

## AGENDA

### **UW-GREEN BAY FACULTY SENATE MEETING NO. 8**

Wednesday, March 30, 2016

Alumni Rooms, 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. 7**

**February 24, 2016** [page 2]

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

#### **4. NEW BUSINESS**

- a. Resolution on Granting Degrees [page 6]  
Presented by Speaker Patricia Terry
- b. Code Change on 53.12 Graduate Program (first reading) [page 7]  
Presented by UC Chair John Lyon
- c. Information Item – Child Care Center [page 14]  
Presented by Hannah Stepp, President, Student Government Association and  
Alison Staudinger, Asst. Prof., Democracy and Justice Studies
- d. UW–Green Bay Teaching and Workload Policy [page 9]  
Presented by UC Chair John Lyon
- e. Slate of Candidates for Elective Faculty Committees [page 10]  
Presented by Aaron Weinschenk, chair of Committee on Committees and  
Nominations
- f. Request for Future Business

#### **5. PROVOST'S REPORT**

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

- a. University Committee Report – Presented by UC Chair John Lyon
- b. Faculty Representative Report – Presented by Christine Vandenhouten
- c. Academic Staff Report – Presented by Katrina Hrivnak
- d. University Staff Report [page 13] – Presented by Jan Snyder
- e. Student Government Report – Presented by Hannah Stepp

#### **7. ADJOURNMENT**

[draft]

**MINUTES 2015-2016**  
**UW-GREEN BAY FACULTY SENATE MEETING NO. 7**

Wednesday, February 24, 2016  
Alumni Rooms, University Union

Presiding Officer: Patricia Terry, Speaker of the Senate  
Parliamentarian: Steve Meyer, Secretary of the Faculty and Staff

PRESENT: Greg Aldrete (HUS), Andrew Austin (UC-DJS), Bansal Gaurav (BUA), Ryan Currier (NAS), Greg Davis (Provost, *ex officio*), Doreen Higgins (SOCW), Minkyu Lee (alternate-AND), Harvey Kaye (DJS), Mark Kiehn (EDU), Arthur Lacey (EDU), Jim Loebel (BUA), John Lyon (NAS-UC), Kaoime Malloy (THEATRE), Ryan Martin (HUD), Michael McIntire (NAS), Paul Mueller (HUB), Uwe Pott (HUB), Courtney Sherman (MUS), Christine Smith (HUD), Alison Stehlik (AND), Brian Sutton (HUS), Patricia Terry (NAS-UC), Brenda Tyczkowski (NURS), Christine Vandenhouten (NUR-UC), David Voelker (HUS-UC), Elizabeth Wheat (PEA), and Amy Wolf (NAS)

NOT PRESENT: Bryan Carr (ICS), Ankur Chattopadhyay (ICS), Toni Damkoehler (AND), Gary Miller (Chancellor, *ex officio*), Tom Nesselin (URS), and Rebecca Nesvet (HUS)

REPRESENTATIVES: Katrina Hrivnak (Academic Staff) and Jan Snyder (University Staff)

GUESTS: Lucy Arendt (Associate Dean, Professional Studies), Scott Furlong (Dean, LAS), Clifton Ganyard (Assoc. Provost), Paula Ganyard (Director, Cofrin Library), Sue Mattison (Dean, Professional Studies), Christina Trombley (Assoc. Vice Chancellor), Sheryl Van Gruensven (Vice Chancellor for Business and Finance)

**1. CALL TO ORDER.**

Speaker Terry promptly called the meeting to order at 3:00 p.m., although perhaps a larger gavel will be needed next month to quiet a rambunctious group of senators.

**2 APPROVAL OF MINUTES for Faculty Senate Meeting No. 6, January 27, 2016.**

Speaker Terry asked for corrections, at this point the senate turned eerily quiet. Mr. Parliamentarian took this to mean the minutes were fine.

**3. CHANCELLOR'S REPORT.**

With the promise of a note from his mother, Chancellor Miller was excused from Faculty Senate due to illness. However, there were rumors that HR received a call from the legislature asking for proof that the Chancellor actually entered his sick leave on "My UW System".

**4. OLD BUSINESS.**

a. Policy on Qualifications for Faculty and Instructional Academic Staff (second reading).  
UC Chair John Lyon and Associate Provost Clifton Ganyard presented the policy at last month's Faculty Senate meeting. Since there were no changes to the policy, Lyon simply asked if there

were any questions. Questions included: Would an instructor of a 2-credit professional development course be required to have a Master's Degree? (Ganyard reminded senators of the clause for relevant "equivalent experience," in this particular case being a partner at an accounting firm would very likely meet that requirement); Have we heard any more regarding CCIHS (College Credit in High School)? (No, every indication is that the HLC will strictly enforce the need for a Master's Degree in the field of study – or a Master's Degree in Education plus 18 credits in the field of study beyond the Master's Degree – for high school credits to count at the college level); Anything new regarding transferring credits from two-year colleges to four-year institutions? (Nothing new to report. An instructor with a Bachelor's Degree teaching at a two-year college is sufficient because those students are seeking an Associate's Degree. The problem becomes, what happens when a student at a two-year college wants to transfer those credits to a four-year institution? The HLC is reviewing this qualification for two-year colleges and technical colleges, but Ganyard has not heard anything further on where the HLC is on this. He assumes changes will be made to this clause); Given our unique interdisciplinary programs, who decides who is eligible to teach at UWGB? (The individual units must make that decision. It is through the hiring process, evaluation process, and scholarship efforts that faculty prove their competency to teach in our unique interdisciplinary system.); How do other states deal with the AP issue? (AP is a different issue, it is not college credit in high school, rather the student takes a class then takes a test. So AP is not touched by this policy.) **Senator Voelker moved for approval of the policy, Senator Currier seconded. The motion passed unanimously (25-0-0)** and (queue the *Monty Python and the Holy Grail* DVD) "there was much rejoicing" on the part of Associate Provost Ganyard who thanked the Senate for keeping the HLC off his back on this issue.

## 5. NEW BUSINESS

### a. Request for future business.

Speaker Terry gave new business a call, but there was no answer. So, she reminded Senators they should feel free to visit with or email their nearest University Committee member at any time or simply bring it up at the next Faculty Senate meeting.

## 6. PROVOST'S REPORT

Provost Davis mentioned memos had been sent out to the faculty who will be receiving the STAR funds.

At a Provosts meeting on February 12 the subject of remedial education was discussed. A System-created working group had made a proposal for a common cut score for mathematics in terms of what the remedial level would be. Previous recommendations from this group would have led to 40-45% of UWGB students being remedial in math, but the working group backed off of that recommended score. It now appears that individual universities will maintain control over the math placement of their students.

The March Board of Regents meeting will feature the Regent Policies on Tenure, Post-Tenure Review, and Program Discontinuance. Assuming that these policies pass, there will be a request for a document on the local interpretation of what a faculty workload would look like on our

campus that is consistent with the tenure and post-tenure policies that would go into effect in about nine months. The premise that President Cross continues to work with is that faculty teach; however, faculty will obviously continue to have teaching, scholarship, and service responsibilities. Preparations continue for the April BOR meeting at UWGB, including several presentations by faculty/staff.

UW-System has put together a System Allocation Work Group that is exploring how System breaks up the pot of GPR money that is distributed to the different campuses. It was found that the numbers have not changed significantly since the merger when they were first developed. The only assumption, from President Cross's charge to the group, is that there will be change, that reallocation will take place, and there will be "winners" and "losers". UWGB administration is looking to correct budget legacy issues (especially regarding how UWGB is funded vs. how UW-Parkside is funded) before any reallocation decisions are made.

The last item Provost Davis discussed with Senate was enrollment. The good news is graduate program enrollment is up. The graduate programs set goal of increasing admissions by 15% over last year, that number has already been surpassed and there are several more months to go. A large portion of that increase in admissions is in "our" graduate programs (vs. the collaborative graduate programs). Regarding undergraduate enrollment numbers, current freshmen admits are down compared to the previous 3-year average. Based on Provost's calculations (it's legal, as a degreed mathematician he's licensed to conceal carry such projections), to just get back to the freshman head count that we have this year, we would need 285 additional admits. The Enrollment Management group was shooting for 910 new freshmen this year, to reach that goal – based on average yield – we would need 560 additional admits.

## **7. OTHER REPORTS**

a. University Committee Report. UC Chair John Lyon reported that the UC reviewed position descriptions for the three open Dean positions and has sent forward names for the search and screen committees for those intended hires. One search has already begun, the other two will be posted shortly.

There has been a lot of good information/feedback from the various groups regarding the annual review document on which the UC has been working. Lyon has passed that off to the Provost with suggestions from the UC and will now let the Provost come forward with a proposal that the Senate can further discuss. The workload document requested from each institution in the UW system has a January target date. It is Lyon's goal that we keep the workload description as flexible as possible in order to represent our units' diversity. It is Lyon's experience that the more refined a workload description becomes the less flexible it becomes. However, it is time to discuss what "meets expectation" (as well as "below expectation" and, perhaps, "above expectation") means to us, as this will be the benchmark for post-tenure reviews, merit reviews, and annual reviews. Ideally, the benchmarks developed by each of the budgetary units will document/determine standards for themselves that would be approved by System while still maintaining the flexibility we desire.

We will have about a seven month window (summer and fall) to work on our policies regarding the post-tenure review and program discontinuance documents that will have to be approved by System administration. Last summer, the UC got a good start on developing our thoughts on what these policies would like for UWGB.

b. Faculty Representative Report. Christine Vandenhouten updated the Senate on some of the activity regarding the Board of Regent policies (post-tenure review and program discontinuance/layoff) and amendments to those policies that are being proposed by the Faculty Representatives. The Regent policy on post-tenure review is recommending two levels of performance, “meets expectations” and “does not meet expectations”. We should expect that policy to go forward with the following amendment: the length of time for an individual who “does not meet expectations” in scholarship will be extended from 18 months to 18 months plus one semester to demonstrate that they are now meeting expectations (provided the respective Chancellor agrees to that).

Following the first reading of the new Board policies at the February Board of Regents meeting, Regent Bradley spoke with the Faculty Reps inquiring about the process that the Tenure Task Force followed when the policies were developed. In particular, Regent Bradley inquired about the democratic nature of the procedures. From this conversation, the Faculty Reps got the impression he would be willing to carry forward some amendments to the policies and work behind the scenes with other Regents to see if he could get some support for those amendments. What the amendments boil down to is that the Faculty Reps would like to see the language better reflect AAUP standards and try to minimize the extent to which financial reasons are the cause for program discontinuance.

Vandenhouten proceeded to go through the suggested amendments to the individual policies.

c. Academic Staff Report. Katrina Hrivnak had no report.

d. University Staff Report. Jan Snyder reported that the University Staff Assembly meeting will take place tomorrow (2/25/16). The USC is looking forward to a budget update to be given by Chancellor Miller at the assembly meeting. Elections for the USC 2016-17 terms will close on Friday, March 11th.

e. Student Government Report. Neither SGA President Hannah Stepp nor SGA Vice President Lorenzo Lones were able to attend the meeting.

**8. ADJOURNMENT** at 3:58 p.m.

Respectfully submitted,

Steve Meyer, Secretary of the Faculty and Staff

## **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 2016 Commencement.

**Faculty Senate New Business 4a 3/30/2016**

## 53.12 Graduate Program

### A. Graduate Degree Programs: Membership, Responsibilities, Appointment Process.

1. Membership. Graduate faculty status may be granted to UW-Green Bay faculty members holding professorial rank and Lecturers with faculty status ~~by the Provost/Vice Chancellor for Academic Affairs on the recommendation of the appropriate dean and the graduate program executive committee. A faculty member may have a split assignment with another program and may vote in more than one.~~ . The Chancellor, Provost, Associate Provost, Director of Graduate Studies, deans and associate deans, directors and associate directors of research institutes, and curators of UWGB's academic museums and collections are also granted graduate faculty status; ex-officio (non-voting) for all faculty governance and curriculum issues with the exception of graduate committees. In all cases graduate faculty must hold the highest degree or equivalent in their fields. Emeritus, retired faculty, research scientists, artists in residence, and affiliated academics and professionals may be granted adjunct graduate faculty status, provided they hold the highest degree or equivalent in their fields. ~~Graduate faculty who leave UWGB for other employment opportunities may retain their graduate faculty status for additional year from the end of their formal employment with UWGB; additional extensions may be granted by Director of Graduate Studies following a formal request from the relevant program executive committee.~~

2. Responsibilities. Graduate faculty members are expected to regularly contribute to the success of the program in one or more of the following ways: (1) serve on thesis committees, either as major professor and/or committee member (in programs that require a culminating research project, the expectation is that faculty will regularly serve as project advisors); (2) provide graduate level instruction either through the teaching of graduate level courses, cross-listed courses, or independent studies/internships; and/or (3) contribute to the graduate program's development (e.g., serving on program committees, attending program meetings, etc.). Interdisciplinary Budget Units are strongly encouraged to recognize the contributions of individuals with an appointment to a graduate program as part of the individual's budgetary unit periodic performance review.

3. Appointment Process. Graduate faculty and graduate adjunct faculty are appointed to specific program(s) by the Provost/Vice Chancellor for Academic Affairs on the recommendation of the appropriate dean, the Director of Graduate Studies, and the program executive committee. A faculty member may have a split assignment with another program and may vote in more than one. Graduate adjunct faculty appointments are for a period of three years. Prior to the end of the second year of the appointment an individual should be considered for renewal by members of a program's Executive Committee. Adjunct graduate faculty can withdraw participation at any time. Graduate faculty may request to terminate their participation in specific programs or their graduate faculty status. Recommendations regarding adjunct graduate faculty and graduate faculty status are made from a graduate program's executive committee, must be reviewed by appropriate budgetary unit executive committees, deans, and the Director of Graduate

Studies. Final approval for appointments is made by the Provost/Vice Chancellor of Academic Affairs.

**Faculty Senate New Business 4b 3/30/2016**

**DRAFT                      DRAFT                      DRAFT**  
**UW–Green Bay Teaching and Workload Policy**  
**March 2016**

The faculty of the University of Wisconsin–Green Bay engage in teaching, scholarship, and service that addresses the needs and advances the interests of the institution and the larger community. The appropriate teaching load for each faculty member shall be determined annually, through written procedures established by the executive committee of each unit and approved by the relevant dean, prior to the creation of the timetable for the upcoming academic year. (This process shall include time for the unit to respond to any concerns raised by the dean.) No faculty member shall be required to teach more than 24 credits\* annually or more than 14 credits in any semester. This load shall be adjusted to promote excellence in teaching, scholarship, and service, with due consideration of professional norms and in pursuance of the university mission.

*\* As per UW System mandate, the 24-credit teaching load will be effective not before the Fall 2017 semester.*

**Faculty Senate New Business 4d 3/30/2016**

## **NOMINEES FOR 2016-17 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 2016-17 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 10<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; David Voelker, at-large AH; Andrew Austin, SS*

#### ***Nominees for two tenured faculty slots (2016-19)***

One from AH: Eric Hansen, Chuck Rybak

One At-Large: Katia Levintova, SS; Hernan Fernandez, AH

### **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; Dean VonDras, at-large, SS; Patricia Terry, NS*

#### ***Nominees for two full-professor faculty slots (2016-19)***

One from PS: Meir Russ

One at-large: Christine Style, AH; Laura Riddle, AH

### **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*

#### ***Nominees for three tenured faculty slots (2016-19)***

One from AH: Kaoime Malloy and Alison Stehlik

One from SS: Christine Smith and Dean VonDras

One at-large: Kris Vespia, SS; Julia Wallace, SS

### **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; Rebecca Meacham, AH; Ryan Martin, SS*

#### ***Nominees for one tenured faculty slot (2016-19)***

One at-large: Heidi Sherman, AH; Thomas Nesslein, SS

### **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:*

*Amanda Nelson, NS; David Coury, at-large, AH; Amy Wolf, at-large, NS; Sampath Ranganathan, PS*

#### ***Nominees for two tenured faculty slots (2016-19)***

One from SS: Illene Cupit and Ray Hutchison

One from AH: Courtney Sherman and Stefan Hall

### **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; David Helpap, at-large, SS; and Aaron Weinschenk, SS*

#### ***Nominees for one faculty slot (2016-19)***

One from AH: Bryan Carr, Alison Gates, and Stefan Hall

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

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

*Continuing members are:*

*Kaoime Malloy, AH; Amy Wolf, at-large, NS; Denise Bartell, SS*

#### ***Nominees for two tenured faculty slots (2016-19)***

One from PS: Bob Nagy and Tim Kaufman

One from NS: Woo Jeon and Michael Draney

### **LIBRARY ADVISORY COMMITTEE**

Five faculty: one from each voting district and one graduate faculty member.

*Continuing members are:*

*Elizabeth Wheat, Graduate; Rebecca Nesvet, AH; Gail Trimberger, PS; Franklin Chen, NS*

#### ***Nominees for one faculty slot (2016-19)***

One from SS: Kris Coulter, Tom Nesslein, and Jon Shelton

### **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. *Initial terms have been adjusted to set up staggering.*

*Continuing members:*

*None – New committee membership and charge*

#### ***Nominees for two tenured graduate faculty slots (2016-18)***

One from AH: Lisa Poupart

One At-large: Gail Trimberger, PS; and Doreen Higgins, PS

#### ***Nominees for one tenured graduate faculty slot (2016-17)***

One At-large Graduate faculty (fill-in for SS): Kevin Fermanich, NS; Atife Cagler, NS

*Nominees for two tenured graduate faculty slot (2016-19)*

One from NS: Michael Draney and Franklin Chen

One from PS: Tim Kaufman and T. Heather Herdman

**LEARNING TECHNOLOGY COLLABORATIVE COMMITTEE**

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

*Continuing members are:*

*Caroline Boswell, AH; Debra Pearson, NS; Francis Akakpo, PS*

*Nominees for one faculty slot (2016-19)*

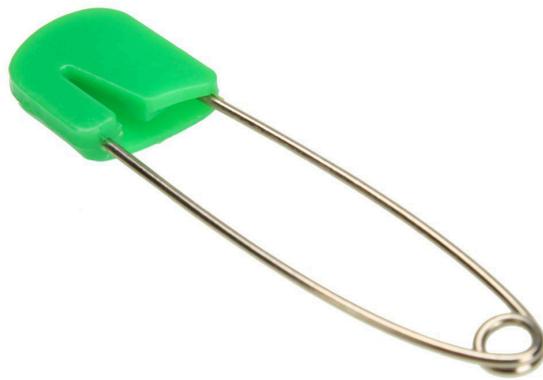
One from SS: Kimberley Reilly and Elizabeth Wheat

**Faculty Senate New Business 4e 3/30/16**

**USC Update for Faculty Senate Meeting  
March 30, 2016**

- Had a good turnout at our 2<sup>nd</sup> annual University Staff Assembly Feb. 25<sup>th</sup>. Chancellor gave a budget update and answered questions. Associate Provost Ganyard delivered a welcome address and answered questions on transition to 4-dean campus. USC and all sub-committees gave updates on activity so far in 2015-16.
- USC participated in shared governance meeting w/ Chancellor Miller on 3/7 to discuss budget situation. Enrollment remains key to survival as reserve funds are depleting faster than anticipated. Serious spending cuts are necessary, and layoffs remain a possible though not preferred partial remedy. Recovery strategies discussed: reorganization, reallocation, future tuition revenue (when possible), strategic programming, alternate delivery methods, and new marketing methods.
- Continuing work w/ HR on Campus Employee Handbook.
- Requested that SOFAS send a message to all staff prior to future committee interest surveys confirming campus approval of participation in shared governance and encouraging staff involvement. Request was driven by feedback from hourly staff who either perceive or actually experience resistance from supervisors to participate.
- Completed a request for emeritus status for university staff similar to that of academic staff and submitted to SOFAS for review.
- Work has begun on development of a new university staff governance web page.
- Elections for 2016-17 completed; results to be announced soon.
- USC will host a hospitality room on April 7 for UWS university staff reps attending the BOR meeting.

# Business Plan for UW Green Bay Children's Center



Developed by:

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## Executive Summary

The University of Wisconsin- Green Bay celebrates its fiftieth anniversary in 2015 by renewing its commitment to high-quality and high-impact education and innovation that serves the community of Green Bay. To honor this occasion, and to follow through on our commitment to recruiting and retaining a student body increasingly made up of first-generation and returning college students, we must provide on-campus access to childcare. A Children’s Center on-campus would help augment research, employment, and support services for undergraduate and graduate students—aiding in both recruitment and retention. Furthermore, a childcare center would also support staff and faculty families at a time of great transition. This document lays out, in detail, the case for a childcare center, as well as an operating and fundraising plan. We ask that the University’s leadership join faculty, staff and students in a coalition to bring childcare to campus.

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Complete Plan and Appendices: <http://tinyurl.com/znd35xf>

## I. Mandate

The University of Wisconsin System General Administrative Policies & Procedures (GAPP) 38 states:

As an alternative to community child care when it does not meet the needs of the institution/unit, each university should set a goal of seeing that top quality, low cost child care and extended child care services, preferably campus based, are available to the children of students, faculty, and staff.<sup>1</sup>

Currently, the University of Wisconsin-Green Bay is in violation of GAPP38, because there is no local childcare that meets the need for transformative and accessible care. In the UW System, 11 of the state's campuses—including ten of the thirteen four year campuses—offer on-campus childcare.<sup>2</sup> Another 11 campuses offer childcare subsidies.<sup>3</sup>

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<sup>1</sup> Board of Regents Policy, April 12, 1974, amended October 7, 1983, “Equal Opportunities in Education Eliminating Discrimination Based on Gender” and G38: Child Care Centers (Appendix 1)

<sup>2</sup> UW-Fox Valley  
UW-Eau Claire  
UW-LaCrosse  
UW-Milwaukee  
UW-Oshkosh  
UW-Platteville  
UW-River Falls  
UW-Stevens Point  
UW-Stout  
UW-Whitewater

<sup>3</sup> UW-Barron County  
UW-Manitowoc  
UW-Marathon County  
UW-Marinette  
UW-Marshfield/Wood County  
UW-Richland  
UW-Rock County  
UW-Sheboygan  
UW-Superior  
UW-Washington County  
UW-Waukesha

As a consequence, there are *only four* schools in the UW System that do not provide childcare support for parents (only two of which are four-year campuses): UW-Green Bay, UW-Parkside (whose center only closed in 2013), UW-Baraboo/Sauk County, and UW-Fond du Lac.

Our top competitors, such UW-Oshkosh, UW-Stevens Point, St. Norbert College and UW-Madison, as well as our potential transfer schools, such as Northeast Wisconsin Technical College (NWTC) and UW-Fox Valley, UW-Sheboygan and UW-Manitowoc provide childcare either on-campus or as a subsidy.

To grow enrollment from Northeastern Wisconsin at UW- Green Bay, and to take our place as one of the great Universities of this region in an international city, we must respond to this mandate and create on-campus childcare that can dramatically improve student, staff, and faculty life, educational opportunities, and entrepreneurial experience.

## II. History

For many years, UW Green Bay operated a successful Children's Center that provided support for campus and community parents as well as educational and employment opportunities for students. Opened in the early 1970s, it stated goal was to increase enrollment of women and other underserved student populations. The childcare center and associated lab operated successfully between 1972 and 1989, in spite of the fact that it was never housed in a building designed for this purpose and faced a constant need for retrofitting and repair. Initially housed in an old house on the property when UW-Green Bay was created, the Children's Center needed a new home. With the support of the Board of Regents and campus stakeholders, an architect designed a state-of-the-art educational facility to offer students and community members opportunities to participate in research, teaching and, of course, access childcare and thus higher education. Initially funded at over \$500,000, state budget politics sunk this effort. Since 1994, UW Green Bay has not provided an on campus children's center despite the tenacity of many student government and faculty /staff groups who have consistently:

- evaluated and documented need for early education and care;
- documented the contribution to teaching, research and learning that would occur within the center; and
- identified rationale for recruitment and retention of students, faculty and staff at UW Green Bay.<sup>4</sup>

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<sup>4</sup> For a fuller account of the history of childcare at UWGB, visit our the Archives and Research Center on campus, from which appendices 2-4, some key archival documents were gathered. Appendix 2 shows how in the 1970s the Center was established with the dual mission of gender equity and innovative and ecological education. Even in the early years, a run-down facility and related expenses were a drag on the center. Appendix 3 traces how, in the 1980s, changing demographics made on-campus childcare even more important, even as a new building was planned to replace the failing one. Appendix 4 notes that, a plan for a new Center was put in place, and the Board of Regents approved funding in the 1991-1993 Capital Budget (GPR). An RFP was put out *and* an architect hired to design a new building, but a political and economic shift precluded the building. Since then, countless faculty, staff and students have advocated for

In response to a challenge from Chancellor Harden to support their commitments with action, in Spring 2014, UWGB students voted to increase Segregated Fees to create a Childcare Center; this fund will be currently collected at the rate of approximately \$40,000 a year. It is past time for UW-Green Bay administration to support this decision by providing both leadership and material support.<sup>5</sup> SGA and SUFAC are working in 2015 to develop a subsidy plan as an interim measure to support student parents with these funds.<sup>6</sup> Students also created an org to support student parents and a website with resources and links, as well as an active facebook page and survey.<sup>7</sup>

### III. Current Need: High Impact Practices

The Association of American Colleges & Universities, following the work of George D. Kuh, identify ten student experiences that increase engagement, learning and, of course, retention and recruitment.<sup>8</sup> Of these ten practices, six would be immediately available at the Children's Center, and three could be cultivated around questions of care, justice and education. Below is an example for each high-impact practice along with more information about the departments involved. It is conceivable that *every unit* could partner with the center to offer High Impact Experiences. The 2014-2015 "Invent the Future" Enrollment And Retention Working Group report insists that HIP are central to attracting and retaining students.

#### **HIP: Undergraduate Research**

Building on existing structures provided by Council of Undergraduate Research (CUR), the Children's Center will provide invaluable opportunities for student research. Along with obvious partnerships with Human Development, Psychology, Non-Profit Public Administration and Education—units that enthusiastically desired such relationships—less obvious pairings are also possible. Many Democracy and Justice Studies students have an interest in justice issues related to childhood, education, and the political socialization of children. Business students can use the Children's Center as a practicum for developing accounting, marketing and strategic planning abilities. Any of these experiences would give our students an edge in the job market as graduates, as nimble, practical-based skills are highly valued by employers.

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this- including Illene Cupit and other faculty in Human Development, Alison Gates and every other chair of Women's and Gender Studies; although, as Carol Pollis said in an early 1990s memo, this has been the "project from hell," campus stakeholders continue to pursue it. Included in Appendix 5 is the 2013 proposal which in part prompted the student referendum.

<sup>5</sup> Appendix 5 contains the Referendum, Bylaws and Guiding memorandum.

<sup>6</sup> To this end, SGA & SUFAC have distributed a survey in Spring 2016, which so far identifies at least 86 student-parents on campus. See appendix 6 for initial results.

<sup>7</sup> <http://blog.uwgb.edu/childresourcecenter/>, <https://www.facebook.com/UWGBChildcare/>, <https://www.change.org/p/chancellor-gary-miller-childcare-for-university-of-wisconsin-green-bay>

<sup>8</sup> *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*, by George D. Kuh (AAC&U, 2008) See also Appendix 7 for a HIP table.

### **Diversity/Global Learning**

Our campus has a unique resource in the First Nation Studies program, which is currently developing associated graduate degrees and trains teachers to meet the requirements of Act 31, which requires instruction in the history, culture and tribal sovereignty of Wisconsin's American Indian tribes and bands. Moreover, the UWGB student body is increasingly international. Students, faculty and staff can work together to implement a culturally competent curriculum for children. Working with diverse children will also increase UWGB student experience of diversity.

To distinguish the UW – Green Bay Children's Center from any of its local competitors, and to highlight innovation and outstanding educational practices at UW – Green Bay, Spanish language could be taught to children at the preschool level.

### **Service Learning, Community-Based Learning**

Students need direct experience so that they can apply what they learn in the classroom and reflect on the experience. On-campus opportunities for service-learning are few and far between and must be increased to offer these experiences for all students. Our Social Work program, for example, requires field-placements for both the BA and MSW level. Each GPS First Year Seminar, and many other classes such as the DJS Senior Seminar or the PEA Fundraising for Nonprofits, requires service learning. One of the biggest obstacles to this process is student access to placements.

### **Internships**

We need more on-campus opportunities for one of the most important forms of experimental learning and job preparation. Beyond the obvious internships for early-education, social-work, and human development students, there are myriad opportunities for other programs. For example, those completing the certificate in Non-Profit Management will work on grant-writing, fund-raising and program-review for the center. Art students will help curate and decorate the center. Nursing students can get experience with children as well. Given the potential nature focus on the center, Natural and Applied Science students can serve as science advisors to help children experience the Arboretum.

### **Capstone Courses and Projects**

For some majors, a capstone experience centered on the Children's Center makes perfect sense. It would integrate undergraduate research and service learning and allow students to apply their learning, as well as create a tangible product that they can use to gain employment after graduation. For example, human development students might conduct a semester-long study of how student self-regulation responds to mindfulness training in a natural setting.

### **Collaborative Assignments and Projects**

The Children's Center is a natural space for interdisciplinary partnerships between students in different programs. Imagine a team with students with expertise in marketing, non-profit management, psychology and engineering collaborating to design, fundraise and build a playground structure.

There would also be the capacity to develop the other HIP, **First-Year Seminars, Common Intellectual Experiences, Learning Community and Writing-Intensive Courses**, in collaboration with the Center.

#### IV: Current Need: Specific Department Needs

**Social Work:** “A campus childcare center would allow UW Green Bay Social Work students, interested in working with children, the ability to gain hands-on experience with this population. This is a win/win situation as the childcare center would benefit from the assistance, energy, and creativity from students throughout the academic year, and students would receive education and clinical practice with the children and families involved in the center.

The Social Work program places more than 150 juniors, seniors, and graduate students in social service agencies each year to complete their required field practicums. Finding quality placements for that number of students is becoming increasingly challenging. Adding a campus childcare center as an additional field placement site, especially for students with transportation challenges, would be a huge benefit to our students.”<sup>9</sup>

#### **Political Science**

“For our students (Pol Sci and PA), the center might be a good place to get some internship experience, especially for non-profit PA students, many of whom end up working with kids-related non-profits, like Boys and Girls Clubs or the YMCA. Also, many of pol sci students or PA students taking first year seminars in our area (e.g., HopScatching the World of Non-Profits) might be interested in helping out as part of the service learning. The same goes for Steps to Make the Difference project that Lora Warner supervises and which might feature the daycare center as the recipient of fundraising efforts. So, this is one of the potential educational benefits to our students.”<sup>10</sup>

#### **Womens and Gender Studies**

“The Women's and Gender Studies Program would be very excited to have a childcare center on campus. Clearly, this would make it easier for both female and male students to be both students and parents. In addition WGS students and faculty would be able to study gender and gender development and potentially have internships there. Additionally, the center would make a wonderful service opportunity for courses such as Gender Development Across the Lifespan.”<sup>11</sup>

#### **Human Development/Psychology**

“Human Development and Psych would both utilize an on-campus childcare for:

- Instructional purposes (having students observe children to connect to course material).
- Undergraduate research (Sawa Senzaki and Jen Lanter both conduct research on young children and collaborate with undergrad research assistants).

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<sup>9</sup> Gail Trimberger, Interim Chair, Social work in email 5/28/2015

<sup>10</sup> Katia Levintova, Chair, Political Science, in email 7/27/2015

<sup>11</sup> Christine Smith, Chair, Womens and Gender Studies, in email 6/5/2015

-Internship site

It may also be beneficial for service learning. Human Development just voted to include Community Engagement as one of its capstone requirements, which may be accomplished by this childcare center as well.<sup>12</sup>

#### V. Current Need: Graduate Program Expansion

Current Programs: Master's Students in **Social Work** need placements such as those at the Children's Center to complete their degree. **Nursing Leadership and Management in Health Systems** is a similarly applied degree that requires a practicum. **Applied Leadership for Teaching & Learning** Students could complete their thesis by completing research at the Children's Center. **Sustainable Management and Environmental Policy** is also a perfect fit for a Nature-Based childcare center attentive to both bottom line and systemic thinking, which could also attract **Management** graduate students. We could add a special competency in working with children or small businesses to the above programs, making them more competitive. **Data Science** is increasingly used in early-education for early-interventions; students and faculty could work on this cutting-edge line of research. Future programs, like those that combine a MSW with an MBA, could be developed in partnership with the Center.

#### VI. Current Need- Dependent Care for Students, Faculty, & Staff

Over the years, UWGB has conducted a number of needs assessments that have consistently indicated

- 1) a strong desire for on campus care to serve students, faculty and staff
- 2) a need to find creative ways to employ students on campus by using a child care center as a job site
- 3) wasted opportunities for students to engage in high impact practices such as undergraduate research, internships and teaching practicums.
- 4) desire for increased outreach to Brown County

The overall theme of recruiting and retaining students flows through these documents and will not be repeated within this report.<sup>13</sup> Additionally, market research suggests that outdoor-focused childcare options, reflecting our region's heritage, are particular desired; UWGB's location and origin as "Eco-U" give us the opportunity to stand-out in the high-quality children's education market.

The most recent survey conducted by student government occurred in 2013. The results showed that 91% of faculty and staff, whether they had children or not, stated that a center would benefit the campus. Of students surveyed, 86% think that a child care center would benefit the campus.<sup>14</sup>

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<sup>12</sup> Kate Burns, Chair, Human Development, email 6/3/2015

<sup>13</sup> Please see these articles on recruitment and retention of student parents in Appendix 8

<sup>14</sup> Please see Appendix 9, as well as the social media campaigns (and green pins!).

Our faculty, staff and student body is predominately in the 18-40 range, and thus most likely to have dependents. Further, fall 2015 data shows that nearly 65% of all female faculty and staff at UWGB are under the age of 40 (n=287 of 443).

National data suggests that over a quarter of undergraduate students are raising dependent children.<sup>15</sup> In particular, first-generation college students are more likely to have dependents *and* to be reliant on on-campus childcare to succeed in college.<sup>16</sup> At UW-Green Bay, this would mean that roughly 2000 students likely have dependents. Given that the 2014 National Survey of Student Engagement data shows that, UW-Green Bay seniors report that 15% of female respondents and 10% of male respondents fall into the category of students who are under 40 years old and spend 30 hours a week or more caring for dependents, the need may be even greater. This suggests that we are likely to have almost 2900 students with dependents.<sup>17</sup>

- o **If fewer than 5% of those 2900 utilized campus child care, it would fulfill the business model as defined herein<sup>18</sup>.**

Additionally, Brown County and the surrounding areas are notably high in adults *without* a higher education degree, with nearly 75% of over the age of 25 not holding a Bachelor's Degree. More than half of Americans between the ages of 18 and 40 have children, and another 40% hope to have children someday.<sup>19</sup> This means that many of our potential students have or will soon have children, making affordable and quality childcare a necessity for growing our enrollment.

## VII. Community Context:

The authors of this document contacted Brown County Resource and Referral about the availability of child care options. Jaime Tramte-Brassfield, from Family and Childcare Resources of Northeast Wisconsin provided the following information:

- 54 licensed group centers (not including Head Start wrap around care, school age programs, autism treatment center or day camps) exist in the county in addition to 73 licensed or certified family programs.

The YoungStar<sup>20</sup> breakdown for Brown County is:

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<sup>15</sup> <http://www.iwpr.org/publications/pubs/4.8-million-college-students-are-raising-children>

<sup>16</sup> Carlson, Scott. "Campus Child Care, a 'Critical Student Benefit,' Is Disappearing." *The Chronicle of Higher Education*, May 18, 2015. <http://chronicle.com/article/Campus-Child-Care-a/230135/>.

<sup>17</sup> Conservatively assuming that 35% of Juniors and Seniors have dependents, and only 10% of Freshmen and Sophomores, this is still: 87.9 Freshmen, 107.4 Sophomores, 497 Juniors and 800.45 Seniors with dependents.

<sup>18</sup> Please refer to the excel spreadsheet that includes a start up budget and two potential classroom structures for the operation. (Appendix 10)

<sup>19</sup> <http://www.gallup.com/poll/164618/desire-children-norm.aspx>

18 - 2 Star automated (not taking technical consultation)  
16 - 2 Star  
32 - 3 Star  
6 - 4 Star  
15 - 5 Star accredited (at this time the only accredited programs in Brown County use the National Association for the Education of Young Children Accreditation (NAEYC).  
1 - 5 Star  
2 - Not Yet Rated  
37 - Not Participating in YoungStar

Brassfield states that “the number of child care “slots” in Brown County is 8000; the largest areas of need are infant care and second shift care; and the ” location of UW Green Bay (on the northeast side of the community) does not place it within the “easy range” of child care availability.

The writers also contacted Chris Schnell at St Mary’s Hospital Child Care Center. The center is operated by the hospital and staffed by hospital employees; maintenance, utilities and space are provided by the hospital while the center revenues cover staff salaries. This model is similar to the models within the UW System of care. Ms. Schnell stated that she would be willing to help UWGB with any policies and procedures; and that “the location of the university being on the northeast side of the city lends it to having its own facility.”

Mary McCabe at Green Bay Public Schools is the coordinator of 4-year-old kindergarten. According to Ms. McCabe, the Green Bay Public Schools have two models of providing 4-year-old kindergarten. “Model 1” is common in the public schools, with public school employed teachers; the programs operate Monday-Thursday with no wrap around care. “Model 2” is community based child care programs via contract where wrap around care is available for families who need full time care. Ms. McCabe provided this additional information:

- The total number of children currently enrolled (April 2015) is approximately 1300. Green Bay public schools currently have nine Model 2 (non school based) programs and 16 school-based programs.
- The reimbursement rate is based on the 3<sup>rd</sup> Friday count for each program which means that the amount can vary to Model 2 programs based on attendance. Ms. McCabe did not provide me with the amount per pupil of reimbursement.
- Finally, Ms. McCabe stated that the public schools “would consider allowing UWGB to contract with the district to enroll 4K students based on the needs of the district.” This leaves the door open for 4K reimbursements to support UWGB operations for the child care center for a portion of the students that would be served.

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<sup>20</sup> <http://dcf.wisconsin.gov/youngstar/> YoungStar is a quality rating and improvement system. Child Care programs affiliated with a UW System campus are required to be a 5 star facility with national accreditation as well per GAPP #38.

- o For the purposes of this business plan, we have used the reimbursement rate for Stevens Point until we can confirm the per pupil reimbursement from Green Bay.

## VIII. Financial Plan

We have prepared two variations of a budget and operating plan, both of which are profitable, however, our ideal plan is for a Children’s Center that offers care for infants and children, summer care, and partners with the Green Bay Area Public Schools (GBAPS) to offer 4K services that includes wraparound care. This offers the best mix of services and was readily supported in the last survey. Students, Staff and Faculty, Alumni, and Community Members who enroll their children will be required to commit to at least part-time status of two four-hour blocks per week for this budget model.

The ideal budget prepared for this proposal is based on a full calendar year of 52 weeks that includes summer programs. The budget includes both permanent and temporary staff:

- Permanent: Director (1.0 FTE), Program Assistant (0.72 FTE), Three (3) teachers at 1.0 FTE each, and one (1) 4K teacher at 0.73 FTE
- Temporary: Four (4) Limited Term Employees (LTE) at 0.50 FTE each and fifty (50) student workers working 6 hours a week for 50 weeks.

The center will serve ages 2 months – 12 years old. Three classrooms will hold ages 2 months – 48 months with two additional rooms for 4K and a school age room. A 4K program via contract with Green Bay Area Public Schools will offer public school income, the current budget includes income based on Steven’s Point reimbursement rate until there is further clarification and direction provided by GBAPS. The 4K program will run a full day on Monday through Thursday and run a half day on Fridays which is included in the weekly fee for 4 year old Kindergarten.

Regardless of which budget model is chosen a \$60,000 start-up cost minimum would be needed, costs include:

- Square feet of each room 1x start up equipment includes \$45,000.
- \$7,000 needed for computers
- \$8,000 for office supplies, equipment, and services. This includes the purchase of ProCare (or Easy Care) billing and client record manager for \$5,000.

In kind are space, utilities, maintenance, and custodial costs. All student salaries generated are based on a starting salary of \$7.50 an hour for year 1 and assumes 15 of the 50 students are eligible to receive a Federal Work Study award which reimburses the university at 75 cents on the dollar.

### 1) Ideal Budget (includes infants, summer school age program, and 4K)

- Segregated fee support is at \$39,000 for the first year and plans for a 2% increase. Actual collection rates for the current year include \$19,024 a semester and includes \$951 collected in the summer and is based on a 3,900 student headcount.
- Profit year 1 - \$34,479
- Profit year 2 - \$95,221
- Profit year 3 - \$95,742
- Profit year 4 - \$96,022

- Profit year 5 - \$96,038
- 2) No 4K program (includes infants and summer school age program)
- Segregated fee support is at \$39,000 for the first year and plans for a 2% increase.
  - Profit year 1 – (\$40,242)
  - Profit year 2 - \$19,257
  - Profit year 3 - \$18,542
  - Profit year 4 - \$17,594
  - Profit year 5 - \$16,394

## XII. Information on the Program:

### A. Type of Business

The site would operate as a state licensed and nationally accredited (within three years) university facility with university staff; in kind space, maintenance, custodial services and utilities.

### B. Location

At the present time, UWGB has identified a few potential sites<sup>21</sup> on campus that could house the child care center. However, until such time that there is a campus commitment to the potential spaces, a facility modification plan and costs cannot be developed. It goes without saying that this area seems to be the largest of the challenges ahead for UWGB child care planning.

The next step for UWGB, once actual site(s) is or are identified will be to contact the state licenser to review each site for compliance with space requirements and recommend needed physical changes to the site(s). At that time, a facility budget can be developed and this proposed business plan could be restructured as needed.

The link for complete state licensing requirements is included here along with general guidelines about internal and external space requirements.<sup>22</sup>

General Space requirements for Infant Care:

- Infants need outside access no greater than 50 feet from the classroom

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<sup>21</sup> The following potential site options have been identified: Rose Hall LIT rooms; Housing Unit—due to declining enrollment; Red Smith School Partnership; Encompass partnership, RFP for new building. Please see Appendix 11 for some information on a previous discussion about renovation. It is our impression that no Administration since the early 1990s has seriously pursued possible sites for this Center nor potential innovative business models.

<sup>22</sup> [http://dcf.wisconsin.gov/childcare/licensed/pdf/dcf\\_p\\_205.pdf](http://dcf.wisconsin.gov/childcare/licensed/pdf/dcf_p_205.pdf)

- Outside playground space needed: 35sq per child for infants and toddlers
- Inside: “useable” space ( does not include the space taken up buy cribs, changing tables, other furniture) is 35 sq. ft. per child.

General space requirements for Preschoolers:

- Outside playground space needed: 75 sq. ft. per child, or a minimum of 750 sq. ft., whichever is greater.
- Inside: again “useable” classroom space requires a minimum of 35 sq. ft. per child however 50 sq. ft. or more is recommended, especially if there is no additional space for large motor play when weather prevents outdoor play time

C. Hours of Operation:

- The site would operate during the academic year only to start, with summer offerings added as need presents (not reflected in the budget).
- The site would offer service between the hours of 7:30 am and 5:30pm, Monday – Friday.
- Infant schedules will be limited to an 8.5 (or 9 hour day maximum) to fulfill best practice based on national standards of quality care. This measure will also assist with cost containment measures for the center.

D. Revenues /Accounting/ Human Resources:

The draft start up budget includes purchase ProCare (or Easy Care) billing and client record manager (\$5,000). The director is responsible for the billing and or automatic withdrawal for tuition payments. UW Oshkosh has set up automatic electronic tuition payment that is recommended for all enrolled families.

Staff hiring into the university system, benefits and payroll will be administered by a departmental unit at UWGB to be determined.

- o The budget funds 5 FTE academic staff; 5 classified staff and up to 50 student workers each year.
- o The program assistant will be tasked with maintaining all student files, billing and monthly WISDM review. The Director will handle all minor (under \$500) purchasing.

E. Legal

University legal services would be provided in kind to the center. Review of policies and procedures development could be handled within the system consortium that has access to 19 other UW campus operations, manuals, staff handbooks, etc.

F. Jobs on Campus

The center budget expects to hire up to 50 student workers to assist in the center with an average of 6 hours employment each week. This funding generates \$112,000 annually and provides on site employment opportunities for UWGB students. Employment in the

center also provides child management/development training as well as specific early childhood education pre service training opportunities.

#### G. Fundraising- for Fall 2018 Opening

It is naturally more difficult to raise funds for a child care center when no facility has been identified and secured. However, a Foundation Account has been set up and a matching campaign could commence immediately. This campaign could be promoted as support for early care and education, including a center and or scholarship for those in the early education field of study. There could also be a leveraging model where the University commits to matching or multiplying dollars collected in an initial capital campaign, as a pledge of intended support and in light of the student's 2014 vote to fund a center with Segregated Fees.

#### I. Marketing

The marketing plan should be developed once a facility has been identified and this business plan can be reviewed and revised. At that time, a web site should be established outlining the timeline and all aspects of planning, including when and how campus departments can be involved and of help in the process. Optimally, this will be another opportunity for student employment and high impact experiences. While we recommend an outdoor focused Children's Center given the campus' strengths, other possibilities such as academically intensive or soccer-centered center should be explored.

#### J. Management Plan

It is clear that there are a great number of individuals on the UWGB campus who have tried to move this issue forward. Recommendations for management of the center include the following:

- A formally convened University Child Care Committee should be created to assist with planning, management, marketing and promoting the Center. The governance bodies for faculty, students and staff should nominate members for this committee with the Chancellor adding two at-large members and approving all nominations. The group should meet no less than two times per semester and include broad representation across campus.
- The center Director should report directly to a Vice Chancellor level position to ensure adequate oversight of financial operations.
- The Director should complete an annual year end financial and program report to be submitted to the Child Care Committee and to the Vice Chancellor.

## **X: Action Items**

In light of the proceeding plan, as well as the years of advocacy and hard work by students, faculty and staff, we request that the UWGB administration take the following steps by the end of Spring Semester:

- Commit publicly to supporting student, faculty and staff parents and to the long-term goal to establish a Children's Center rooted in High Impact Experiences for all UWGB Students.
- Initiate a formal planning process to consider building site possibilities and further develop the business model; this can be an early version of the Childcare Committee mentioned in J and/or include a UWGB student competition to develop a profitable plan.<sup>23</sup> This formal process could also include partnering with SGA on their subsidy plan and considering other ways to make the campus more friendly for student-parents.
- Dedicate campus resources to gaining grants which could facilitate this program, as with the Department of Labor's Strengthening Working Families Initiative.<sup>24</sup>
- Begin a fundraising drive through Advancement and commit to a 2-1 match; If 2/3rds of the required funds are raised, including segregated fees, the University will match the remainder.

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<sup>23</sup> This follows directly in line with the Board of Regents Policy, which recommends a "study of Community Availability and Intuitional Needs" (Appendix 1)

<sup>24</sup> See Appendix 11