

## AGENDA

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

Wednesday, March 29, 2017

1965 Room, 3:00 p.m.

Presiding Officer: Patricia Terry, Speaker

Parliamentarian: Steve Meyer

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

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

February 22, 2017 [page 3]

#### **3. PROVOST'S REPORT (the Chancellor is unable to attend today's Faculty Senate meeting)**

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

- a. Annual Review Policy for Faculty (second reading) [page 9]  
Presented by UC Chair David Voelker

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

- a. Memorial Resolution for Roy Lukes [page 10]  
Presented by Prof. Robert Howe
- b. Resolution on Granting Degrees [page 12]  
Presented by Speaker Patricia Terry
- c. Distance Education Policy [page 13]  
Presented by Associate Provost Clif Ganyard
- d. Institutional Learning Outcomes Policy [page 20]  
Presented by Associate Provost Clif Ganyard
- e. Changes to UWGB Chapter 5: Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination (first reading) [page 26]  
Presented by UC Chair David Voelker
- f. Slate of Candidates for Elective Faculty Committees [page 33]  
Presented by Aaron Weinschenk, chair of the Committee on Committees and Nominations
- g. Request for Future Business

#### **6. OTHER REPORTS**

- a. Academic Affairs Report [page 35]
- b. Graduate Academic Affairs Report
- c. University Committee Report – Presented by UC Chair David Voelker
- d. Faculty Representative Report – Presented by Christine Vandenhouten
- e. Academic Staff Report – Presented by Eric Craver
- f. University Staff Report – Presented by Jan Snyder

g. Student Government Report – Presented by Nikolas Austin

**7. ADJOURNMENT**

[draft]

**MINUTES 2016-2017**  
**UW-GREEN BAY FACULTY SENATE MEETING NO. 6**  
Wednesday, February 22, 2017  
University Union 103

Presiding Officer: Patricia Terry, Speaker of the Senate  
Parliamentarian: Steve Meyer

**PRESENT:** Greg Aldrete (HUS), Guarav Bansal (BUA), Aurora Cortes (EDU), Greg Davis (Provost, *ex officio*), Michael Draney (NAS-Alternate), Joan Groessl (SOCW), Lisa Grubisha (NAS), Eric Hansen (MUS), Harvey Kaye (DJS), Mark Kiehn (EDU), Minkyu Lee (AND), Katia Levintova (UC-SS-DJS), Jim Loebel (BUA), Vince Lowery (HUS), Upal Mahfuz (NAS), Kaoime Malloy (THEATRE), Tetyana Malysheva (NAS-Alternate), Gary Miller (Chancellor, *ex-officio*), Paul Mueller (HUB), Rebecca Nesvet (HUS), Laurel Phoenix (PEA), Uwe Pott (HUB), Chuck Rybak (UC-AH-HUS), Christine Smith (HUD), Patricia Terry (UC-NS-NAS), Brenda Tyczkowski (NUR), Christine Vandenhouten (UC-PS-NUR), Kristin Vespia (HUD), and David Voelker (HUS-UC)

**NOT PRESENT:** Andrew Austin (DJS-UC), Bryan Carr (ICS), and Elizabeth Wheat (PEA)

**REPRESENTATIVES:** Nikolas Austin (SGA) and Amanda Wildenberg (USC-Alternate)

**GUESTS:** Illene Cupit (Professor, Human Development), Matt Dornbush (Associate Vice Chancellor for Academic Affairs), Scott Furlong (Dean, CAHSS), Clifton Ganyard (Assoc. Provost), Doug Hensler (Dean, Cofrin School of Business), Doreen Higgins (SOCW), Mimi Kubsch (Associate Professor, Nursing), Amanda Nelson (Assoc. Dean, CST), Jon Shelton (Assistant Professor, DJS), and Christina Trombley (Assistant Vice Chancellor for Enrollment Management)

**1. CALL TO ORDER.**

With the Faculty Senate securely locked down in the windowless, hermetically-sealed, UU103 to prevent them from noticing the all-time warmest February day (65°F or 18.3°C) ever recorded in the climatological history of Green Bay (which dates back to 1887), Speaker Terry called the meeting to order at 3:03 p.m.

**2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 5, December 14, 2016.**

Perhaps with thoughts of adjourning early to enjoy the 65°F weather, the Faculty Senate offered no comments on or edits to the December minutes, and Speaker Terry declared them approved.

**3. CHANCELLOR'S REPORT.**

The Chancellor made his way up front to discuss the state budget. The Governor's GPR Proposal is a little more positive this year, having changed from a cut-narrative to an investment-narrative. Major elements of the budget affecting the UW include the restoration of the last biennium's \$50M lapse (~\$650K in GPR restored back into UWGB's base budget). There is

\$12.5M for targeted (mainly small) projects across the system. The main part of the budget is \$42.5M in new money and GPR that will be given to the System on a performance basis in five areas: affordability, workforce development, student success, efficiency, and service (extension and outreach) – and there's a small portion designated for the Board of Regents. It is the Chancellor's understanding that the performance metrics will be at the System level, not at the institutional level, nor at the individual faculty member level. The \$42.5M would not be distributed in the normal model; since it's linked to performance there has to be discussion as to why an institution is receiving the money. The proposed 5% tuition cut which the Governor backfilled with \$35M is not being backed by the legislature. Other provisions in the budget, which are unclear on how they will be incentivized, include: a push to offer three-year degrees (would still require a minimum of 120 credit hours but delivered in three years) – the Governor would like half of the UW campuses to have at least one of these by 2019 and a big push to expand the flexible degree program – the Governor would like half of the UW campuses to have three new programs by 2019.

The Governor would like to put the Chicago Letter into state statute (a letter from the University of Chicago's Dean of Students to the entering students part of which stated "Our commitment to academic freedom means that we do not support so-called trigger warnings, we do not cancel invited speakers because their topics might prove controversial and we do not condone the creation of intellectual safe spaces where individuals can retreat from ideas and perspectives at odds with their own"). The Governor would like to require that every student pursuing a bachelor's degree complete an internship. The Governor's budget proposal does instruct the Board of Regents to enact a faculty workload policy (which the Board already has). The Governor would like to make the allocable portion of SUFAC fees optional for each student, this would really harm all student organizations as these fees are their only source of funds.

The Governor released his Capital Budget; UWGB is not in it. Although we haven't been in that budget for years, there was hope that \$5M for the Cofrin Library redesign would be in there. However, \$5M was included in the budget for the building of the County STEM Innovation Center (the county would bond the rest of it).

We don't know anything in regards to compensation yet, that happens at the end of the legislative session's budget process. There are no promises, but there seems to be some optimism for increased compensation for university employees.

Discussions continue regarding the management of the Weidner Center. The Chancellor thinks we are close to getting a deal done.

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

- a. There was no old business.

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

- a. Memorial Resolution for Juanita Theile.

Mimi Kubsch was invited to deliver the resolution she had written and, with approval of the senators, the resolution will be added to the collection kept in the Governance Office.

b. Resolution Supporting Diversity at UW-Green Bay.

Having to pry the gavel from Speaker Terry's hand, Deputy Speaker Rybak stepped to the lectern to introduce Speaker Terry as the presenter of this resolution. Concern for UWGB colleagues and students from around the world prompted Speaker Terry to pen this resolution. **Senator Voelker moved approval of the resolution, seconded by Senator Vandenhouten.** With no discussion, other than a request from Senator Draney to include full citations, the Faculty Senate **voted unanimously to approve the motion (27-0-0).**

c. Fund the Freeze Pledge.

Having re-commandeered the gavel from Deputy Speaker Rybak, Speaker Terry asked DJS Asst. Prof. Jon Shelton to step forward to present the pledge. Prof. Shelton explained the background on the pledge, examining the negative impacts of decreased state funding over the years coupled with a more recent tuition freeze. While faculty support the tuition freeze, the revenue lost through the tuition freeze needs to be made up by increasing state support for higher education, assuming it is the desire of the state legislature that the UW System provides a high quality education. Prof. Shelton then read a list of other organizations who have supported the pledge. **Senator Nesvet moved to endorse the pledge, seconded by Senator Draney.** With no discussion, the Faculty Senate showed its support by **unanimously endorsing the pledge (27-0-0).**

d. Resolution on Workload Equity.

UC Chair David Voelker stepped to the lectern to present the resolution. The UC has been actively participating in many meetings with administration to provide faculty input as UWGB prepares to shift to a 24-credit workload. Faculty in each college should have been updated through their respective Deans, and the Provost now has the draft policies on workload developed by each of the Deans. The UC has suggested to the Deans and Provost that they would like to see workload equity across the campus. While the UC understands the need for flexibility, the draft workload policies already allow for that (e.g., course reassignments for special duties). Overall, though, the UC would like to see equity across the campus, i.e., there is no college or school that would have a lower standard expectation for teaching nor a higher standard expectation for reassignment for scholarship or service. **Senator Kaye moved approval of the resolution, Senator Lowery seconded.** The resolution generated a great deal of discussion. Senator Bansal mentioned that at other UW comprehensives with Business programs that have 24 credit loads, it is pretty standard that Business faculty receive 6 credits of reassigned time. He also mentioned that not having that flexibility will hurt recruiting and retention of faculty because industry norms/standards require no more than 18 credits. Senator Loebel added that the Business program is concerned that they remain in-sync with other UW Business programs, but he also mentioned that a reduction to 18 credits of teaching would have to be earned by being research active, Business faculty wouldn't just automatically receive the reduced load. As Chair of Business, he is also concerned about losing research active assistant professors if their loads are not reduced to 18 credits. Speaker Terry stated that the UC did conduct a search of accreditation requirements while drafting this resolution. Their search showed no basis for the requirement of a maximum 18 credit load in order for the Business

program to be accredited. Senator Bansal then stressed the need for flexibility, while Senator Loebel stressed that accreditation teams are expecting to see an 18 credit teaching load. Senator Groessl requested clarification as it appears that service is not included in this resolution, it's simply teaching and scholarship. UC Chair Voelker stated that though it looks like scholarship is being singled out in this resolution, it does include reassignments for service. Senator Bansal commented that by singling out reassignments for scholarship, we are undermining scholarship. Based on the current discussion, **Senator Draney moved to amend the original resolution (seconded by Senator Malloy)** to include the statement "or service" in the phrase "(or an expectation of more reassigned time for scholarship *or service*)". **The motion to amend passed 23-0-4.** With no further discussion, the original **motion to approve the resolution passed 25-2-0.**

e. Annual Review Policy (first reading).

UC Chair David Voelker bounced back up to the lectern to present the Annual Review Policy. Chair Voelker reminded the senate that last year Chancellor Miller mandated an annual review policy for all faculty. This policy took a back seat to other policies that needed more immediate attention (e.g., the Post Tenure Review Policy and the 24 credit workload policy). The goal was to create a review for those years when there is not some other review taking place (e.g., post tenure review, merit review, promotion review, etc.). This Annual Review attempts to give the budgetary units lots of flexibility in how they decide to conduct the review (i.e., whether it's the executive committee reviewing everybody or whether it's a subcommittee reviewing individuals, etc.). The UC has tried to ensure a streamlined review. The required documentation for the review will be the faculty member's Professional Activity Report (PAR) which will be due in to the SOFAS Office by October 1 of each year. The focus of the review will be constructive feedback for the faculty member, a discussion of resources the faculty member may need to do their job, etc. Provost Davis asked a question of #8 of the policy: Will the policy include an outcome of the review? Chair Voelker replied that as it is written, it was not the purpose of this review to do so.

f. IRB Protocol Submission Update.

Prof. Illene Cupit had to leave for class, so Associate Vice Chancellor Matt Dornbush presented the update in her stead. VC Dornbush first thanked the IRB for all of its work, recognizing that there is an immense amount of work which involves potentially legal and ethical issues for our campus. Through his work with Prof. Cupit and the IRB over the past two years, two issues have come to the forefront: workload (especially for the chair) and compliance and recordkeeping (in regards to the federal government). Discussions with VC Dornbush have convinced him to provide greater support to the IRB Chair. The process for selecting the IRB Chair is also at issue. Historically the chair has been selected from the committee itself, but it may be time to reconsider how that chair is selected, perhaps through a general campus call to all faculty. A process for streamlining protocol form submissions will be put in place. There will now be a dedicated email account for the IRB. Submission of all protocol forms must come from the PI of the proposal to the IRB email account (IRB@uwgb.edu). The final part of the streamlining process is to ensure proper training of all the faculty and students participating in these projects. Online training will be performed through an organization named CITI, a training organization used by many other UW institutions. CITI maintains records for those who have

completed the training (making compliance easier). VC Dornbush and the IRB are determining which core training modules faculty will need to complete.

g. Enrollment Strategy Update.

Assistant Vice Chancellor for Enrollment Services Christina Trombley updated the Faculty Senate regarding how the university plans to reach its enrollment goal of 10,000 students in the next four years.

h. Request for future business.

Speaker Terry made a request oh so bold

Of a wee little man next to a pot of gold

“Any new business?” She inquired.

“Alas, there is none,” was the cry heard.

“Well then, next time the Senate will be polled.”

(In other words, there were no requests for future business voiced)

## **6. PROVOST’S REPORT**

Provost Davis came forward to report on current activities. He praised the work of Associate Provost Clif Ganyard regarding the progress he and others have made in preparing for the HLC accreditation visit scheduled for October 9, 2017. Associate Provost Ganyard will hold listening sessions related to the accreditation process on March 7, 8, and 9. The interviews for the Vice Chancellor for Student Affairs position will begin in March, currently there are plans to bring in four candidates. The turbocharged collaborative program with Green Bay Public Schools and NWTC will be formally announced to the community on April 13. The new STEM Center would likely house the mechanical engineering program, should the program be approved. UPIC will be working on the child care issue. Drafts on workload policy have been received from each of the four Deans. There has been a good start on the Student Success Center (2<sup>nd</sup> floor of the library); tutoring and the Writing Center are in temporary space on the second floor. Davis Downer (brother of Debbie Downer) let us know that we’re still spending more than we’re bringing in and we need to close that gap.

## **7. OTHER REPORTS**

a. Academic Affairs Council Report.

Please see the 2/22/17 Faculty Senate agenda for details.

b. University Committee Report.

According to UC Chair David Voelker the coming attractions for the UC include: creating a campus Program Discontinuation Policy based on the Board of Regents Program Discontinuation Policy, examining a resolution for class credit for student organization participation, and classroom key access so we could lock classroom doors for the purpose of campus security (e.g., in the event of an active shooter on campus).

c. Faculty Representative Report.

Christine Vandenhouten shared that Jim Henderson, UW System Vice President of Academic and Student Affairs, spoke to Faculty Reps about a number of items: performance-based funding and his concerns related to using the same metrics across all campuses given the differences among them, a proposed Board of Regents requirement establishing a faculty workload policy including reporting the number of hours spent teaching, the Governor's suggested 2% + 2% payplan (questions: Would it be across-the-board? And how would it be funded?), there is a great deal of disagreement between legislators regarding the Governor's proposed tuition cut, and there seems to be less support for the concealed carry legislation.

d. Academic Staff Committee Report.

No report from the ASC.

e. University Staff Committee Report.

Amanda Wildenberg, substituting for USC Chair Jan Snyder, reported that the USC held its Assembly in February. Chancellor Miller approved Emeritus Status for USC employees (similar privileges that Academic Staff with Emeritus Status enjoy). The University Staff Committee's preference survey closes soon.

f. Student Government Association Report.

President Nikolas Austin reported SGA held an 8-hour meeting on Saturday regarding segregated fees.

**8. ADJOURNMENT** at 5:02 p.m.

Respectfully submitted,

Steve Meyer, Secretary of the Faculty and Staff

## **Annual Review Policy for Faculty**

As required by the university chancellor, all faculty must undergo a review annually. The annual review procedures for probationary or “tenure-track” faculty are specified in UWGB Chapter 3. The policy contained herein applies to tenured faculty. Exceptions or delays are allowed only by the approval of the dean in unusual situations such as sabbatical, announced retirement, absence from campus for approved leave, etc.

This policy lays out a framework for annual faculty review and articulates the relationship of the annual review to other reviews. Each unit shall develop more specific policies, in adherence with the guidelines below.

1. The purpose of the annual review is to provide faculty with an opportunity to reflect on and receive formative feedback about their teaching, scholarly and creative activities, and service.
2. A distinct annual review is required only if a tenured faculty member is not under a higher level of review (promotion, post-tenure, or merit).
3. The annual review is distinct from:
  - a. the merit review, insofar as there is no requirement for the faculty member under review to be categorized, ranked, or otherwise scored;
  - b. post-tenure review, insofar as there is neither a requirement for a determination of “meets expectations” or “does not meet expectations,” nor, in the case of the latter, for a remediation plan; and
  - c. review for promotion, insofar as it does not affect rank.
4. The executive committee of each budgetary unit shall develop annual review procedures, specifying:
  - a. Party or parties responsible for conducting the reviews (i.e., chair, dean, executive committee, or sub-committee of disciplinary or unit executive committees) and whether the reviews shall be carried out individually or in groups. Note: Unlike higher-level reviews, an annual review does not require the participation of all units to which a faculty member belongs.
  - b. Basic expectations that take into account the relatively brief period of review.
  - c. The timeline for completing the reviews during the Fall semester, with all necessary reports to be filed by November 30.
5. The faculty member under review shall be notified in writing 20 days prior to the date of review of the time and place of the review session. Given the routine and formative nature of the review, this notification need not be individualized; a single electronic notification from the chair to all members of a unit who are to undergo the annual review shall suffice.
6. The required documentation for the annual review shall be limited to the Professional Activities Report (PAR), which each faculty member is required to submit annually, by October 1, enumerating their activities for the previous academic year and summer.
7. The annual review discussion should consider the activities documented in the PAR and should focus on acknowledging accomplishments, supporting career development, and providing constructive feedback as appropriate.
8. Upon the completion of the annual review process, the unit chair shall send a memo to the dean that lists who was reviewed, on what date(s), and by whom. If faculty members satisfied the annual review requirement via some higher form of review, this fact shall be noted.

**Faculty Senate Old Business 4a 3/29/2017**

## **Memorial Resolution for Roy Lukes**

Roy Lukes, friend of the UW-Green Bay community for more than four decades, died at the age of 86 on June 26, 2016. A native of Kewaunee, Wisconsin, Roy attended the Door-Kewaunee Teacher's College and continued his education at the State Teacher's College in Oshkosh, where he graduated in 1953 with a Bachelor's Degree in Education. After two years of military service he taught elementary science at Shorewood Hills School in Madison while working on his Master's Degree in Education, which he completed in 1959. He went on to teach in Wisconsin Rapids and Cottage Grove, eventually returning to teach at the Door-Kewaunee Teacher's College. While in Door County he took a summer job at The Ridges Sanctuary in Baileys Harbor, and in 1964 Roy became the first resident manager and naturalist of The Ridges.

His new position led him to become close friends with Emma Toft, a legendary Door County conservationist whose family land was located adjacent to The Ridges Sanctuary. Near the end of Emma's life, the Toft property was sold to The Nature Conservancy, who subsequently donated it to the University of Wisconsin System to be managed by UW-Green Bay. Roy and his wife, Charlotte, also an accomplished naturalist, were enlisted as local caretakers of Toft Point, which became an important place in their lives and inspired a rich heritage of student research and hands-on learning for UW-Green Bay students. He and Charlotte led the formation of the Friends of Toft Point, Inc., a citizen group that works with UW-Green Bay faculty and staff to preserve the wild character of the Toft Point Nature Reserve. Toft Point eventually was designated as a State Natural Area and, more recently, it has been recognized as part of the Door Peninsula Coastal Wetlands, one of 37 U.S. Wetlands of International Importance authorized under the Ramsar Convention, an international treaty adopted in 1971.

Roy began writing weekly nature articles for The Door County Advocate in 1968, later adding contributions to the Green Bay Press-Gazette and the Appleton Post Crescent. He wrote nature stories for other publications, compiling over 3,000 weekly nature articles for local papers during his lifetime. He also wrote five books: *Once Around the Sun*, a Door County Journal; *Out on a Limb*, A Journal of Wisconsin Birding; *The Ridges Sanctuary*; *Toft Point a Legacy of People and Pines*; and *Tales of the Wild*, A Year with Nature. These scholarly works have uniquely and accurately documented the history of Toft Point and surrounding lands in Door County.

Together with Charlotte (who is still active in local nature conservation and education projects), Roy led countless nature hikes at Toft Point and elsewhere in Door County. He was a highly skilled nature photographer, sharing his works in publications and art exhibits throughout northeast Wisconsin. He and Charlotte also contributed hundreds of specimens to the Richter Museum of Natural History at UW-Green Bay. Lawrence University in Appleton presented Roy with an honorary Doctor of Science degree in June 2002. In 2003 UW Oshkosh honored him with a 50th alumni anniversary award and he received the UWO Chancellor's Medallion in December 2004. The Gathering Waters Conservancy presented him with a Lifetime Achievement Award in 2014 and the Wisconsin Society for Ornithology gave him a Lifetime Achievement award in May of 2015. He received many other civic, literary and environmental awards during his lifetime. Recently, West Bend philanthropist Ron Horn commemorated Roy and Charlotte with a student research endowment that will fund small grants for UW-Green Bay student research on the flora or fauna of Toft Point and surrounding lands in Door County.

Roy's tangible contributions to the conservation and stewardship of nature in Door County and elsewhere are well-documented. Beyond this important legacy, however, he was an incredibly kind, caring, and gentle man whose optimistic spirit lives in on in those who have been fortunate to know him. UW-Green Bay faculty, staff, and students will continue to benefit from his life work, which clearly has helped make UW-Green Bay and the world in general a better place.

**Faculty Senate New Business 5a 3/29/2017**

## **RESOLUTION ON THE GRANTING OF DEGREES**

Be it resolved that the Faculty Senate of the University of Wisconsin-Green Bay, on behalf of the Faculty, recommends to the Chancellor and the Provost and Vice Chancellor of Academic Affairs of the University that the students certified by the Registrar of the University as having completed the requirements of their respective programs be granted their degrees at the Spring 2017 Commencement.

**Faculty Senate New Business 5b 3/29/2017**

# Distance Education Policy

## What is Distance Education?

Distance education is defined as a planned teaching/learning experience in which teacher and students are separated by physical distance and teacher-student interaction occurs through multiple modalities of existing and evolving media. Distance education requires special techniques of course design, instructional techniques, assessment, and methods of communication by electronic and other technology, as well as special organization and administrative arrangements. We accept the Higher Learning Commissions definitions for Distance Education courses and programs:

- Distance education courses are those in which all or the vast majority (typically 75% or more) of the instruction and interaction occurs via electronic communication or equivalent mechanism with the faculty and students physically separated from each other.
- Distance education programs are those certificate or degree programs in which 50% or more of the required courses may be taken as distance education courses.

## Modes of Delivery

A variety of electronic instructional delivery modes are available at UW-Green Bay, including:

### Asynchronous:

1. Online: Courses offered via the internet using a Learning Management System (LMS)
2. Blended or Hybrid (Arranged): Combines face-to-face classroom instruction with distance education activities

### Synchronous:

3. Compressed Video: Occurs in real time and allows the instructor to communicate with remote site sections of the class via two-way audio/video. Instructors and students hear and see each other live from each site. These courses blend face-to-face and online pedagogies.

The UW-Green Bay schedule of classes indicates which courses are being offered via distance education and via which delivery format.

## Philosophy Guiding Online Education

At the University of Wisconsin-Green Bay, we hold in creative tension two distinct aspects of distance education. On the one hand, online education is every bit as rigorous as traditional, or face-to-face education. The quality of the educational experience should be equivalent for teacher and student alike. Yet, while distance education retains the high expectations we expect of our face-to-face courses, we are mindful of the fact that online instruction and in-class instruction are not the same. In order to reach the same standards of excellence, face-to-face and online courses use different pedagogical methods and modes of interaction. Online and traditional instruction are two different roads that lead to the same location.

## Purpose Statement

As the University of Wisconsin-Green Bay's mission is to provide an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues, the University recognizes the advantages of providing learning opportunities that are not restricted by time, place, or method of delivery and that all approaches to instruction must meet the same high quality standards that exist for traditional classroom-bound education. In an effort to meet and

ensure that these standards exist in distance education at UW-Green Bay, the distance education policy provides two purposes:

1. To provide a guide for developing and implementing distance education.
2. To communicate quality standards for the delivery and assessment of distance education.

The development, delivery, and evaluation of distance education courses and programs take place in the context of the policies and procedures of all existing academic programs.

## Requirements and Expectations for Distance Education Courses

All distance education courses at UW-Green Bay are considered comparable to traditional courses and adhere to the same course standards, prerequisites, and requirements as traditional sections of identical courses.

### Assessment of Tuition

All distance education courses at UW-Green Bay are assessed tuition and segregated fees. In addition, a distance education fee is assessed per credit. Students who register for all online classes will be charged in-state tuition.

## Faculty and Faculty Support

As with traditional courses, UW-Green Bay's faculty assumes primary responsibility for and exercises oversight over distance education instruction, ensuring the rigor of courses, curriculum, and the quality of instruction. Blended courses offered less than 50% via distance education are not required to follow the Distance Education Policy. With noted differences between teaching distance education courses and teaching courses using "traditional" methodologies, the decision to use distance learning can be made on a course-by-course basis, with consideration given to the content of the course, the needs of the learners, and the flexibility of the delivery mechanism.

Alternatively, distance education can be used to deliver entire programs or majors. This decision is made at the Dean and Provost level, and follows governance procedures set by the HLC and the UW-System. The UW-System policies regarding the creation of new programs can be found in the [Academic Information Series document 1.0](#). Instructional design for distance learning classes and programs should reflect best practice quality standards, and provide for an accessible and navigable environment, and learning experience for students.

## Faculty Qualifications

Instructors in distance education courses will meet the faculty qualification requirements laid out in the Higher Learning Commission guidelines. UW-Green Bay provides an ongoing program of orientation, training, and support for faculty. Instructors take part in electronically delivered offerings that are faculty-centered, peer-reviewed, and designed to certify the quality of online, blended, and face-to-face courses. The quality assurance process addresses the following components of distance instruction:

- Course Overview and Introduction
- Learning Objectives Assessment and Measurement
- Resources and Materials Learner Engagement
- Course Technology
- Learner Support
- Accessibility
- Professional Communications

## Training

For online distance education courses, the Center for the Advancement of Teaching and Learning provides training regarding course design and implementation. Training is provided in onsite cohorts and through individual consultations in a format that prepares faculty to develop courses that are in accordance with the quality assurance process 1) Starters Fellows for those new to teaching in an online environment and 2) Advanced Fellows for those who meet the qualifications to have a course submitted for peer-review with Quality Matters.

## Course Load, Compensation, Ownership of Materials, and Copyright

Distance learning courses are typically part of a faculty member's regular teaching load, with the same rate of compensation as traditional courses. Distance learning courses may also be taught as an overload, at the same rate of compensation as traditional courses taught as an overload. Any exceptions (e.g., reassigned time for developing courses using new distance technologies) are reviewed on a case-by-case basis, and as per current procedure, must be approved by the department head, the dean, and the provost. See the Workload Policy for the respective colleges.

UW-Green Bay follows the guidelines outlined by the University of Wisconsin System (UWS) with regard to ownership of materials and utilization of revenues derived from the creation and production of intellectual property found in the UWS Intellectual Property and Shared Royalties Policy and in UW-Green Bay's Intellectual Property and Shared Royalties Policy.

Faculty must keep in mind copyright, trademark, and licensing issues when designing distance education courses and therefore should be familiar with UW-Green Bay's Copyright Policy. Examples include the use of copyrighted photographs, graphics, text selections, audio clips from a song, or video clips from a movie. As UW-Green Bay's policy states, the usual permissions must be acquired and documented by the faculty member. When in doubt about copyright ownership, it is preferable to be overly cautious. If copyright permission cannot be obtained or if ownership is questionable, faculty should substitute other resources where copyright permission is clear and obtainable, or substitute resources that are in the public domain.

## Availability and Communication with Students Office Hours

As required by UW-Green Bay, each instructor should maintain office hours every week during each semester to accommodate student consultations. Instructors should post these hours on the syllabus, the learning management system, on the instructor's door, and kept by the department chair. It is encouraged that a minimum of one hour of scheduled office hours a week for each online class taught. For their distance courses, instructors may use various modes of synchronous online communication (e.g., online chat, instant messaging, FaceTime, Skype, email, etc.).

### Response Time

Instructors teaching distance education courses are encouraged to respond to student inquiries in a timely fashion (within 48 hours).

## Credit Hour Policy

All courses, including those using a distance education delivery method, must adhere to UW-Green Bay's Credit Hour Policy.

## Preferred Course Approval Pathway

UW-Green Bay has developed a pathway that will assist instructors in aligning their online courses with the best practices in teaching and learning. The outline of that process is described below and instructors may contact the Center for Teaching and Learning for a fuller description of the course development process. (See Figure 1.)

### Pathway for New Distance Education Instructors

Within three semesters of teaching their first online course, instructors will have completed the Starter Online Teaching Fellows course. The intention of this course is to ground online courses in the best practices of teaching and learning for distance delivery.

### Pathway for Experienced Distance Education Instructors

For those instructors who have completed the starters course, subsequent courses will be reviewed with an expedited review process. Every three years, a CATL staff member and the course instructor will work together to adapt the course to changes in technology and online delivery.

### Rationale

Online courses require different faculty development than face-to-face courses. UW-Green Bay intends the approval process to be supportive of instructors because online instructional design may be outside of their expertise.

### Course Availability

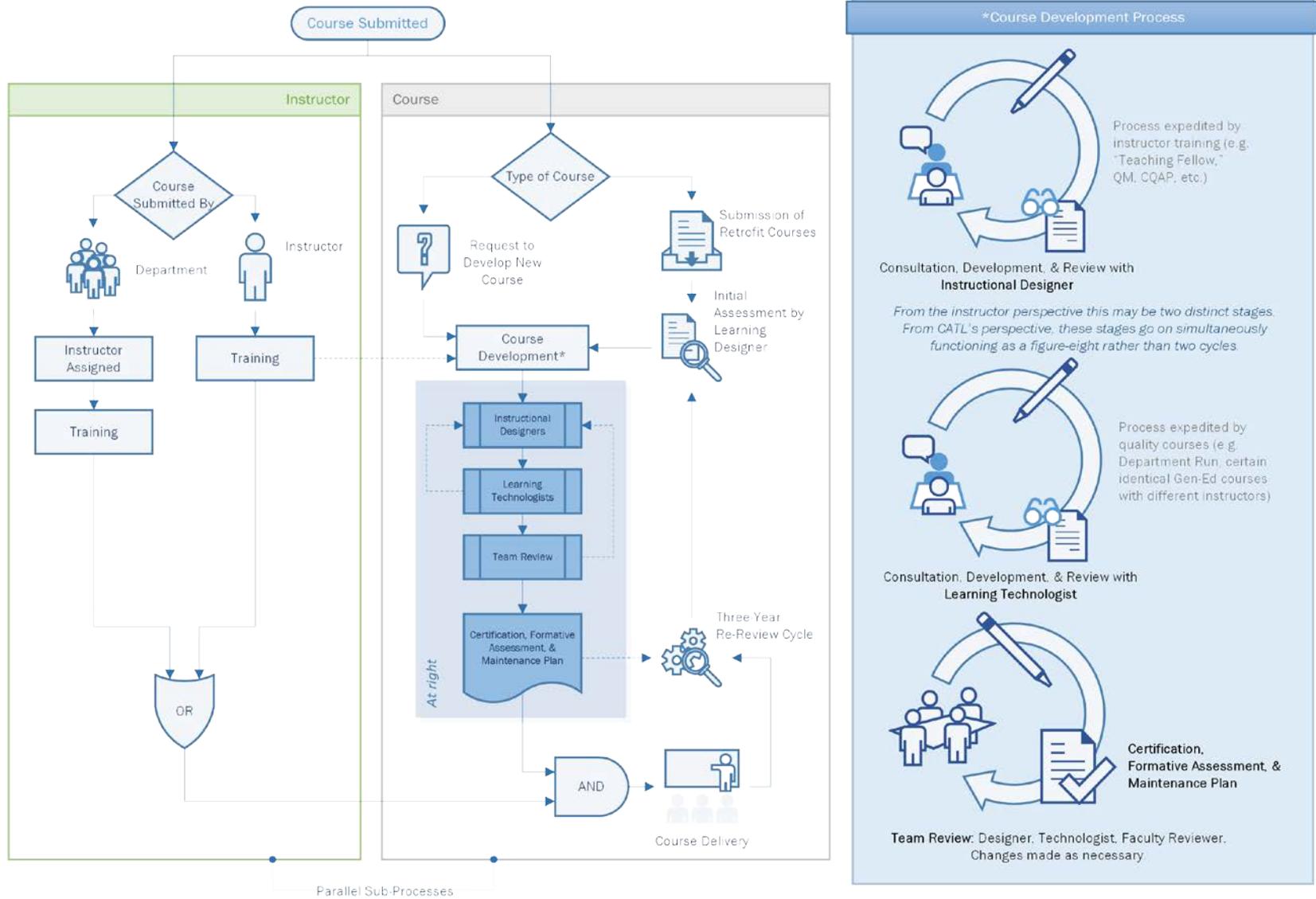
The ability of the faculty member to continue to offer the course using the approved distance delivery method depends on factors including but not necessarily limited to (a) the results of the faculty member's annual evaluations of teaching, particularly with regard to teaching the course in question and the delivery method in question, (b) student needs, (c) department/college/university goals concerning distance versus face-to-face delivery of individual courses and degree programs, and (d) resource availability. The department head has primary responsibility for overseeing the scheduling of courses offered through the department each semester and summer, and that includes the scheduling of the course delivery format.

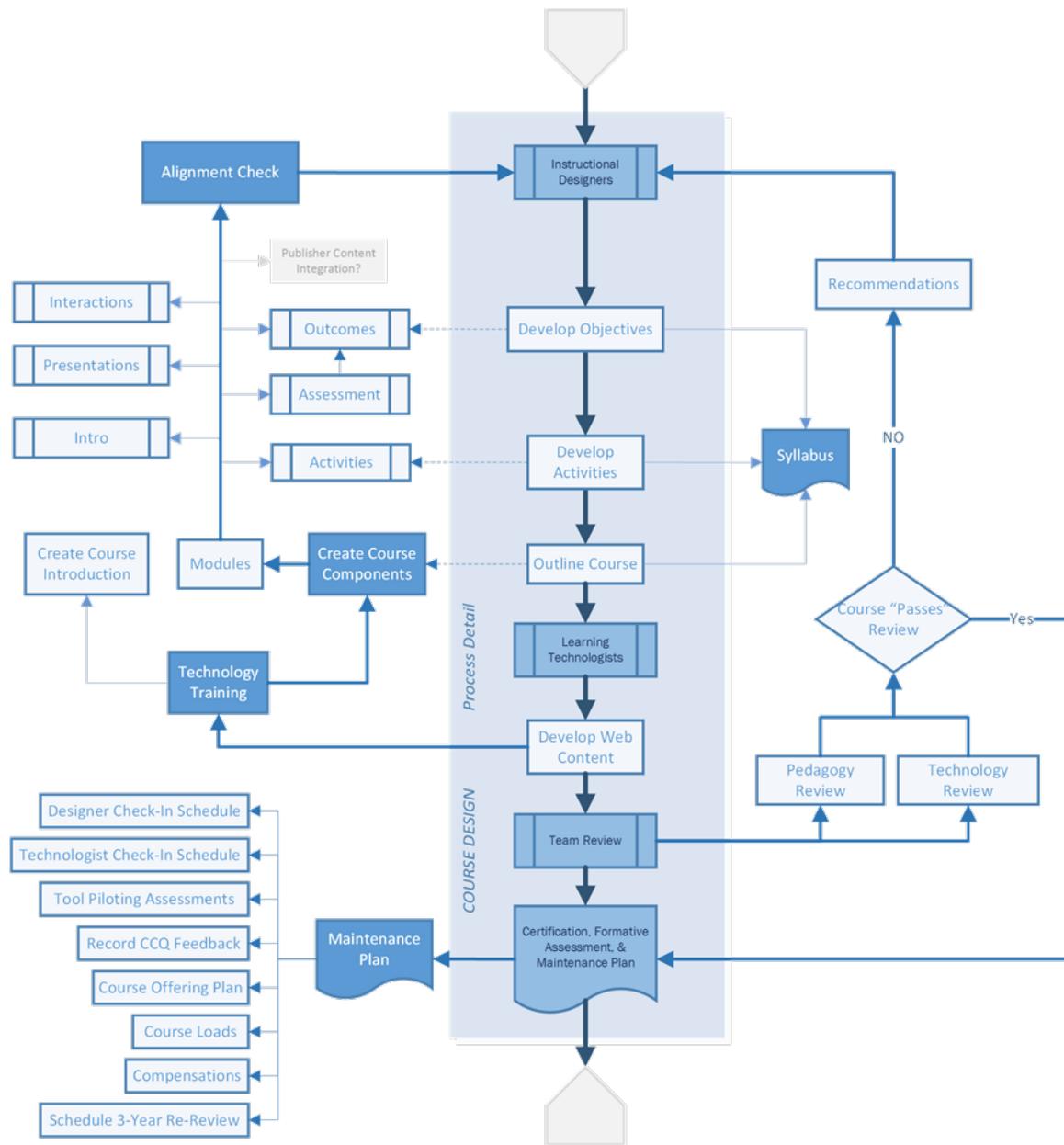
## Course Assessment

Individual courses are expected to adhere to approved course descriptions and have similar expected student learning outcomes, regardless of the course delivery format. Student satisfaction is assessed through Course Comment Questionnaires (CCQs) surveys administered in each class during the Fall, Spring, and Summer semesters, regardless of the delivery format of the class. CCQs are shared with course instructor and department chair for each online course.

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Figure 1:





**Institutional Learning Outcomes (ILO)**  
**University of Wisconsin – Green Bay**

**Clifton Ganyard**  
**3/08/2017**

**Background:** In its 2007 Report of a Comprehensive Evaluation Visit to the University of Wisconsin – Green Bay, the Higher Learning Commission Site Visit Team made several recommendations, including the requirement that the University submit a report to the HLC that discusses the “alignment of [the growth agenda] with the overall mission of the university with specific focus on how resources will be allocated to improve faculty and staff workload, faculty-student ratio, and enhance quality of instruction and student learning.” In addition, the Team noted that while some progress toward assessment of student learning had been made, continued effort to review, measure, and use the accumulated data for curricular and budgetary decisions that would improve student learning was necessary. The team noted that continued good faith participation in the HLC Academy for Assessment of Student Learning “is a necessary condition for the University to demonstrate its commitment to student learning and outcome assessment.”<sup>1</sup> The University did participate in the HLC Academy from 2009 to 2011 and made presentations at the HLC Annual Conferences in 2009 and 2011. In addition, the required report on the growth agenda was submitted to the HLC in 2011.

As part of its response to these requirements, the University engaged in the MLLO Project, an effort to develop Mission Level Learning Outcomes (MLLOs). The Project identified five core learning goals identified in the University’s mission: Interdisciplinary, Problem-focused Education; Critical Thinking; Diversity; Environmental Sustainability; and Citizenship.<sup>2</sup> One of the goals of the project was to show that the specialized Mission of the University was an integral part of the curriculum across many majors, disciplinary, interdisciplinary, or professional. Students encounter the special themes embedded in the Mission from multiple perspectives during their academic careers, in their majors and minors, in general education, and in co-curricular activities. Virtually every major identified critical thinking and problem solving, interdisciplinarity, and communication as core learning objectives, and in addition, most majors emphasized at least one additional learning outcome identified by the Project team. The project continued to develop through 2011, culminating in a focus on diversity, another area the HLC had recommended for attention and development.<sup>3</sup>

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<sup>1</sup> Report of a Comprehensive Evaluation Visit to University of Wisconsin-Green Bay, Green Bay, Wisconsin, November 12-14, 2007, for The Higher Learning Commission, A Commission of the North Central Association of Colleges and Schools.

<sup>2</sup> UWGB, The MLLO Project: Assessing Mission Level Student Learning Objectives: <http://www.uwgb.edu/MLLO/index.html>. Accessed 11/22/2015.

<sup>3</sup> UWGB, Poster presentation to HLC Annual Conference, 2009: General Presentation:

<http://www.uwgb.edu/MLLO/Results/Academy%20Poster%20Session%202009.pdf>.

UWGB, Poster presentation to HLC Annual Conference, 2011: Focus on Diversity:

<http://www.uwgb.edu/MLLO/Results/Academy%20Poster%20Session%202011.pdf>. Accessed 11/22/2015.

Parallel to these efforts, the University initiated an extensive reform of its General Education program in 2009. The charge of the General Education Task Force was to develop a General Education Program that “supports the University's Select Mission by providing an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues in a multicultural and evolving world.”<sup>4</sup> The project concluded in the fall of 2012 with specific recommendations for a new General Education program and its implementation.<sup>5</sup> In the process of developing these recommendations, the General Education Task Force drew upon several general education models, including the Association of American Colleges & Universities (AAC&U) Liberal Education and America’s Promise (LEAP)<sup>6</sup> initiative and the Lumina Foundation’s Degree Qualifications Profile (DQP).<sup>7</sup> As a result, UWGB’s General Education Program<sup>8</sup> strongly reflects the Learning Outcomes presented in the LEAP initiative and the DQP project. The program was implemented in 2013-2014 and officially launched in the fall 2014.

The purpose of this current project is to connect the MLLO Project to the University’s new General Education Program by establishing explicit Institutional Learning Outcomes (ILO) that may be connected to general education, programmatic education, and co-curricular education.

### **Institutional Learning Outcomes:**

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

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

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4 UWGB, Gen Ed Reform Task Force: <http://www.uwgb.edu/liberal-arts/general-ed/gen-ed-reform.asp>. Accessed 11/22/2015.

5 UWGB, Final Report of the General Education Task Force, Fall 2012: <http://www.uwgb.edu/liberal-arts/general-ed/Final%20Report%20of%20the%20GE%20Task%20Force.pdf>. Accessed 11/22/2015.

6 Association of American Colleges & Universities (AAC&U) Liberal Education and America’s Promise (LEAP): <http://www.aacu.org/leap>. Accessed 11/22/2015.

7 Lumina Foundation, Degree Qualifications Profile (DQP): <https://www.luminafoundation.org/resources/dqp>. Accessed 11/22/2015.

8 UWGB, General Education Program: <http://catalog.uwgb.edu/undergraduate/planning/general-education/>. Accessed 11/22/2015.

### Approval Record

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

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### Alignment of ILOs with Curriculum:

Institutional Learning Outcomes	Major/Minor Outcomes and Requirements	General Education Outcomes	General Education Requirements	Co-curricular Activities
<b>Specialized Knowledge</b>	Specific Outcomes as determined by major and/or minor.		<ul style="list-style-type: none"> <li>• Capstone requirement (3 cr)</li> </ul>	
<b>Broad and Integrative Knowledge</b>		<ul style="list-style-type: none"> <li>• Introducing students to interdisciplinary education.</li> <li>• Providing knowledge that includes disciplinary breadth.</li> </ul>	<ul style="list-style-type: none"> <li>• First Year Seminar requirement (3 cr)</li> <li>• Fine Arts requirement (3 cr)</li> <li>• Humanities requirement (6 cr)</li> <li>• Natural Sciences requirement (3 cr)</li> <li>• Biology requirement (3 cr)</li> <li>• Social Sciences requirement (6 cr)</li> <li>• Capstone requirement (3 cr)</li> </ul>	<ul style="list-style-type: none"> <li>• Diversity Task Force</li> <li>• Healthy Choices Task Force</li> </ul>

<b>Intellectual Skills</b>				
<b>Analytic Inquiry</b>		<ul style="list-style-type: none"> <li>• Working with students to develop an understanding of critical social problems</li> <li>• Supporting the development of important academic skills including communication, critical thinking, problem solving and quantitative and information literacy.</li> <li>• Demonstrate the ability to address problems using tools and methods exemplary of two different social sciences.</li> <li>• Think critically regarding the array and implications of alternative sustainability definitions and describe why actions to achieve sustainability are complex and controversial.</li> </ul>	<ul style="list-style-type: none"> <li>• Social Science requirement (6 cr)</li> <li>• Sustainability Perspective requirement (3 cr)</li> </ul>	
<b>Information Literacy</b>		<ul style="list-style-type: none"> <li>• Supporting the development of important academic skills including communication, critical thinking, problem solving and quantitative and information literacy.</li> </ul>		
<b>Diverse Perspectives</b>		<ul style="list-style-type: none"> <li>• Identify and describe ethnic, racial, and cultural contrasts from multiple perspectives.</li> <li>• Demonstrate an understanding of and engage in informed judgments of global issues and individual and cultural differences outside the United States.</li> <li>• Articulate individual and social values within cultures and the implications of decisions made on the basis of those values.</li> </ul>	<ul style="list-style-type: none"> <li>• Ethnic Studies requirement (3 cr)</li> <li>• Global Culture requirement (3 cr)</li> <li>• Humanities requirement (6 cr)</li> </ul>	<ul style="list-style-type: none"> <li>• Diversity Task Force</li> <li>• Ally Conference</li> <li>• Pride Center</li> <li>• Campus Cupboard</li> <li>• Safe and Inclusive Live Environment (SAIL)</li> <li>• SGA Equality and Diversity Committee</li> <li>• American Intercultural Center</li> </ul>
<b>Ethical Reasoning</b>		<ul style="list-style-type: none"> <li>• Working with students to develop an</li> </ul>	<ul style="list-style-type: none"> <li>• Ethnic Studies requirement (3 cr)</li> </ul>	

		<p>understanding of critical social problems.</p> <ul style="list-style-type: none"> <li>• Articulate causes and effects of stereotyping and racism.</li> <li>• Demonstrate an understanding of and engage in informed judgments of global issues and individual and cultural differences outside the United States.</li> <li>• Discuss sustainability within the context of ethical decision-making and engage in informed judgments about environmental problems as socially responsible citizens.</li> <li>• Articulate individual and social values within cultures and the implications of decisions made on the basis of those values.</li> </ul>	<ul style="list-style-type: none"> <li>• Global Culture requirement (3 cr)</li> <li>• Sustainability Perspective requirement (3 cr)</li> <li>• Humanities requirement (6 cr)</li> </ul>	
<b>Quantitative Fluency</b>		<ul style="list-style-type: none"> <li>• Demonstrate competence in performing quantitative operations.</li> <li>• Apply analytical concepts and operations to interpret models and aid in problem-solving, decision-making, and other real-world problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Math Competency requirement</li> <li>• Quantitative Learning requirement (3 cr)</li> </ul>	
<b>Communicative Fluency</b>		<ul style="list-style-type: none"> <li>• Supporting the development of important academic skills including communication, critical thinking, problem solving and quantitative and information literacy.</li> </ul>	<ul style="list-style-type: none"> <li>• English Competency requirement</li> </ul>	
<b>Applied and Collaborative Learning</b>	Specific Outcomes as determined by major and/or minor.		<ul style="list-style-type: none"> <li>• Capstone requirement (3 cr)</li> </ul>	
<b>Engaged Citizenship</b>		<ul style="list-style-type: none"> <li>• Working with students to develop an understanding of critical social problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Global Culture requirement (3 cr)</li> <li>• Sustainability Perspective requirement (3 cr)</li> <li>• Humanities requirement (6 cr)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Student Government</b></li> </ul>

		<ul style="list-style-type: none"> <li>• Demonstrate an understanding of and engage in informed judgments of global issues and individual and cultural differences outside the United States</li> <li>• Discuss sustainability within the context of ethical decision-making and engage in informed judgments about environmental problems as socially responsible citizens.</li> <li>• Articulate individual and social values within cultures and the implications of decisions made on the basis of those values.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Circle K International</b></li> <li>• <b>Habitat for Humanity</b></li> <li>• <b>Campus Kitchen Project</b></li> <li>• Campus Cupboard</li> <li>• Make a Difference Day</li> <li>• <b>National Residence Hall Honorary (NRHH) Society</b></li> <li>• Vets 4 Vets Club</li> </ul>
<b>Sustainability</b>		<ul style="list-style-type: none"> <li>• Think critically regarding the array and implications of alternative sustainability definitions and describe why actions to achieve sustainability are complex and controversial.</li> <li>• Discuss sustainability within the context of ethical decision-making and engage in informed judgments about environmental problems as socially responsible citizens.</li> </ul>	<ul style="list-style-type: none"> <li>• Sustainability Perspective requirement (3 cr)</li> </ul>	<ul style="list-style-type: none"> <li>• Public and Environmental Affairs Committee (PEAC)</li> <li>• Sustainable Local Organic (SLO) Food Alliance</li> <li>• SGA Environmental Affairs Committee</li> <li>• Earth Day</li> <li>• Food Day</li> </ul>
<b>Interdisciplinary, Problem-focused Education</b>	<ul style="list-style-type: none"> <li>• Interdisciplinary Major/Minor requirement</li> </ul>		<ul style="list-style-type: none"> <li>• First Year Seminar requirement (3 cr)</li> <li>• Capstone requirement (3 cr)</li> </ul>	<ul style="list-style-type: none"> <li>• Annual University Common Theme</li> </ul>

## **UWGB Chapter 5:**

### **Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination**

#### **5.01 Definitions**

(1) For the purposes of this chapter, “program” shall mean a related cluster of credit-bearing courses that constitute a coherent body of study within a discipline or set of related disciplines. When feasible, the term shall designate a department or functional equivalent, as defined in UWGB 53.01(A) and 53.06(A), that offers majors. Academic programs cannot be defined ad hoc, at any size, but should be recognized academic units; programs shall not be defined to single out particular faculty members for layoff.

(2) For the purposes of this chapter, “program discontinuance” as described in Wis. Stat. 36.21–22 shall mean formal program elimination or closure.

(3) For the purposes of this chapter, “curtailment” as described in Wis. Stat. 36.21–22 shall mean a reduction in the size of a program.

(4) For the purposes of this chapter, “modification” or “redirection” as described in Wis. Stat. 36.21–22 shall mean great changes in the disciplinary content and focus of a program.

(5) For the purposes of this chapter, “financial emergency” is defined and may be declared as described in UWS 5.02.

(6) For the purposes of this chapter, “educational considerations” shall not include cyclical or temporary variations in enrollment. Educational considerations must reflect long-range judgments that the educational mission of the institution as a whole will be enhanced by a program’s discontinuance.

(7) For the purposes of this chapter, “layoff” is the indefinite suspension or involuntary reduction in services and compensation of a faculty member’s employment by the University of Wisconsin System (Wis. Stat. 36.22(1)(a)). A laid off faculty member retains the rights specified in Wis. Stat. 36.22(11)–36.22 (15).

(8) For the purposes of this chapter, “termination” is the permanent elimination of a faculty member’s employment by the University of Wisconsin System (Wis. Stat. 36.22(1)(c)). A faculty member whose position has been terminated retains the rights specified in Wis. Stat. 36.22(13)–(14).

## **5.02 Layoff and Termination for Reasons of Financial Emergency or Educational Considerations**

(1) Except as provided in 5.02(2) below, no faculty member shall be laid off or terminated due to curtailment, modification, and/or redirection of a department. Faculty displaced due to restructuring of a program or discontinuance of a program for reasons other than financial emergency or educational considerations will be placed in another suitable position, at the same rank. If placement in another position would be facilitated by a reasonable period of training, such retraining and relocation will be provided and the institution will bear the cost.

(2) The chancellor may lay off or terminate a tenured faculty member, or lay off or terminate a probationary faculty member prior to the end of their appointment, under extraordinary circumstances because of a financial emergency, or because of program discontinuance based on educational considerations. Such layoffs or terminations will be made in accordance with the provisions of UWS Chapter 5, Wis. Stat. 36.22, and this chapter and imply the retention of rights indicated therein. A nonrenewal under UWGB 3.11, regardless of reasons, is not a layoff or termination under this section.

(3) Any decision to discontinue or curtail a program should take a broad and inclusive view of both the financial costs and the academic contributions of the program and its faculty, with the following principles in mind:

(a) The primary mission of an academic program is to provide high quality academic and professional instruction. The professional contributions of the faculty, the design of the academic program, and the performance of the students in the program should all be considered.

(b) Academic programs can provide significant contributions to the primary mission of other units and to the university as a whole. The quality of and the need for these contributions should be part of any evaluation of an academic program.

(c) Academic programs can serve other programs and the university as a whole not only through courses but also through scholarship, outreach, and service activities. The value of these activities should be considered in the evaluation of an academic program.

(d) The cost of an academic program may be included in the evaluation of a program for modification or discontinuation in combination with the criteria given above. This evaluation should not be limited to the cost of the resources needed to provide the academic program but should include the value of all of the contributions that the academic program makes to the mission of the university. The university may determine to support a high cost program that is critical to the mission and marketability of the university and not to support a low cost program that does not meet its primary mission.

### **5.03 Financial Emergency: Consultation and Recommendations**

(1) The chancellor shall consult with the Faculty Consultative Committee if at any time a declaration of financial emergency is to be considered. This committee shall consist of the members of the University Committee, the Speaker of the Senate, the Secretary of the Faculty and Staff, and two members of the Senate elected by the Senate. The committee shall function as specified in UWS 5.04 through 5.06. It is the right and responsibility of the Faculty Consultative Committee to represent the faculty if a declaration of a state of financial emergency for the campus is being considered and to assure that the procedures of UWS 5.05 and 5.06 are followed.

(2) Consultation shall proceed in accordance with UWS 5.05 and shall include consultation with the Academic Staff Committee and the University Staff Committee, as well as those other individuals and groups who may be able to provide valuable advice, including groups of students who might be affected by the changes (see UWS 5.05(1)(e) and RP 20-24, section III).

(3) The chancellor and the Faculty Consultative Committee shall consider all feasible alternatives to termination of appointments such as the voluntary reduction of full-time faculty members to part-time status, expenditure of one-time money or reserves as bridge funding, furloughs, pay cuts, deferred compensation plans, early-retirement packages, deferral of nonessential capital expenditures, and cuts to non-educational programs and services, including expenses for administration.

(4) If the chancellor decides to recommend the declaration of a state of financial emergency for the campus, that recommendation to the system president and the board shall be accompanied by a report which shall be in conformity with UWS 5.06(1).

(5) Before any proposal to declare a financial emergency is made, the faculty or an appropriate elected faculty body will have opportunity to render an assessment in writing of the institution's financial condition. The faculty or an appropriate elected faculty body will have access to at least five years of audited financial statements, current and following-year budgets, and detailed cash-flow estimates for future years as well as detailed program, department, and administrative-unit budgets.

(6) The chancellor and the chair of the Faculty Consultative Committee (or their designees), and representatives of affected colleges, schools, departments, and programs may appear before the Board at the time the recommendation is considered. Other interested parties may submit alternative recommendations or challenges to any part of the report in writing.

### **5.04 Financial Emergency: Individual Designations**

Once the Board has accepted the chancellor's declaration of a state of financial emergency, it shall be the primary responsibility of the executive committees of the affected program(s) to recommend which individuals shall have their appointments reduced or terminated. Such

recommendations shall be made in accordance with the provisions of UWS 5.07 and this chapter.

### **5.05 Educational Considerations**

(1) The chancellor's recommendation to the Board to discontinue formally a program will be based upon educational considerations, as determined primarily by the faculty as a whole or an appropriate committee thereof, as described in Regent Policy Document 20-24, Section II, Paragraphs A through G.

(2) Faculty members in a program being considered for discontinuance for educational considerations will promptly be informed of this activity in writing and provided at least thirty days in which to respond to it. Tenured and probationary faculty and academic staff will be invited to participate in these deliberations.

(3) Before the chancellor issues notice to a faculty member of an intention to terminate an appointment because of discontinuance of a program, the institution will devote its best efforts to place the faculty member concerned in another suitable faculty position. If placement in another position would be facilitated by a reasonable period of training, such retraining and relocation will be provided and the institution will bear the cost where readaptation is feasible as provided in Wis. Stat. 36.22(12). If no position is available within the institution, with or without retraining, the faculty member's appointment then may be terminated, but only with provision for severance as indicated in 5.11.

(4) Faculty members may contest a proposed relocation under the hearing procedures described in section 5.08 below.

(5) Faculty members recommended for layoff or termination due to discontinuance of a program for educational considerations shall have the same rights of notification, hearing, and review described in 5.07–5.10. below.

### **5.06 Seniority**

(1) In the case of any faculty layoffs or terminations due to financial emergency or program discontinuance, the recommendations described in 5.05(5) shall follow seniority, unless a convincing case is made that program or budget needs dictate other considerations.

(2) Seniority, for the purposes of Wis. Stat. 36.22(3)(b), is defined according to rank, and within rank, according to length of service at the University of Wisconsin-Green Bay and time at rank.

(3) Length of service shall be computed from the effective date of the appointment at the University of Wisconsin-Green Bay.

(4) If two or more individuals have identical seniority, then a process of random selection will be employed to give each a unique seniority position. The random process to be used will be determined by the Faculty Senate.

(5) The period of an approved leave of absence is included in determining length of service.

(6) If a faculty member is reappointed after having left the university, the new appointment shall be treated as an initial appointment in the determination of seniority.

### **5.07 Notification**

Each faculty member whose position is recommended for layoff or termination shall be notified in accordance with Wis. Stat. 36.22(4) and 36.22(5).

### **5.08 Hearing**

(1) A faculty member whose position is recommended for layoff or termination is entitled to a full, on-the-record adjudicative hearing as provided in Wis. Stats. 36.22(7) and 36.22(8). The issues in the hearing may only include those described in Wis. Stat. 36.22(7)(b).

(2) The University Committee shall operate as the hearing agent for the board pursuant to Wis. Stat. 36.22(6), and conduct the hearing, make a verbatim record of the hearing, prepare a summary of the evidence, and transmit such record and summary along with its recommended findings of fact and decision to the board.

### **5.09 Recommendations and Board Review**

(1) The recommendations of the chancellor and the recommendations, if any, of the University Committee shall be forwarded to the president and the Board and acted upon by the Board in accordance with Wis. Stat. 36.22(9).

(2) Review by the Board is governed by Wis. Stat. 36.22(9) and 36.22(10).

### **5.10 Layoff Status and Retained Rights**

(1) A faculty member whose position has been eliminated or reduced in accordance with the provisions of this chapter shall be placed on layoff status and shall so remain until removed according to Wis. Stat. 36.22(11).

(2) A faculty member designated for layoff or on layoff status shall have the rights provided in Wis. Stat. 36.22(12)–36.22(15).

(3) Faculty members on voluntary or compulsory reduction of appointment under this chapter retain full membership in the faculty regardless of the percent of appointment and continue to be governed by the UWGB Faculty Handbook; in addition, the annual notice required in Wis. Stat. 36.22(11)(b)(5) shall be deemed to be given automatically by virtue of the continued part-time appointment. In the event that a faculty member on voluntary or compulsory reduction of appointment shall accept an appointment at a greater fraction of full time as specified in UWS 5.16(2)(b)1, then any subsequent claim to increased appointment shall be forfeited.

### **5.11 Severance**

A faculty member who is to be laid off or terminated under this policy has a statutory right to at least twelve months' notice under Wis. Stat. 36.22(5)(a) at the faculty member's current salary. At the discretion of the chancellor or designee, in consultation with the faculty member, the faculty member may be granted up to twelve months' salary as severance pay in lieu of part or all of the statutory notice period.

### **5.12 Safeguards for Students in the Event of Academic Program Discontinuance**

(1) Regent Policy Document 20-24 specifies the following:

UW System institutions will make every effort to accommodate students adversely affected by discontinuance of an academic program for reasons of financial emergency or because of educational considerations. Discontinuance of a program should be phased in over a reasonable time period to provide students with the opportunity to complete the program or transfer to another program. Completion of a program or transfer to another program cannot be guaranteed by the university.

(2) UWGB will adhere to the following safeguards, and every effort will be made to be attentive to the students' needs:

(a) Students should have opportunities to participate in discussions about programs proposed for termination.

(b) A discontinued program should be phased out over a reasonable period of time, preferably in a way that allows all or most students who are currently (and continuously) enrolled in the program to complete it.

(c) New students should not be permitted to enroll in programs that are being considered for discontinuance.

(d) All students enrolled in the affected program shall be informed in a timely fashion that a program is being discontinued. This communication should include the timeline for

discontinuance and options that students have for either completing the program or transferring to another program.

RELATED REGENT POLICIES AND APPLICABLE LAWS

Section 36, Wis. Stats.

Chapters UWS 3 and 5, Wis. Admin. Code

Regent Policy Document 20-23

Regent Policy Document 20-24

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## **NOMINEES FOR 2017-18 FACULTY ELECTIVE COMMITTEES**

The Committee on Committees and Nominations, the University Committee, and the Personnel Council have prepared the following slate of candidates for open 2017-18 faculty elective committee positions. Further nominations can be made by a petition of three voting faculty members. These nominations must have consent of the nominee and must be received by the Secretary of the Faculty and Staff no later than April 9<sup>th</sup>.

### **UNIVERSITY COMMITTEE**

Six tenured members: one from each of the four voting districts and two at-large, no more than two from a single voting district.

*Continuing members are:*

*Christine Vandenhouten, PS; Patricia Terry, NS; Katia Levintova, at-large SS; Chuck Rybak, AH*

***Nominees for two tenured faculty slots (2017-20)***

One from SS: Ray Hutchison and Dean VonDras

One At-Large: Mike McIntire, NS and Gail Trimmerger, PS

### **COMMITTEE OF SIX FULL PROFESSORS**

Six full professors: one from each voting district plus two at-large (with no more than two from a single voting district). Members are elected by the Faculty as a whole.

*Continuing members are:*

*Cristina Ortiz, AH; Regan Gurung, SS; Christine Style, at-large, AH; Meir Russ, PS*

***Nominees for two full-professor faculty slots (2017-20)***

One from NS: John Luczaj and Amy Wolf

One at-large: Ryan Martin, SS and Georjeanna Wilson-Doenges, SS

### **ACADEMIC AFFAIRS COUNCIL**

Five tenured members: one from each of the four voting districts and one at-large member. Members are elected by voting districts, except for the at-large member who is elected by the faculty as a whole.

*Continuing members are:*

*Sylvia (Mimi) Kubsch, PS; Woo Jeon, NS; Julia Wallace, at-large SS*

***Nominees for two tenured faculty slots (2017-20)***

One from AH: J. Vincent Lowery and Christopher Martin

One from SS: Kathleen Burns and Eric Morgan and Marcello Cruz

### **PERSONNEL COUNCIL**

Five tenured members: one from each of the four voting districts and one at-large member. Members are elected by voting districts, except for the at-large member who is elected by the faculty as a whole.

*Continuing members are:*

*Franklin Chen, NS; Gaurav Bansal, PS; Heidi Sherman, at-large AH*

***Nominees for two tenured faculty slot (2017-20)***

One from AH: Kristy Deetz, Toni Damkoehler, and Adam Gaines

One from SS: Jenell Holstead and Laurel Phoenix

### **GENERAL EDUCATION COUNCIL**

Six tenured members: one from each of the four voting districts, plus two at-large members (with no more than two from a single voting district). Members are elected by voting districts, except for the at-large members who are elected by the faculty as a whole.

*Continuing members are:*

*Julie Wondergem, NS; David Coury, at-large, AH; Illene Cupit, SS; Stefan Hall, AH*

***Nominees for two tenured faculty slots (2017-20)***

One at-large: Debra Pearson, NS and Christine Smith, SS

One from PS: Pao Lor and Steven Muzatko

### **COMMITTEE ON COMMITTEES AND NOMINATIONS**

Five faculty: one from each voting district and one at-large.

*Continuing members are:*

*Aurora Cortes, PS; Amy Wolf, NS; and Stefan Hall, AH*

***Nominees for two faculty slots (2017-20)***

One from SS: Jon Shelton and Kris Vespia

One at-large: Adam Gaines, AH and Kaoime Malloy, AH

### **COMMITTEE ON RIGHTS AND RESPONSIBILITIES**

Five tenured faculty: one from each voting district plus one at-large.

*Continuing members are:*

*Kaoime Malloy, AH; Tim Kaufman, PS; Michael Draney, NS*

***Nominees for two tenured faculty slots (2017-20)***

One at-large: Eric Hansen, AH and Mike Hencheck, NS

One from SS: Lora Warner and Tom Nesselin

### **GRADUATE ACADEMIC AFFAIRS COUNCIL**

Five tenured members of the graduate faculty, one from each college housing a graduate program and one at-large, graduate faculty.

*Continuing members:*

*Lisa Poupart, CAHSS; Tim Kaufman, CHESW; Franklin Chen, CST; Doreen Higgins, at-large, CHESW*

***Nominees for one tenured graduate faculty slot (2017-20)***

One from CSOB: David Radosevich and Sampathkumar Ranganathan

### **LEARNING TECHNOLOGY COLLABORATIVE COMMITTEE**

Four faculty members: one from each of the voting districts.

*Continuing members are:*

*Hye-Kyung Kim, AH; Maruf Hossain, NS; Kimberley Reilly, SS*

***Nominees for one faculty slot (2017-20)***

One from PS: Myunghee Jun and Vivek Madupu

**Faculty Senate New Business 5f 3/29/17**

## Academic Affairs Council Report to Faculty Senate: Feb 16 – March 3

### The following course/program requests were approved on February 16, 2017

1. CCTG 411: Accounting Information Systems – Changed Name and Effective Date due the CPA Examination. Approved.
2. BUS ADM 452: Business Analytics - Course title change. Catalog description revision. College change to Austin E. Cofrin School of Business. Required Prerequisite change. Approved.
3. BUS ADM 460: Employee Development - Course title change. Catalog description revision. College changed to Austin E. Cofrin School of Business. Approved.
4. EMBE Environmental Sustainability and Business - Change of college to Austin E. Cofrin School of Business. Add required course BUS ADM 384 Introduction to Supply Chain Management. Approved.
5. ENGR 301: Engineering Materials - Changed college to College of Science & Technology. Add instructor. Approved.
6. ENV ET Engineering Technology - Eliminated fundamental support course ET 302 Introduction to Solid and Hazardous Waste. Approved.
7. ET 103: Surveying - Changed college to College of Science & Technology. Added instructor. Approved.
8. ET 105: Fundamentals of Drawing - Changed college to College of Science & Technology. Change prerequisite to MATH 101. Added instructor. Approved.
9. ET 106: Parametric Modeling I - Course Deactivation Proposal. Approved.
10. ET 116: Basic Manufacturing Processes - Changed college to College of Science & Technology. Added instructor. Approved.
11. ET 118: Fluids I - Changed contact hours from 1 to 2. Added instructor. Approved.
12. ET 130: Basic Electrical Circuits I - Change college to College of Science & Technology. Added instructor. Approved.
13. ET 201: Introduction to Environmental Engineering – Changed the course title. Revised catalog description. Added instructor. Changed contact hours from 2 to 3. Changed periodicity from Every Spring to Every Fall. Approved.
14. ET 206: Chemistry for Engineers - Changed college to College of Science & Technology. Satisfied gen ed requirement of Quantitative Thinking. Added instructor. Approved.
15. ET 207: Parametric Modeling - Changed the course title. college to College of Science & Technology, credit hours from 2 to 3, contact hours from 4 to 5, and required prerequisite form ET 106 to 105. Added instructor and Solidworks software and license. Approved.
16. ET 211: Digital Electronics - Changed college to College of Science & Technology and required prerequisite to ET 232, ET 250. Added instructor. Approved.
17. ET 232: Semiconductor Devices - Changed college to College of Science & Technology. Eliminate Math 202 as prerequisite. Added instructor. Approved.
18. ET 233: Linear Circuits - Changed college to College of Science & Technology. Added instructor. Approved.
19. ET 250: Signals and Systems - Changed college to College of Science & Technology and prerequisite to MATH 203 alone Added instructor. Approved.
20. ET 308: Finite Element Analysis - Added Math 203 and Major in Mechanical Engineering Tech as required prerequisite. Added instructor. Approved.

21. ET 318: Fluids II - Changed college to College of Science & Technology. Changed prerequisite to ET 118 and Math 203. Added instructor. Approved.
22. ET 320: The Soil Environment – Added Program (Engineering), College (College of Science & Technology), Budgetary Unit (NAS), and effective date (Fall 2017). Added instructor. Approved.
23. ET 322: Design Problems - Change college to College of Science & Technology. Changed required prerequisites to ET 116, ET 207, ET 220, and ET 221. Added instructor. Approved.
24. ET 324: Motors and Drives – Change college to College of Science & Technology. Added instructor. Approved.

**The following course/program requests were approved on March 2, 2017**

1. ACCTG 414: Cost Managerial Accounting III. Course title change. Course description change. Increase contact hours from 3 to 4 Reduce section size. Change periodicity. Added instructor.
2. ACCTG-I: Accounting Minor. Eliminated choices of 2 upper level courses, ACCTG 414 and added choices of 2 upper level courses.
3. ACCTG : Accounting Major. Eliminated choice of ACCTG 312. Recommend approval.
4. ART 106: Three Dimensional Design Methods. Course title change. Change to college of College of Arts, Humanities & Social Sciences.
5. Art 202 – title change.
6. ART 378: World Art. Course deactivation.
7. ART 381: Art of the First Nations. New course proposal.
8. ART 343: Photography II. Change to College of Arts, Humanities & Social Sciences, change required prerequisites.
9. ART 378: World Art. Course deactivation requires.
10. ART 381: Art of the First Nations. New course proposal.
11. ART 382: Precolumbian Art of Mesoamerica. New course proposal. Suggest AAC review.
12. ART 383: African Art. New course proposal..
13. ART 384: Asian Art. New course proposal.
14. ART 402: Advanced Drawing. Removed required prerequisite, added art 304 a prerequisite choice.
15. ART 410: Advanced Painting. Change to College of Arts, Humanities & Social Sciences, added instructor.
16. ART 421: Advanced Sculpture. Change to College of Arts, Humanities & Social Sciences, added instructor.
17. ART 431: Advanced Ceramics. Change to College of Arts, Humanities & Social Sciences, added repeatable 3 times, made capstone experience with focus on problem-focused thinking, added instructor.
18. ARTS MGT 455: Practicum in Arts Management. Change to College of Arts, Humanities & Social Sciences, made capstone experience with focus on communication and problem focused thinking, added instructor.

19. ARTS MGT 497: Internship. Change to College of Arts, Humanities & Social Sciences, added repeatable 3 times, made capstone experience with focus on problem-focused thinking, added instructor.
20. ARTS MGT 497: Internship. Change to College of Arts, Humanities & Social Sciences, added repeatable 3 times, made capstone experience with focus on problem-focused thinking, added instructor.
21. ART 443: Advanced Problems in Photography. Change to College of Arts, Humanities & Social Sciences, made capstone experience with focus on problem focused thinking. After talking to Alison Gates about reputability
22. ART 453: Advanced Fibers/Textiles. Change to College of Arts, Humanities & Social Sciences, added repeatable 3 times, made capstone experience with focus on problem-focused thinking, added instructor. After talking to Alison Gates about reputability.
23. ART 463: Advanced Jewelry/Metals. Change to College of Arts, Humanities & Social Sciences, added repeatable 3 times, made capstone experience with focus on problem-focused thinking, added instructor. After talking to Alison Gates about reputability
24. BAS-ILS EC EDUC: Early Childhood Education Emphasis. New Program Proposal, BUS ADM 202: Business and Its Environment.
25. BUS ADM 216: Business Statistics. Change to Austin E. Cofrin School of Business, changed perquisite to Math 101, , added instructor,
26. BUS ADM 305: Legal Environment of Business. Change to Austin E. Cofrin School of Business, changed prerequisite to sophomore status, revised instructor list,
27. BUS ADM 334: Logistics Management. Change to Austin E. Cofrin School of Business, changed section size to 35, change required prerequisite to Bus Adm 384 and Bus Adm major or minor or Acctg major or minor and an overall minimum GPA of 2.5,
28. BUS ADM 371: e-Entrepreneurship and Digital Management. New Course Proposal,
29. BUS ADM 373: Entrepreneurial Finance. . New Course Proposal,
30. BUS ADM 378: Leadership Transformation. New Course Proposal,
31. BUS ADM 381: Operations Management. Change to Austin E. Cofrin School of Business, change required prerequisite to Bus Adm 384 and Bus Adm major or minor or Acctg major or minor and an overall minimum GPA of 2.5, Added instructor.
32. BUS ADM 435: Foundations of Strategic Information Management. New Course Proposal.
33. BUS ADM 436: Analysis & Design of Business Information Systems. New Course Proposal, Approved BUS ADM 305 : Legal Environment of Business, Change to Austin E. Cofrin School of Business, changed prerequisite to sophomore status, revised instructor list,
34. BUS ADM 334: Logistics Management. Change to Austin E. Cofrin School of Business, changed section size to 35, change required prerequisite to Bus Adm 384 and Bus Adm major or minor or Acctg major or minor and an overall minimum GPA of 2.5,
35. BUS ADM 465: Recruitment and Selection. New Course Proposal,
36. BUS ADM 466: Legal Issues in Human Resource Management. New Course Proposal,
37. BUS ADM 481: Entrepreneurship and Small Business Management. Change to Austin E. Cofrin School of Business, changed prerequisite to junior status; Bus Adm major or minor or Acctg major or minor or Entrepreneurship Certificate.
38. BUS ADM 485: New Venture Acceleration. New Course Proposal.

39. BUS ADM ANALYST: Business Analysis. New Program Proposal,
40. BUS ADM FINANCE: Finance Emphasis. Added addition course choice on Finance Emphasis list.
41. BUS ADM MANAGEMENT: Management Emphasis. Added BUS ADM 452 as choice of course.
42. BUS ADM GENERAL: General Business Emphasis.
43. BUS ADM HR MGMT: Human Resource Management Emphasis. Removed Human Resources required course, added two additional courses to list.
44. BUS ADM MARKETING: Marketing Emphasis. Added BUS ADM 452 as choice of course.
45. BUS ADM SUPPLY SCM: Supply Chain Management Emphasis. Course title change. Added BUS ADM 452 as choice of course.
46. COMM SCI 145: 21st Century Citizen. New Course Proposal.
47. COMM SCI 146: GPS Spring Seminar. New Course Proposal.
48. COMM SCI 99: Math Preparation for Social Science Statistics. New Course Proposal,
49. DANCE-I: Dance Minor. Change college to College of Arts, Humanities & Social Sciences, eliminated THEATRE 142 as supporting course and added THEATRE 372 as upper level course.
50. DESIGN I: Design Arts Minor. Updated minor
51. DJS 241 – updated course description.
52. DJS 320: Constitutional Law. Change college to College of Arts, Humanities & Social Sciences, revised course description, added instructor.
53. DJS-I: Democracy and Justice Studies Minor. Added DJS 221 as choice supporting course,
54. ECON: Economics Major. Eliminated ECON 406 and 308 and 412 as elective choices..
55. EDUC 333: Curriculum & Assessment in Early Childhood. Changed catalog description, changed periodicity.
56. EDUC 446: Trends in Bilingual Education. New Course Proposal, Suggest AAC review.
57. ENG COMP 100: English Composition I: College Writing. Change to College of Arts, Humanities & Social Sciences. Changed catalog description, added instructor.
58. ENG COMP 164: English as a Second Language: Composition. Change to College of Arts, Humanities & Social Sciences.
59. ENG COMP 93: Fundamentals of Writing. Change to College of Arts, Humanities & Social Sciences, Changed catalog description, eliminated IND contact hours, added instructor.
60. ENTREPREN: Entrepreneurship Certificate. New Program Proposal. Suggest committee review.
61. ENV POL & PLANNING: Planning Emphasis. Added PU EN AF 202 as introductory course, eliminated GEOG 353.
62. ENV POL PL POLICY: Public Policy Emphasis. Changed Effective Catalog Year.
63. ENV POL PL-I: Environmental Policy and Planning Minor. Changed Effective Catalog Year.
64. ET 323: Pollution Prevention. Change to College of Science & Technology, added instructor.

65. ET 330: Hydrology. Change to College of Science & Technology, added required prerequisite Math 104, added instructor.
66. ET 331: Water and Waste Water Treatment. Change to College of Science & Technology, added instructor.
67. ET 334: Solid Waste Management. Change to College of Science & Technology, added instructor.
68. ET 336: Environmental Statistics. Changed Program name to Engineering technology.
69. ET 340: Advanced Programmable Logic Controllers. Change to College of Science & Technology, added instructor.
70. ET 342: Supervisory Control and Data Acquisition. Change to College of Science & Technology, added instructor.
71. ET 344: Industrial Electronics and Control Human Machine Interface. Course title change, Changed Program name to Engineering technology, changed catalog description, added required prerequisite of ET 233 AND ET 324 or concurrent enrollment, added instructor. Suggest AAC review.
72. ET 348: Electromagnetic Fields and Applications. Changed Program name to Engineering technology, Change to College of Science & Technology, added instructor.
73. ET 350: Data Communication and Protocols. Changed Program name to Engineering technology, Change to College of Science & Technology, added instructor.
74. ET 390: Mechatronics. Changed Program name to Engineering technology, Change to College of Science & Technology, added instructor.
75. FNS-I: First Nations Studies Minor. ART 381 not found. Not sure of what request is?
76. FNS: First Nations Studies Major. ART 381 not found. Not sure of what request is?
77. GEOG-I: Geography Minor. Change effective catalog year.
78. GEOSCI 340: Updated periodicity.
79. GEOSCI 402: Updated periodicity.
80. GEOSCI 492: Special Topics in Geoscience Earth Science. Course title change. Change to college of Science and Technology. Change periodicity, repeatable, deleted 4 topic titles, added instructor.
81. GEOSCI GEO SC: Geoscience Emphasis. Added GEOSCI 337, 350, 425 to upper level course choices. Eliminated ENV SCI 425.
82. GEOSCI GEO-ED: Geoscience Emphasis for Students Seeking Teaching Certification. Eliminated GEOSCI 432, ENV SCI 425 from upper level course choices. Added GEOSCI 350, 425 and 450 to upper level course choices.
83. HISTORY 302: Updated Periodicity.
84. HISTORY 310: American Colonial History. Change to College of Arts, Humanities & Social Sciences, changed periodicity, added instructor.
85. HISTORY 311: History of Wisconsin. Course deactivation.
86. HISTORY 312: The Early American Republic. Change to College of Arts, Humanities & Social Sciences, changed periodicity, added instructor.
87. HUM BIOL 403: Updated prerequisites and made capstone.
88. HUM BIOL 426: Cancer Biology. Change to College of Science and Technology. Change Periodicity. Added instructor.

89. HUM BIOL CYTOTECH: Cytotechnology Emphasis. Eliminated supporting course ENG 104. Added COMM 133 or 166, any literature course, e.g., ENGLISH 104 Introduction to Literature, or One year of college-level foreign language as supporting courses, eliminated CHEM 311, 407, 409, HUM BIOI 360, 361, 403, 413, 422, 423, 426, 427, 444 as upper level human biology courses choices and added Biology 309, 345, 346, HIMT 330, NUT SCI 327, 350, 427, 486. Added PSCH 308, 435, 450 as choices for upper level electives.
90. HUM BIOL EXERCISE: Exercise Science Emphasis. Change to College of Science & Technology. Eliminated ENG 104 as option, added any literature course, e.g., English104 Introduction to Literature, eliminated several organic chemistry options and added CHEM 302/304 as option, added laboratory elective BIO 402, NUT SCI 329, eliminate upper level biology course choices BIO 307, 310, added BIOLOGY course 345, 407, 408, 410, 411, CHEM 303, 305, 330, 331, HIMT 330, NUT SCI 486, as upper level elective choices.
91. HUM BIOL HEALTH SCI: Health Science Emphasis. Change to College of Science & Technology.
92. HUM BIOL HUB-GEN: General Human Biology Emphasis. Change to College of Science & Technology. Eliminate ENG 104 as supporting course option. Add One year of any college-level foreign language. Eliminate PSYCH 300. CHEM 301. Add CHEM 20 and 304 as upper level choice, eliminate CHEM 408 as choice of laboratory course, eliminate CHEM 311, 407, 408, HUM BIO 310, 333, 324, 341 351, 360, 361, 402, 403, as upper level biology course choices.
93. HUM BIOL NUT SCI: Nutritional Sciences/Dietetics
94. HUM BIOL PUB HEALTH: Applied Public Health Emphasis. New Program Proposal.
95. HUM DEV 314: Family Policy. Not sure of what request is.
96. HUM DEV 336: Gender Development Across the Lifespan. Change
97. HUM DEV 345: Human Sexuality. Change of college to College of Arts, Humanities & Social Sciences. Revised catalog description. Added instructor.
98. HUM DEV-I: Human Development Minor. Change of college to College of Arts, Humanities & Social Sciences. Added HUM DEV 494 as capstone and HUM DEV 499 as Travel Course.
99. HUM DEV: Human Development Major. . Change of college to College of Arts, Humanities & Social Sciences.
100. HUM STUD 333: Utopia and Anti-utopia. Course Deactivation Proposal. Suggest approval.
101. HUM STUD 334: Perspectives on Human Values: The Ancient Classical World. Course title change. Change of college to College of Arts, Humanities & Social Sciences. Revised catalog description. Changed to repeatable 1 time. Added instructor.
102. HUM STUD 335: Perspectives on Human Values: The Medieval World. Course title change. Change of college to College of Arts, Humanities & Social Sciences.
103. HUM STUD 336: Perspectives on Human Values: The Renaissance. Course title change. Change of college to College of Arts, Humanities & Social Sciences, added instructors.
104. HUM STUD 337: Perspectives on Human Values: The Age of Reason. Course title change. Change of college to College of Arts, Humanities & Social Sciences, added instructors. Added instructor.

105. HUM STUD 370: Sustainability through the Humanities. New Course Proposal.
106. HUM STUD 382: Perspective on Human Values: Romanticism to Modernism. Change course title. Change of college to College of Arts, Humanities & Social Sciences. Eliminated required prerequisite HUM STUD 102 or 202, added instructors,
107. HUM STUD 383: The Perspectives on Human Values: Contemporary Cultural Issues World. Course title change. Change of college to College of Arts, Humanities & Social Sciences. Revised catalog description, made repeatable, added instructor.
108. HUM STUD 384: Topics Perspectives on Human Values in World Other Cultures. Course title change. . Change of college to College of Arts, Humanities & Social Sciences. Change periodicity. Eliminated 3 topic titles.
109. HUM STUD 385: Perspectives on Human Values: First Nations Intellectual Traditions. Course title change. Change of college to College of Arts, Humanities & Social Sciences. Added instructor.
110. HUM STUD 400: Humanities Practicum. Not sure of what request is.
111. HUM STUD CULTURES: World Cultures Emphasis. New Program Proposal.
112. HUM STUD DIGITAL: Digital and Public Humanities. Change of college to College of Arts, Humanities & Social Sciences. ADD ENG 364, 333 as choices of upper level course,
113. HUM STUD WEST CULT: Western Cultures Emphasis. Program Deactivation Proposal.
114. HUM STUD ANCIENT: Ancient and Medieval Studies Emphasis. Change of college to College of Arts, Humanities & Social Sciences. Added HUM STUD 335 and 336 as upper level choices,
115. HUM STUD DIGITAL: Digital and Public Humanities. Change of college to College of Arts, Humanities & Social Sciences. ADD ENG 364, 333 as choices of upper level course,
116. HUM STUD WEST CULT: Western Cultures Emphasis. Program Deactivation Proposal.
117. HUM STUD 385: Perspectives on Human Values:First Nations Intellectual Traditions. Course title change. Change of college to College of Arts, Humanities & Social Sciences. Added instructor.
118. HUM STUD 400: Humanities Practicum. Change effective date. Suggest approval.
119. HUM STUD American – Program Deactivation.
120. HUM STUD 384: Changed title, changed description.
121. HUM STUD ANCIENT: Ancient and Medieval Studies Emphasis. Change of college to College of Arts, Humanities & Social Sciences. Added HUM STUD 335, 336 as upper level choices,
122. HUM STUD CULTURES: World Cultures Emphasis. New Program Proposal.
123. HUM STUD DIGITAL: Digital and Public Humanities. Change of college to College of Arts, Humanities & Social Sciences. Add ENG 364, 333 Literature of Suffering as upper level course choice.
124. HUM STUD-I ANCIENT: Ancient and Medieval Studies. New Program Proposal.
125. HUM STUD-I CULTURAL: Cultures and Values Emphasis. Program Deactivation Proposal.
126. HUM STUD-I CULTURES: World Cultures Minor. New Program Proposal.
127. HUM STUD-I ENVIRO: Environmental Humanities. New Program Proposal.

128. HUM STUD-I SF STUD: Science Fiction Studies. Change of college to College of Arts, Humanities & Social Sciences. Eliminate supporting course choices HUM STUD 201 and 202, add HUM STUD 100 and 201.
129. LGBTQ Cert: Lesbian, Gay, Bisexual, Transgender, and Queer Studies Certificate.
130. MATH 100: Math Appreciation. Qualities as gen ed quantitative literacy.
131. MATH 321: Linear Algebra II. Change to College of Science & Technology. Added instructor.
132. MATH 324: Analysis II. Change to College of Science & Technology. Added instructor.
133. MATH 328: Introduction to Algebraic Structures. Change to College of Science & Technology. Added instructor.
134. MATH 355: Applied Mathematical Optimization. Change to College of Science & Technology. Added instructor.
135. MATH 360: Theory of Probability. Change to College of Science & Technology. Added instructor.
136. MATH 361: Mathematical Statistics. Change to College of Science & Technology. Added instructor.
137. MATH 410: Complex Analysis. Change to College of Science & Technology. Added instructor.
138. MATH 431: GEC approved as capstone.
139. MATH 467: GEC approved as capstone.
140. MATH 492: Special Topics in Mathematics. Change to College of Science & Technology. Change default size to 35, Added list of instructors.
141. MIL SCI 183: Military Conditioning. New Course Proposal.
142. MUS ENS 441: Bands and Orchestra Concert Band. Course title change. Change to College of Arts, Humanities & Social Sciences. Catalog description change. Added topic title Studio Orchestra, added instructor.
143. NEW International Environmental Studies Minor. New Program Proposal.
144. NUT SCI 421: Community Nutrition. Change to College of Science & Technology. Assigned gen ed Communication (Written and Oral). Interdisciplinarity, Problem-focused Thinking.
145. NUT SCI 487: Nutritional Science Seminar. Change to College of Science & Technology. Assigned capstone experience and gen ed Communication (Written and Oral) Interdisciplinarity Information Literacy Problem-focused Thinking.
146. PHILOS 251: Ethics of Engineering and Technology. New Course Proposal.
147. PSYCH 440: Changed prereq from junior to sophomore status.
148. PU EN AF 250: Introduction to Geographic Information Systems (GIS). Added rationale for impact on major. Need instructor.
149. SOC WORK 342: Psychopharmacology. New Course Proposal.
150. SOC WORK AODA: New Program Psych courses are OK. Approved.
151. THEATER MUSICAL: Musical Theatre Emphasis. Change to College of Arts, Humanities & Social Sciences. Deleted MUS ENS from choir chorus list, eliminated MUS ENS 165, 166, 261, 262, from music ensemble list, eliminated THETRE 141, 142 from Dance elective list, added THEATER 372 and Theater 364 to Theatre History slit.

152. UR RE ST 100: Introduction to Urban and Regional Studies. Change to College of Arts, Humanities & Social Sciences.
153. UR RE ST 102: World Regions and Concepts: A Geographic Analysis. Change to
154. College of Arts, Humanities & Social Sciences.
155. UR RE ST 201: City Life and Globalization. Change to College of Arts, Humanities & Social Sciences.
156. UR RE ST 205: Urban Social Problems. Change to College of Arts, Humanities & Social Sciences.
157. UR RE ST 210: Drawing Systems for the Designer. Change to College of Arts, Humanities & Social Sciences.
158. UR RE ST 216: Native American Landscapes: Imagined and Lived Spaces. Changed to college of College of Arts, Humanities & Social Sciences.
159. UR RE ST 360: GIS and the Urban World.. Change to College of Arts, Humanities & Social Sciences. Changed Prereq GEOG Geog 250 or PU EN AF 250
160. WOM STDY-I: Women's and Gender Studies Minor. Change to College of Arts, Humanities & Social Sciences. Deleted WOSTDYS, not approve yet, seek online rationale.