

## AGENDA

### **UW-GREEN BAY FACULTY SENATE MEETING NO. 3**

Wednesday, November 14, 2018

1965 Room, 3:00 p.m.

Presiding Officer: Gail Trimberger, Speaker

Parliamentarian: Steve Meyer

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

#### **2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 2 October 10, 2018 [page 2]**

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

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

- a. Request for Authorization to Implement a Bachelor of Science Degree in Water Science (second reading) [page 7]  
Presented by Kevin Fermanich or John Luczaj

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

- a. Change to 50.01 in the Faculty Handbook (first reading) [page 23]  
Presented by Steve Meyer
- b. HUD/Psych merger (first reading) [page 24]  
Presented by Jenell Holstead
- c. Presentation from Human Resources regarding the benefit preference survey coming out 26 November 2018  
Presented by Melissa Nash and Kimberly Sipiorski
- d. Report on Project Coastal/Branch Campus Visits  
Presented by Steve Meyer
- e. Request for Future Business

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

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

- a. Academic Affairs Council and Graduate Academic Affairs Council Report (pages 29 and 35, respectively)
- b. University Committee Report – Presented by UC Chair Courtney Sherman
- c. Faculty Representative Report – Presented by Christine Vandenhouten (page 36)
- d. University Staff Report – Presented by Jan Snyder (page 39)
- e. Academic Staff Report – Presented by Sherri Arendt (page 39)
- f. Student Government Report – Presented by Selena Deer

#### **8. ADJOURNMENT**

[draft]

**MINUTES 2018-2019**  
**UW-GREEN BAY FACULTY SENATE MEETING NO. 2**

Wednesday, October 10, 2018  
1965 Room, University Union

Presiding Officer: Gail Trimberger, Speaker of the Senate  
Parliamentarian: Steve Meyer, Secretary of the Faculty and Staff

PRESENT: Vallari Chandra (Alternate-BUA), Jason Cowell (HUD), Christin DePouw (EDUC), Mike Draney (NAS), Hernan Fernandez-Mearidi (HUS), Greg Davis (Provost, *ex-officio*), Joan Groessl (SOCW), Stefan Hall (HUS), Richard Hein (NAS), Maruf Hossain (NAS), Dana Johnson (SOCW), Mark Klemp (NAS-UC), Jim Loebel (BUA-UC), Kaoime Malloy (THEATRE), Ryan Martin (HUD-UC), Paul Mueller (HUB), Rebecca Nesvet (HUS), Megan Olson Hunt (NAS), Uwe Pott (HUB), Sampath Ranganathan (BUA), Matthew Raunio (BUA), Bill Sallak (MUSIC), Sawa Senzaki (HUD), Jon Shelton (DJS), Courtney Sherman (HUS-UC), Gail Trimberger (SOCW-UC), Katie Turkiewicz (ICS), Brenda Tyczkowski (NUR), Kristin Vespia (HUD-UC), Sam Watson (AND), Aaron Weinschenk (PEA), Brian Welsch (NAS), and Julie Wondergem (NAS-UC)

NOT PRESENT: Gary Miller (Chancellor, *ex-officio*)

REPRESENTATIVES: Jan Snyder (USC), Jamee Haslam (ASC), and Selena Deer (SGA)

GUESTS: Matt Dornbush (Assoc. VC for Academic Affairs/Director of Graduate Programs), Susan Gallagher-Lepak (Dean, CHESW), Ben Joniaux (Chief of Staff), Holly Keener (SOFAS Assistant), John Luczaj (Prof., NAS), Rebecca Meacham (Prof., HUS), Amanda Nelson (Associate Dean, CSET), Mark Norfleet (Asst. Prof., Mathematics), Chuck Rybak (Dean, CAHSS), Patricia Terry (Prof, Engineering), Sheryl Van Gruensven (Vice Chancellor for Business and Finance), Christine Vandenhouten (Faculty Representative), and Mike Zorn (Associate Dean, CSET)

**1. CALL TO ORDER.**

With one Faculty Senate meeting under her belt, Speaker Gail Trimberger got the second Faculty Senate meeting of the 2018-19 academic year called to order at exactly 3:00 p.m. Looking SOFAS squarely in the eye (for some reason or another), she proceeded to wish everyone a Happy World Mental Health Day.

**2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 1, September 12, 2018**

Minutes from the 12 September 2018 Faculty Senate meeting were declared jim-dandy and passed via consensus.

**3. CHANCELLOR'S REPORT**

With the Chancellor on vacation (the Chancellor gets vacation time?), Provost Davis moved up the agenda schedule to present the Provost's report. This being the second year of Early Alert grade reporting, Provost Davis requested feedback on the process [it really needs to be automated, entering 130 grades takes too long; give more notice before the grade entering process is to begin; can we make it a regularly scheduled deadline so faculty know it is coming? (Provost: the plan is to always make it the fifth week); has anything been done to coordinate with the online collaborative programs within System? (Provost: that is a good question); what is the holdup to automate the process? (Provost: likely a resource issue, of the human variety); could we add the Early Alert grade reporting into the Academic Calendar? (Provost: that is a good suggestion); and self-paced programs may be problematic – reporting F's when the student just has not completed enough work to report a grade yet. The Provost met with the Academic Deans and made progress in determining a suite of positions to approve for searches. The plan is for the suite of positions to go to the position review committee on Tuesday, October 16, where they should be approved.

October's Board of Regents meeting was held at UW-Parkside where the following items were discussed:

- Policy 136 requires UW System students to provide disclosures about the following prior to living in university housing, or participating in study abroad or study away programs: any prior felony pleas or convictions in which the student was treated as an adult during the proceeding; and non-academic postsecondary disciplinary violations that resulted in expulsion, dismissal, or suspension. There has been pushback from Provosts regarding the “study away” portion of this policy.
- There is a possibility that our current Transfer Information System (TIS), which System claims is out-of-date and in need of considerable updating/maintenance (to the tune of \$1M), will be replaced with “Transferology”. System claims “Transferology” is less expensive and has more functionality.
- System is hoping to have some money in the upcoming biennium to fund some special projects. UW-Oshkosh, UW-Stout, UW-Milwaukee, and UW-Parkside gave presentations before the Board related to capacity building proposals. UW-Green Bay (led by Deans Gallagher-Lepak and Rybak) submitted a proposal outlining how we may be able to help the local region with the opiate crisis. Provost Davis believes our proposal, which will be presented before the Board of Regents in February, should be viewed extremely favorable.

UW-System is proposing a policy wherein if an employee has a charge/grievance levied against them and that charge is entered in their personnel file, if that employee were to apply to another school in the UW-System those two schools are to share that personnel file. So, essentially, there is a mechanism for a disclosure/reference check at some level.

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

##### **a. Request for Authorization to Implement a Bachelor of Fine Arts (second reading)**

Prof. Rebecca Meacham came forward to answer any questions regarding the proposed BFA program. **Senator Sherman moved to approve the proposed new program (seconded by Senator Vespia).** There was no discussion. **The motion to approve the BFA program passed 32-0-0.** At which time, spontaneous applause broke out and popping of champagne corks was heard (OK, I lied about the champagne, but there was applause!).

b. Revised Select Mission for UW-Green Bay (second reading)

**Senator Loebel moved to accept the revised version of the Select Mission (seconded by Senator Ranganathan).** In the Chancellor’s absence, Provost Davis came forward to offer some thoughts. He thanked everybody for their time, effort, and discussion that has gone into the revision process. He then reviewed the many opportunities individuals have had to provide input toward the revised Select Mission. Assuming a favorable vote from the Faculty Senate, Academic Staff, University Staff, and Student Government Association, Provost Davis reviewed what the next steps would be for the revised Mission – UW-System Administration review in November, a Board of Regents first reading (possibly in February), public hearings after the first reading by the Board, a second reading by the Board (in March, assuming a first reading in February), then submission to the Higher Learning Commission. If everything goes smoothly, all approvals would be completed by June (or sometime this summer).

**Senator Shelton proposed an amended version of the Select Mission (seconded by Senator DePouw).** Senator Shelton distributed to the Faculty Senate a copy of his proposed amended version. His amended version came out of UWGB United meeting to which all faculty were invited. The main changes in Senator Shelton’s amended version including the addition of “service to the community” in the first paragraph, alphabetizing the list of things the university promotes, and deleting the word “relevant” from the sentence “...through a wide array of relevant programs and certifications offered in four colleges...”.

Following a good discussion in the Senate (most of which focused on the “‘relevant’ programs”), the amended version of the Select Mission (with minor modifications – mainly punctuation changes suggested by the Senate) that was agreed upon (below, in italics) was put before the Senate for a vote. Senators were made aware that the original motion of Senator Loebel (seconded by Senator Ranganathan) had been modified and a “yea” vote would be a vote to accept the amended version of the Select Mission put forward by Senator Shelton (seconded by Senator DePouw).

*The University of Wisconsin-Green Bay is a multi-campus comprehensive university offering exemplary undergraduate, masters, and select doctoral programs and operating with a commitment to excellence in teaching, scholarship and research, and service to the community. The University provides a problem-focused educational experience that promotes critical thinking and student success.*

*The culture and vision of the University reflect a deep commitment to diversity, inclusion, social justice, civic engagement, and educational opportunity at all levels. Our core values embrace community-based partnerships, collaborative faculty scholarship, and innovation.*

*Our commitment to a university that promotes access, career success, cross-discipline collaboration, cultural enrichment, economic development, entrepreneurship, and environmental sustainability is demonstrated through a wide array of programs and certifications offered in four colleges: College of Arts, Humanities, and Social Sciences; College of Science, Engineering, and Technology (including the Richard Resch School of Engineering); College of Health, Education,*

*and Social Welfare; and the Austin E. Cofrin School of Business, leading to a range of degrees, including AAS, BA, BAS, BM, BS, BSW, BBA, MS, MSW, MSN, and Ed.D.*

**The motion to accept the amended version of the Select Mission passed 32-0-0.**

## **5. NEW BUSINESS**

### **a. Request for Authorization to Implement a Bachelor of Science Degree in Water Science (first reading)**

Prof. John Luczaj came forward to present the RAI for the B.S. in Water Science. The proposed Water Science program resulted from a call for new program ideas issued by the administration two years ago that might potentially enhance enrollment. Water Science would be an interdisciplinary program, requiring courses from across the sciences. In the past, water has been examined as a component of existing science fields such as aquatic biology, aquatic ecosystems, groundwater in geology, stream ecology, limnology, public policy with water policy as a module, but there are few programs nationwide that focus on the science of water itself. More recently, water science is being recognized as its own entity/discipline. A survey of current science and public policy students asking if this would be a program of interest drew a resounding “yes.” The U.S. Department of Labor shows evidence that there is demand in the workplace for students studying water science. From a risk/benefit standpoint, the risk is minimal, we would only need to add two new courses and 1.5 new faculty FTE (easily covered by revenue generated by the program). The benefits would include new students enrolling at UW-Green Bay and introducing an easily marketable program.

There were three UW comprehensives that took issue with the Notice of Intent. Objections raised from La Crosse, Oshkosh, and Stevens Point were addressed in the RAI. There is little overlap between our proposed program and the programs at La Crosse and Oshkosh. There are curricular similarities with Stevens Point’s existing program, however, Green Bay has a geographical uniqueness (Green Bay has the largest freshwater estuary system in the region, UW-Green Bay now has four campuses on Lake Michigan, the Fox River PCB cleanup continues, and unusual groundwater issues are present here that do not exist elsewhere in the state) that set our program apart from that of Stevens Point. We can, therefore, offer a program that is uniquely different from that of Stevens Point.

### **b. Request for future business**

Senator Loebel stated that a benefit preference survey would be distributed on November 26 and we would have 18 days to complete it. He asked that we invite someone from HR come to Faculty Senate in November to present to us what the Mercer Company is doing with the information and to make sure the percent of employees who participate in the survey is high. This survey will be one of the factors the UW System will use to determine what array of benefits will be offered to all fulltime employees.

## **6. PROVOST’S REPORT**

See agenda item #3.

## **7. OTHER REPORTS**

- a. Academic Affairs Report. No report this month.
- b. University Committee Report. UC Chair Sherman had nothing to share that was not already discussed earlier in the Faculty Senate meeting.
- c. Faculty Representative Report. Beyond what Christine Vandenhouten shared with us on page 38 of the Faculty Senate agenda, she stated that since the Board of Regents met on 5 October 2018, there has been some movement on the Program Monitoring Policy. That policy will go out for public comment. However, a meeting of the Faculty Representatives the previous week led to some positive edits to the policy. For example, any program identified for elimination would go through an appeal process and decided upon by a cross-functional team.
- d. Academic Staff Committee Report. Jamee Haslam, chair of the ASC, stated they were just waiting for the Faculty Senate vote on the final version of the Select Mission. All other information related to Academic Staff would be found in her report on page 41 of the agenda.
- e. University Staff Committee Report. Jan Snyder, chair of the USC, had nothing additional to add to the USC report found on page 40 of the agenda.
- f. Student Government Association Report. SGA President Selena Deer reported that SGA is still taking applications for Student Judges. The SGA is also working with the Dietetics Club on World Food Day which takes place on 30 October 2018. SGA will look at the Select Mission statement at their meeting next week.

**8. ADJOURNMENT** at 4:02 p.m.

Respectfully submitted,

Steve Meyer, Secretary of the Faculty and Staff

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A BACHELOR OF SCIENCE  
DEGREE IN WATER SCIENCE AT UW-GREEN BAY**

**PREPARED BY UW-GREEN BAY**

**ABSTRACT**

The University of Wisconsin-Green Bay proposes to establish a Bachelor of Science in Water Science (B.S. in Water Science). The development of this program responds to a number of local, national, and global needs in water science. Establishing the program at UW-Green Bay will provide students with an interdisciplinary curriculum focused on all aspects of water. With its four coastal campus locations, UW-Green Bay is positioned in a unique geographic region of Wisconsin that allows for high-impact teaching opportunities and research opportunities on the greatest diversity of surface water and groundwater settings of any UW institution. In addition, graduates will well-equipped to enter graduate school or to start a water science career across an array of industry, governmental, and academic disciplines. We have designed the Water Science major at UW-Green Bay to leverage and complement the UW System-wide “Freshwater University” initiative being led by UW-Milwaukee.

The program will be comprised of 71 credits, which will include 33 credits of supporting courses, 25 credits of upper level core courses, and 13 credits of upper level electives. Students would need a total of 120 credits to graduate, along with the existing general education requirements in effect at UW-Green Bay. The curriculum will be designated as an interdisciplinary major at UW-Green Bay.

**PROGRAM IDENTIFICATION**

**Institution Name**

University of Wisconsin-Green Bay

**Title of Proposed Program**

Water Science

**Degree/Major Designations**

Bachelor of Science - Major

**Mode of Delivery**

Single institution, residential, primarily face-to-face instruction. However, there is intent to allow future collaboration with “Freshwater University” being developed by UW-Milwaukee and other UW campuses. This could include a selection of online courses, field immersion experiences, or short courses that could substitute for certain core or upper level elective courses.

**Projected Enrollments and Graduates by Year Five**

We used the draft proposal “Freshwater University: University of Wisconsin System

Discussion Draft (3-20-2018)” prepared by the UW-Milwaukee School of Freshwater Sciences as the template for enrollment and attrition projections. UW-Green Bay would serve as one of the 4-7 campuses that offer a bachelor’s degree in water science.

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. The enrollment projections use the UWGB year-to-year retention rate model calculated by Institutional Research at UW-Green Bay. They are nearly identical to the 78% average retention rate model used by UW-Milwaukee in their Freshwater University proposal. The model used assumes a 75% retention rate in year 1, followed by 81%, 91%, and 95% retention rates for an overall retention rate of 53% of entering freshman reaching graduation. By the end of year five, it is expected 83 students will have enrolled in the program and 20 students will have graduated from the program. It is expected that some students might graduate in year 3 of the program due to new transfer students or those who might switch from present majors at UW-Green Bay, but this pertains only to the first year.

**Table 1: Five-Year Degree Program Enrollment Projections**

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	10	15	18	20	20
Continuing Students	0	8	17	29	34
Total Enrollment	10	23	35	49	54
Graduating Students	0	0	3	5	12

**Tuition Structure**

For students enrolled in the B.S. in Water Science program, standard undergraduate tuition fee and rates will apply. For the current academic year at the main UW-Green Bay campus, the residential tuition and segregated fees total \$3,939 per semester for a full-time student who is enrolled in 12-18 credits per term. Of this amount, \$790 is attributable to segregated fees and \$3,149 is attributable to tuition. For students enrolled part-time in the program, the residential cost of tuition and segregated fees is \$328.26 per credit.

Differential tuition will not be charged. Course fees may apply to elective field courses and online courses. There are no planned tuition increases beyond those that might otherwise apply to all other UW-Green Bay programs. Students will need to cover textbooks for most courses. In addition, field appropriate clothing and supplies (e.g., rain gear, boots, sunscreen) may be required for certain elective courses.

**Department or Functional Equivalent**

Department of Natural & Applied Sciences

**College, School, or Functional Equivalent**

College Science, Engineering, and Technology

**Proposed Date of Implementation**

Fall 2019. Implementation would begin in the semester following approval, with appearance in the undergraduate catalog likely to occur in Fall 2019.

## **DESCRIPTION OF PROGRAM**

### **Overview of the Program**

The UW-Green Bay Water Science program will be an integrated program designed to provide students with the tools necessary to solve the water related challenges of today and tomorrow. The intended program duration will be 4 years. The curriculum will be interdisciplinary, with a core set of courses drawn from geoscience, chemistry, environmental science, biology, physics, math and statistics, and public and environmental affairs. In addition, a diverse set of elective courses will allow students to focus on subdisciplines in water science that can meet their career needs and interests. The anticipated comprehensive major (71 credits) will have a principal focus on water's role in natural processes in Earth's systems. These skills include a solid understanding of the chemistry, surface water hydrology, groundwater, and biology of freshwater systems. UW-Green Bay Water Science majors will have opportunities to work as research assistants on faculty projects, develop internships, or to conduct their own independent projects. UW-Green Bay faculty members are very active in research on water and wastewater treatment, runoff pollution, stream hydrology, groundwater quality, limnology, and aquatic ecology.

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

1. Students will demonstrate knowledge of the role water plays in the lithosphere, hydrosphere, cryosphere, atmosphere, and biosphere, with emphasis on interactions between these reservoirs.
2. Students will apply the scientific method to investigations of hydrologic processes, Earth systems, and interactions among the various physical and biological realms utilizing standard scientific field and laboratory methods.
3. Students will demonstrate an understanding of the hydrology of streams and lake systems and the role water has in landscape-forming processes that act on the Earth's surface.
4. Students will demonstrate an understanding of the processes of and importance of groundwater flow and aquifer systems.
5. Students will demonstrate an understanding of chemical interactions that occur in various hydrologic settings and their importance to water resources, geological and biological systems, and water/wastewater treatment.
6. Students will demonstrate an understanding of the role water plays in atmospheric systems and the climate system.
7. Students will demonstrate an understanding of the interactions between water systems and ecosystems.
8. Students will demonstrate an understanding of the challenge of maintaining surface and ground water quality.
9. Students will apply their knowledge base and research skills to current issues pertaining to water resources, management, and remediation, with emphasis on related economic, social, and public policy dimensions.
10. Students will analyze, interpret, and report on laboratory and field findings using appropriate statistical techniques and computer applications.

In addition to the Water Science learning outcomes, the general education program at UW-Green Bay enables students to strengthen academic skills, broaden knowledge, reflect on personal values, and integrate concepts and ideas across a variety of subject areas. Students take courses from several broad domains: biological sciences, natural sciences, ethnic studies perspective, fine arts, global culture, humanities, sustainability perspective, and social sciences. In addition, students are required to take a first-year seminar course and demonstrate quantitative literacy.

**Program Requirements and Curriculum**

There are no specific admission requirements, test scores, or prerequisites required for entry to the program, although competency of Math 104, 202 or 203 must be demonstrated before graduation.

Table 2 illustrates the program curriculum for the proposed program. The curriculum has the campus-wide requirement of a total of at least 120 credits. A total of 71 credits are required in the major program, which includes 33 credits at the supporting level (11 courses), 25 credits in the upper level core (8 courses), and 13 credits of upper level electives (~4 courses). Two additional credits are required for a prerequisite GIS course. An additional 24 credits would be required in the General Education program that are not otherwise completed via supporting courses. In total, 96 credits are required between general education, required prerequisites, core major requirements, and major elective courses.

**Table 2: Bachelor of Science in Water Science Program Curriculum**

**General education courses required for graduation (24 of 36 unique):**

First Year Seminar	3 credits
Fine Arts	3 credits
Social Sciences	6 credits
Humanities	6 credits
Global Culture	3 credits
Ethnic Studies Perspective	3 credits
Biological Sciences*	3 credits
Natural Sciences*	3 credits
Sustainability Perspective*	3 credits
Quantitative Literacy*	3-7 credits

\* Denotes courses that are also covered by program requirements. Duplicate credits not counted toward total.

**Program Prerequisites or support courses (35 credits):**

Water 201 – Intro to Water Science (new course)	3 credits
Biology 203 & 204 – Principles of Biology (w/lab)	4 credits
Geoscience 202 – Physical Geology	4 credits
Geoscience 222 – Ocean of Air	3 credits
Chem. 211 & 213 – Principles of Chemistry I (w/lab)	5 credits
Chem. 212 & 214 – Principles of Chemistry II (w/lab)	5 credits
Math 260 – Introduction to Statistics	4 credits
PUENAF 250 – Intro. to GIS ( <i>prereq. for Env. Sci. 337</i> )	2 credits
Physics 103 or 201 – Concepts or Fund. of Physics	5 credits
In addition, competency of Math 104, 202, or 203 must	

be demonstrated.

**Academic program or major course requirements (25 credits):**

Env. Sci. 335 – Water & Waste Water Treatment	3 credits
Env. Sci. 330 – Hydrology	3 credits
Geoscience 432 – Hydrogeology (Gen Ed. Captstone)	3 credits
Env. Sci. 305 – Environmental Systems	4 credits
Env. Sci. 401 or 403 – Stream Ecology OR Limnology	4 credits
Env. Sci. 433 OR PUENAF 351 – Groundwater: Resources & Regulations OR Water Resources Policy & Management	3 credits
Env. Sci. 337 – Environmental GIS	2 credits
Water 3XX – Geochem. of Natural Waters (new course)	3 credits

**Upper Level Elective Courses (Any 13 credits required):**

Bio 341—Ichthyology	4 credits
Env. Sci. 325 – Regional Climatology	3 credits
Env. Sci. 323 – Pollution Prevention	3 credits
Econ 305 – Natural Resource Economics	3 credits
Env. Sci. 320 – The Soil Environment	4 credits
Env. Sci. 322 – Environmental Microbiology	4 credits
PUENAF 378 or 379 – Environmental Law OR Natural Resources Policy, Law, & Administration	3 credits
Env. Sci. 401 or 403 – Stream Ecology OR Limnology	4 credits
Env. Sci. 424 – Hazardous and Toxic Materials	3 credits
Env. Sci. 425 – Global Climate Change	3 credits
Env. Sci. 433 OR PUENAF 351 Groundwater: Resources & Regulations OR Water Resources Policy & Management	3 credits
Water 321 – Stable Isotopes in the Environment	1 credit
Water 491 – Senior Thesis/Research in Water Science	1-3 credits
Env. Sci. 492 – Practicum in Environmental Science	1-4 credits

**Total Credits** **97 credits**

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The program prerequisites, core, and elective courses occur primarily in the Department of Natural and Applied Sciences, although alternative and elective courses in Public and Environmental Affairs and Economics are also available. Two new water science courses will be required in the program (Introduction to Water Science and Geochemistry of Natural Waters). These two additional courses will be covered by approximately 0.5 faculty FTE. Funding for this may come from new funding initiatives associated with Freshwater University or by faculty overloads. Alternatively, existing general education sustainability courses could be transitioned to Introduction to Water Science, while Environmental Engineering, Geoscience, or Chemistry faculty could teach the Geochemistry of Natural Waters course. An additional 1.0 FTE is budgeted for support courses in Chemistry, Biology, and other disciplines that will require

additional sections when the Water Science major reaches the projected level of enrollment.

Depending upon the semester and course options, students will likely take courses from between 15 and 20 different faculty members while taking the supporting, core, and elective portions of the Water Science major. Campus facilities and resources are well established in existing disciplinary and interdisciplinary programs in Biology, Chemistry, Environmental Science, Geoscience, and Physics.

### **Assessment of Outcomes and Objectives**

The program will use several forms of assessment. Courses in the proposed major have individual course assessments such as exams, presentations, writing assignments, and other standard forms of assessment. In addition, written anonymous comments on student evaluations of instructor teaching performance can also be used to make program adjustments, where appropriate.

In addition, the Provost's Office at UW-Green Bay requires that programmatic assessments be done on student learning outcomes on a regular basis. Typically, two student learning outcomes are addressed specifically in appropriate courses each year. Results of these assessments are available online: <https://www.uwgb.edu/assessment/> The results of the assessment are used to inform curricular and programmatic decision-making.

### **Diversity**

UW-Green Bay's Strategic Vision includes a commitment to a diverse university that reflects the community (see <http://www.uwgb.edu/graduate/university-mission/strategic-vision> ). The development of the B.S. in Water Science was not linked with any specific plans or strategic initiatives at UW-Green Bay. However, the proposed curriculum is interdisciplinary in nature and would draw upon students and faculty from wide educational, socioeconomic, and ethnic backgrounds.

### **Collaborative Nature of the Program**

In the response letters to our 2016 Notice of Intent, UW-Milwaukee requested a brief pause in our pursuance of a standalone major in Freshwater Science. During the course of 2017 and early 2018, UW-Milwaukee's School of Freshwater Science has proposed an exciting new initiative called "Freshwater University". During this time, staff from UW-Green Bay have participated in joint conferences with staff from UW-Milwaukee, including a meeting on the UW-Green Bay campus in June 2018.

Freshwater University (FWU) is a cohesive state-wide platform described as an integrated university within a university system that can leverage the strength, diversity, and collective resources of the entire University of Wisconsin System. It includes a vision establishing Wisconsin as an international leader in freshwater science, technology, entrepreneurship, and economic growth that, according to Val Klump (Dean of the School of Freshwater Sciences) has support from the community and legislators of Wisconsin. UW-Green Bay plans to be an integral part of FWU (a degree granting campus), and our proposed B.S. degree in Water Science positions us to be a foundational partner in this endeavor.

Students who would receive diploma recognition or certification may require that students acquire experiences at another UW campuses, including a semester immersion/certificate, experiential learning (field or short courses), or online experiences. In this regard, we hope that the opportunities for collaboration with several different FWU campuses will enrich the

educational experience of all UW students, regardless of their home campus. Because FWU is not yet approved, we have not included this as part of our proposed curriculum at this time. Any necessary modifications will be made at a later date.

### **Projected Time to Degree**

The program is full time and intended to be completed within four years. Part time students will take longer, particularly if students miss certain courses that are offered only on a once-every-other-year basis. In these cases, it is likely that part time students would need 6 years to complete the degree.

### **Program Review**

UW-Green Bay performs regular program reviews of all academic programs on a seven-year cycle. The program reviews evaluate trends in enrollment and graduation rates, program effectiveness, and student learning outcome assessments. The approval chain includes the department, Dean of the College of Science, Engineering, and Technology, The Academic Affairs Council (AAC), and the Provost. The AAC forwards all recommendations and decisions to the Faculty Senate.

### **Accreditation**

There are no particular accreditation requirements for a B.S. in Water Science. However, the Freshwater University proposal, led by UW-Milwaukee, would require that our curriculum align with an approved array of courses to allow students to earn the “Freshwater University” designation. The suggested curriculum presented above is consistent with the current draft proposal and would require minimal modification to align field immersion experiences, etc.

## **JUSTIFICATION**

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

UW-Green Bay’s mission is based on a commitment to provide a problem-focused educational experience in which students apply critical thinking skills to solve the world’s complex problems. Water Science (a.k.a. Freshwater Science) is the study of water and its interaction with solids, liquids, gases, and organisms in various Earth systems. Water is essential to life, and it plays a critical role in nearly every natural process in Earth’s lithosphere, atmosphere, hydrosphere, biosphere, and cryosphere.

There are two principal reasons for proposing the B.S. Degree in Water Science. First, water is likely going to be the single greatest resource challenge of the 21st century. The world faces significant challenges regarding water quantity, quality, and ecological function that are expected to worsen during the 21st century. It is rare to find a real-world system in which water does not play a significant role. The global need for water science professionals to solve critical water issues is accelerating and expected to continue indefinitely. Recent examples include the lead contamination crisis in Flint, Michigan, the ongoing arsenic exposure in Bangladesh, and the water crisis in Cape Town, South Africa.

Second, UW-Green Bay has had a long history of research and teaching related to the field of freshwater science and to related sustainability issues. Graduates in our existing programs have gone on to work in water related fields in industry and government positions. The continuing development of significant relationships between the UW-Green Bay Water Science program and

community partners will put our students in a stronger position to fill the employment needs of our region and beyond.

We will be an integral partner in the proposed UW-System Freshwater University, an endeavor led by UW-Milwaukee to make Wisconsin a hub for freshwater science in the world. The new B.S. Degree in Water Science will allow UW-Green Bay the ability to attract more students, not only from within Wisconsin, but also from elsewhere in the nation and globally.

The B.S. Degree in Water Science will contribute directly to the mission of the UW System by preparing our citizens to face the water-related challenges of the 21st century. The proposed major in Water Science has a strong fit with UW Green Bay's mission, strategic plan, and existing programs. The program will also closely match the university's Select Mission to provide an interdisciplinary, problem-focused educational experience. The proposed major will greatly expand opportunities for collaboration in our region by greater engagement with businesses, non-profits, and governmental agencies. It will prepare students for career opportunities in private industry, water utilities, geotechnical consulting, natural resource management, state and federal government agencies, or environmental policy organizations. For students interested in pursuing graduate work, the program will help to set a solid foundation for students interested in UW Milwaukee's School of Freshwater Science graduate program or other programs nationwide.

Support for the program has been expressed by leaders and members of academic, government, and private industry (see attached support letters). These include the Wisconsin Rural Water Association, Green Bay Water Utility, the Bellevue Water utility, Natural Resource Solutions, LLC, NEW Water, U.S. Fish & Wildlife Service, Clean Water Action Council.

### **Institutional Program Array**

The B.S. in Water Science will be distinctly different from existing majors in Environmental Science, Environmental Engineering Technology, and Geoscience at UW Green Bay, the programs that have the most water-focused courses. Water Science will pair well with minors in many subfields, including biology, chemistry, geoscience, environmental policy, business, economics, etc. The program will also provide expanded opportunities for undergraduate research and internship experiences. The anticipated non-faculty resources needed for the overall program are limited and might be obtained through one-time funds and campus laboratory modernization funds.

Two new courses will be required as part of the Water Science curriculum that are not presently offered. One of these will be Introduction to Water Science, which is a 3-credit hour lecture course at the 200 level. This was added to the curriculum after the initial Notice of Intent following discussions with UW-Milwaukee regarding alignment with the proposed Freshwater University requirements. This course will likely be proposed as part of the Sustainability General Education requirements. A second new course in the Geochemistry of Natural Waters would be a 3-credit lecture course at the 300 level. This course was already targeted as a course to be added soon for the existing Environmental Engineering Technology major at UW-Green Bay. Neither course will require new resources beyond an annual commitment of 3 credit hours of faculty instruction.

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

UW-Milwaukee and UW-Madison have graduate programs in Freshwater Science. Both

universities were supportive of UW-Green Bay's proposal for a B.S. in Water Science (originally Freshwater Science), noting the potential for students to continue on for graduate degrees. Devarajan Venugopalan (Vice Provost, UW-Milwaukee) agreed in his response to the Notice of Intent that with regard to Freshwater Science, "an undergraduate degree and major (has been identified) as a void within the UW System and applauds UW-Green Bay for proposing the creation of such a degree." Their graduate program would be a perfect fit for graduates with a B.S. in Water Science from UW-Green Bay. As such, both UW-Milwaukee and UW-Madison would be logical choices for collaboration, which is addressed in the section below.

Few institutions offer Bachelor level degrees directly in Water Science. However, there are some UW programs that are similar to the proposed B.S. degree in Water Science. In the letter from Steven H. Kolison, Jr., Ph.D. dated 23 December, 2016, one of the concerns was for potential impacts that a Freshwater Science degree program might have on programs or concentrations at UW-La Crosse, UW-Oshkosh, and UW-Stevens Point.

The concerns expressed by UW-La Crosse were from faculty in the Department of Biology. Specifically, they felt that the proposed program at UW-Green Bay might be redundant to UWL's well-established Biology Major: Aquatic Science Concentration. However, we do not believe this is the case. The confusion may have arisen due to the perceived meaning of "freshwater science" to biologists, as well as space limitations in the original Notice of Intent, which did not allow for a curriculum to be included. A simple comparison of the course curricula of the two programs shows that the proposed Water Science program at UW-Green Bay is considerably different than UWL's established program. In fact, UW-Green Bay's existing biology and environmental science majors would probably compete more closely with UWL's program than the proposed Water Science major. Avoidance of this confusion is one of the reasons why our proposed major is now "Water Science" instead of "Freshwater Science". Similar confusion appears to exist with UW-Oshkosh's Geology Major – Hydrogeology emphasis, which was identified in the Approval to Plan Letter. The identified major at UW-Oshkosh is a geology degree. The existing Geoscience major at UW-Green Bay, an environmentally oriented geoscience degree, already includes a thorough focus on hydrogeology and soil science. Hydrogeologists are typically certified by the State of Wisconsin as geologists, and students seeking such certification require training in geology. The proposed B.S. in Water Science would not compete with UW-Oshkosh's Hydrogeology emphasis because the Water Science curriculum would not yield students trained in geology.

One program identified as being similar to UW-Green Bay's proposed B.S. in Water Science is the UW-Stevens Point Fisheries and Water Resources major (Water Resources option). UW-Stevens Point expressed concern that a new program in this area would diminish enrollment in their program, and they questioned student demand. While we recognize that there will be some overlap to the two programs, there are many aspects of UW-Stevens Point's programs that we would not duplicate, such as the Center for Watershed Science and access to high-capacity well issues in the Central Sands region. The proposed Water Science program at UW-Green Bay will have unique resources and opportunities for students that are not readily available at UW-Stevens Point, and we feel that collaboration between campuses would provide a greater benefit to students at both campuses.

The biology, geology, and chemistry of surface water and groundwater bodies in northeastern Wisconsin are distinctly different in many ways from those in central Wisconsin. Close proximity to these areas provides the best and most diverse set of field education and

research opportunities for students in Wisconsin. For example, UW-Green Bay's four campuses are uniquely set along the coastline of Lake Michigan. The Lower Green Bay and Fox River Area of Concern (AOC) provides students with first-hand opportunities to observe PCB remediation, habitat restoration, etc. that is not available elsewhere in the state. Green Bay is the world's largest freshwater estuarine system, with a complex industrial history, aquatic ecology, and nutrient management problems. With regard to groundwater, and aquifer geology, the region near Green Bay provides students with an incredibly diverse array of problems compared to most other parts of the state. For example, the Kewaunee County water crisis, which has received national attention, is an active area of research in the karsted Silurian bedrock of northeastern Wisconsin. Other aquifers in the region have significant water quality concerns such as arsenic, strontium, radium, boron, fluoride, and others that relate directly to the bedrock geology. Close access to inland lakes in glaciated regions is also available in northeastern Wisconsin and upper Michigan. Nutrient management challenges from one of the state's most highly concentrated dairy farming areas, as well as storm water problems in urbanized regions of Green Bay and Appleton allow excellent learning and research opportunities for students interested in water.

We believe that the geographically unique opportunities available at UW-Green Bay, coupled with student interest and our strong desire to be a cornerstone partner in the proposed UW System Freshwater University (see below) make UW-Green Bay's proposal for a B.S. Degree in Water Science a logical choice to support.

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

A survey was circulated to 1074 students at the UW-Green Bay main campus in late August 2018, of which 135 had responded within two weeks. The students had declared majors in biology, human biology, chemistry, environmental policy & planning, engineering or engineering technology, environmental science, geoscience, and the environmental science & policy graduate program. The results of the survey clearly show that there is strong student interest among existing UW-Green Bay students. Ninety-six percent of the respondents ranked the importance of "water related issues locally, nationally, and globally" as very or extremely important. Over 68% of respondents stated that they were highly likely or somewhat likely to consider majoring in Water Science at UW-Green Bay (26.6% were highly likely). Over 90% of the respondents stated "definitely yes" or "probably yes" when asked "Do you think UW-Green Bay should offer a major in Water Science?" (63.7% definitely yes). Similarly, 80.7% of the respondents stated "definitely yes" or "probably yes" when asked "Do you think prospective college students would be attracted to UW-Green Bay if it offered a Water Science degree?"

While it is likely that there may be attrition from other programs, we believe that the B.S. in Water Science has the opportunity to bring in new students to UW-Green Bay, or to retain students from our three satellite campuses (Manitowoc, Sheboygan, and Marinette) that might otherwise transfer away from UW-Green Bay.

According to the U.S. Bureau of Labor and Statistics, the job outlook for water science professionals across the nation is anticipated to grow by 10% or more. It is difficult to find precise statistics for Water Science as a category because water professionals are employed in many industries. Table 2 shows projected 10-year employment changes in water-related sectors.

Table 2: Projected national increases in Water Science related fields (2016–2026. Industry titles shown are those in which water science professionals are most likely to be employed.

U.S. Bureau of Labor and Statistics Industry Title	U.S. BLS Industry Code	Ten-year growth rate (%) from 2016 to 2026
Hydrologists, total employment	19-2043 TE1000	9.9
Environmental Scientists (entire field)	19-2041 TE1000	11.1
Env. Scientists and Specialists - Utilities: Water, Sewage, and other sys.	19-2041 221300	15.1
Env. Science & Protection Technicians, mining quarrying and gas extraction	19-4091 210000	18.9
Environmental Science and Protection Management, scientific, and technical consulting services*	19-4091 541600	25.4
Water Wastewater Treatment Plant System Operators: Professional, scientific and technical services (Management, scientific and technical consulting services section)	51-8031 541600	12.8
Environmental Engineers	17-2081 TE1000	8.3

*\*According to Brookings.edu, this category includes services such as Water Quality Inspection*

According to the Wisconsin Department of Workforce Development’s 2026 employment growth projections, demand for hydrologists and environmental science professionals with baccalaureate degrees has improved significantly over the 2022 projections to 6.98% and 11.76%, respectively.

Other substantive information exists that supports an increasing demand for water science professionals. According to the American Water Works Association (2017 State of the Water Industry Report), workforce issues continue to be a concern in the water industry. They specifically cite “aging workforce/anticipated retirements” and “certification and training” as important issues facing the industry. In a recent survey, only 1% of the respondents indicated that “the water industry was fully prepared to cope with any expected retirements in the next five years.” According to the Task force on Workforce Sustainability Final Report, published by the Water Environment Federation, it is projected that during the next 10 years more than 30% of water and wastewater utility workers will retire.

On January 26, 2018, the United States Government Accountability Office published a report that analyzed workforce needs in the drinking water and wastewater sectors. Their report provides recommendations to U.S. EPA and the U.S. Congress regarding actions the federal government could take to avoid these anticipated workforce shortages.

During 2017, UW-Milwaukee did an Exploratory Study of Water-related Workforce Needs for Wisconsin. The survey, which focused on water professionals in southeastern

Wisconsin, indicated that over 70% of the 114 respondents anticipated that their organization would be hiring water-related professionals in the next three years.

Letters of support from water utilities, consultants, and others speak to the particular need for water-related professionals in northeastern Wisconsin due to demographics and retirements. For example, Nancy Quirk, General Manager of the Green Bay Water Utility, indicates that the anticipated loss of current utility employees will be “30 to 50 percent in the next 10 years.” Additional letters of support from community members are attached to this document.

### **Emerging Knowledge and Advancing New Directions**

Because of its interdisciplinary nature, Water Science has not traditionally been one of the foundation sciences (e.g., Chemistry, Physics, Biology, Geology). Yet, water is a major component in the employment duties of many scientific professionals. It is obvious that water and wastewater utilities deal with water. However, most environmental consultants also work on water-related issues, such as water and soil pollution, wetlands restoration, drinking water protection, nutrient management, storm water management, etc.

New programs in Water Science are beginning to appear across the nation in response to this need for water trained professionals. For example, Virginia Tech began a new B.S. program in Water: Resources, Policy, and Management in 2015, which has seen very strong enrollment.

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**REQUEST FOR AUTHORIZATION TO IMPLEMENT A  
BACHELOR OF SCIENCE  
IN WATER SCIENCE  
AT UNIVERSITY OF WISCONSIN-GREEN BAY  
PREPARED BY UW-GREEN BAY**

**COST AND REVENUE PROJECTIONS NARRATIVE**

**Introduction**

The Water Science program includes two new courses and relies heavily on existing courses offered at UW-Green Bay. For this reason, only limited new resources are needed to staff the additional sections of courses. At this time, no immediate plans for distance education, differential tuition, or collaborative program delivery are included in the budget. Future modifications might be proposed in the event that the UW-Milwaukee-led “Freshwater University” concept comes to fruition.

**Section I – Enrollment**

The enrollment projections in Section I use the UWGB year-to-year retention rate model calculated by Institutional Research at UW-Green Bay. They are nearly identical to the 78% average retention rate model used by UW-Milwaukee in their Freshwater University proposal. The model used assumes a 75% retention rate in year 1, followed by 81%, 91%, and 95% retention rates for an overall retention rate of 53% of entering freshman reaching graduation.

Overall New Student Headcount was estimated based on student interest surveys, course capacity estimates, and estimates made by UW-Milwaukee for “Freshwater University”. In Section 1, the FTE numbers shown indicate an estimated 80% full-time and 20% part-time student body.

**Section II – Credit Hours**

A standard of 120-credit hours is necessary for graduation with a Bachelor of Science degree at UW-Green Bay. Two new courses will be developed for the Water Science program, along with new sections of existing lower and upper level support and major program courses. Credit hours for the two new courses were calculated assuming that Intro to Water Science would be offered every semester by Year 2, and that Geochemistry of Natural Waters would be offered annually. Estimates of additional new sections not previously offered by the institution were made based on a full-time 9-month faculty load. Courses requiring new sections will likely include chemistry, physics, environmental systems, physical geology lab, biology lab, GIS, statistics, and water & wastewater treatment. Existing capacity in other core and upper level electives can likely absorb the predicted additional enrollment in most cases.

**Section III – Faculty and Staff Appointments**

The program requires the addition of 1.5 FTE of faculty in the sciences, phased in over 3 years as the program grows. This could potentially be accomplished through *ad hoc* lecturers, but the program will be best served by hiring tenure-track faculty for at least 1.0 FTE because the core introductory course and the upper level specialty courses necessitate expertise in the field of

water science. The additional 0.5 FTE might be accomplished with tenure-track faculty, lecturer, or even two graduate teaching assistant positions (for chemistry, geoscience, or physics labs).

#### **Section IV – Program Revenues**

*Total Tuition:* We model an enrollment of 9 new FTE students in Water Science in Year 1, growing to 18 new FTE students each year by years 4 and 5. Based upon student surveys and UW-Milwaukee’s Freshwater University projections, this is likely an underestimate of actual interest. We also expect higher retention rates in the sciences, relative to UW-Green Bay’s overall statistics for year-to-year retention.

The main revenue source will be student tuition. All calculations are based on a full-time single semester tuition rate of \$3149.16 (UWGB Fall 2018 tuition rate), with a 2% increase in tuition and fees in years 3 and 5. This was matched by a 2% annual increase in faculty salaries beginning at the same time. To reach the 120-credit requirement for graduation, it was assumed that students would enroll in 15 credit hours per semester (on average), which is within the 12 to 18-credit plateau. New tuition revenue within the Water Science Program was calculated assuming that students would average approximately 20 of 30 credits per year in supporting courses, core major courses, or major electives to reach the approximately 80 total credits students will likely take related to the major before graduation.

Because the overall investment in new faculty and expenses is limited, relative to many newly proposed majors, our projections predict a small net positive revenue would begin in Year 1, although Year 2 will see the first substantial net revenue. By years 4 and 5, net revenue for the program is modeled to be between \$100,000 and \$150,000 per year, based upon a total enrollment of 49 student FTE in the program. No new administrative costs are requested at this time because the chair of the Geoscience disciplinary unit will also chair Water Science.

The additional faculty FTE would hopefully be accomplished through General Program Revenue (102 funds).

#### **Section V – Program Expenses**

*Salaries and Fringe:* Salaries for the 1.5 FTE were estimated at \$60,000/year (9-month contract), plus a 45% fringe benefit rate. A 2% salary increase was budgeted in Year 3 and Year 5. Additional new expenses related to the Water Science program include increases in professional development, supplies and expenses, marketing, and equipment.

*Facilities Costs and Accreditation costs* are not anticipated at this time. *Professional Development and Supplies and Expenses:* Ongoing professional development for faculty/staff is critical in a water science program, and amounts are estimated at ~\$1000 per faculty/staff per year, including modest S&E. *Marketing:* We include \$2,000/year for print, radio, and digital marketing of the new program to build brand awareness of the UWGB Water Science program. *Equipment:* Funding for new equipment related to groundwater wells and geophysical logging equipment is budgeted for years 1 through 5. Installation of new wells would occur in years 1 and 2 to improve the limited existing well-field that exists on the UW-Green Bay campus, with the highest expenses in years 3 and 4 when geophysical logging equipment would be purchased. *Central Tax:* A 30% Central tax on total tuition is also budgeted in New Expenses.

## **Section VI – Net Revenue**

The budget model shows significant positive net revenue beginning in Year 2, with substantial net revenue emerging in years 4 and 5. Remaining net revenue could be reinvested into a number of programs in the College of Science, Engineering, and Technology at UW-Green Bay. Reinvestment might include purchasing analytical equipment, field sampling and measuring equipment, computer software, etc.

We believe the risk for net loss in this new program is limited. A loss would occur only if the actual enrollment falls significantly short of the predicted enrollment. In this case, the Water Science program could be adequately run with funding of the two newly proposed courses, while available capacity in existing courses could absorb a small number of new majors. Expenditures for new equipment could be curtailed, if necessary, without leading to actual negative net revenue for the program. Based on student and community support, along with the potential for the University of Wisconsin's "Freshwater University" concept, we believe there is current demand to meet or potentially exceed the modeled enrollment targets.

University of Wisconsin - Green Bay						
Cost and Revenue Projections For Bachelor of Science in Water Science						
	Items	Projections				
		2019	2020	2021	2022	2023
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>I</b>	<b>Enrollment (New Student) Headcount</b>	10	15	18	20	20
	<b>Enrollment (Continuing Student) Headcount</b>	0	8	17	29	34
	<b>Enrollment (New Student) FTE</b>	9	13	16	18	18
	<b>Enrollment (Continuing Student) FTE</b>	0	8	15	26	31
<b>II</b>						
	<b>New Course Credit Hours (2 new sections 3 credits per section)</b>	6	3	0	0	0
	<b>Additional New Credit Hours (new sections of existing courses)</b>	3	12	8	0	0
	<b>Total New Credit Hours</b>	9	15	8	0	0
	<b>Total Existing WS Program Credit Hours (not including Gen)</b>	11	20	40	60	80
<b>III</b>						
	<b>FTE of New Faculty/Instructional Staff</b>	1	0	0.5	0	0
	<b>FTE of Current Fac/IAS</b>	0	1	1	1.5	1.5
	<b>FTE of New Admin Staff</b>	0	0	0	0	0
	<b>FTE Current Admin Staff</b>	0	0	0	0	0
<b>IV</b>						
	<b>New Revenues</b>					
	<i>From Tuition</i>	\$56,682	\$132,258	\$199,144	\$282,656	\$321,048
	<i>From WS Program Tuition (total prog. credit hours x FTE)</i>	\$37,788	\$88,172	\$130,159	\$184,741	\$205,735
	<i>From WS Program Tuition (new credit hours x FTE)</i>	\$17,005	\$66,129	\$52,063	\$0	\$0
	<i>From Segregated Fees</i>	\$14,220	\$33,180	\$49,960	\$69,520	\$78,968
	<b>Total New Revenue</b>	\$70,902	\$165,438	\$249,104	\$352,176	\$400,016
<b>V</b>						
	<b>New Expenses</b>					
	<b>Salaries plus Fringes</b>					
	<i>Faculty/Instructional Staff</i>	\$87,000	\$87,000	\$133,110	\$133,110	\$135,772
	<i>Other Staff</i>	\$0	\$0	\$0	\$0	\$0
	<b>Other Expenses</b>					
	<i>Facilities</i>	\$0	\$0	\$0	\$0	\$0
	<i>Equipment</i>	\$5,000	\$5,000	\$20,000	\$20,000	\$5,000
	<i>Marketing</i>	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
	<i>Professional Development &amp; S&amp;E</i>	\$2,500	\$2,600	\$2,700	\$2,800	\$2,900
	<i>Central tax (30% of total tuition)</i>	\$17,005	\$39,677	\$59,743	\$84,797	\$96,314
	<b>Total Expenses</b>	\$113,505	\$136,277	\$217,553	\$242,707	\$241,987
<b>VI</b>						
	<b>Net Revenue</b>	-\$42,603	\$29,161	\$31,550	\$109,469	\$158,030
<b>Narrative: Explanation of the Numbers and Other Ongoing Commitments that will Benefit the Proposed Program</b>						
	See appended Budget Narrative.					
<b>Provost's Signature:</b>			<b>Date:</b>			

Faculty Senate Old Business 4a 11/14/2018

## **Change to 50.01 in the Faculty Handbook**

### **50.01 University of Wisconsin-Green Bay Faculty Defined**

The University of Wisconsin-Green Bay Faculty (hereafter in this chapter called Faculty) consists of professors, associate professors, assistant professors, instructors, and such other persons as may be designated as having University faculty status **at any of the four campuses – UW-Green Bay, UW-Green Bay|Marinette, UW-Green Bay|Manitowoc, or UW-Green Bay|Sheboygan**. Faculty status for academic staff members with training, experience and responsibilities comparable to those in the professorial ranks may be granted by the Provost/Vice Chancellor for Academic Affairs, on recommendation of the interdisciplinary unit executive committee, and with the approval of the University Committee, for a definite term and may be renewed.

**Faculty Senate New Business 5a 11/14/2018**

## Proposal to Merge Psychology and Human Development

### (Eliminate HUD Major and Minor; Create Developmental Emphasis in Psych Major)

**Proposal:** The Human Development faculty propose to eliminate the Human Development major and minor, concurrently, beginning with the 2019-2020 school year. The Psychology major and minor will continue, as an interdisciplinary program, with a new added emphasis in Human Development. The Psychology major already has the following areas of emphasis: 1) General emphasis, 2) Brain, Behavior and Health emphasis, and 3) Mental Health emphasis. In 2019-2020, a new emphasis in the Psychology major will be added entitled “Human Development.” Faculty and instructors with backgrounds in psychology, social ecology, political science, cognitive neuroscience, and Human Development will teach courses in the new psychology curriculum. The current Human Development curriculum will be merged into the existing psychology curriculum.

**Background:** The merger of the two majors has been discussed by the faculty multiple times in the last seven years. Over time, the make-up of the faculty composition has slowly shifted from Human Development to Psychology due to the rising popularity of the Psychology program and the possibility of developing graduate programs in Psychology. In fact, the curriculum presently available in Human Development pales in comparison to the Human Development curriculum that was once offered. Because of this, the faculty have been concerned about the quality of the Human Development curriculum for quite some time. In addition, the Human Development faculty were concerned that the Human Development and Psychology majors were not unique enough to justify the existence of two separate majors. Therefore, in the 2017-2018 school year, the faculty gathered data regarding the issue so that a data-driven decision could be made regarding the future of each major.

**Results:** In the pages that follow, a summary of the findings is provided. These findings were used to inform the unit’s decision and develop the proposal.

#### **Finding #1: Psychology generates more interest as a potential major than Human Development.**

	Human Development	Psychology
# of Majors (Source: Debbie Furlong; Oct 2017)	245	478
Summer or Fall 2017 “Leads” who indicated interest in HUD or Psychology (Source: Jen Jones (Admissions))	198/34,986 (0.006%)	1923/34,986 (5.50%)
% of transfer students enrolled Fall 2017 who came with HUD or Psych credits (Source: Debbie Furlong)	36% (290/796) <small>(Note: Majority of these cases were Developmental Psych courses (Psych Prefix))</small>	75% (596/796)

#### **Finding #2: Students report the content across the Human Development and Psychology majors overlaps.**

Human Development and Psychology Students were surveyed in the fall of 2017.

Response Rate:

TOTAL: 363 completed surveys out of 634 majors = Overall Response Rate of 57.2%

HUD Majors: 80 completed out of 156 = 51.3%

Psych Majors: 197 completed out of 389 majors = 50.6%

Double Major: 86 completed out of 89 double majors = 96.6%

Results:

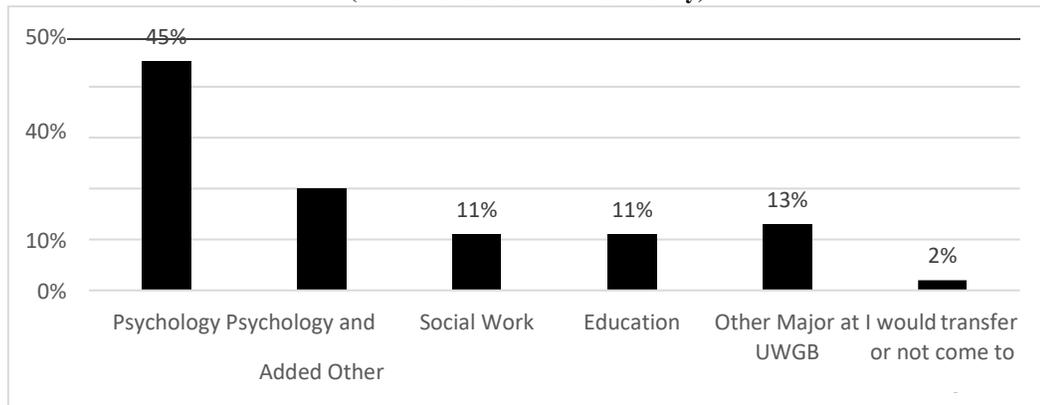
- 92% of HUD and Psych majors reported courses across majors have overlapping content.
- 78% of HUD and Psych double-majors reported double-majoring because of the ease of double-majoring (so much curricular overlap regarding requirements in the major).  
-For example, in 2017-2018, if majoring in Human Development, a student only needed 6 additional classes to declare a major in psychology.

**Finding #3: Most Human Development students reported they would have picked psychology should Human Development not have been an option when they first declared.**

Survey results found that 65% of current Human Development majors reported that if Human Development was not offered when they declared their major, they would have picked psychology, 11% said they would have picked social work, 11% said they would have picked Education, and 13% said they would have picked another major at UWGB. Only 2% of Human Development students reported they would have transferred or not have come to UWGB if Human Development had not been an option. However, according to admissions, Summer and Fall 2017 “Leads” who indicated interest in Human Development was just 198/34,986 (0.006%), compared to Psychology being 1,923/34,986 (5.50%). Therefore, Human Development is a “discovery” major – and although 2% of current Human Development students reported they would have transferred if Human Development was not an option to them, this is likely a high estimate (because students would never have ‘discovered’ Human Development if it wasn’t offered here when they declared).

**If HUD was not offered at UWGB when you declared your major, what major would you have chosen?**

(Includes only HUD Majors and Double HUD/Psych Majors)  
(Source: Fall 2017 Student Survey)

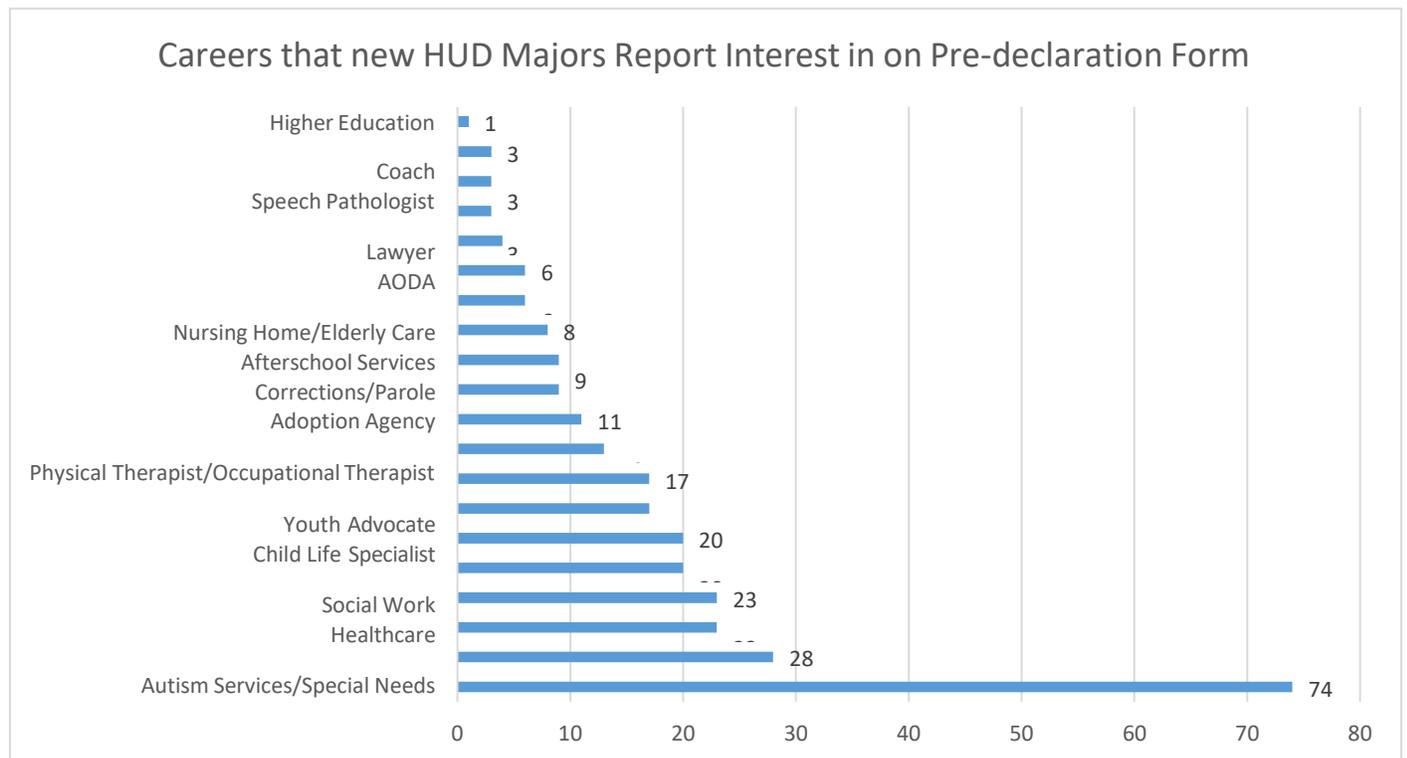


**Finding #4: When students declare a major in Human Development or Psychology, there is little difference in career aspirations or career placement upon graduation. Human Development students (who do not double major in psychology) are accepted into non-Human Development graduate programs.**

Up until the fall 2017 semester, every student wishing to declare a major in Psychology or Human Development was required to complete a “Pre-declaration Form.” On this form, students listed their intended career path. Review of the data demonstrated that every career aspiration listed by Human Development students could be accomplished by a Psychology degree. In fact, the majority of Human Development students said they aspired to be a Counselor, Psychologist, or work in Mental Health. In these cases, students actually picked the wrong major – as a degree in psychology would have been better suited for such careers.

Review of “First Destinations – Graduate Follow-up” survey from Career Services revealed no difference between career placements of Psychology or Human Development students. In fact, reviewing the list of “first jobs” to determine which list belonged to which major proved difficult.

Human Development students often apply for graduate programs that are not in the area of Human Development specifically. In fact, zero Human Development graduates from spring 2016 attended graduate programs in Human Development in fall of 2017. Instead, Human Development graduates attended graduate programs in School Counseling, School Psychology, Social Work, and Public Health. Therefore, if these students had majored in psychology, they would have likely been equally successful in acceptance to graduate school.



**Finding #5: Employers in Northeast Wisconsin who traditionally hire Human Development or Psychology majors report no preference regarding Human Development or Psychology as a major for their new employees.**

In the fall of 2017, twenty local businesses who traditionally hire UWGB Psychology and Human Development majors were contacted via phone calls. Staff at these organizations were asked what majors they preferred new employees to have. All employers contacted reported accepting both majors for potential hires, with no preference reported between the majors.

### **Summary and Implications of this Proposal:**

As shown by the findings listed above, the Human Development unit proposes to eliminate the Human Development major and minor, concurrently, beginning in the 2019-2020 school year. However, given the history of Human Development at UWGB, the Human Development and Psychology faculty are strongly committed to preserving Human Development as an integral part of the Psychology major. As such, a Human Development emphasis will be created within the Psychology major.

- 1) Students will continue to be able to declare a Human Development major or minor until the beginning of the Fall 2019 semester. All current and newly declared Human Development majors/minors will have their degree satisfied. In other words, Human Development courses will be phased out or transitioned to Psychology, ensuring all Human Development majors and minors are able to complete their major/minor requirements to graduate with a degree in Human Development.
- 2) Because this change involves the creation of a Human Development emphasis within the Psychology major, many of the Human Development courses presently offered will continue to be offered (even after the Human Development major/minor end). However, the number of sections of such courses will be lowered, saving valuable resources for the unit as well as the opportunity to grow new graduate or certificate programs.

Human Development courses required for other programs such as Social Work, Education, or Nursing will continue to be offered (Hum Dev 102: Intro to Human Development, Hum Dev 331: Infancy and Early Childhood, Hum Dev 332: Middle Childhood and Adolescence, Hum Dev 343: Adulthood and Aging). These courses will be changed from a Human Development prefix to a Psych prefix, and the course number may need to be adjusted. As changes occur, those will be communicated clearly to programs impacted to ensure course catalogs remain up-to-date.

The only course which is anticipated to not be taught by Psychology and is required of another program is Hum Dev 353: Family Development. This course is currently taught on an Ad Hoc basis; the Human Development/Psychology department do not have full-time faculty who can teach this course. However, current Ad Hocs who teach this course will be referred to impacted departments.

- 3) Because all current Human Development faculty are also in the Psychology department, limited issues regarding personnel are anticipated. All faculty will remain in Psychology. No change in governance structure will occur.

- 4) Finally, an important implication of this proposal is that students will only be able to major or minor in Psychology (as opposed to double-majoring in Psychology and Human Development or completing a combination of major in Psychology and minor in Human Development (or vice versa)). This is an important factor, considering that in the fall 2017, only **26%** of current Psychology or Human Development students had academic plans outside of Human Development and Psychology. In fact, **45%** of students (n=287) were double-majoring or completing a major/minor combination in Psychology and Human Development. Although students are advised to not double-major or pursue a major/minor combination in Psychology and Human Development in lieu of exploring other options across campus, few students listen to this advice. If this proposal is accepted, students will have increased opportunity to double-major or minor in other areas. It is anticipated that this change will help other areas of campus to grow, as students will have increased ability to choose additional academic plans.

## Academic Affairs Council Report

The following course and program changes were approved by the AAC on October 5, 2018:

1. BIOLOGY BIOL-ED : Biology for Educ – changed college, eliminated program requirement choice MATH 201
2. BIOLOGY CELL: Cell/Molecular Emphasis – change college- eliminated program requirement choice MATH 201
3. COMM 304 : Sports, Media, and Society – Changed Required Prerequisite(s)to
4. ~~15~~ 18 credits in COMP SCI, INFO SCI or COMM
5. COMM 307 : Video ~~Television~~ Production Techniques— changed course title, changed program, college, Unit, and effective date, added instructor
6. COMM 378 : Advanced Video Production- New Course Proposal
7. COMM 382 : Public Relations Writing- change college, effective date, changed Required Prerequisite(s) to at least 15 credits of core supporting courses in Communication, COMM 305 ~~Communication~~
8. COMM 390 : Sports Writing, Promotion, and Public Relations- Changed Required Prerequisite(s)15 ~~18~~ credits of Comp Sci, Info Sci or Comm
9. COMM 396 : Advanced Reporting- changed college, effective date- Added COMM 302 as pre-requisite
10. COMM 425 : Digital Journalism- changed college, changed effective date.
11. COMM 474 : Media Workshop I- changed college, changed effective date.
12. COMM 475 : Media Workshop II - changed college, changed effective date.
13. COMM 480 : Cases in Communications and Media Management, changed college, changed effective date, changed teacher to TBA
14. COMM MASS : Mass Media Emphasis, eliminated required upper level course choice COMM/INFO SCI 308
15. EDUC 401 : Student Teaching in the Pre-Kindergarten Setting - Course Deactivation Proposal
16. EDUC 402 : Student Teaching in the Kindergarten Setting- Course Deactivation Proposal
17. EDUC 403 : Student Teaching in the Primary School - Course Deactivation Proposal
18. EDUC 404 : Student Teaching in the Middle School - Course Deactivation Proposal
19. ENGR 198 : First Year Seminar - New Course Proposal
20. ENGR 204 : Programming for Engineers- New Course Proposal
21. ENGR 208 : Fundamentals of Electric = Circuits - New Course Proposal
22. ENGR 213 : Mechanics I – change college, change effective date, change prereq MATH 202 with a C or higher and declared major in either Mechanical Engineering or Mechanical Engineering Technology ~~MATH 202~~
23. ENGR 220 : Mechanics of Materials, New Course Proposal
24. ENGR 221 : Mechanics of Materials Lab, New Course Proposal
25. ENGR 301 : Engineering Materials, change college, change effective date, eliminate lab 1 credit, lecture 3 credits, add lecture 2 credit, change periodicity to every fall, change prereq to ET 206 with a C or higher OR CHEM 212 with a C or higher ~~or concurrent enrollment~~
26. ENGR 312 : Engineering Measurements, New Course Proposal
27. ENGR 322 : Engineering Measurements Lab, New Course Proposal

28. ENGR 324 : Engineering Thermodynamics, New Course Proposal
29. ENGR 326 : Numerical Methods, New Course Proposal
30. ENGR 336 : Fluids, New Course Proposal
31. ENGR 337 : Fluids Lab, New Course Proposal
32. ENGR 340 : Analysis of Dynamic Systems, New Course Proposal
33. ENGR 430 : Heat Transfer, New Course Proposal
34. ENGR 431 : Thermal Lab, New Course Proposal
35. ENGR 432 : Automatic Controls, New Course Proposal
36. ENGR 460 : Senior Design, New Course Proposal
37. ENV SCI 336 : Environmental Statistics, change college, change lecture to 3 from 1 credit, eliminate lab, change prereq MATH ~~Math~~ 260
38. ET 105 : Fundamentals of Drawing, change effective date, change college, designated TBA as lecturer
39. ET 116 : Basic Manufacturing Processes, change effective date, change college , delete lab change lecture contact hours from 2 to 3, change periodicity to every fall, added instructor
40. ET 206 : Chemistry for Engineers, added instructor
41. ET 207 : Parametric Modeling, change college, revised impact on major to Course is required supporting course in Mechanical Engineering Technology and Mechanical Engineering BS programs. ~~program. We will fold ET 106 and ET 207 into a single 3 credit course~~
42. ET 220 : Mechanics of Materials Course Deactivation Proposal
43. ET 221 : Machine Components, change college, change impact on major to Course is required supporting course in Mechanical Engineering technology BS and mechanical Engineering BS programs. ~~program.~~
44. ET 308 : Finite Element Analysis, change college, change effective date, change impact on major to This is a required upper level course in the Mechanical Engineering Technology and Mechanical Engineering BS programs ~~na~~
45. ET 322 : Design Problems, change college, change effective date, change impact on major to Course is a required upper level class in the Mechanical Engineering Technology BS and an elective course in the Mechanical Engineering BS. ~~program.~~
46. ET 336 : Environmental Statistics, change college, change lecture from 1 to 3 contact hours, deleted lab, explained contact hour rationale, added required prereq MATH ~~Math~~ 260
47. ET 360 : Project Management, change college, changed required prereq to Junior standing and either Electrical, Environmental, or Mechanical Engineering Technology ~~ET~~ major or junior standing and Mechanical Engineering major, added instructor, described impact on major Course is upper-level requirement in Mechanical, Electrical, and Environmental Engineering Technology BS programs and the Mechanical Engineering BS . ~~programs.~~ It is also an upper level writing emphasis general education course.
48. ET 390 : Mechatronics, change college, changed effective date, changed catalog description, changed required prereqs to declared major in Mechanical Engineering Technology ~~ET 344~~ and both ET 130 ~~ET 233 OR CHEM 320~~ and ET 322 ~~all~~ with a C or higher or declared major in Mechanical Engineering and ENGR 208, ENGR 220, and ET 221 all with a C or higher, added instructor

49. GEOG 102 : World Regions and Concepts: A Geographic Analysis, changed college, unit, effective date, changed catalog description, reduced section size, added instructor
50. GEOG 370 : Geography of South America, changed program, college, unit, effective date, deleted required prereq of ~~jr-st~~, deleted recommended prereq of ~~Env Sci 102 or Geog 222~~, added gen ed category Ethic studies, natural sciences, social science, sustainability, communication, interdiscipinarity, information literacy., added instructor
51. HIMT 300 : Survey of Contemporary Computing, changed effective date, changed Required Prerequisite(s) to HIMT major, Junior standing ~~HIMT major~~
52. HIMT 310 : Healthcare Systems and Organizations, changed effective date, changed Required Prerequisite(s) to HIMT major, Junior standing
53. HIMT 320 : Survey of Information Technology in Healthcare, changed effective date, changed Required Prerequisite(s) to HIMT major, Junior standing
54. HIMT 330 : Healthcare I: Terminology & Body Systems, changed Required Prerequisite(s) to HIMT major, Junior standing
55. HIMT 340 : Ethical issues, Security Management and Compliance, changed effective date, changed Required Prerequisite(s) to HIMT major, Junior standing
56. HIMT 345 : Programming and Software Development, changed prereq to Required Prerequisite(s) to HIMT 300 or conc enr; HIMT major Junior standing
57. HIMT 350 : Statistics for Healthcare, changed college, effective date, changed Required Prerequisite(s) to MATH 101, ~~104~~; HIMT major, Junior standing ~~major~~
58. HIMT 355 : Principles of Management for HIMT Professionals, changed college, effective date, changed Required Prerequisite(s) to HIMT major, Junior standing
59. HIMT 360 : Healthcare II: Survey of Disease & Treatments, changed effective date, changed Required Prerequisite(s) to HIMT 330, ~~330~~; HIMT major, Junior standing ~~major~~
60. HIMT 365 : Healthcare Economics, changed college, effective date, changed Required Prerequisite(s) to HIMT major, Junior standing
61. HIMT 370 : Healthcare Systems: Analysis & Design, changed college, effective date, changed Required Prerequisite(s) to HIMT 300, ~~300~~; HIMT major, Junior standing ~~major~~
62. HIMT 375 : Database Structures and Management Systems, changed college, effective date, changed Required Prerequisite(s) to HIMT 345, ~~345~~; HIMT major, Junior standing ~~major~~
63. HIMT 380 : Healthcare Billing, Coding and Reimbursement, changed college, effective date, changed Required Prerequisite(s) to HIMT 330 & ~~360~~; HIMT 360, HIMT major, Junior standing ~~major~~, changed periodicity to Every Fall & Spring
64. HIMT 400 : Healthcare Information and Technology – Data, changed periodicity to ~~Every Fall~~ Every Fall & Spring, changed Required Prerequisite(s) to HIMT 360; HIMT major Junior standing
65. HIMT 410 : Healthcare Systems: Implementation and Integration, changed college, effective date, changed Required Prerequisite(s) to HIMT 300 & ~~370~~; HIMT 370, HIMT major, Junior standing ~~major~~, changed periodicity to ~~Every Fall~~ Every Fall & Spring,
66. HIMT 415 : Human Resource Management in Healthcare, changed college and effective date, changed Required Prerequisite(s) to HIMT Major, Junior standing
67. HIMT 420 : Healthcare Systems: Project Management, changed college and effective date, changed Required Prerequisite(s) to HIMT Major, Junior standing, changed periodicity to ~~Every Fall~~ Every Fall & Spring,

68. HIMT 425 : Data Warehousing and Mining, changed college and effective date, changed Required Prerequisite(s) to HIMT 375; HIMT major Junior standing
69. HIMT 430 : Quality Assessment and Improvement, changed college and effective date, changed Required Prerequisite(s) to HIMT 350, ~~350~~; HIMT major, Junior standing major
70. HIMT 435 : Data Communications and Networks in Healthcare, changed college and effective date, changed Required Prerequisite(s) to HIMT 300; HIMT major Junior standing
71. HIMT 440 : Group Processes, Team Building and Leadership, changed effective date, changed Required Prerequisite(s) to HIMT major Junior standing
72. HIMT 445 : Application of Leadership & Management in Healthcare Technology, changed effective date, changed Required Prerequisite(s) to HIMT 355, HIMT 365 & HIMT 415; HIMT major Junior standing
73. HIMT 450 : Healthcare Information and Technology – Standards, changed Periodicity to Every Fall Every Fall & Spring
74. HIMT 489 : Pre-Capstone, changed effective date, changed Required Prerequisite(s) to HIMT Major Junior standing ~~Non~~
75. HIMT 490 : Capstone, changed effective date, changed Required Prerequisite(s) to HIMT 420, HIMT 489; Last semester of program HIMT Major Junior standing
76. HIMT 498 : Independent Study, changed college and effective date, changed Required Prerequisite(s) to HIMT major, Junior standing ~~Admission to the HIMT major~~
77. HISTORY 354 : History of Modern East Asia, Course Deactivation Proposal
78. HISTORY 358 : Political History of Modern Latin America, Course Deactivation Proposal
79. HUM STUD 384 : Topics in World Cultures, changed effective date, added gen ed category of Humanities
80. INFO SCI 332 : Mobile Platforms and App, changed college and effective date, revised catalog description,
81. INFO SCI 410 : Analytics and ~~Advanced~~ Information Problems , course name change
82. INFO SCI GAME : Game Studies Emphasis, deleted COMP SCI 545 as program requirement and added COMP SCI 464
83. MATH 431 : Multivariate Statistical Analysis, changed college and effective date, revised catalog description, deleted lab 0 credits, changed Required Prerequisite(s) To MATH ~~Math~~ 202 with at least a C; MATH ~~C grade and~~ 320 with at least a C grade; and ~~Math~~ 260 with at least a C grade or BUS ADM ~~Bus-Adm~~ 216 with at least a C; MATH 320 with at least a C; and MATH 329 ~~C grade~~ -added instructor, changed special classroom to smaller computer lab
84. MATH MATHEMATIC : Mathematics Emphasis, changed college
85. MECH ENGR : Mechanical Engineering, New Program Proposal
86. PU EN AF 102 : Environment and Society, changed program, college, unit and effective date, changed gen ed category from global culture to interdisciplinarity, problem focused, added instructor
87. PU EN AF 428 : Public and Nonprofit Program Evaluation, revised catalog description, deleted Required Prerequisite(s) ~~Pu En Af 215~~ to Recommended Prerequisite(s) Pu En Af 215; PU EN AF 315, added field trips,
88. SOC WORK 198 : First Year Seminar, added college acronym

89. SOCIOL 202 : Introduction to Sociology, changed program, college, unit and effective date
90. SOCIOL 235 : Introduction to Social Psychology, New Course Proposal

**The following course and program changes were approved by the AAC on October 12, 2018:**

1. COMM 480 : Cases in Communications and Media Management - Course Change Request- changed college, changed effective date, changed instructor to TBA.
2. COMM PUBLIC REL : Public Relations Emphasis – Program Change Request- revised catalog year to 2019-2010.
3. PU EN AF 220 : Economics, Politics, and Government Action - Course Change Request- changed periodicity to every spring.
4. PU EN AF 225 : Introduction to the Nonprofit Sector - New Course Proposal

**The following course and program changes were approved by the AAC on October 26, 2018:**

1. DJS 353 : The U.S. and the World – updated effective date, removed prereq ~~History 206 or Pol Sci 100 or Pol sci 101~~, changed periodicity to Every Spring.
2. Art 335 – Intermediate Woodworking & Furniture Design., New Course Proposal
3. Art 435 - Advanced Woodworking & Furniture Design., New Course Proposal
4. Design 433 – Advanced Studio – updated prereq from Design 231 to 332
5. English Comp 100 – removed Prerequisites
6. English Comp 95 – added prerequisites (ACT English score of 16 or lower or SAT Critical Reading score of 440 or lower or SAT Reading score of 24 or lower  
This course must be taken as a co-requisite with the matching section number of ENG COMP 100)
7. ENGR 198 : First Year Seminar – added syllabus
8. ENGR 208 : Fundamentals of Electric Circuits – recirculated proposal.
9. ENGR 213 : Mechanics I - recirculated proposal.
10. ENGR 220 : Mechanics of Materials - recirculated proposal.
11. ENGR 221 : Mechanics of Materials Lab - recirculated proposal.
12. ENGR 312 : Engineering Measurements - recirculated proposal.
13. ENGR 322 : Engineering Measurements Lab - recirculated proposal.
14. ENGR 324 : Engineering Thermodynamics - recirculated proposal.
15. ENGR 326 : Numerical Methods - recirculated proposal.
16. ENGR 336 : Fluids - recirculated proposal.
17. HUM BIOL 208 : Scientific Conditioning of the Athlete – updated college, changed credit hours from 2 – 3, added two instructors.
18. HUM BIOL 215 : Personal Health Issues – updated program, college, unit name and effective date, eliminate cross listing with Nursing 215, added gen ed category of

- Sustainability Perspective and skills of Interdisciplinarity and Information Literacy, added instructor.
19. HUM BIOL 250 : Fitness for Life - updated program, college, unit name and effective date, changed credit hours from 2 – 3, added require pre req Hum Bio 102, changed peridocity to “per needed”, added gen ed category of Sustainability Perspective and skills of Interdisciplinarity and Information Literacy, added instructor. Increased clas size to 24
  20. HUM STUD 321 : Sociolinguistics ~~Language and Society~~—course title changed, updated program, college, unit name and effective date, added instructor.
  21. HUM STUD 480 : Humanities Seminar - updated program, college, unit name and effective date, updated gen ed category of capstone experience, added gen ed skills of communication (Written and Oral), Interdisciplinarity , Problem-focused Thinking, added instructor
  22. ORG LEAD APP COM : Applied Communication Emphasis, eliminated COMM 205, 308, 333, 335, 340, 380, 381, 430, 445, 477, 480, 290 and added 237 to list of supporting courses (choose one),
  23. PHILOS 208 : Biomedical Ethics – changed college and effective date, changed gen ed skills to Problem-focused Thinking from ~~Communication (Written and Oral)~~  
~~Problem-focused Thinking.~~
  24. PUB ADM 298 : DIRECTED STUDY - Course Deactivation Proposal
  25. PUB ADM 484 : SENIOR DISTINCTION - Course Deactivation Proposal
  26. SPAN : Certificate in Spanish/English Translation and Interpretation - New Program Proposal
  27. SPANISH 383 : Spanish in the Professions - New Course Proposal
  28. SPANISH 454 : Translation and Interpretation - New Course Proposal

## **Graduate Academic Affairs Council Report**

**On October 14, 2018, the GAAC approved:**

- MANAGMNT 748: Project Management
- SOCIOL 710: Urban Sociology

## Faculty Representative Report to Faculty Senate

November 2018

- Faculty Reps received an update on the **Math Initiative** with a report from UW Whitewater.
- **UW Shared Services Presentation**- This is a new entity primarily serving UW Comprehensive campuses. They will provide IT, HR, and procurement services initially. A **Customer Council** (3 CBOs & 3 Provosts) made up of reps from campuses (not UWGB) are providing input. See power point for more details. Right now they are trying to determine which services are needed (using a standardized approach for UW System campuses).
- **Funding model** (how services are being paid for) are still being worked out.
- **Personnel impact** - in some cases, the person working in these areas might work for UW Shared Services vs. the campus. Will start small and scale up.  
**Examples** from their experience with UW Colleges
  - IT
    - Worked well - modernization of IT. Campuses couldn't afford to upgrade of IT.
  - HR-
    - Worked well - standardization of processes.
    - Didn't work well - didn't have a physical presence.

**Next steps**- speaking with administration and on campus IT & HR leaders.

**We will want to monitor this closely.**

Faculty Reps drafted a proposal to edit the **Program monitoring policy**. I will provide more details at Wednesday's senate meeting.

**Background**

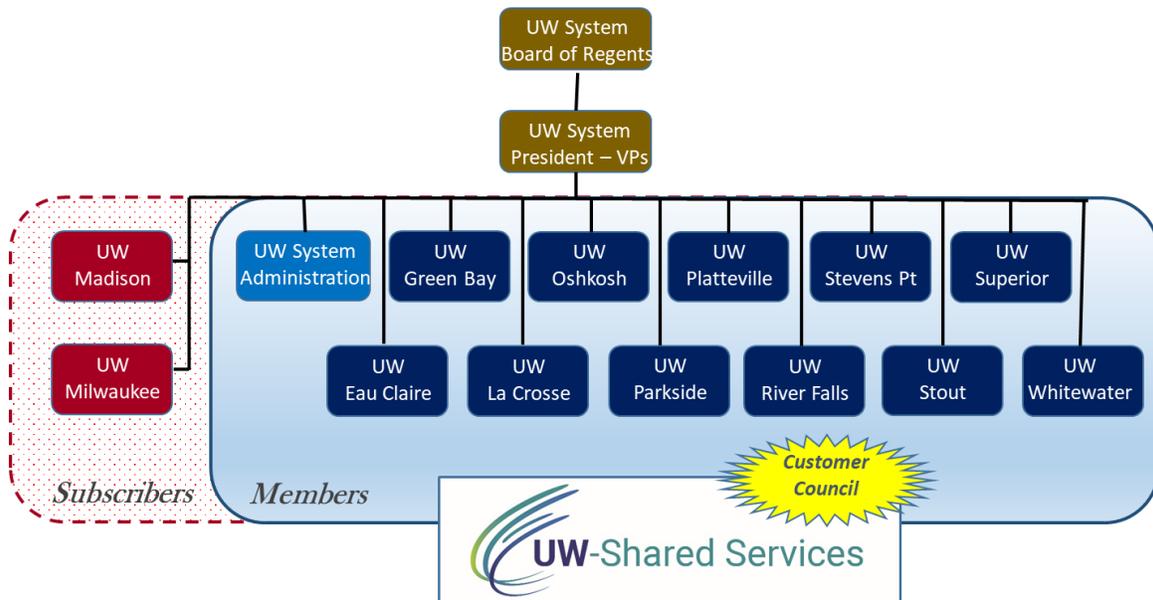
UW-Shared Services will be a consolidated administrative service organization, providing direct scalable, operational, production-based services to UW System customers. As a System-level service provider, UW-Shared Services will leverage economies of scale which may be functionally out of reach of individual institutions. It will also standardize processes for greater efficiency and accuracy.

Reporting to the UW System Vice President for Administration, UW-Shared Services will be an entity dedicated solely to its customer-facing operational services. It represents opportunities for cost reduction, greater efficiencies and better service through standardization, consolidation and streamlining.

**Organization**

UW-Shared Services will be a separate organization within the UW System, apart from UW System Administration (UWSA). The role of UW-Shared Services is distinguished from the role of UWSA offices of Human Resources, Information Technology, Procurement and other administrative services in that the UWSA offices are responsible for strategic direction, strategic policy, and governmental relations for the entire UW System. UW-Shared Services will be responsible for all aspects of scalable customer-facing services, including operational, transactional, and non-transactional services.

**Figure: UW-Shared Services Organization**



This refined role for UWSA offices will allow them to focus on policy and strategy. It will shift responsibility for operational services to UW-Shared Services. UWSA offices that currently provide operational services, whether transactional or non-transactional, will eventually transfer



most of those responsibilities to UW-Shared Services to ensure clarity and to avoid duplication between UW-Shared Services and UWSA.

### **Clients**

Primary customers of UW-Shared Services will be the UW comprehensive universities and UW System Administration. Services will be identified according to the operational needs, priorities, and opportunities of this university cluster, and in alignment with strategic plans. Administrative services and operational processes which are currently duplicated and amenable to scale will receive high priority for standardization, consolidation, and streamlining within UW-Shared Services. UW-Madison and UW-Milwaukee will be invited to participate in UW-Shared Services, either as customers or as service providers, whenever it is beneficial to do so.

UW-Shared Services will initially offer services in the areas of Information Technology, Human Resources, and Procurement. Additional service areas will be identified according to needs, priorities and opportunities, including those that are identified through the UW Restructuring process. A UW-Shared Services Customer Council will be created, which will be advisory but influential. The Customer Council will provide important input into service identification, service standards, evaluation of customer satisfaction, and implementation.

### **Process**

A five-step process will be used for planning, assessing, and offering services.

- Initialize – Create the Customer Council, scope, guiding principles, initial budget and staffing plan, and planning process. Create and implement communication strategies.
- Plan and Analyze – Inventory base spending levels (HR, IT and Procurement), review existing shared services and assessments, examine shared service models in place across the nation, and identify priorities and goals for service assessment and design.
- Design – Define and design services and performance expectations, standardize processes and technology platforms, determine delivery modalities and develop change management plans.
- Implement – Develop implementation plans, and transition from current state to designed service model in a structured process.
- Continuously Improve and Assess – Work with the Customer Council and institutions to monitor performance and implement improvements, identify needed new services, and sunset unneeded shared services.

To provide the leadership needed to solidly launch UW-Shared Services and move it forward, President Cross has asked current Chief Business Officer Steve Wildeck to lead and manage the overall effort. Beginning July 1, 2018, Steve will serve as Executive Director of UW-Shared Services, bringing to the table over 25 years of experience in various UW administrative roles at the department, institution, and system-wide levels.

**University Staff Committee Report for Faculty Senate  
November 14, 2018**

- After continued discussion and a Q&A visit from Ben Joniaux at the October 18 USC meeting, we gave our stamp of approval to the latest version of the proposed University Mission Statement.
- While restructuring the University Staff Governance Bylaws, the committee noticed responsibilities currently charged to the Personnel Committee that required clarification and updating. Meetings with Christopher Paquet and consultation with SOFAS Steve Meyer helped us determine our governance role in personnel issues, and appropriate revisions will be included in the proposed new bylaws.
- As a result of the aforementioned discussions, Christopher and HR staff will develop training sessions and document resources available for university staff and academic staff.
- In keeping with the bylaws restructuring timeline, all four university staff governance committees are currently reviewing the proposed revised document as part of the approval process.
- Due to a recent resignation, we are seeking a replacement representative from the Sheboygan campus on the USC.

Respectfully submitted,

Jan Snyder, Chair  
University Staff Committee

**Academic Staff Committee Report for Faculty Senate  
November 14, 2018**

- The ASC is preparing for our all Academic Staff Assembly on 12/4.
- ASC unanimously approved the draft of the select mission text and reported the approval to Chancellor Miller.

Respectfully submitted,

Sherri Arendt  
Academic Staff Committee