

AGENDA

UW-GREEN BAY FACULTY SENATE MEETING NO. 8

Wednesday, April 26, 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. 7

March 29, 2017 [page 2]

3. CHANCELLOR'S REPORT

4. OLD BUSINESS

- a. Changes to UWGB Chapter 5: Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination (second reading) [page 9]
Presented by UC Chair David Voelker

5. NEW BUSINESS

- a. Memorial Resolution for Dr. George T. O'Hearn [page 16]
Presented by Assoc. Dean Scott Ashmann
- b. Memorial Resolution for Dr. Robert Cook [page 17]
Presented by Prof. Emeritus Bob Wenger
- c. Memorial Resolution for Dr. Elaina McIntosh [page 20]
Presented by Prof. Emeritus Warren Johnson
- d. Election of the 2017-18 Speaker of the Senate
- e. UC Statement on the Value of General Education [page 22]
Presented by David Voelker
- f. Resolution on FYS Class Credit for Student Organization Participation [page 24]
Presented by Katia Levintova
- g. The University Select Mission (UW System Policies) [page 25]
Presented by David Voelker
- h. Request for Future Business

6. PROVOST'S REPORT

7. OTHER REPORTS

- a. Academic Affairs Report [page 27]
- b. Graduate Academic Affairs Report [page 29]
- 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

8. ADJOURNMENT

[draft]

MINUTES 2016-2017
UW-GREEN BAY FACULTY SENATE MEETING NO. 7

Wednesday, March 29, 2017
1965 Room, University Union

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

PRESENT: Greg Aldrete (HUS), Andrew Austin (DJS-UC), Guarav Bansal (BUA), Ryan Currier (NAS), Greg Davis (Provost, *ex officio*), Joan Groessl (SOCW), Lisa Grubisha (NAS), Eric Hansen (MUS), Mark Kiehn (EDU), Minkyu Lee (AND), Katia Levintova (UC-SS-DJS), Jim Loebel (BUA), Vince Lowery (HUS), John Luczaj (NAS), Upal Mahfuz (NAS), Kaoime Malloy (THEATRE), Paul Mueller (HUB), Rebecca Nesvet (HUS), Uwe Pott (HUB), Chuck Rybak (UC-AH-HUS), Jon Shelton (DJS-Alternate), Christine Smith (HUD), John Stoll (PEA-Alternate), Patricia Terry (UC-NS-NAS), Brenda Tyczkowski (NUR), Christine Vandenhouten (UC-PS-NUR), Kristin Vespia (HUD), David Voelker (UC-AH-HUS), and Elizabeth Wheat (PEA)

NOT PRESENT: Bryan Carr (ICS), Aurora Cortes (EDU), and Gary Miller (Chancellor, *ex officio*)

REPRESENTATIVES: Nikolas Austin (SGA), Eric Craver (ASC), and Jan Snyder (USC)

GUESTS: Scott Ashmann (Associate Dean, CHESW), Mike Draney (Chair, NAS), Todd Dresser (Lead Instructional Designer, CATL), Matt Dornbush (Associate Vice Chancellor for Academic Affairs), Scott Furlong (Dean, CAHSS), Clifton Ganyard (Assoc. Provost), Paula Ganyard (Director, Cofrin Library), Doreen Higgins (SOCW), Bill Hubbard (Manager, Academic Technology Services), John Katers (Dean, CST), Amanda Nelson (Associate Dean, CST), and Sheryl VanGruensven (Vice Chancellor for Business and Finance)

1. CALL TO ORDER.

With spring break now but a distant memory, and the Faculty Senate back in its usual haunts of the 1965 Room, Speaker Terry called the meeting to order at 3:00 p.m.

2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 6, February 22, 2017.

Shouts of joy (not really, pretty much a lie, in fact) greeted Speaker Terry when she asked if there were any additions, subtractions, or corrections to the minutes. They were declared approved by automatic consent.

3. PROVOST'S REPORT.

With the Chancellor skipping town for the day, Provost Davis moved up the batting order to take his place. Provost Davis first started off with the good news. Prior to the last meeting of UW Provosts, Provost Davis and Dean Katers had the opportunity to debate four other UW institutions regarding the need/desire for a Mechanical Engineering program at UWGB. Despite resistance, plans are moving forward for a Mechanical Engineering program at UWGB and it is looking as if

this will become a reality (the Borg had this to say about the subject, “resistance is futile, Mechanical Engineering will be assimilated at UWGB”). It is hoped the new program would be housed in the new STEM building, along with the Engineering Technology program, Extension, and the Einstein Project. Plans to build the STEM building on campus are gaining momentum. The search for a Vice Chancellor of Student Affairs continues, the fourth (and last) candidate is coming to campus to interview next week. The UWGB campus extends its congratulations to Prof. Bob Howe as he was honored by the 1923 Fund Committee with the establishment of a Chair at the Smithsonian Tropical Research Institute in his name.

Thump-thump...hear that? That proverbial “other shoe dropping” was the latest budget reduction being dropped on us. The magnitude of the reduction for this go-around is \$2M, which does not cover the nearly \$3M difference between revenue and expenditures. If the enrollment does not increase, the \$1M gap will be funded through a fast-dwindling reserve. It is estimated that we have less than one year’s worth of reserve left before we are in the red. Chancellor Miller tasked Provost Davis, Vice Chancellor for Business and Finance Sheryl Van Gruensven, and a budget work group (the four Deans, Clif Ganyard, Matt Dornbush, Ron Pfeiffer) to devise a \$2M expense reduction (primarily taken from Academic Affairs). The planned reduction has 11 components, many of which are one-time reductions, so if the gap is not closed we cannot go back to that source again (e.g., \$180K saved by delaying computer/laptop replacement). There is a marketing expense reduction, of which about \$100K was taken from Enrollment Services, the remainder from CST. A \$200K reduction in travel expenditures (from 102 and 131 funds) was requested. Reductions suggested by VC Van Gruensven in Business and Finance included reductions to the Weidner Center. Approximately \$200K in program revenue from collaborative programs could be put toward the reduction plan. It is believed \$125K in collaborative program instruction costs could be saved by moving overloads to part of the faculty members’ load. Additional instruction will be reduced by \$575K (a number that was put against the \$1.3M requested by the Deans). The additional instruction dollars that are available will be distributed based on four metrics: emergency funds (provides the Deans with ways to work with unanticipated retirements, resignations, or enrollment increases), specialty instruction (courses not taught by core faculty because of areas of expertise), growth of programs (growing colleges got a little bump in resources to continue their growth), and curricular management (number of courses taught by ad hocs). The Deans have been instructed to: work within their additional instruction budget, require faculty to teach up to 24-credits (if need be), and maintain or increase enrollment in their respective colleges. Finally, the \$2M reduction also includes the temporary use of distance education funds to pay for a person in online programs and there is about \$400K in salary savings from holding a number positions open for now.

Provost Davis then took questions. Assuming Governor Walker’s proposed \$100M budget increase to UW passes, how would that impact this expense reduction? Once we find out how much is coming back to our campus, plans would need to be in place regarding how it is reallocated – restore cuts, invest in program development, etc. (but nothing has been determined yet). If we don’t meet our enrollment targets, should we assume there is more pain coming? Or is there a plan B? A plan will be developed; actually we need a series of plans – a set of plans for a decrease and a set of plans for when the money does increase. Now that we’ve had meetings for each of the colleges, has a public forum been scheduled with the students regarding cuts to instruction, etc.? A forum has not been scheduled yet, but there are plans for Provost Davis and

VC Van Gruensven to visit the SGA. What percentage increase in tuition would be necessary to make this problem go away? That number is not known off the tops of the respective head's heads, but it would not take much.

4. OLD BUSINESS.

a. Annual Review Policy for Faculty (second reading).

UC Chair David Voelker sauntered up to the lectern to present the second reading of the policy, reminding us that this policy was created by the UC at the request of Chancellor Miller. The UC tried to create a policy as labor “unintensive” as possible. Chair Voelker mentioned that there have been a couple of very small changes since the first reading last month. For example, it was added that the documentation for the annual review shall be limited to the Professional Activities Report. **Senator Vandenhouten moved acceptance of the policy, Senator Loebel seconded.** With no discussion, the Faculty Senate **approved the motion (26-0-1).**

5. NEW BUSINESS.

a. Memorial Resolution for Roy Lukes.

Prof. Mike Draney was invited to deliver the resolution (drafted by Prof. Bob Howe). With the approval of the senators, the resolution will be added to the collection kept in the Governance Office.

b. Resolution on Granting Degrees.

Speaker Terry brought before the Senate the often controversial topic of whether we should grant degrees to deserving students at commencement this May. In an earth quaking display of taking charge, the two Geoscience professors, **Senator Luczaj and Senator Currier, respectively, moved and seconded approval of the resolution.** With no discussion, the Faculty Senate **voted unanimously to approve the motion (28-0-0).**

c. Distance Education Policy.

Associate Provost Clif Ganyard was invited to present the Distance Education Policy, first providing some background on the policy. He initially began work on the policy a little more than one year ago when he realized our published Distance Education Policy dated back to 2001 and thus is a bit out of date. He later learned that Chancellor Harden had signed a new Distance Education Policy in 2012 which was never published anywhere; this is a potential problem especially with accreditation looming on the horizon. Christina Trombley took the lead on writing the revised policy. Todd Dresser and the Institutional Technologists went over it in detail and made recommendations regarding what the policy should include. They have put together a comprehensive document that explains what distance education consists of at our institution and gives some parameters regarding how we run distance education programs at UWGB. **Senator Voelker moved to endorse the policy, seconded by Senator Stoll.** Prior to the vote, a clarification was requested regarding the percentages used to define distance education courses and distance education programs (75% and 50%, respectively) with the blended courses discussed on the second page of the document. Another comment was made regarding “Students who register for all online classes will be charged in-state tuition”. That statement is true; however, just recently students taking all online classes were charged segregated fees just as a resident student is charged. The Faculty Senate showed its support by **unanimously endorsing the policy including a clarification of the percentages discussed above (27-0-0).**

d. Institutional Learning Outcomes Policy.

Associate Provost Ganyard remained at the lectern to present the Institutional Learning Outcomes Policy. This policy stems more from Associate Provost Ganyard's more direct efforts to prepare UWGB for the HLC accreditation visit in October. A lot of work went into this policy in the three years after our last accreditation, examining our mission and defining the key components of the education we are delivering. This resulted in the MLLO project (Mission Level Learning Outcomes), which made initial progress but then faded away in 2011 after we met some of requirements with the HLC. About this time we embarked on a 5-year revision of our general education program, which paralleled our efforts to define more clearly what kind of education we are delivering. As Associate Provost Ganyard was working on accreditation, it occurred to him that it would be useful for us to have an explicit statement of what we expect our students to get out of their education from an institutional level. Across the country, this is a fairly common practice. The AAC, GEC, and GAAC as well as the Provost and the UC have given their support and approval to the outcomes policy. The floor was then opened for questions and comments, which included: should there be any general education requirements listed under "Information Literacy"? (in meeting with the GEC, there are general education outcomes associated with information literacy, but not general education requirements; one senator suggested embedded librarians might be a good fit here), would re-missioning the university affect this policy and the process of HLC accreditation? (according to the Chancellor the re-missioning would put greater emphasis on research and development, which may require an institutional learning outcome to address that change in emphasis, but this Institutional Learning Outcomes Policy would not reflect re-missioning as it has not occurred yet). Provost Davis commented that the title of the last column changed from "Co-Curricular Activities" to "Examples of Co-Curricular Activities". **Senator Voelker moved to endorse the policy, seconded by Senator Malloy.** With no further discussion, the **motion to endorse the policy passed 28-0-0.**

e. Changes to UWGB Chapter 5: Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination (first reading).

UC Chair David Voelker made an encore visit to the lectern to provide a first reading to Changes to UWGB Chapter 5. This code change to Chapter 5 is following up on 2015 legislative changes and March 2016 Regent Policy changes. The status of tenure in statute was changed so it was left to the Board of Regents to define how tenure protections would work. The Regents responded by developing Regent Policy Document 20-24, which was approved last March, and is titled the same as UWGB's Chapter 5. As a result, we needed to update our Chapter 5, which previously only dealt with financial emergency, to bring it into compliance with Regent Policy 20-24 by including program discontinuance for educational reasons. Unlike the Post Tenure Review Policy, there is no deadline for modifications to Chapter 5, but the UC wanted to be proactive and put forth a policy that is specific to our campus. UC Chair Voelker sent our version of Chapter 5 to UW System legal, it was assigned to one of their staff members, but he has yet to hear back from them. Provost Davis asked how our version differs from the Regent Policy, in other words, what makes our Chapter 5 special to UWGB (it has to do with how the decision making process works at UWGB; i.e., our policy mentions our specific governance structures – University Committee, Academic Staff Committee and University Staff Committee). Section 5.06 "Seniority" (as it becomes relevant in times of layoffs or terminations due to financial emergency or program discontinuance) seemed to draw particular attention from member of the senate, as it was the subject of many questions and abundant discussion. To the UWGB Chapter 5 Policy the

UC added section 5.12 “Safeguards for Students in the Event of Academic Program Discontinuance,” which lays out protections for students should a program be discontinued.

f. Slate of Candidates for Faculty Elective Committees.

Before presenting the Faculty Elective Committee ballot, CCN Chair Prof. Aaron Weinschenk briefly shared a few observations: 1) he was dismayed by the inequity of representation on governance committees across colleges, 2) when required to contact faculty directly to try to fill spots on a ballot, he became frustrated by the variety of reasons/excuses, and 3) our current committee structure would not be conducive to switching representation from voting domains to colleges. After sharing these thoughts, **Senator Levintova moved to accept the Faculty Elective Committee ballot, with a second by Senator Stoll.** With no discussion, **the motion passed (27-0-1).**

g. Request for future business.

The call for new business went out.

From the back of the room came a shout.

“Despite the lack of state money,

“Believe in the Easter Bunny,

“And maybe new funds will come about.”

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

6. OTHER REPORTS

a. Academic Affairs Council Report.

Please see the 3/29/17 Faculty Senate agenda for details.

b. University Committee Report.

Christine Vandenhouten and David Voelker have been participating in the budget reduction work group. The UC has worked with SOFAS on some minor changes to the faculty handbook. And, obviously, the UC has been busy working on the Chapter 5 revisions.

c. Faculty Representative Report.

Christine Vandenhouten shared notes from the Faculty Reps meeting from March 10. Several other campuses are also working on revisions to their respective Chapter 5’s. A small task force of Reps met privately with President Cross to try to structure a method for more deliberate two-way conversations. The self-insurance proposal is likely to die. The legislature would like greater efficiency in workload reporting. Jim Henderson reported that Sea Grant might be eliminated by the federal government (would have a significant impact on UW research).

d. Academic Staff Committee Report.

Jan Snyder, USC Chair, was asked to pass along that the ASC continues to work with the Chancellor’s Office, HR, and other governance groups to gain final approval for their Employee Handbook and work continues with HR on the Academic Staff By-Laws.

e. University Staff Committee Report.

Jan Snyder, in her more customary reporting position, mentioned that University Staff governance committee elections were underway. In addition to “a ton” of vacancies on elected committees,

there are also openings on four appointed committees. The USC is working to respond to questions received at their Assembly meeting. Supervisors were recently sent a memo on the approval of Emeritus Status for University Staff.

f. Student Government Association Report.

President Nikolas Austin reminded the senate of the “Fund the Freeze” rally taking place Thursday afternoon (March 30), which the SGA is supporting. He also informed the senate that SGA elections are approaching. Currently, student Eduardo Navarro is running unopposed for SGA President.

7. ADJOURNMENT at 4:42 p.m.

Respectfully submitted,

Steve Meyer, Secretary of the Faculty and Staff

**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

Faculty Senate New Business 4a 4/26/2017

Memorial Resolution for Dr. George T. O'Hearn, Professor Emeritus

Dr. George T. O'Hearn II, 82, of Allouez, (former professor at the University of Wisconsin-Green Bay) passed away surrounded by his loving family on Saturday, March 4, 2017. The son of the late George T. and Bernice (Lorrigan) O'Hearn was born September 26, 1934 in Manitowoc and raised in Maple Grove. He was a triple graduate of UW-Madison, earning degrees in 1957, 1960, and his Ph.D. in 1965. On August 16, 1958, he married the former Ann Dvorachek at St. Mary's Catholic Church in Reedsville.

Dr. O'Hearn was a professor at UW-Madison for four years prior to moving to UWGB in 1968 when it became a four-year university at the former Deckner Avenue campus location. He retired in 1995 as emeritus professor. He was the former chairperson of the Professional Program in Education and the Director for the Center for the Advancement of Science. As an early faculty member, he was recognized for his strong contributions and deep involvement in many projects and initiatives. This recognition included a Founders Association Award for Excellence in Community Outreach in 1989.

Whether in Wisconsin or England, he was passionate about teaching and teaching teachers, particularly science educators. He influenced faculty and students almost as much as they influenced him. He was a charter member of the Wisconsin Society of Science Teachers, an organization from which he received the Rumford Memorial Award in 2014 and, previous to that, the Ron Gibbs Award for Science Teaching in 1983 for outstanding contributions in science education over a long and distinguished career in Wisconsin. This is the Society's most prestigious award. He was also a longtime member and past president of the Downtown Kiwanis Club of Green Bay.

Dr. O'Hearn was an avid reader and especially enjoyed science journals and newspapers. He enjoyed travel, particularly to Ireland, photography, and genealogy, including involvement and leadership as the former Vice-President of the Bay Area Genealogical Society. Furthermore, his lifelong pride in his hometown motivated the 1992 creation of the Friends of St. Patrick's, a non-profit organization designed to maintain the Irish heritage and traditions of the former church of St. Patrick's in Maple Grove, Wisconsin. Dr. O'Hearn was an active member of the UWGB Retiree Association, and he and his wife were generous financial supporters of this University dating back to 1970.

Survivors include his wife of 58 years, Ann, one daughter, Mary Mehlberg, Luxemburg, two sons, Dr. George O'Hearn, Dykesville, Don (Kathryn) O'Hearn, Maple Grove, MN, along with six grandchildren and two great-grandchildren.

A memorial fund has been established in Dr. O'Hearn's name for the Friends of St. Patrick Parish Educational Fund in Maple Grove.

Faculty Senate New Business 5a 4/26/2017

Memorial Resolution for Dr. Robert Cook

Dr. Robert S. Cook, a renowned University of Wisconsin-Green Bay founding faculty member, died on September 27, 2016 at the age of 86. In addition to his significant contributions in helping to establish the new university in northeast Wisconsin, Bob had a distinguished professional career which took him well beyond the confines of our region and outside the halls of academia.

Bob was born and raised in the small town of Unity, located in Marathon County, Wisconsin. Growing up on a family farm, he developed a love for animals and an appreciation of nature. These interests clearly influenced his chosen field of study, Conservation Education and Biology, when he entered Wisconsin State University at Stevens Point, the present-day UW-Stevens Point, as an undergraduate student. After earning his B.S. degree in 1951, Bob joined the U.S. Marine Corps. Stationed in Quantico, Virginia, he met a fellow marine, Anna Mazzella, who later became his wife.

Upon completion of their military service in 1953, Bob and Anna moved to Wisconsin; for Bob, a return to his home state. After he worked for a brief time as a laboratory technician for American Can Company in Rothschild, the family, now including a first-born son, moved to Madison so that Bob could pursue educational and professional interests in wildlife management. He enrolled in a master's degree program in wildlife management at UW-Madison and worked as a wildlife research biologist in the Wisconsin Conservation Department in 1957-58. His master's degree thesis titled, "Ecology of White-tailed Deer in the Bad River Indian Reservation", was based on work he did while with the Conservation Department as the leader of a deer research project. He was granted the M.S. degree in 1958.

Bob's next professional move took him to Appleton, Ashland, and Superior where he held Executive Secretary and Camp Director positions with the YMCA. Leaving his YMCA work in 1961, he and his family, now including a second son, moved to Green Bay where he accepted a teaching position at Preble High School. He taught biology and physical science classes there for two years and then decided to return to UW-Madison to undertake doctoral studies. The focus of Bob's doctoral research was a three-year study of animal diseases in the Welder Wildlife Refuge in south Texas. In 1966 he was awarded the Ph.D. degree in Veterinary Science with an emphasis in wildlife diseases. In the same year he returned to Green Bay where he accepted a faculty position at the local campus of the UW- Center System.

In 1968 Bob joined the faculty at UW-Green Bay as an Assistant Professor of Environmental Control, one of the two concentrations in the College of Environmental Sciences. Soon thereafter, in 1971, he was promoted to Associate Professor. Bob taught a variety of courses related to his interest and competency. Some of the courses in which he was involved were Vertebrate Zoology, Microbiology, Man and Wildlife, Natural Resources Management Strategy, and Cell Biology. He was also involved in the Liberal Education Seminar Program, a signature UW-Green Bay curricular program in its early years, and guided numerous independent studies. He was the major professor for several graduate students and served on the committees of numerous others.

Important as Bob's teaching was in helping to launch the new university, his forte was educating and applying his professional skills beyond the borders of the academic community. UW-Green Bay had a word for this at its beginning: communiversity. The intention was to announce that an important part of

UW-Green Bay's mission was to provide educational services for benefit of the community. Bob was a faculty exemplar of UW-Green Bay's communiversality vision.

It is not possible to describe here the full range and depth of Bob's outreach work during his tenure at UW-Green Bay, but here is a sample of his activities: served on an advisory committee for Green Bay and Milwaukee public schools for the purpose of developing federally supported environmental conservation programs, assisted local high school biology teachers in conservation curriculum planning and in-service training, advised the Bay Beach Wildlife Sanctuary personnel on animal health problems and on development and management of the facility, served as the elected chair of the Fort Howard Foundation Committee for Conservationist of the Year award, served as the faculty advisor to a student-initiated study project on the Neshota River Park which resulted in a plan for park development, advised the Green Bay Police Department on the use of drugs to capture deer wandering into urban areas, and served as chair of the West Shore Wildlands acquisition and development group in conjunction with interested local citizens. In his capacity as chair of the West Shore Wildlands group he played an instrumental role as a liaison between state and local groups in acquiring substantial funds for the purchase of wetlands for conservation purposes on the west shore of Green Bay. Bob was recognized for activities such as these when he was granted the award of Professional Educator of the Year for Conservation Efforts in Brown County in June, 1973.

Bob's outreach activities went well beyond the local and regional levels. Here again is a sample list of activities: served on the Board of Directors of the Wisconsin Council for Conservation Education, appointed by the governor to a special task force to formulate state policy on the use of chemicals in fish management, served on the governor-appointed State Pesticide Advisory Council, served as a Board Member of the Northeast Wisconsin Audubon Society, elected as Secretary-Treasurer of the National Conservation Education Association, and served as a reviewer for the U.S. Office of Environmental Education. For a time Bob was Academic Seminar Coordinator in the campus Office of Community Outreach, an administrative position in which he had responsibility for helping deans, directors, and faculty plan conferences and workshops.

It should be noted that some of the activities listed above overlap with the research domain of faculty responsibilities. In general, Bob's research work was based on applied community-oriented natural history and conservation projects; some of the results from such projects were published in academic journals. In other cases, Bob edited conference proceedings and wrote scientific advisory reports.

One additional outreach activity is worthy of special mention: Bob's role in acquiring the Richter Natural History Collection. Carl Richter was a resident of Oconto who, over the years of his lifetime from 1903 to 1977, collected a vast array of bird eggs and bird nests and other types of animal specimens. In 1975 Mr. Richter donated his extraordinary collection to UWGB. Bob served as the key contact person on behalf of UW-Green Bay when he visited Mr. Richter and examined the collection, hosted him on a visit to the UW-Green Bay campus, and, along with Chancellor Edward Weidner, made the case to him for UW-Green Bay as an appropriate place to house the collection on a permanent basis. Bob also served as the first Curator of the Richter Collection. The collection is now held on campus in the Richter Natural History

Museum where access is available to researchers and UW-Green Bay students in courses such as Ornithology and Mammalogy. The oological (egg) collection, a part of the larger Richter collection, ranks as one of the ten largest in North America.

It is not surprising that the campus community recognized Bob's achievements by granting him the Outstanding Community Outreach Award in 1974. Persons beyond the campus also took note of Bob's expertise and commitment to wildlife management and conservation. In 1977 he was offered the position of Deputy Director of the U.S. Fish and Wildlife Service under the incoming Jimmy Carter administration. After deciding to accept the position, in an interview with a local newspaper reporter he said this: "I know very well I like the academic life. What I don't know is whether I'll like this new position. But I won't know until I try". Evidently, he was up to the challenge because he served in the position for the entire four years of the Carter administration. In 1978, while in Washington he was called home to his alma mater, UW-Stevens Point, which granted him the Outstanding Natural Resources Alumnus Award. At the time he was believed to be the highest ranking federal official in the field of natural resources who was graduated from UW-Stevens Point.

When Bob left Washington in 1981, he returned to the academic world at Colorado State University where he was named Head of the Fishery and Wildlife Biology Department. He held that position from May 1981 until January 1993 when he retired. The opportunity to lead a major academic department in fishery and wildlife management and guide doctoral students in this field was an excellent capstone to Bob's professional career. While in Colorado he was also involved in the Rocky Mountain Elk Foundation and continued his involvement with the organization after his retirement. When Bob retired he and Anna returned to Green Bay to be near family and friends. They lived there for the remainder of their lives. In his retirement years, Bob continued to be involved in wildlife management and conservation issues; for example, he was an active proponent for the establishment of an elk herd in Wisconsin.

The range and depth of Bob's professional career is clearly impressive and noteworthy, but an enumeration of his activities and the positions he held does not capture the full measure of Robert Cook, the person. He was clearly a person who enjoyed taking on new challenges and was passionate about his profession. In the memorial service held in honor of Bob's memory, the eulogy presented by his son captures the essence of Bob's personal qualities and character when he described his father as follows: with each of his new life experiences he built character and ultimately added to the embodiment of who he was as a person, the person we came to know, love, and respect ... he was a determined man, a man not afraid to speak his mind, a man passionate about his causes, and most importantly, a man with a big heart who could be as generous and compassionate as anyone I know. And then this final tribute from Bob's son: In particular, he had one endearing quality that personified his life's mission and that was his ability for teaching others. This is the Bob Cook we, his former colleagues at UW-Green Bay, knew and respected.

– H. J. Harris, Paul Sager, and Robert Wenger

Faculty Senate New Business 5b 4/26/2017

Memorial Resolution for Dr. Elaine V. McIntosh

Dr. Elaine V. McIntosh, Professor Emerita of Human Biology, died on March 17, 2017, following a short hospitalization at Bellin Memorial Hospital. Elaine was born January 30, 1924 in Webster, South Dakota, to the late James Nelson and Cora (Bakke) Nelson. On August 28, 1955, she married Thomas H. McIntosh in Ames, Iowa. They celebrated 52 years of marriage prior to Tom's passing on April 2, 2008. Her brother, Dr. V. Ronald Nelson, passed away in 2012. Elaine is survived by her three sons, James of Battle Creek, Michigan; Ronald and Charles both of Green Bay, Wisconsin; a niece Cynthia (Robert) Ellsworth of Madison, South Dakota; a sister-in-law, Dr. Joyce Nelson of Sioux Falls, South Dakota; and a brother-in-law, Philip McIntosh of Lansing, Illinois.

Elaine grew up on the Great Plains of South Dakota during the Great Depression and Dust Bowl Era. Her youth preceded rural electrification, indoor plumbing, and widespread telephone and radio availability. Such amenities did not reach her locale until her late teenage years. Elaine had many stories of childhood deprivation as well as fond remembrances of life on the family farm. These included: steam powered threshing machines, early combines, and traveling in hand cranked automobiles on muddy, rugged roads. She helped to farm wheat and tended sheep with her dog and pony amidst the "vast plains, blue skies and endless mornings." Her mind and talents stretched far beyond her one room school house and her rural isolation. Elaine was a voracious reader of anything she could get her hands on. The owner of the local general store and a train station tender from a nearby town would collect old and discarded magazines, newspapers and books for her to read. She dreamed of being a writer and had two poems published by the age of 12. She enjoyed playing the saxophone and clarinet. She attended a boarding school to complete high school education. She graduated, valedictorian, from Waubay High School in 1941.

Elaine was very proud of her Norwegian heritage. Her grandparents on both sides immigrated to Wisconsin from Norway. She grew up steeped in Norwegian culture and traditions and was fluent in Norwegian. Elaine's mother, Cora, began attending Normal School in Viroqua, WI at age 16, obtaining her teaching certificate at age 18. She then began teaching in the pioneer one room school houses of South Dakota. Her mother encouraged Elaine to pursue higher education although the family had modest means for support. Through determination, scholarship, and part time jobs, Elaine succeeded in funding her college education by herself. She thought of majoring in English, but her mother convinced her to pursue her love of science. Elaine was known for her kind and gentle demeanor. As she pursued her career goals she also developed self-confidence, self-discipline and perseverance.

In her day, a scientific career was an unusual and infrequent choice for a woman that included many social obstacles. Elaine earned a A.B. degree in Chemistry and Math in 1945 from Augustana College in Sioux Falls, South Dakota; an M.A. degree in Biochemistry in 1949 from the University of South Dakota at Vermillion, South Dakota; and a Ph.D. in Physiologic Bacteriology in 1954 from Iowa State University at Ames, Iowa.

Elaine was the first woman to earn a doctorate degree from the Bacteriology Department at Iowa State University, and was honored by the university with a plaque in its Plaza of Heroines in 1995. She earned certification as a Registered Dietician (R.D.) from the State of Wisconsin in 1977 after interning at St. Mary's Hospital in Green Bay, Wisconsin.

Elaine was a biochemist, microbiologist, and nutritionist. Over her career, she had appointments at Sioux Falls College, the University of South Dakota, the University of Illinois, Iowa State University, and the University of Wisconsin-Green Bay. Her major research contributions were in the areas of nucleic acid and vitamin biosynthesis as well as muscle biochemistry. She received the Eli Lilly Award for her work involving pantothenic acid metabolism.

Elaine was part of the founding faculty hired in 1968 for the first year the University of Wisconsin-Green Bay became a four-year degree granting institution. She developed the university's program in nutritional sciences, achieving accreditation for the dietetics program from the American Dietetic Association in 1975, and maintained the program in compliance throughout her tenure.

In addition to teaching, active research, publishing, and presenting in her area of expertise, she mentored several graduate students. Elaine served administratively at the University of Wisconsin-Green Bay as chairperson of the Department of Human Biology for several years, as an Assistant to the Vice Chancellor, and as Special Assistant to the Chancellor. She achieved full professor status in 1985, and retired from full time appointment in 1990, receiving professor emerita status. She continued to teach part time until 1996, and thereafter led several Learning in Retirement (LIR) Seminars. She remained active in professional and community organizations during retirement, and was the author of two books: "American Food Habits in Historical Perspective", published in 1995; and "The Lewis and Clark Expedition: Food, Nutrition and Health Aspects", published in 2003.

Over the course of her career, Elaine was the author of numerous academic journal articles, a reviewer of and contributor to many textbooks, as well as creative writing pieces and poetry published in magazines. She was included in the International Who's Who in Poetry.

Among her past societal memberships, Elaine was past president, past vice president and board member for the Wisconsin Nutrition Council; a board member for the Center for Western Studies at Augustana College; founding board member of the Friends of Cofrin Library; and board member for the Brown County Historical Society. Elaine was a co-recipient of the 2003 Historical Preservation Achievement Award with her husband Tom. She was active in the Green Bay Botanical Garden and First United Methodist Church.

Warren Johnson

MEMORIAL RESOLUTION

Derived from: Pfothenauer Funeral Homes & Cremation Services (n.d.), *Obituary of Dr. Elaine V. McIntosh*, retrieved March 28, 2017, from http://www.pfothenauerfuneralhome.com/sitemaker/sites/PFOTEN1/obit.cgi?page=profile§ion=info&user_id=1938267

Faculty Senate New Business 5c 4/26/2017

UC Statement on the Value of General Education

(endorsed by the UC and by the GEC)

April 12, 2017

- A robust general education program is critical for supporting UWGB's institutional mission and vision and for maintaining our institutional and program accreditation, as well as NCAA Division 1 status. The Association of American Colleges & Universities (AAC&U) sees general education as a critical part of liberal education for the twenty-first century.¹
- Demonstrating our commitment to continuous reflection, the UWGB Faculty recently overhauled the general education program to improve the learning outcomes and educational experiences of our students.
- The First-Year Seminar requirement for general education is crucial for retention and for improving equity by closing the achievement gap. These courses help introduce and acclimate students to university-level expectations and to the campus community.
- The UWGB general education program has been designed to transform our students through problem-focused interdisciplinarity and prepare them for civic engagement. General education not only exposes our students to the principles of liberal arts education (citizenship, ethics, empathy, cross-cultural communication, etc.) but also exposes them to interdisciplinarity and is a gateway to numerous majors, some of them unique to this campus and most of them not duplicated in our region.
- Any general attempt to diminish our commitment to general education has the potential to weaken our institution and narrow students' education in a way that will not necessarily serve them well for the future.
- Professional programs teach specific knowledge and skills that will most likely lead to success if they are developed alongside communication and critical thinking skills as well as knowledge of diverse cultures—knowledge and skills prioritized by our general education program.
- General education courses tend to be either high-impact (viz., first year seminars) or high-enrollment classes, which means they have a strong return on investment (retention, credits granted, etc.).
- In a chapter titled "Embedding the Humanities in Engineering" Erik Fisher and Roop Mahajan, a humanist and an engineer by trade, developed what they called "interdisciplinary trading zones," through which they sought to integrate the diverging perspectives and enhance the ability of engineers to engage in productive, self-critical inquiry. They came up with the term "humanistic engineering" to describe their new program and the skills and ideas that characterized it. Besides suggesting a critical and reflective quality that they believed engineers have to possess in order to better grasp the ethical, human, and social dimensions of their work, the phrase also implied a creativity that they felt would increase the practical value of their work in the process.

¹ "What Is a 21st Century Liberal Education?," Association of American Colleges & Universities (AAC&U), at <https://www.aacu.org/leap/what-is-a-liberal-education>.

They imagined future engineers who could draw from and supplement existing paradigms in engineering and the humanities to develop more context sensitive solutions.²

- In addition to the academic and scholarly views noted above, the importance of general education has received popular support. For example, *Newsweek* has endorsed the idea that the sciences need the humanities, arguing: "Science and technology teach us what we can do. Humanistic thinking can help us to understand what we should do." The article goes on to say: "The humanities are not simply vehicles of aesthetic reward and intellectual inspiration, as valuable as those purposes are. Science and technology aspire to clean, clear answers to problems (as elusive as those might be). The humanities address ambiguity, doubt, and skepticism—essential underpinnings in a complex and diverse society and a turbulent world."³ The same principle could be applied to our professional programs as well as to the sciences.

² Erik Fisher & Roop Mahajan, "Embedding the Humanities in Engineering," in *Trading Zones and Interactional Expertise: Creating New Kinds of Collaboration*, edited by Michael E. Gorman (MIT Press, 2010).

³ Newsweek staff, "Why We Need the Humanities," *Newsweek*, Nov. 13, 2009. See: <http://www.newsweek.com/why-we-need-humanities-77017>.

Resolution on FYS Class Credit for Student Organization Participation

Whereas the UWGB Student Government Association has passed a resolution recommending that first-year-seminar instructors give students class credit for participating in student organizations and reflecting upon the experience;

And whereas the Faculty Senate recognizes the value of encouraging students to become involved in student organizations in order to develop social connections on campus, to enrich their educational experience, and to practice engaged citizenship;

Therefore, be it resolved:

The Faculty Senate encourages first-year-seminar instructors to offer students class credit (or extra credit) for participating in a student organization and submitting a reflection on the experience.

Faculty Senate New Business 5e 4/26/2017

The University Select Mission (UW System Policies)

Note: In an April 7, 2017, memo to the university community, Chancellor Gary Miller announced his intention to initiate a process whereby UWGB will reconsider its select mission. Given that it is difficult to overstate the significance of this request, the University Committee believes that shared governance bodies need to understand the process laid out in UW System code for changes to a university mission. Below are links to the UWGB Mission and to UW System documents pertaining to missions. UWS 9.2, included in full below, spells out the process for altering a university mission. –David Voelker, UC Chair

UWGB Mission:

<http://www.uwgb.edu/univcomm/about-campus/mission.asp>

UW System Mission documents:

<https://www.wisconsin.edu/regents/policies/approval-of-mission-statements/>

Policy for “Establishing or Altering Institutional Missions”:

<https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/policy-on-university-of-wisconsin-system-array-management-program-planning-delivery-review-and-reporting/#9.EstablishingorAlteringInstitutionalMissions> (see below)

UWS 9.2 Process for Establishing or Altering Institutional Missions

1. The institution notifies Academic Programs and Educational Innovation (APEI) at afgp@uwsa.edu of its intent to establish or alter its mission statement. The rationale and an analysis of the impact on the UW System must be included.
2. The institution develops the mission statement with wide institutional input and appropriate institutional governance approvals. The institution’s Provost regularly updates APEI during this process.
3. The institution notifies the Higher Learning Commission (HLC) of its intent to alter its mission statement.
4. Prior to formal submission, it is recommended that the Chancellor or Provost forward a copy of the draft select mission statement to APEI at afgp@uwsa.edu for consultation. The Associate Vice President (AVP) of APEI examines whether the language and format of the revised mission meet the statutory requirements. The AVP provides feedback and works with the institution to prepare the materials needed for formal submission to the UW System President and the BOR.
5. The Chancellor sends the mission statement, marked with the date at which it was approved by institutional governance, to APEI at afgp@uwsa.edu, the President, and the Vice President (VP) for Academic and Student Affairs (ASA) at least 12 weeks in advance of the desired BOR meeting for the first reading. The AVP will assess the functionality of the mission and whether the statement contains the statutorily required components, including a listing of the general degrees offered by the institution and a general description of academic programs or areas of focus of the institution. After receiving all materials, the AVP works with the institution to prepare the materials needed for submission to the BOR. Materials submitted must include:

- A Microsoft Word (not PDF) copy of the current or original mission statement;
- The revisions to the current mission as a document with tracked changes or strikeouts;
- A clean copy of the revised mission statement with the date at which it was approved by institutional governance; and
- A cover letter from the Chancellor addressed to the UW System President, explaining the rationale for the changes, the scope and the impact of the changes, and a request to place the mission revision on the BOR's agenda.

Upon formal submission of a request to alter a select mission, the AVP of APEI, the Office of General Counsel, and the VP of ASA review the request. The AVP reports summative findings and recommendations to the UW System President.

If approved by the UW System President, the AVP works with the institution to prepare the background materials for submission to the BOR.

6. The Chancellor or the Provost presents the mission statement at a meeting of the BOR for initial review (first reading). No action is taken at this time.
7. The institution conducts a public hearing on campus with a member of the BOR presiding. The Executive Director of the BOR should be contacted about organizational details and Regent selection for this task. This meeting should be widely publicized, including publication in the Wisconsin State Journal, and allow input from any individual who requests to be heard, including members of the institutional administration, faculty, staff, students, and the general public.
8. The Chancellor submits a memo to the Office of the President (copied to the AVP of APEI via afgp@uwsa.edu and the VP of ASA) summarizing the outcomes of the public hearing.
9. Upon approval of the UW System President, the institution presents the final mission statement to the BOR for a second reading and final approval. Materials must be submitted to APEI via afgp@uwsa.edu at least eight weeks in advance of the desired BOR meeting. Materials submitted must include:
 - A cover letter from the Chancellor;
 - A Microsoft Word (not PDF) copy of the current or existing mission;
 - A copy with tracked changes; and
 - A clean copy of the proposed new mission.
10. Upon approval by the BOR, the institution secures approval from the HLC to alter its mission statement, and notifies APEI via afgp@uwsa.edu of the effective date.
11. The Office of the Board of Regents maintains the official record of all UW System mission statements.

Faculty Senate New Business 5f 4/26/2017

AAC report for Faculty Senate

Course and Program Change requests that were approved from March 3 – April 13

March 30, 2017

- 1) ART 410: Advanced Painting – change college, budgetary unit, effective date, added instructor, designated as capstone.
- 2) ART ART-ED: Art Education Emphasis - Eliminated ART 378 as UL core course choice.
- 3) ART STUDIO: Studio Art Emphasis - Eliminated ART 378 as UL core course choice.
- 4) ART THERAPY: Art Major Emphasis in Pre-Art Therapy - Eliminated ART 378 as UL core course choice.
- 5) ARTS MGT: Arts Management Major – Eliminated ART 378 as UL core course choice.
- 6) BIOLOGY 310: Plant Biodiversity – changed periodicity
- 7) CHEM 102: Why There is Antifreeze In Your Toothpaste – course deactivation.
- 8) COMM SCI 205: Social Science Statistics - change college, budgetary unit, effective date, changed required pre-req to Concurrent enrollment in Comm Sci 97 or WPT:MFND test score ≥ 416 .
- 9) DESIGN 231: Graphic Design Studio I - new course proposal.
- 10) ECON 308: Business Cycles – course deactivation.
- 11) ECON 406: Economics of Globalization - course deactivation.
- 12) ECON 412: Economics of Sustainability - course deactivation.
- 13) HUM STUD 334: ~~Perspectives on Human Values:–The Ancient Classical World-~~ course title change, change program, college, budgetary unit, effective date, revised catalog description, added instructor.
- 14) INTL ENV-I: International Environmental Studies Minor – new program proposal –
- 15) PSYCH Sustain: Sustainability Emphasis - Program Deactivation Proposal -
- 16) PU EN AF 360: Immigration and Immigration Policy - New Course Proposal –

April 13, 2017

- 1) ANTHRO 306: Political, Economic and Environmental Anthropology Food, Subsistence and Globalization – course title change, program, college, budgetary unit, effective date change, catalog description revision, periodicity change, general education designation, added instructor.
- 2) BAS-ILS EC EDUC: Early Childhood Education Emphasis - New Program Proposal,
- 3) DESIGN 332: Graphic Design Studio II - program, college, effective date change.
- 4) EDUC 336: Introduction to Experiences in Kindergarten - Course Deactivation Proposal.
- 5) EDUC 363: Introduction to the Art and Science of Teaching in Early Childhood - New Course Proposal.
- 6) EDUC 425: The Early Years of Literacy and Language Development- New Course Proposal.
- 7) EDUC 443: Teaching Kindergarten: Curriculum and Assessment – college, effective date, periodicity change.
- 8) EDUC 452: Principles of Middle Level Education - program, college, budgetary unit, effective date change, cords listed with EDUC 652, designated capstone, GE Program skills infusion designations, added instructor.
- 9) EMBI: Certificate in Sustainability Environmental Sustainability and Business, course title change.
- 10) HIMT 345: Programming and Software Development - college, effective date change, catalog description revision.
- 11) INFO SCI 341: Survey of Gaming and Interactive Media - college, effective date change, designated writing emphasis, GE Program skills infusion designations.
- 12) MATH 260: Introductory Statistics - college, effective date change, added instructor.

Graduate Academic Affairs Council Report September 13, 2016 - April 11, 2017

The following actions were taken by the GAAC:

Authorization to Plan the MS in Athletic Training	13-Sep-16	new program	endorsed
SOC WORK 712; Field I: Supervised social work practicum experience in a human service agency setting.	11-Oct-16	Change P/NP to graded status.	approved
SOC WORK 714; Field II: Supervised social work practicum experience in a human service agency setting.	11-Oct-16	Change P/NP to graded status.	approved
SOC WORK 716; Field III: Supervised social work practicum experience in a human service agency setting.	11-Oct-16	Change P/NP to graded status.	approved
SOC WORK 718; Field IV: Supervised social work practicum experience in a human service agency setting.	11-Oct-16	Change P/NP to graded status.	approved
NURSING 790: MSN Leadership Project	12-Oct-16	minor change to description	approved
SOC WORK 749: Contemporary Interventions in Social Work Practice	20-Dec-16	new course	approved
SOC WORK 751 : Social Work Practice in Schools	20-Dec-16	new course	approved
SOC WORK 753 : Strengths-Based Leadership and Supervision	20-Dec-16	new course	approved
Graded graduate level capstone or equivalent courses	20-Dec-16	allow use of "PR"	approved
SOC WORK 700: Gateway to the Profession of Social Work	8-Feb-17	new course	approved
MSW : Master of Social Work Advanced Curriculum	8-Mar-17	Added core course. Removed elective from foundation curriculum	approved
MSW: Master of Social Work	8-Mar-17	Added core course. Removed elective from foundation curriculum	approved

EDUC 646 : Trends in Bilingual Education	8-Mar-17	new grad cross listing	rolled back for additional info regarding graduate learning outcomes
MANAGMNT 736 : Analysis & Design of Business Information Systems	8-Mar-17	change to name, description and prereq	approved
NURSING 770 : Practicum I: Leadership Practices - Quality and Safety in Health Systems	8-Mar-17	credit change	approved
NURSING 772 : Practicum II: Leadership Practices - Change, Culture and Communication in Health Systems	8-Mar-17	credit change	approved
NURSING 774 : Practicum III: Transition to Leadership Role in Health Systems	8-Mar-17	credit change	approved
Graduate Catalog language change "Policy Regarding Undergraduate/Graduate Core Courses"	8-Mar-17	new language regarding ug/grad integrated programs	endorsed
EDUC 646 : Trends in Bilingual Education	5-Apr-17	new course	approved
April 11, 2017 -- All GAAC members participated in meeting with HLC reviewers as part of the site visit for approval of the Ed. D. in First Nation Studies.			