Pay Plan Policy reflect the changes made to the Post Tenure Review and Annual Review Policies during spring 2017. HR Director Olson would also like any feedback regarding this policy by September 22nd.

e. Formation of the Institutional Biosafety Committee (Committee Charge) (first reading)

Associate Vice Chancellor Matt Dornbush explained that members of the Human Biology faculty approached him this summer regarding the need for an Institutional Biosafety Committee (IBC). By law, any campus that submits a grant proposal to the National Institute of Health (NIH) that involves work with synthetic or recombinant DNA, pathogens, or biohazardous materials must have an Institutional Biosafety Committee (IBC) in place to be considered for funding. In that respect, the IBC is similar to the Institutional Review Board (IRB) and the Institutional Animal Care and Use Committee (IACUC) - committees already established on campus. These committees are important in that they assure the university certain protections, as well as the individual faculty member having the assurance of the university backing their work. UWGB recently joined an organization named Collaborative Institutional Training Initiative (CITI), which will provide our online training for IRB, IACUC, and IBC (assuming the committee is approved). The composition of the committee, mandated by the NIH, would be composed of five members (two community members, at least two faculty members, and UWGB’s safety manager). This would be a Provost appointed committee with the chair being one of the faculty committee members. HUB Senator Mueller added that there is some urgency to the formation of this committee, so if senate could expedite the approval process it would be much appreciated. With that, **Senator Terry (using her best Monty Python accent) said “Say no more..” and moved**

suspension of the rules requiring a first and second reading for the formation of the IBC, instead moving it to an action item (Senator Austin seconded). There was no discussion on that motion. **The motion passed 25-0-0.** Following that vote, **Senator Vandenhouten moved approval of the creation of the Institutional Biosafety Committee (seconded by Senator Pott).** With no discussion, the **motion passed 25-0-0.**

f. Request for Authorization to Implement a Bachelor of Science in Mechanical Engineering at UW-Green Bay (first reading)

Dean John Katers presented some history on the document, beginning with a statement that this action has been decades in the making. The Notice of Intent submitted during the Fall 2016 semester received substantial feedback from other System campuses (mostly negative, based mainly on their fear of a little competition). The proposed formation of this new program has received tremendous support from Northeast Wisconsin community, including the Council of Trustees. The hope is that this will be on the agenda of the December Board of Regents meeting. The growth in our existing Engineering Technology programs (especially Mechanical Engineering Technology) has helped justify the need for a full-blown Mechanical Engineering program at UWGB. Parallel efforts related to our desire for a Mechanical Engineering program include the STEM building; \$5M in the state budget, \$5M promised by the county, and good progress is being made in private fundraising efforts. An architectural firm has been hired to design the building. Because state support is lacking, some of the fundraising will directly support the Mechanical Engineering program (i.e., bridge funding to hire the faculty) until the program supports itself with tuition dollars. From a curriculum standpoint, the first two years are already in place, as we have had a pre-engineering program at UWGB for decades. Because we currently have Engineering Technology programs in place, we already have some of the faculty and equipment we will need; however, we will need to add another eight faculty (mostly mechanical engineers, but also physicists and mathematicians) to get Mechanical Engineering up and running. The intent is that the program would begin in Fall 2019 and diligent efforts are in place to have the STEM Innovation Center also completed by Fall 2019.

g. Request for Authorization to Implement a Master of Science in Nutrition and Integrated Health at UW-Green Bay (first reading)

Associate Vice Chancellor Matt Dornbush joined us again, together with Prof. Debra Pearson, to present the next step in implementing this new program. The Notice of Intent for this M.S. program passed about a year and a half ago and now work continues on the authorization document (which requires market research, a budget, etc.). Matt thanked Debra and the Nutritional Sciences staff for creating a very strong proposal for a program that enjoys both tremendous support from the community and a very strong market outlook. The timeline for this proposal is the same as that for Mechanical Engineering, we hope to make this an agenda item on the Board of Regents December meeting. This program offers many wonderful collaborative opportunities outside CST, including CAHSS, CHESW, and the community in general. In a stunning display of emotion, VC Dornbush said he was truly “jazzed” about this new master’s program. Prof. Pearson added a bit of historical perspective behind the plan for the Master of Science in Nutrition and Integrated Health. For decades, UWGB has had in place an accredited B.S. program in nutritional sciences. Traditionally, once a student completes their B.S. at an institution accredited by the Nutritional Sciences Accrediting Board, the student completes a nine-month (1200 hour) clinical rotation internship (which is not offered by all universities). UWGB

does offer the internship, so as a result we already have 120 community partnerships in place. In the last 15-20 years, UWGB's Nutritional Sciences undergraduate program has doubled their enrollment and internship enrollment has tripled. Recently the Nutritional Sciences Accrediting Board mandated that by 2024 the minimum requirement for a Registered Dietitian would be an M.S. degree. Although UWGB's Nutritional Sciences faculty have believed for years we should offer a master's degree, this mandate is now pushing that effort forward (note – prior to the new mandate, approximately 50% of registered dietitians already pursue a master's degree).

h. Post Tenure Review Schedule

With the approval last November of the Post Tenure Review policy, it fell upon SOFAS Meyer to draft a Post Tenure Review schedule. In general, the proposed schedule was acceptable; however, some members of senate questioned the fairness of the schedule for a small subset of faculty who would not go through the Post Tenure Review process for nine year. SOFAS Meyer said he would go back to the drawing board and consult with Provost Davis and the UC on a revised schedule.

i. Request for future business

Senator Austin took Speaker Martin up on his request for new business, bringing a resolution (see below) before the senate renouncing the U.S. Department of Justice announcement (under the direction of President Trump) that it is ending Deferred Action for Childhood Arrivals (DACA).

Senator Terry moved acceptance of the resolution (with a second by Senator Nesvet).

Senator Senzaki questioned whether we needed to contact the International Education Office regarding any regulations already in place that would stand opposed to this resolution. Senator Austin mentioned that he was “taking his lead” from UW-Madison's faculty senate who recently passed a similar resolution. Senator Terry mentioned that under DACA these students are not considered international students. **The resolution passed 25-0-0.**

UW-Green Bay Faculty Senate Resolution on DACA

WHEREAS on Tuesday, September 5, the US Department of Justice, under the direction of President Trump, announced that it is ending Deferred Action for Childhood Arrivals (“Dreamers”), or DACA, a program that allows undocumented immigrants who come to the United States as children to remain in our country to pursue their dream of a better life;

WHEREAS for many of these Dreamers, some of whom are now adults, the United States is the only home they have known;

WHEREAS despite a six-month window giving a divided Congress an opportunity to reestablish the policy in law, this action has produced considerable fear and anxiety among those who look to the United States as a beacon of hope and freedom;

WHEREAS the Administration's action, whatever its intentions, is fuel for animosity and resentment directed at one of our most vulnerable populations;

BE IT RESOLVED that UW-Green Bay Faculty Senate affirms its commitment to support and serve enrolled UW-Green Bay students regardless of their immigration status; and

BE IT FURTHER RESOLVED that the UW-Green Bay Faculty Senate calls on the federal government to continue and strengthen DACA.

8. PROVOST'S REPORT

Provost Davis had nothing more to add to the statements he previously offered in agenda item #5 (this should be read as “the SOFAS messed up and put the Provost on the agenda twice” – with the thanks of the entire senate, the Provost declined to address the group a second time).

9. OTHER REPORTS

a. Academic Affairs Report. This report is on page 51 of the agenda.

b. University Committee Report. UC Chair Terry informed the senate that some of the “fun stuff” the UC will be looking at this year includes: some clean-up of code in the Faculty Handbook, an examination of the university’s procedures regarding domestic travel courses, potentially changing the designation of disciplinary/interdisciplinary majors (i.e., the requirement that a student have an interdisciplinary major or minor), tackling the re-missioning of the university, and identification of faculty senators to serve on the strategic budgeting committee.

c. Faculty Representative Report. Christine Vandenhouten mentioned that the first meeting of the faculty representatives is next Friday (9/22). Among other items, they will be looking at the titling and compensation study.

d. Academic Staff Committee Report. Jamee Haslam reported that earlier in the day Clif Ganyard updated Academic Staff on the upcoming HLC visit. They reviewed changes that are forthcoming regarding the Phoenix Bookstore. The various Academic Staff committees have started meeting (some actually started meeting over the summer). Like the UC, the ASC identified staff to serve on the strategic budgeting committee.

e. University Staff Committee Report. Holly Keener shared that the USC has been meeting since July, with Jan Snyder serving as chair, Amanda Wildenberg as vice chair, Teri Ternes as secretary, and Tracy Van Erem as treasurer. The USC representative to the faculty senate and UC meetings will be rotated amongst several USC members. The USC also received a visit from Clif regarding the HLC visit. Planning is underway for the University Staff Fall Conference scheduled for October 20. The USC is working with HR and the University Staff Personnel Committee regarding the staff members who are potentially affected by Phoenix Bookstore transitioning to private hands.

f. Student Government Association Report. SGA President Eduardo Navarro shared that the SGA is happy that Eric Arneson is onboard. The SGA is excited about the potential diversity the new engineering program may bring to campus. SGA hopes to populate the various committees with student representatives by October. The two biggest jobs of SGA this year are to “do our jobs” and “spend our money.”

8. ADJOURNMENT at 4:51 p.m.

Respectfully submitted,

Steve Meyer, Secretary of the Faculty and Staff

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING AT UW-GREEN BAY
PREPARED BY UW-GREEN BAY**

ABSTRACT

The proposed Mechanical Engineering program is a business and community based program designed to meet a critical talent need in Northeast Wisconsin, while increasing the college attainment rate (one of the lowest in Wisconsin) and realigning regional higher education assets for a growing economy. A recent community-wide economic strategic plan sponsored by the Greater Green Bay Chamber of Commerce strongly argued for the introduction of highly focused engineering programs, including the creation of an engineering school at UW-Green Bay (UWGB). This need for engineering also was recognized by the Joint Finance Committee, who included a provision for a School of Engineering at UWGB when they approved the UW System budget proposal. It should be noted that the proposed Mechanical Engineering program is not a completely new start-up, as UWGB has taught the first two years of engineering since nearly the beginning of its existence 51 years ago. Therefore, nearly all courses required in the first two years of the ME degree already exist and have been taught regularly at UWGB. The University also currently offers three engineering technology programs (mechanical, electrical and environmental), which have experienced rapid growth in enrollment, with the Mechanical Engineering Technology program having more than half of the total students in Engineering Technology.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin – Green Bay

Title of Proposed Program

Mechanical Engineering

Degree/Major Designation

Bachelor of Science

Mode of Delivery

Single Institution - degrees for the Mechanical Engineering program will be awarded by UWGB. The program will be primarily face-to-face, with internships and capstone projects completed at surrounding businesses Northeast Wisconsin. However, the program would also seek to collaborate with the UW-Platteville-UW Fox Valley mechanical engineering program, as this partnership would leverage UW College investments in regional engineering training, allow students access to some courses in an on-line format, and provide some flexibility, cost reduction and risk mitigation during the early years of the new program.

Projected Enrollment by Year Five

Table 1: Five-Year Projected Student Enrollments

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment (New Freshmen Student) Headcount in state	20	34	45	80	110
Enrollment (New Freshmen Student) Headcount out of state	1	2	3	6	8
Enrollment (Transfer Students) Headcount	5	8	11	17	25
Enrollment (Continuing Students) Headcount	0	20	33	45	77
Enrollment (Graduating Students) Headcount	0	0	18	30	40
Enrollment total	26	64	74	117	180
Students subject to external costs (first time students)	26	39	52	91	126

The number of declared majors in the Mechanical Engineering Technology program at UWGB was 10 in the first full year, 54 in the second year, and is currently at 68 for the third year (fall of 2017). It should be noted that additional students declare during the semester, so the projected student enrollment numbers are consistent with our experience to date with the Mechanical Engineering Technology program.

Tuition Structure

Similar to the Engineering Technology programs at UWGB and other recently approved engineering programs in UW System (ex: UW-Stout), in addition to the base tuition a \$700/semester program fee would be included.

Department, College, School or Functional Equivalent

The proposed program will be housed in the College of Science and Technology. As noted previously, a proposal for a School of Engineering at UWGB has been approved by the Joint Finance Committee as part of the UW System budget, and pending final approval of the state budget initially would be housed in the College of Science and Technology.

Proposed Date of Implementation

The program would officially be implemented in the fall of 2019, although given the fact that the lower level courses for the program are already available, new freshman could be recruited to the program as soon as the fall of 2018 pending all necessary program approvals.

INTRODUCTION

Rationale and Relation to Mission

This proposal for a new mechanical engineering degree at UW-Green Bay is part of an intensive and coordinated transformation of the University to meet the needs of one of only three urban areas in the State of Wisconsin. The new Urban Serving Vision of the University is designed to (a) significantly increase access to postsecondary education in an area with one of the lowest degree attainment rates in the country, (b) reshape academic programs to meet the current and future workforce needs in the region particularly in the areas of technology, manufacturing, health care, and global business; and (c) become a major regional leader in meeting social, economic, and educational challenges in the region. To operationalize this new imperative, in July 2016 the University began operating with four colleges designed to articulate with the major sectors of the region's economy. The new College of Science and Technology, which now houses

the programs in Mechanical, Electrical and Environmental Engineering Technology, will host the new program in Mechanical Engineering.

The new institutional focus of UWGB complements and is being closely coordinated with intensive efforts in the Green Bay region to significantly shift the historical mill culture economy to an innovation economy focused in advanced manufacturing, health care and professional sports with a more nurturing entrepreneurial ecosystem. UWGB is taking a leadership role in the strategic planning being conducted by the Greater Green Bay Chamber with assistance from Tip Strategies of Austin, Texas. That process has clearly demonstrated the need for engineering degree programs as UWGB.

Northeast Wisconsin is one of two places in the state where the population of 25 to 55 year olds is expected to increase in the next ten years (see need section below). Despite this, the growth in that age group must be supplemented even more via recruitment if the region is to have a chance to expand economically. It is recognized in the Green Bay region that to attract and retain individuals of this age category will require the development of more vibrant social and commercial opportunities. This is the primary goal of the Green Bay Packers Titletown Development now under way west of Lambeau Field, a project in which UWGB is involved. To meet these challenges, UWGB will need to develop and deploy relevant programs in science, math, business, and engineering and importantly, it must position itself to be a valuable partner in nurturing a sustainable entrepreneurial and innovative culture in the region. The long-term prospects of some of the most important local business partners, including the Green Bay Packers, depend on this institutional transformation. Engineering programs are key to this requirement.

Engineering is not new to UWGB. Historically, UWGB has offered pre-professional programs in engineering, with students transferring to other regional institutions offering Bachelor of Science degrees in engineering including UW-Madison, UW-Milwaukee, UW-Platteville, Milwaukee School of Engineering, Marquette University and Michigan Technological University. UWGB also has a formalized cooperative program (the NEW Program) providing for direct, upper-level transfer into the College of Engineering and Applied Sciences at UW-Milwaukee. The two institutions also collaborate on a 3+2 dual degree program in which students can earn two bachelor's degrees over five years of study: a Bachelor's of Science in Environmental Sciences from UW-Green Bay and a Bachelor's of Science in civil/environmental engineering from UW-Milwaukee. The current proposal is expected to enhance general interest in these programs and provide other avenues for inter-institutional collaboration. In spring 2015, UWGB established three new programs in Electrical, Environmental, and Mechanical Engineering Technology; they will be entering their third full year during 2017-18. Enrollments in these programs are much larger than expected, especially in mechanical engineering technology.

In summary, UW-Green Bay's mission is based on a commitment to provide a problem-focused educational experience that enhances critical thinking skills to address complex issues. The proposed plan for a BS in Mechanical Engineering is consistent with that mission in that it will enable students to address problems using knowledge gained through course instruction, internships and capstone projects. This program also aligns with UWGB's strategic plan, which emphasizes enrollment growth (particularly in the areas of science and technology), promoting opportunities for innovation, and establishing distinctive partnerships with the community.

Need as Suggested by Current Student Demand

For reasons outlined below, we believe a new mechanical engineering program at UWGB will attract enrollments exceeding 200 total students within five years.

- Potential UWGB students have long wanted opportunities for engineering. Between 2006 and 2015 (prior to the establishment of the three engineering technology programs) nearly 750

students applied to UWGB stating a desire to become an engineer. The average annual number of these applicants is roughly three times the number of freshmen engineering students we use to model the financials for this program.

- Over one quarter of this year's UWGB freshman class have declared interest in a STEM degree.
- Wisconsin technical colleges in the Northeast Region [Brown County (NWTC); Outagamie County (FVTC); Oneida County (Nicolet)] produced 22% of all associates degrees (2013-2015) and 29% of all non-health related STEM associates degrees in Wisconsin (2013-2015) suggesting extremely strong interest in engineering and technical fields in the region.
- At the beginning of 2016, NWTC had 313 students enrolled in its engineering technology associates degree programs 48% of whom had completed more than 31 credits. This pipeline of engineering-ready students portends a much higher annual transfer population than we currently model.

Need as Suggested by Market Demand

What are the sources of these students? The majority of these students already reside in Northeastern Wisconsin. However, there is significant potential for out-of-state and international enrollment as the program matures. We note the following in support of this:

- Unlike nearly every other county in Wisconsin, the Brown County population is growing and getting younger. The Wisconsin Department of Administration (DOA) predicts Brown County will grow by over 25% between 2010 and 2040 (average state growth is 14%). The percentage of 25 to 55 year olds is projected to grow only 2% statewide. This cohort is expected to grow by more than 10% in only Kenosha and Brown counties.
- NWTC and FVTC are the third and fourth largest technical colleges in Wisconsin. Madison Area Technical College and Milwaukee Area Technical College are the largest. However, the engineering programs at NWTC and FVTC are the largest in the state. Engineering associates at NWTC represent 9% of all associates at the College (highest in the state). Engineering Associate degrees at FVTC represent 8.8% of all associates at that college. Engineering associates at Madison Area Technical College and Milwaukee Area Technical College represent 5.4% of all associates degrees.
- Currently, the population of the City of Green Bay includes over 27% people of underrepresented minority background. The Green Bay Area Public Schools is a minority-majority school district with the proportion of both Hispanic populations and non-white, non-Hispanic populations increasing and White, non-Hispanic populations decreasing. These students are also economically disadvantaged and, thus, many are place-bound and no access to engineering degrees.
- Northeast Wisconsin accounts for 12% of the Wisconsin population but has one of the lowest degree attainment rates in the state. With respect to STEM degrees, UWGB delivers only 2% of the state's non-health STEM degrees and 3% of the state's health-related STEM degrees. This deficiency in meeting regional needs is a direct result of a mismatch between the program array at UWGB, a legacy array not revised in decades, and the workforce and talent needs of the region.
- The region is the leading manufacturing area in Wisconsin and the third largest business sector in Wisconsin. Among regional companies are some of the largest in the state many with multinational operations. There are 90 engineering companies in Brown and Door Counties. The

leaders of these companies support the expansion of engineering at UWGB and have pledged to provide internships for students, help recruit new students, and hire graduates from the program. The boards of the New North and the NEW Manufacturing Alliance likewise are supportive and eager to assist in the establishment and continuation of the program.

- Although we include only a small number (<7%) of out of state or international students in our enrollment model there is enormous potential for the recruitment of out of state or international students. Because of the Green Bay Packers, the City of Green Bay has an international brand and is widely known nationally and internationally. Additionally, UWGB is the only comprehensive university in the system with a NCAA Division I athletic program. This program gives the University reach and recognition in all upper Midwestern cities and into 90 million homes via ESPN3. This name recognition and access to large population pools coupled with low out-of-state tuition (relative to in-state tuition in many neighboring states) provides a strong foundation for a productive recruitment program for out-of-state students.
- UWGB is a member of the NEW ERA higher education alliance, which includes UW Oshkosh, UW Fond du Lac, UW Fox Valley, UW Manitowoc, College of Menominee Nation, Fox Valley Technical College, Lakeshore Technical College, Marine Park Technical College and NWTC. An innovative feature of this alliance is the multiple entry strategy whereby students interested in engineering technology degrees at UWO and UWGB may enter those programs through any of the alliance member institutions. The new engineering program at UWGB will employ this model thereby increasing access to the program.
- The program will offer local students a more affordable way to obtain an engineering degree. As an example, Wisconsin students make up roughly 10% of the freshman class at Michigan Tech University. If that percentage were reflected in the number of mechanical engineering majors at Michigan Tech, we would expect 137 of the 1,373 Michigan Tech ME majors to be from Wisconsin. One quarter of that number (37) exceeds the freshman enrollment number of the model presented here. In addition, an out-of-state undergraduate student at Michigan Tech can be expected to pay approximately \$32,900 per year in tuition and fees (Michigan Tech Cost Calculator) compared to \$19,084 at UWGB (difference of \$13,816 annually; \$55,254 total for the degree).

DESCRIPTION OF PROGRAM

General Structure

A Bachelor of Science degree in mechanical engineering at the University of Wisconsin-Green Bay would be housed in Natural and Applied Sciences in the College of Science and Technology. The mechanical engineering program would be designed to meet ABET accreditation, as ABET accredits college and university programs in the disciplines of applied science, computing, engineering and engineering technology. Accreditation by ABET provides confidence to employers that the program meets the quality standards that produce graduates prepared to enter the global workforce. Students completing the program would also be eligible to sit for the Principles and Practices of Engineering Examination required one to become a Professional Engineer (PE) in the United States.

Due to ABET accreditation requirements, the mechanical engineering program at the University of Wisconsin-Green Bay would follow the constructs of most undergraduate mechanical engineering degrees, which include required courses on the principles of motion, energy, force and materials. Elective courses can include subject areas such as biomechanics, energy conversion, thermodynamics, fluid mechanics, heat

transfer, combustion and air pollution, shock and vibration analysis, acoustics and noise control, robotics and mechatronics, and heating, ventilation and air conditioning (HVAC). These areas of specialized expertise serve as examples of the skills that faculty and students can apply to a range of businesses in the areas of manufacturing, research and development and material testing. With the large manufacturing sector in northeastern Wisconsin, students completing the degree in mechanical engineering would likely have many opportunities to participate in high impact experiences such as internships and capstone projects done collaboratively with business and industry. In an effort to maximize the economic impact of graduates from the program, businesses in the region would be actively engaged to determine the most relevant elective course offerings for the program.

Institutional Program Array

UW-Green Bay currently provides pre-engineering courses that transfer to other accredited engineering school within UW System and other public and private universities in the region. UW-Green Bay also has three Engineering Technology programs that have demonstrated strong enrollment growth since their inception in the fall of 2015. In addition to general education and Mechanical Engineering courses, other coursework will be drawn from chemistry, mathematics, and physics. This program aims to retain NE Wisconsin students in NE Wisconsin.

Other Programs in the University of Wisconsin System

There are several other UW System institutions with Mechanical Engineering programs, with the closest one being the UW-Platteville – UW Fox Valley partnerships.

Student Learning Outcomes

The ABET program criteria specific to Mechanical Engineering states:

Curriculum – The curriculum must require students to apply principles of engineering, basic science, and mathematics (including multivariate calculus and differential equations); to model, analyze, design and realize physical systems, components or processes; and prepare students to work professionally in either thermal or mechanical systems while requiring topics in each area.

Assessment of Objectives

A very rigorous assessment process is required by ABET in order to achieve accreditation. This assessment process will be the primary driver for program assessment.

Program Curriculum

BSE Major in Mechanical Engineering		
	General Ed	36 credits
	Math	18 credits
	Science	15 credits
	Engineering	11 credits
	Mechanical Engineering	46 credits
	Total	126 credits
	Math	Credits
MATH 202	Calculus I	4

MATH 203	Calculus II	4
MATH 320	Linear Algebra I	3
MATH 260	Statistics	4
MATH 305	Differential Equations	3
	Total credits	18
	Science	Credits
ET 206	Chemistry	5
PHY 201	Physics I	5
PHY 202	Physics II	5
	Total credits	15
	Engineering	Credits
ENGR 213	Statics	3
ENGR 214	Dynamics	3
ET 130	Fundamentals of Electrical Engineering (or Circuits I)	3
	Introduction to Programming (Matlab)	2
	Total credits	11
	Mechanical Engineering	Credits
	Introduction to Mechanical Engineering	2
ET 207	Parametric Modeling	3
	Numerical Methods	3
ET 220	Mechanics of Materials	3
	Mechanics of Materials Lab	1
	Fluid Dynamics	3
	Fluids Lab	1
	Thermodynamics	3
	Heat Transfer	3
	Thermal Lab	1
	Engineering Measurements & Instrumentation	3
	Measurements Lab	1
	Analysis of Dynamic Systems	3
	Automatic Controls	3
	Controls Lab	1
	Materials & Manufacturing Processes	3
ET 221	Design of Machine Elements	3
ET 360	Project Management	3
	Senior Design Project	3
	Total Credits	46

	Electives	Credits
ET 308	Finite Element Analysis	3
	Kinematics & Dynamics of Machines	3
	Manufacturing Systems	3
	Mechanical Vibrations	3
	Acoustics	3
ET 390	Mechatronics	3
	Introduction to Composite Materials	3
	Robotics	3
	Experimental Mechanics	3

Projected Time to Degree

Students who apply to the Mechanical Engineering program and have adequate preparation in mathematics will be able to complete the degree in four years, which could be accelerated by taking summer courses.

Program Review Process

UW-Green Bay's Academic Affairs Council (AAC) is charged with oversight of all undergraduate programs on campus, including review and approval of all coursework and academic program development at the undergraduate level. In compliance with UWGB's Academic Program Review and Student Learning Outcome Policy and Procedure, the B.S. in Mechanical Engineering program will be reviewed on a seven-year cycle by the department, the Dean of the College of Science and Technology, the AAC, and the Provost. The AAC forwards all recommendations and decisions to the Faculty Senate, and provides advice regarding issues of undergraduate-level education policy and implementation. In addition, program chairs (or designees) are responsible for coordinating an annual student learning outcome assessment and submitting a report for review by the Academic Program Assessment Subcommittee of the University Accreditation and Assessment Committee.

Accreditation

The program will seek accreditation by the Accreditation Board for Engineering and Technology (ABET). ABET requires that at least one class has graduated from the program before accreditation may be pursued. We anticipate pursuing accreditation two years after the program implementation date.

Faculty Senate Old Business 5a 10/11/2017

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
 MASTER of SCIENCE IN NUTRITION AND INTEGRATED HEALTH AT UW-GB
 PREPARED BY UW-GB**

ABSTRACT

The Department of Human Biology at the University of Wisconsin – Green Bay proposes to establish a Master of Science in Nutrition and Integrated Health (MSN) degree. This graduate program will build upon our long-standing, accredited, strong undergraduate nutrition program by meeting the new entry-level master’s degree requirement recently established by our national accrediting agency, the Commission on Dietetic Registration. Our proposed master’s program is designed to effectively meet the graduate level educational needs of future generations of Dietitian Nutritionists. Food systems and nutrition-related health problems are increasingly complex and require Nutritionists with more interdisciplinary, and functional nutrition medical knowledge to be effective members of healthcare teams in clinical settings, and to address community, public health and food system challenges.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin – Green Bay

Title of Proposed Program

Nutrition and Integrated Health

Degree/major Designation

Master of Science

Mode of Delivery

The program will be delivered from a single institution, UW-GB. Courses will be delivered using a combination of face-to-face, online, or hybrid formats. Supervised practicum/clinical rotations will occur at a number of community, clinical and food service sites with our established Northeast and Central Wisconsin community partners.

Projected Enrollment by Year Five

The 5-year projection assumes full admission in year four (24 students annually), and full enrollment by year 5 (46 students), and 22 students graduating annually (assumes annual retention rates of 92%). By the end of the fifth year it is expected that 96 students will have enrolled and 62 students will have graduated. Higher student demand will be addressed based on demand and capacity.

	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
# New Admitted Students	12	16	20	24	24
# Continuing Students	0	11	15	18	22
Total Enrollment	12	27	35	42	46
# Graduating Students	0	11	15	18	22

Tuition Structure:

During the transitional years of the program, students will be separately enrolled in either the master's program, the master's with the Dietetic internship, or only the Dietetic internship. As such, a separate fee for the dietetics internship will be assessed in addition to standard tuition.

Internships	1st Year	2nd Year	3rd Year	4th Year	5th Year
Non-MS Seeking	9	5	1	0	0
MS Seeking	9	15	21	24	24
Total	18	20	22	24	24

Students enrolled in the program will pay standard graduate tuition rates (i.e., \$424.47/credit for in-state students) per existing UW-Green Bay policies. Student segregated fees, or distance education fees for online offerings, will also follow existing UW-Green Bay policies. Internship fees follow existing pricing at \$8,663.00 per student experience.

Department, College, School or Functional Equivalent

The proposed program will be housed in the Department of Human Biology within the College of Science and Technology.

Proposed Date of Implementation

The first class to be admitted to the master's program will be Fall 2019.

INTRODUCTION**Rationale and Relation to Mission**

The mission of the University of Wisconsin - Green Bay emphasizes an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues in a multicultural and evolving world. The field of nutrition is by its very nature interdisciplinary and, as such, embodies the select interdisciplinary mission of UWGB. Nutrition is an applied science that intersects with major disciplines in the biological sciences, psychology, behavioral sciences, and environmental sciences and sustainability. Future job opportunities will increasingly require nutrition experts who possess interdisciplinary skills in behavioral psychology, public health, lifestyle and functional medicine, business management, leadership, environmental sciences and sustainability. Effective application of nutrition science quite literally enriches the quality of life of individuals and communities. Healthy food systems, which are inextricably tied to nutrition, promote environmental sustainability. These are all additional foundation principles of UWGB's select mission. The history, expertise and mission of UWGB positions our campus to continue serving as a leader in educating and training the next generation of nutritionists with an interdisciplinary problem-focused perspective. The proposed graduate program in Nutrition and Integrated Health aligns well with the mission of the University in that it will incorporate multiple disciplines to prepare students for problem-solving and critical thinking skills related to nutrition as applied in healthcare, research, and leadership.

As UWGB strategically looks forward to better serving the northeast region of Wisconsin (and beyond), growing healthcare needs and demands, nutrition-related public health problems, and agriculture-related environmental degradation are major identified issues (both locally and nationally). The extensive 2011 LIFE study detailed several health statistics of northeast Wisconsin residents, including Brown County. Similar to health/disease trends nationwide, Brown County continues to see disturbing trends in obesity and diabetes. The report also states the need for developing and strengthening existing programs that; improve access to healthy foods (i.e., farmers' markets, a local food cooperative located in the downtown "food desert" region), and increase access to physical activities (i.e., more trails and walk-able communities). Our proposed master's program will help our university to position itself as an effective leader and partner with local communities. Our current nutrition program already has strong partnerships with several community organizations and businesses (i.e., LIVE 54218, Boys and Girls Club, Bellin Health, Oneida Community Health Center, Aging and Disability Resource Center of Green Bay and the Green Bay Packers) that we have been collaborating with on innovative projects to address these regional nutrition and health needs.

This program supports the campus strategic vision to provide a world-class education and promote economic growth, sustainability, as well as health, wellness, and social equity in Green Bay and the surrounding areas. Specifically, this program aligns with the campus goal of growing its graduate program offerings to better serve the Green Bay metropolitan area, and aligns directly with three of the eleven initiatives identified in the 2017 Greater Green Bay Chamber Economic Development Strategic Plan: respond to the needs of existing employers and industries, expanding the size and scope of higher education assets, and developing regional talent. As evidence of community support for this program the Provost has received several letters of support from external partner organizations.

Need as Suggested by Current Student Demand

Our current programs (the undergraduate nutrition/dietetics curriculum and our dietetic internship) have an extensive record of student/intern success and enrollment growth, with undergraduate enrollment doubling and internship enrollment tripling over the last ten years. Students and faculty in the program have garnered statewide awards and scholarships from our external accrediting body, the Academy of Nutrition and Dietetics. Our student acceptance rate into dietetic internships far exceeds the national average (nationally, 50% acceptance rates), hovering at 93% over the last few years. The success of our program and students is reflected in the large number of student transfers into the program. Finally, the Academy of Nutrition and Dietetics recently mandated that the minimum requirements to become a Registered Dietitian Nutritionist (RDN) move from a baccalaureate to a master's degree as of 2024. This necessitates that our nutrition program move to the graduate level, building student demand for our program. In addition, historically approximately 45% of all RDNs have voluntarily obtained a master's degree.

Internal student surveys provide additional support for this programmatic transition. In the fall of 2012 (**before** the new graduate degree mandate), the Nutrition/Dietetics program sent an MS-level interest survey to current UWGB nutrition students, dietetic interns, program alumni,

and regional RDNs. Forty-two percent of respondents indicated interest in pursuing a master's degree. A spring 2016 survey sent to current Human Biology majors found that 84 to 100% of student respondents in the Exercise Science, Nutritional Science, and Health Science emphases favored the addition of a Master's in Nutritional Science at UW-Green Bay. Human Biology is consistently within the top five majors, by enrollment, at UWGB.

Need as Suggested by Market Demand

National, regional, and state

The new degree requirement for RDNs set by the Academy of Nutrition and Dietetics identifies a clear need for well-trained nutritionists. The Bureau of Labor Statistics predicts the demand for RDNs is expected to increase 21% from 2012 to 2022. This increase is greater than the average growth (11%) for all occupations.² Locally, the demand for RDNs has already outpaced the number of available practitioners. RDNs specialize in lifestyle medicine and preventative care, and provide the critical health and wellness skills deemed necessary by the recent UW Listening Sessions.

The University of Wisconsin – Green Bay has a long-standing, strong undergraduate program and a successful, well-established dietetic internship. Virtually all members of the health care team (i.e., physical therapists, occupational therapists, pharmacists) have moved their academic requirements to a post-baccalaureate level, and the increasing complexity of the nutrition field demands the same of our field. To maintain our already successful and well-recognized programs, and to meet the new minimum degree requirements for RDNs, we must move our programs to the master's level by 2024.

Emerging Knowledge and Advancing New Directions

We seek to build on our existing foundation by expanding to the master's level, and increase coursework in genetics, nutrigenomics (nutrient – gene interactions in disease risk), biochemistry, and research literature analysis, as highlighted by the Academy of Nutrition and Dietetics for master's-level programs. As with all graduate-level programs, the addition of MS students will directly contribute to expanding faculty scholarship.

Locally and nationally, we are at a tipping point in understanding and acting upon the impacts of poor food choices: nutrition-related health concerns constitute the largest portion of disease burden in the U.S. and Wisconsin. According to the Centers for Disease Control and Prevention (CDC), much of this is preventable. Approximately 70% of premature deaths^{3,4} and 75% of health care costs are due to unhealthy nutrition and lifestyle factors.³ Pilot programs across the country that integrate nutrition and healthy food education in applied programs are effectively improving food habits and health outcomes. Our master's program will train the next generation of nutrition dietitians to provide integrated, functional nutrition medicine to help patients and communities reclaim their health.

DESCRIPTION OF PROGRAM

General Structure

The proposed Master's in Nutrition and Integrated Health will partner with our existing nutrition undergraduate program and dietetic internship practicum experiences to create a five-year (3+2) program that allows students to earn their B.S., Master's degree, and become a RDN. Both the master's program and dietetics internship will also have stand-alone options, particularly during program implementation. Other practitioners may enroll as graduate special students to meet continuing education requirements for RDNs. Students admitted into the 3+2 program would complete their undergraduate nutrition coursework during the first three years, and their internship practicum and graduate coursework during the last two years of the program. These last two years would involve year-round coursework and practicum rotations.

Coursework consists of graduate-level nutrition courses with select elective offerings. Students will complete a master's thesis or capstone project under the direction of the UWGB faculty in Human Biology, Natural and Applied Sciences, or a collaborating discipline. Supervised practicum experiences will be provided through the infrastructure built for UW-Green Bay's existing Dietetic Internship program. Our program provides interns with 1200 practicum hours through a network of more than 120 clinical and community sites in northeast and central Wisconsin. There is also opportunity to create new practicum experiences on-site at UW-Green Bay by utilizing the campus dining facilities, the Kress Events Center, and the counseling and health center.

Following successful completion of these requirements, students can sit for the Registration Examination for RDN certification.

Institutional Program Array

The current Nutrition Sciences emphasis in the Department of Human Biology consists of the necessary array of prerequisite undergraduate courses needed to enroll into the proposed Master's Nutrition program. This includes foundation science courses in chemistry, anatomy and physiology, microbiology, nutrient metabolism, genetics, food science, and courses in mathematics and statistics, communication and psychology. Faculty currently meet HLC accreditation requirements to teach at the graduate level and several already teach at the graduate level through our partnership with the Medical College of Wisconsin. UW-Green Bay has strong undergraduate programs in nursing, psychology, environmental sciences and sustainability, and graduate programs in Nursing Leadership and Management in Health Systems, Health and Wellness Management, and Sustainable Management. Expertise from these programs has been important in the development of our current successful program and will play a role in the curricular development of our master's program. Northeast Wisconsin has a growing health care economy and our campus must be positioned to meet its workforce needs through expansion of our graduate offering in Health Sciences.

Other Programs in the University of Wisconsin System

Nutrition-related master's programs coupled with a dietetic internship program currently exist at UW-Stout (Science and Technology, Human Nutrition, Food Packaging) and Mount Mary (Dietetics). UW-Stevens Point offers a nutrition master's program (Community Nutrition with a Sustainability emphasis), but does not offer the internship program needed to become an RDN. UW-Madison (Biochemical and Molecular Nutrition, Human Nutrition, and Animal Nutrition)

offers nutrition-related masters programs, but the dietetic internship is not integrated into their master's program. Recently though, UW-Madison received approval for an MS in Clinical Nutrition. Viterbo University offers a coordinated undergraduate nutrition program with a dietetic internship. Although there are existing nutrition-related master's programs in the state, our proposed program will offer a unique array of interdisciplinary courses that emphasize integrative and functional nutritional medicine and will prepare students for the RDN credential. Additionally, if approved, our program would be the only ACEND-accredited 3+2 nutrition program (terminating in a MS degree) in the state of Wisconsin. The proximity of our program to the Green Bay metropolitan area provides essential access to working professionals and a significant number of regional health care providers.

Collaborative Nature of the Program

The University of Wisconsin – Green Bay will be the single institution to deliver the didactic (classroom and laboratory) instruction. The supervised practicum experiences of the dietetic internship are provided through the infrastructure and strong community connections supporting our current Dietetic Internship program. The collaborative nature of this program is evident in the over 120 clinical and community sites in northeast and central Wisconsin, including a long-standing, strong relationship with Bellin, St. Vincent and St. Mary's Hospitals, the Green Bay Public School System, and the Brown County UW Extension Office.

Diversity

UW-Green Bay is dedicated 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 also supports recruiters specialized in working with multicultural, bilingual, and international students.

The American Intercultural Center (AIC), the Pride Center, and the Center for Advancement of Teaching and Learning (CATL) all offer resources and services that promote academic success and personal growth of students. For example, the AIC supports a number of student organizations (e.g. Black Student Union, Intertribal Student Council, Women of Color, etc.) by offering an environment for students to share their own culture, gain leadership skills, and participate in co-curricular activities. In addition, UW-Green Bay's Multicultural Academic Centers (e.g. Center for First Nation Studies, Veterans Pad, Pride Center, Upward Bound, TRIO and Precollege Programs, etc.) promote better understanding of diverse communities and serve as resources for students, faculty, and staff. The CATL also offers regular workshops and panel discussions (e.g. "How Inclusive Classroom Experiences Can Enhance Academic Equity?") addressing the complexities of inclusivity and diversity. Finally, the Office of International Education facilitates international student success while at UW-Green Bay.

Our nutrition program, and our accrediting agency, establishes learning outcomes, knowledge and skills benchmarks that programs must embed in their curricular programming. Historically, diversity content and preparing students for working in a multicultural society has been (and will continue to be) an important part of the learning outcomes. A number of existing courses at the undergraduate level (i.e., Community Nutrition, Life Cycle Nutrition, and Medical Nutrition Therapy) and proposed courses at the graduate level, as well as practicum experiences include multicultural awareness, diversity and sensitivity content. Increasing the diversity of RDNs is an important ongoing goal for our program and the AND. The UWGB graduate student applicant review process embraces these goals by taking a holistic approach to student admission. This approach is a proven best practice for accurately predicting student readiness and academic success, and importantly, for instilling the diversity of life and work experiences into our classrooms to build a rich graduate-level pedagogical environment for our students; no single metric serves as the sole basis for campus admission at the graduate level. The College of Science and Technology, in collaboration with the Office of Graduate Studies, is committed to attracting diverse applicants by recruiting from professional networks that reflect the communities they serve.

Student Learning Outcomes and Program Objectives

The Academy's accreditation branch for nutrition education (the Accreditation Council for Education in Nutrition and Dietetics (ACEND)) is in the process of finalizing graduate learning outcomes, skills and program objectives for the new master's degree requirement. All accredited programs must meet these competencies and performance indicators, and may develop additional, complementary learning outcomes and program objectives. Below are ACEND's proposed categories of competencies, which are the basis for development and evaluation of the curriculum.

Students must demonstrate knowledge and skills in the following areas:

- 1) Foundational Knowledge: students should be able to apply foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations.
 - students should be able to apply an understanding of foundational knowledge (knowledge in environmental, and molecular factors, food, statistics, anatomy, physiology, pathophysiology, biochemistry, microbiology, genetics, social and psychological factors) in the development and management of disease for individuals, groups and populations, and in food product development.
- 2) Client/Patient Services: students should be able to apply and integrate client/patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes.
 - students should be able to evaluate, develop and implement nutritional screening tools and programs, utilize the nutrition care process and prescribe nutrition-related pharmacotherapy.
- 3) Food Systems Management: students should be able to apply food systems principles and management skills to ensure safe and efficient delivery of food and water.

- Students should be able to direct the production and distribution of quantity and quality food products, oversee purchasing through storage of food products, apply principles of food safety and sanitation, and demonstrate an understanding of agricultural practices.
- 4) Community and Population Health Nutrition: students should be able to apply community and population nutrition health theories when providing support to community or population nutrition programs.
 - 5) Leadership, Business, Management and Organization: students should be able to demonstrate leadership, business and management principles to guide practice and achieve operational goals.
 - 6) Critical Thinking, Research and Evidence-Informed Practice: students should be able to integrate evidence-informed practice, research principles and critical thinking into practice.
 - 7) Core Professional Behaviors: students should be able to demonstrate professional and effective communication in all nutrition and dietetics interactions

Assessment of Objectives

ACEND requires that the program director, in collaboration with the nutrition faculty, develop measurable performance indicators for each competency, collect data on a regular ongoing basis to assess student outcomes relative to each competency, and when needed, develop measurable steps to improve outcomes.

Program Curriculum

Upon completion of a baccalaureate degree, which includes prerequisite courses, our proposed master's program requires 37 credits of graduate coursework.

Prerequisite Undergraduate Coursework (51 credits in Biology, Chemistry, Psychology, Nutrition and related STEM fields)	Credits	
	Existing	New
Combined Undergraduate coursework	51	0
Required Graduate Courses		
Fall 1 (9 credits)		
	Existing	New
Nut Sci 750 Micronutrient Metabolism across the Lifespan		3
Nut Sci 421/621 Community and Public Health Nutrition	3	
Nut Sci 485/685 Health Coaching and Nutrition Counseling	3	
Spring 1 (10 credits)		
	Existing	New
Nut Sci 427/627 Nutrigenomics and Advanced Nutrient Metabolism	3	
Hum Bio 753 Biostatistics, Research Methods		4
Nut Sci 486/686 Functional Nutrition in Disease Prevention & Treatment	3	
Summer 1		
	Credits	
480 hours of clinical rotations (40hrs/wk for 12 wks) (for those pursuing RD credential)		

Fall 2 (9 credits)	Credits	
	Existing	New
Nut Sci 787 Advanced Nutrition Assessment and Counseling		3
Nut Sci 712 Culinary Medicine		3
MS Elective (or in summer 1)		3
280 hours of clinical rotations (20 hrs/wk for 14 weeks) (for those pursuing RD credential)		

Spring 2 (9 credits)	Credits	
	Existing	New
Nut Sci 799 Capstone Project/Thesis		3
Nut Sci 796 Special Topics in Nutrition		3
MS Elective	3	
280 hours of clinical rotations (20 hrs/wk for 14 weeks) (for those pursuing RD credential)		

Summer 2	Credits	
160 hours of clinical rotations (for those pursuing RD credential) (total 1200 hours clinical rotations)		

Electives	Credits	
	Existing	New
<u>Electives: (choose 2)</u>		
Hum Biol 360/560 Exercise in Health and Disease Prevention	3	
Psych 450/650 Health Psychology	3	
Nut Sci 790 Nutrition Support in Critical Care		3
Nut Sci 760 Prevention and Treatment of Childhood Obesity	3	
Nut Sci 754 Nutritional Epidemiology		3
PU EN AF 762 Food Policy		3
Nut Sci 312/512 Quantity Food Production and Management	3	

For those pursuing a registered dietitian nutritionist credential (RDN), in addition to the above listed courses, the curriculum includes required practicum rotations in clinical, community and food service areas (currently this is 1200 hours of rotations). These rotations would occur during the summer between the first and second graduate years and the summer after the second graduate year. During the summer students have the possibility of doing rotations on a full-time basis (40 hours per week). In addition, during graduate year 2 fall and spring semesters students will complete between 15 and 24 hours per week of rotations.

Projected Time to Degree

The proposed master's program and dietetic internship is designed to be completed in a 3+2 timeframe (including the last 2 summers for internship rotations) for those undergraduate students who declare a dietetics educational career goal at the beginning of their undergraduate career and are eligible to begin the appropriate undergraduate prerequisite courses without the need for remedial coursework. Persons who have already earned a bachelor's degree, or

bachelor's degree and RDN credential (from UWGB or another institution), who have completed the required undergraduate prerequisite coursework and who desire the master's degree only can complete the master's program in 2 academic years.

Program Review Process and Institutional Review

The UW-Green Bay Graduate Academic Affairs Council (GAAC) is charged with oversight of all graduate programs, including review and approval of all new programs, and all graduate level credit courses. The GAAC will formally review the MSN program on a seven-year cycle. In addition, the master's nutrition program will be formally reviewed on a five-year cycle, by the department, and the Dean of the College of Science and Technology. This five-year cycle coincides with the required self-study documents that our accrediting agency requires (see accreditation section below). As a requirement of our outside accrediting agency, ACEND, a graduate nutrition/dietetics steering committee which consists of faculty that participate in teaching the graduate courses, and preceptors from the clinical, community and food service rotation sites will be established, and convene at minimum 1 time per year to evaluate the master's curriculum, and how the curriculum is performing on meeting the program goals and competencies.

Accreditation

The master's program will seek accreditation from the Academy of Nutrition and Dietetics' accrediting agency, the Accreditation Council for Education in Nutrition and Dietetics (ACEND). Our current bachelor's Nutrition/Dietetics undergraduate program and dietetics internship are both fully accredited and have remained in good standing since their inception. The accreditation process requires a lengthy and detailed self-study every 10 years that documents program outcomes relative to specified learning outcomes, describes plans for improvement in any deficient outcomes, and details changes and innovations to the curriculum in response to advances in the nutrition/dietetics field. In addition, an on-site visit by ACEND evaluators is part of the ten-year accreditation process. At the five-year midpoint between the ten-year accreditation cycles, a smaller self-study document is submitted to ACEND. In addition, the program will need to be approved through the Higher Learning Commission.

References:

- 1) Academy of Nutrition and Dietetics. Compensation and Benefits Survey 2011: Moderate Growth in Registered Dietitian and Dietetic Technician, Registered, Compensation in the Past 2 Years. Accessed at < <http://www.andjrnl.org/article/S2212-2672%2811%2901840-5/pdf> >.
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Faculty Senate Old Business 5b 10/11/2017

University of Wisconsin - Green Bay					
Cost and Revenue Projections For Newly Proposed Program in Integrated Health and Nutrition					
Items	Projections				
	2019 Year 1	2020 Year 2	2021 Year 3	2022 Year 4	2023 Year 5
I Enrollment (New Student) Headcount	12	16	20	24	24
Enrollment (Continuing Student) Headcount	0	11	15	18	22
Enrollment (New Student) FTE	12	16	20	24	24
Enrollment (Continuing Student) FTE	0	11	15	18	22
II Total New Credit Hours (# new sections x credits per section)	7	18	6	0	0
Existing Credit Hours	12	19	31	37	37
III FTE of New Faculty/Instructional Staff	0.29	0.75	0.25	0.00	0.00
FTE of Current Fac/IAS	0.50	0.79	1.29	1.54	1.54
FTE of New Admin Staff	0	0.17	0.17	0.17	0
FTE Current Admin Staff	1.5	1.5	1.67	1.83	2.0
IV New Revenues					
<i>From Tuition (new credit hours x FTE)</i>	\$91,686	\$210,418	\$278,220	\$340,541	\$380,433
<i>From Fees</i>					
<i>Program Revenue - Grants</i>					
<i>Program Revenue - Clinical Placement</i>	\$155,934	\$176,725	\$198,286	\$220,638	\$225,051
<i>Reallocation</i>					
Total New Revenue	\$247,620	\$387,143	\$476,505	\$561,179	\$605,483
V New Expenses					
Salaries plus Fringes					
<i>Faculty/Instructional Staff</i>	\$48,688	\$105,651	\$108,408	\$111,233	\$114,128
<i>Other Staff - Director of DPD</i>	\$163,285	\$177,757	\$203,621	\$219,307	\$223,339
Other Expenses					
<i>Startup</i>	\$20,000	\$15,000	\$0	\$0	\$0
<i>Marketing</i>	\$5,000	\$5,100	\$5,202	\$5,306	\$5,412
<i>Accreditation, travel, memberships, professional development, S&E:</i>	\$29,282	\$28,819	\$29,294	\$29,778	\$30,272
<i>Central tax:</i>	\$0	\$0	\$117,731	\$125,136	\$127,907
Total Expenses	\$266,255	\$332,327	\$464,256	\$490,761	\$501,059
VI Net Revenue	-\$18,636	\$54,817	\$12,249	\$70,418	\$104,425
Narrative: Explanation of the Numbers and Other Ongoing Commitments that will Benefit the Proposed Program					
<p>I. Enrollment assumes admitting an annual cohort of 12 full-time students in year 1, increasing to 24 students by year 4, with ~92% student retention rate between years 1 and 2 of the program for each cohort. New students are those recently admitted students (1st year) to the program, not necessarily new students to the University.</p> <p>II. We are proposing 31 new graduate SCH, with the remaining SCH (12) pulled from cross-listed courses available in our large undergraduate Human Biology Program (Dietetics emphasis: 102 program), thus benefitting both programs and providing limited elective options. "Traditional" non-integrated graduate students take 9 credits during fall 1, 10 credits during spring 1, 3 credits during summer 2, 6 credits during fall 2 as they continue with their clinical placement in earnest, and 9 credits in spring 2. Following existing UWGB policies, all summer credits are charged on a per credit basis, with 3 & 4 new graduate (131-based) credits in fall & spring yr 1, and 3 & 3 new graduate (131-based) credits in summer 2 & 3, and 6 & 9 new graduate (131-based) credits in fall & spring yr 2, and 3 new graduate (131-based) credits in spring 3. This pattern repeats.</p> <p>III. The Clinical Director position will be transferred from the existing undergraduate to the new graduate program at the same level of effort (100%). We propose increasing the Clinical Coordinator position from the current 50% effort in our existing undergraduate program to 100% at the graduate level by year 4. Our existing Clinical Supervisor will transition from the undergraduate to the graduate level at the same effort level. These changes support a shift from 18 to 24 student cohorts within the clinical program. We have also budgeted a change from a current level of 33% effort to 50% effort by year 3 for general admin support. We also provide funding for an academic program chair commensurate with existing UWGB compensation policies. Instructional needs will be met with the addition of one new faculty FTE in year 2, use of existing nutrition faculty and lecturers, and use of practicing professionals for specific courses.</p> <p>IV. Accreditation requirements, coupled with clinical placement workload mandates a large administrative cost. Graduate tuition rates are held at the resident level for UW-GB. Summer tuition at UW-GB is charged on a per credit basis at \$424.47/cr. During the semester credit cost plateaus at \$3,820.23 for 9 or more credits (seg fees excluded), with 3 credits of additional summer tuition provided starting in year 2. We set the cost of clinical placement and supervision at the current undergraduate levels in year 1. Subsequent years assume annual increases 2% in tuition and clinical placements, offsetting projected annual business cost increases of 2%.</p> <p>V. Professional accreditation and association membership fees, travel to clinical sites, faculty and staff professional development costs, and miscellaneous office S&E costs are included. We also include a marketing and advertising budget of \$5,000 per year, expecting cost savings by bundling our marketing efforts with existing buys for Human Biology and other Health Care related programs. We suggest \$35,000 in startup fees to enhance existing facilities to accommodate the shift to the graduate level. Beginning year 3 we include a central tax of 40% on salaries, wages and fringe to cover general university facilities and administration costs. We identified support for chair, clinical placement teams, and instructional personal within our FTE discussion above; all salaries and wages included are commensurate with existing salaries and fringe rates at UWGB.</p>					
Provost's Signature:			Date:		

Post Tenure Review Schedule

			Post-Tenure	
If you were tenured in June of the following year:		Review will be:		
<i>(Or promoted to Full Professor in June of the following year:)</i>				
1977, 1982, 1987, 1992, 1997, 2002, 2007, or 2012		2021-22		
1978, 1983, 1988, 1993, 1998, 2003, 2008, or 2013		2017-18		
1979, 1984, 1989, 1994, 1999, 2004, 2009, or 2014		2018-19		
1980, 1985, 1990, 1995, 2000, 2005, 2010, or 2015		2019-20		
1981, 1986, 1991, 1996, 2001, 2006, 2011, or 2016		2020-21		
EXAMPLE: TENURE / PROMOTION GRANTED JUNE 2007				
Tenure Process	2006-07	Post-Tenure	Post-Tenure	Post-Tenure
Tenure Granted	June 2007			
Five-Year Period of Review	2001-02	2006-07	2011-12	2016-17
	2002-03	2007-08	2012-13	2017-18
	2003-04	2008-09	2013-14	2018-19
	2004-05	2009-10	2014-15	2019-20
	2005-06	2010-11	2015-16	2020-21
Year of Review	2006-07	2011-12	2016-17	2021-22

UW-Green Bay Faculty Senate Resolution on Regent Policy 6-4

Whereas, a successful chancellor must have a strong understanding of the campus mission, campus culture, and its place within the community; and

Whereas, leading an institution of public higher education is substantially different from leading a business or other private enterprise in that a close cooperative relationship with both internal and external constituencies is necessary for success; and

Whereas, the local stakeholders (faculty, staff, administrators, students, and community members) are best positioned to understand the characteristics of a successful chancellor for UW-Green Bay; and

Whereas, the current proposed committee composition inadequately represents the entire campus community of faculty, academic staff, university staff, and students and the interests of local stakeholders; and

Whereas, current policy encourages that the search committee include campus and community member representation from diverse groups including women, minorities, and other underrepresented groups; and

Whereas, the current proposed policy document states that, “the job description shall be inclusive of and encourage applicants from non-academic candidates”; and

Whereas, explicit encouragement of a given sub-group of candidates (in this case, non-academic candidates) could potentially be perceived as bias introduced into the hiring process;

Therefore, the Faculty Senate of UW-Green Bay hereby resolves:

To call upon the BOR to reject the proposed changes to Regent Policy Document 6-4;

To call upon the BOR to approve an alternative policy with the following principles:

Ensure that each chancellor search and screen committee is comprised of a majority of members from the campus community;

Ensure that every governance group on campus (faculty, university staff, academic staff, and students) has representation on chancellor search and screen committees; and

A campus faculty member should serve as chair of chancellor search and screen committees.

10-4-2017

Faculty Senate New Business 6a 10/11/2017

Academic Affairs Council Report to Faculty Senate: September 19 – October 3, 2017

The following course/program requests were approved on September 19, 2017:

1. Course Deactivation - ART 145: GPS Program Fall Workshop. Replaced with Comm Sci 145
2. Course Deactivation - ART 146: GPS Program Spring Seminar. Replaced with Comm Sci 146
3. Program change request – Art Studio Emphasis – added four music courses to emphasis.
4. Program Change request - ART-I ART HIST: Art History Emphasis. Added Art 381, 382, 383, 384 as upper level choices
5. Program Change request - ARTS MGT: Arts Management Major. Added Arts mgt 357 as upper level choice.
6. Program Change request - BAS-ILS APP COM: Applied Communication Emphasis. Several prior courses were removed and ILS 300 added as a critical thinking option.
7. Program Change request - BAS-ILS ARTS: Arts Emphasis. Proposed elimination of several supporting courses and ILS 300 added as a critical thinking option.
8. Program Change request - BAS-ILS EC EDUC: Early Childhood Education Emphasis. ILS 300 added as a critical thinking option.
9. Program Change request - BAS-ILS EMER MGMT: Emergency Management Emphasis. Proposed elimination of several supporting courses and ILS 300 added as a critical thinking option.
10. Program Change request - BAS-ILS ENV POL: Environmental Policy Studies Emphasis. Proposed elimination of several supporting and UL courses and ILS 300 added as a critical thinking option.
11. Program Change request - BAS-ILS HUM DEV: Human Development Emphasis. Proposed elimination of several supporting and UL courses and ILS 300 added as a critical thinking option.
12. Program Change request - BAS-ILS LDR PUB S: Leadership in Public Service Emphasis. Proposed elimination of several supporting and UL courses and ILS 300 added as a critical thinking option.
13. Program Change request - BAS-ILS NONPROFIT: Nonprofit Leadership Emphasis. Proposed elimination of several supporting and UL courses and ILS 300 added as a critical thinking option.
14. Program Change request - BAS-ILS SELF-DIR: Self-Directed Emphasis. Proposed elimination of several supporting and UL courses and ILS 300 added as a critical thinking option.
15. Course Change Request - COMP SCI 372: Software Engineering. Change college, designated capstone experience and general education infusion.
16. Course Change Request - COMP SCI 474: Game Engines. Designated capstone experience and general education infusion.
17. Course Change Request - DJS 145: GPS Program Fall Workshop. Course deactivation. Will be replaced with Comm Sci 145.

18. Course Change Request - EDUC 319: Adolescent Literature in Middle and Secondary School Reading. Change program, college, and budgetary unit. Limit section size to 30, required prereq admission to major, periodicity every spring, assigned instructor. Suggest Approval
19. New Course Proposal- EDUC 444: Current Trends in Early Childhood Education.
20. Program Change Request - ELEC ET: Electrical Engineering Technology. Eliminated ET 211 as a Fundamentals Group Course, added ET 311 as an advanced study group course. Suggest approval
21. Course Change Request - ENG COMP 105: English Composition II: Composition and Rhetoric Expository Writing. Course title change, changed program, college and budgetary unit name, changed catalogue description, added instructor.
22. Course Change Request- ENGR 240: Micro-controllers and Programmable Logic Controllers. Change college, assigned instructor. Suggest approval
23. Course Change Request- ENV SCI 336: Environmental Statistics. Change in contact hours/week and reduced section size to 24. Changed prereq added instructor.
24. Course Change Request - Course Deactivation Proposal. FNS 145: GPS Program Fall Workshop. Change college and budgetary unit. Will be replaced with Comm Sci 145.
25. Course Change Request - Course Deactivation Proposal. FNS 146: GPS Program Spring Seminar. Change college, budgetary unit. Will be replaced by Comm Sci 146.
26. Course Change Request - Course Deactivation Proposal. FNS 146: GPS Program Spring Seminar. Change college, budgetary unit. Will be replaced by Comm Sci 146.
27. Course Change Request - HIMT 310: Healthcare Systems and Organizations. Change college, periodicity.
28. Course Change Request - HIMT 320: Survey of Information Technology in Healthcare. Change college, periodicity.
29. Course Change Request - HIMT 340: Ethical issues, Security Management and Compliance, Change college, periodicity, suggest approval.
30. Course Change Request - HIMT 360: Healthcare II: Survey of Disease & Treatments, Change college, periodicity.
31. Course Change Request - HIMT 400: Healthcare Information and Technology – Data, Change college, periodicity.
32. Course Change Request - HIMT 425: Data Warehousing and Mining, Change college, periodicity.
33. Course Change Request - HIMT 435: Data Communications and Networks in Healthcare, Change college, periodicity.
34. Course Change Request - HIMT 440: Group Processes, Team Building and Leadership, Change college, periodicity.
35. Course Change Request - HIMT 445: Application of Leadership & Management in Healthcare Technology, Change college, periodicity.
36. Course Change Request - HIMT 450: Healthcare Information and Technology – Standards, change college, prereq required to be HIMT major
37. Course Change Request - HIMT 489: Pre-Capstone. Change program, change college.

38. Course Change Request, Course Deactivation Proposal. HUM BIOL 145: GPS Program Fall Workshop, change college, budgetary unit, Will be replaced with Comm Sci 145.
39. Course Change Request, Course Deactivation Proposal. HUM BIOL 146: GPS Program Spring Seminar. Change college, budgetary unit, Will be replaced by Comm Sci 146..
40. Course Change Request, Course Deactivation Proposal. HUM DEV 145: GPS Program Fall Workshop, Change college, Will be replaced with Comm Sci 145.
41. Course Change Request, Course Deactivation Proposal. HUM DEV 146: GPS Program Spring Seminar, Change college, Will be replaced by Comm Sci 146.
42. Course Change Request, Course Deactivation Proposal. HUM STUD 145: GPS Program Fall Workshop, change college, budgetary unit, Will be replaced with Comm Sci 145.
43. Course Change Request, Course Deactivation Proposal. HUM STUD 146: GPS Program Spring Seminar, change college, budgetary unit, Will be replaced by Comm Sci 146.
44. Program Change Request, ILS APP COM: Applied Communication Emphasis, change college, eliminate several supporting courses, UL courses, ILS 300 added as a critical thinking option.
45. Program Change Request - ILS ARTS: Arts Emphasis, change college, eliminate several supporting courses, UL courses, ILS 300 added as a critical thinking option.
46. Program Change Request - ILS EMER MGMT: Emergency Management Emphasis, change college, eliminate several supporting courses, UL courses, ILS 300 added as a critical thinking option..
47. Program Change Request - ILS ENV POL: Environmental Policy Studies Emphasis, change college, eliminate several supporting courses, UL courses, ILS 300 added as a critical thinking option..
48. Program Change Request - ILS HUM DEV: Human Development Emphasis, change college, eliminate several supporting courses, UL courses, ILS 300 added as a critical thinking option.
49. Program Change Request - ILS HUM DEV: Human Development Emphasis, change college, eliminate several supporting courses, UL courses, ILS 300 added as a critical thinking option.
50. Program Change Request - ILS LDR PUB S: Leadership in Public Service Emphasis, change college, eliminate several supporting courses, UL courses, ILS 300 added as a critical thinking option.
51. Program Change Request - ILS NONPROFIT: Nonprofit Leadership Emphasis, change college, eliminate several supporting courses, UL courses, ILS 300 added as a critical thinking option.
52. Program Change Request - ILS SELF-DIR: Self-Directed Emphasis, change college, eliminate several supporting courses, UL courses, ILS 300 added as a critical thinking option.
53. Course Change Request - INFO SCI 410: Advanced Information Problems, change college, designate capstone experience and gen ed infusion.
54. Course Change Request - Course Deactivation Proposal MATH 431: Multivariate Statistical Analysis.

55. Course Change Request - MATH 467: Applied Regression Analysis, revised catalogue description.
56. Course Change Request - Course Deactivation Proposal, MUSIC 145: GPS Program Fall Workshop, Will be replaced with Comm Sci 145.
57. Course Change Request - Course Deactivation Proposal, MUSIC 146: GPS Program Spring Seminar, Will be replaced with Comm Sci 146.
58. Course Change Request - MUSIC 480: Capstone Project, change program, college, budgetary unit, designated 1 contact hour, added list of qualified instructors.
59. Program Change Request - NURSING: Nursing Major, updated list of course for UL major.
60. Course Change Request - Course Deactivation Proposal, PSYCH 305: Psychology of Stereotyping and Prejudice, change college, budgetary unit.
61. Course Change Request - PSYCH 415: Organizational and Personnel Psychology, change program, college, budgetary unit, periodicity to other.
62. Course Change Request - PSYCH 450: Health Psychology, change program, college, budgetary unit, periodicity, designated instructor.

The following course/program requests were approved on October 3, 2017:

63. Course Change Request - EDUC 361: Introduction to the Art and Science of Teaching- Change college, budgetary unit, program and effective date. Revised catalogue description from field experience required to field experience may be required, added instructor.
64. Program change request - FNS: First Nations Studies Major-

Post-Tenure Review Schedule

If you went up for tenure or full promotion in the fall of this year (and were successful)	First Post-tenure review will be	If you went up for tenure or full promotion in the fall of this year*	Second post tenure review will be *first post tenure review	If you went up for tenure or full promotion in the fall of this year**	Third post tenure review will be *second post tenure review **first post tenure review
1977, 1982, 1987, 1992, 1997, 2002, 2007, 2012	2017-2018	2017	2022-2023	2022	2027-2028
1978, 1983, 1988, 1993, 1998, 2003, 2008, 2013	2018-2019	2018	2023-2024	2023	2028-2029
1979, 1984, 1989, 1994, 1999, 2004, 2009, 2014	2019-2020	2019	2024-2025	2024	2029-2030
1980, 1985, 1990, 1995, 2000, 2005, 2010, 2015	2020-2021	2020	2025-2026	2025	2030-2031
1981, 1986, 1991, 1996, 2001, 2006, 2011, 2016	2021-2022	2021	2026-2027	2026	2031-2032

Tenured faculty undergo one review per year. The highest review replaces all others.

Promotion

Merit

Post-Tenure Review

Annual review

If merit and promotion are performed simultaneously, a merit score is given for the years under merit review (different academic units use different intervals) and promotion is determined by the post-tenure period

Post tenure review only designates whether a faculty is meeting expectations or failing to meet expectations