

AGENDA

UW-GREEN BAY FACULTY SENATE MEETING NO. 2

Wednesday, October 11, 2023

3:00 p.m., TEAMS

Presiding Officer: Patricia Terry, Speaker of the Senate

Parliamentarian: Michael Draney, Secretary of the Faculty and Staff

1. CALL TO ORDER

2. APPROVAL OF MINUTES: FACULTY SENATE MEETING NO. 1. September 13, 2023 [Page 2]

3. CHANCELLOR'S REPORT

4. OLD BUSINESS

- a. Proposal for a new unit, Applied Writing and English (AWE) [second reading][Page 9]
Presented by Ryan Martin, Ann Mattis

5. NEW BUSINESS

- a. Proposal to amend the Capstone Graduation Requirement for all undergraduate students:
High-Impact Practices [first reading][Page 19]
Presented by Courtney Sherman, Kerry Kuenzi
- b. Proposal for a new Ed.D. in Applied Leadership [first reading][Page 38]
Presented by Pieter deHart, Susan Gallagher-Lepak, and Tim Kaufman
- c. Requests for Future Business

6. PROVOST'S REPORT

7. OTHER REPORTS

- a. Academic Affairs Council Report—Submitted by Vince Lowery [Page 53]
- b. University Committee Report—Presented by UC Chair Clif Ganyard
- c. Faculty Rep Report—Presented by Christine Vandenhouten
- d. Academic Staff Report—Submitted by Laura Nolan [Page 55]
- e. University Staff Report—Submitted by Lea Truttmann [Page 56]
- f. Student Government Report—Presented by Karime Golaviz

8. ADJOURNMENT

[draft]

MINUTES 2023-24
UW-GREEN BAY FACULTY SENATE MEETING NO. 1

Wednesday, September 13, 2023
3:00 p.m., 1965 Room and on TEAMS

Presiding Officer: Patricia Terry, Speaker of the Senate

Parliamentarian: Michael Draney, Secretary of the Faculty and Staff

PRESENT: Dana Atwood (PEA), Erin Berns-Herrboldt (NAS), Douglas Brusich (HUB), Thomas Campbell (TND), Nazim Choudhury (RSE), William Dirienzo (UC-NS-NAS), Clif Ganyard (UC AH-HUS), William Gear (HUB), Joan Groessl (UC PS-SOCW), Stephan Gunn (RSE), Richard Hein (Manitowoc-NAS), Todd Hillhouse (PSYCH), Elif Ikizer (Psych), Rasedul Islam (RSE), Daniel Kallgren (UC-Marinette-HUS), Mark Karau (HUS), Justin Kavlie (CIS), Shawn Malone (NAS), Ann Mattis (HUS), Michael McIntire (NAS), Samantha Meister (EDUC), Valerie Murrenus-Pilmaier (HUS), MD Tarique Newaz (M&M), Matthew Raunio (Sheboygan-BUA), Kimberly Reilly (DJS), William Sallak (MUSIC), Jalanda Sallmann (SOCW), Heidi Sherman (HUS), Christine Smith (UC SS-Psych), Omar Meqdadi (RSE), Patricia Terry (UC-NS-RSE), Christine Vandenhouten (UC-at large-NURS), Tamara Wang (NURS), Sam Watson (AND), Keir Wefferling (NAS), Preston Cherry (ALTERNATE-A&F), Corinne Mathieu (ALTERNATE-EDUC), Dylan Polkinghorne (ALTERNATE-M&M), Kristopher Purzycki (ALTERNATE-HUS), Jessica Warwick (ALTERNATE-NAS), Jennifer Young (ALTERNATE-HUS), Michael Alexander (Chancellor, *ex officio*), Kate Burns (Provost, *ex officio*), Mike Draney (SOFAS, *ex officio*), Kim Mezger (SOFAS Office, *ex officio*)

NOT PRESENT: Laurel Phoenix (PEA), Nischal Thapa (BUA)

REPRESENTATIVES: Laura Nolan (ASC Rep, *ex officio*), Lea Truttman (USC Rep, *ex officio*), Karime Galaviz (SGA Pres., *ex officio*)

GUESTS: Angela Baerwolf (SOCW Faculty), Pieter deHart (Assoc VC, Graduate Studies & Research), Paula Ganyard (Library Director), Susan Grant Robinson (XXX), Lisa Jackovich (XXX), John Katers (Dean, CSET), Holly Keener (XXX), McKinley Lentz (Admin Asst, Grad Studies), Melissa Nash (HR Director), Amanda Nelson (CSET Assoc. Dean), Rebecca Nesvet (HUS Faculty), Rachel Scray (Library), Courtney Sherman (Associate Provost); Nathan Smithson (Instructional Designer), Sheryl Van Gruensven (CBO), Kris Vespia (CATL Director).

1. CALL TO ORDER

Speaker Patricia Terry very gently called the meeting to order at 3:06 pm.

2. APPROVAL OF MINUTES: FACULTY SENATE MEETING NO. 8. May 3, 2023 [Page 2]

These were approved by consensus.

3. INTRODUCTION OF SENATORS

Here's where the trouble started. We encountered technical issues with the hybrid format...not everyone could hear everyone as they introduced themselves, so Speaker Terry decided to hold off on introductions until the next meeting.

4. CHANCELLOR'S REPORT

Chancellor Alexander started with positive news, talking up this weekend's celebration of Hispanic culture, *Estamos Aqui*; A cross-country meet at the former Golfcourse with thousands of Wisconsin high school students attending (and 10K students IF we get the state meet some year). A new dorm is on track to open in Fall 2024. Chancellor apologized for lack of information about the new building; it has not reached "33% design" yet, a milestone that allows us to start the next planning stage. He said we needed to work out the budget given our shortfall, but the goal remains of opening the new building at end of 2026. The existing Cofrin Library will come down after that.

The main topics of the Chancellor's report were, by his own admission, not great news. And that not great news is about the budget. In FY21 and FY22, we exceeded our budgets by a "significant amount". We are trying to figure out exactly why. COVID dollars initially obscured some of these budget problems. Enrollment projections dipped at the runup to F23...we lost about 200 students compared to last year, which has about \$1.2 million budget impact.

The UW System reports \$68 million structural deficit overall, and our share is listed at \$2.2 million. About \$1 million of that is due to lower enrollment this year. About \$0.75 million is due to increases in utility costs. We also added about \$4 million in recent years to payroll, because of pay increases and additional hires. Chancellor notes that we added about 60 academic programs in the last decade or so, and got rid of two or three.

Athletics has contributed to this shortfall as well. Travel costs have increased substantially in the last few years, and the NCAA probation required us to spend more. We were underfunding Athletics by about \$1 million.

UW-Green Bay grew when other institutions did not. The Chancellor feels this was the right thing to do, but it has contributed to the shortfall. And of course, we're as ever dealing with the UW-System funding scheme, which does not work in our favor relative to other UW-System institutions. We get \$10 million less than UW-Stevens Point, but have about the same number of students! Chancellor says we are NOT overstaffed: We 500 fewer faculty and staff than UW-Oshkosh.

To conclude, Chancellor Alexander stated that we CAN deal with the \$2.2 million deficit, but the problem is bigger than this...our margins are thin and we had to spend down balances to get them to within the 30-60 days of surplus mandated by state legislature. We need to fix the budget now, and we need to do it smart. How? He will tell us as soon as he knows. We won't be able to completely solve this problem this year, but it promises to be a tricky year.

Questions for the Chancellor

Sen. Hillhouse asked if there was a UW-System plan to address these deficits? The Chancellor stated he could not answer that, but that his job is to make sure we don't get into the bad situation

that some other institutions are now in. He notes that we are pushing to drive revenue sources. Our CCIHS program is the 2nd largest in the state. He notes that “you can’t cut your way to success”. Chancellor finished by saying that he owes us an apology for not seeing this sooner, but he’s not sure what he could’ve done differently.

Sen. Dirienzo asked for the rationale behind the Tony Warner personnel change...what is the Chancellor’s vision on that? The Chancellor is looking to reduce administration. It is a risky move, but he thinks that Dawn Crim (taking over for Warner on an interim basis) is the right person. This will not affect the number of gift officers in the field.

Sen. Karau asked if there was a timeline for dealing with the budget deficit? The Chancellor acknowledged it was a good question for which he couldn’t give a good answer, but stated we need to move with some dispatch.

Chancellor concluded by stating that the budget deficit isn’t anybody’s fault, prompting several Senators to simultaneously retort “It’s the legislature’s fault!”

5. OLD BUSINESS

There was none, which is nice.

6. NEW BUSINESS

a. Election of 2023-24 Deputy Speaker of the Senate

Joan Groessl was nominated (Vandenhouten/C. Smith) and then confirmed as this year’s Deputy Speaker by the Senate: 33 yes/0 no/1 abstention.

b. Resolution in Support of Faculty Collaboration in Administrative Decisions Regarding Academic Resources for Students [Page 10]

Christine Vandenhouten presented this UC-drafted resolution (K. Reilly/H. Sherman) in response to the Administration’s 2021 advising model, which some felt was implemented without adequate input from the Faculty. This was clarified after Senator Sallmann asked what the issue was that prompted the drafting of the resolution, and whether the model itself was being criticized. It was stated that the way the model was rolled out was the problem, and Sallmann asked for a revision of the resolution (appended to these minutes) in order to make it clear that advisors (and the advising model) were not the subject of criticism by the resolution.

Amendment to resolution (Sallmann/Vandenhouten) passed 21 yes/0 no/2 abstentions

Sen. Ganyard asked if Faculty can still use their own coordinators for their programs. Provost Burns responded in the affirmative, but that reassignments going forward would be the responsibility of the appropriate Dean. She added that a main objective of the revised model was to free up faculty time.

Sen. Hillhouse added that he thought the new model was working for his unit (Psychology).

Vote to pass amended resolution: 29 yes/1 no/5 abstentions

c. Proposal for a new unit, Applied Writing and English (AWE) [first reading][Page 11]

Dean Ryan Martin (CAHSS) introduced this proposal, which he supports, as HUS has gotten to be such a large unit, with over 40 faculty, 8 majors, plus the writing program. He noted that if this proposal passes, the smaller HUS and the new AWE units will still be the largest and second largest units in CAHSS.

Sen. Mattis (HUS) stated that the unit finally got too large after the merger with the additional campuses, and that the chair job is becoming too onerous.

There were no questions from the Senate.

7. PROVOST'S REPORT

Provost Burns thanked the UC for sharing the resolution, and stated she will try to improve communications from the Provost Office in future.

Enrollment: Provost Burns stated we are one week from our critical "day 10" numbers which will determine the extent of our budget worries, but enrollment is going well so far.

Program enrollment and Mission Realignment: The Provost stressed that she was well aware that the Mission Realignment calls for a nuanced view of program enrollment.

- Number of majors is not the only important factor, but also how will changes affect our mission (in terms of, for example, course offerings and periodicity) as well as simply the bottom line.
- We previously tried to add more emphases. This didn't always work well, but was a good way to assess demand for new programs.
- Faculty line replacement is a problem because we are under-facultied (if that is a word). So when a faculty line shifts from one unit to another, this is a zero sum game (with a loser in addition to a winner). But given budget limitations the reality is a lot of lines WON'T be replaced.
- Are we talking about layoffs? No, but we want to avoid getting into such a situation if possible. She stressed that what we are currently doing (that is, an uncritical approach to program offerings) is not sustainable.
- Bottom line, we NEED to take a moment to reconsider our program array. We cannot go full-steam ahead on everything.
- She acknowledged there are discovery majors in addition to destination majors
- Finally, she stated that the easiest course of action is inaction, but that won't work. It is not in UW-Green Bay's current culture to cut programs, but we need to become open to it.

Questions for the Provost

Sen. Karau: Noted he has a hard time seeing the value of eliminating a program. Asked Provost to expand on that idea. Provost noted that low-enrolled courses generate low revenue per course. Not every course must generate revenue BUT we have to maintain a positive balance.

Sen. Ganyard noted that faculty can indeed be laid off not only for financial contingency but also in the case of program discontinuance, which may explain faculty's unease with the process. Provost thanked Ganyard for this, noting that she is not yet an expert on the faculty handbook and its terminology.

8. OTHER REPORTS

- a. University Committee Report—Presented by UC Chair Clif Ganyard

Upcoming items: HIPs proposal (at the next, Oct., meeting); Gen Ed Revision coming this year; Possibly another new Unit will be proposed. Other issues may include advising model, career services embedding in Colleges, Dual Enrollment Programs, and Administrative Reviews will be coming in a few weeks.

The UC would also like to consider ways to achieve Senate Representation across the four Colleges; Mission Realignment.

Lastly, UC is looking for a faculty representative on the Institutional Ethics Committee.

- b. Faculty Rep Report—Presented by Christine Vandenhouten

The UW-System Shared Governance Council has not met yet.

- c. Academic Staff Report—Submitted by Nichole LaGrow [Page 21]
- d. University Staff Report—Submitted by Becky Haeny [Page 22]
- e. Student Government Report—Presented by Karime Golaviz

Last year, SGA passed a resolution to leave the University SG Association national group. This will necessitate some restructuring of our SGA, which is currently being worked out.

Pres. Golaviz is also working to get student government associations on the additional campuses.

9. ADJOURNMENT

I was pretty dazed at this point, but I think it was around 4:30 pm.

Respectfully Submitted,

Michael L. Draney, Secretary of the Faculty and Staff

A Resolution in Support of Faculty Collaboration in Administrative Decisions Regarding Academic Resources for Students

WHEREAS, the faculty appreciate the administration's efforts to reduce workload, and

WHEREAS, the faculty of the University of Wisconsin-Green Bay have the primary responsibility for determining the institution's academic curriculum, and

WHEREAS, that responsibility, combined with the faculty's regular interactions with the university's students, gives the faculty a uniquely informed perspective on the kinds of academic support services our students need, and

WHEREAS, the UW-Green Bay administration, in 2021, implemented a new professional advising model without fully acting on the feedback of faculty who sought to advise their own students, and

WHEREAS, although the work of UW-Green Bay's professional advisors has been excellent and the faculty want to make it clear that this resolution is not a criticism of their work, as a campus, neither the UW-Green Bay administration nor the faculty have a full understanding of how successful that model has been, and

WHEREAS, in May 2023, the Provost's office announced its intention to implement a new model of embedding career services to the colleges

BE IT RESPECTFULLY RESOLVED that the faculty of UW-Green Bay asks the Provost's Office to solicit feedback on this internship proposal and the implications for academic units across the campus, and to collaborate with faculty from different units to either adjust expectations of the overarching model or allow individual units to serve their students in a way that best fits that unit (while providing them the support they need to do that), and

BE IT FURTHER RESPECTFULLY RESOLVED that the faculty of UW-Green Bay asks the Provost's Office to engage in a robust analysis of how well the current professional advising model serves our students, and to then use the results of that analysis to collaborate with faculty from different units to either adjust

expectations of the overarching model or allow individual units to serve their students in a way that best fits that unit (while providing them the support they need to do that), and

BE IT FURTHER RESPECTFULLY RESOLVED, that the faculty of UW-Green Bay asks the Provost's Office to seek input from faculty at a foundational stage of development, any new proposals that restructure the way the academic resources are organized and/or allocated, using official lines of communication (i.e. The University Committee and/or Faculty Senate) in order to ensure our students are successful both today and in the future.

FORM K
(Ver. Sept. 2020)

UW-Green Bay
Academic Unit Actions

Academic Unit(s): Applied Writing and English (AWE)

Proposer: Rebecca Meacham, Ann Mattis, Jennie Young

Form Prepared By: Ann Mattis

Action(s) Requested:

1. Create new official academic unit, Applied Writing and English (AWE).

New Unit Information:

1. AWE will be composed of faculty in English, Writing and Applied Arts (BFA), and Writing Foundations.

Rationale:

Although this present action is inspired by the Chancellor's call for alignment of Strategic Priorities and increased organizational efficiency, this proposal has been discussed extensively over several years by colleagues who teach within and across our three separate programs. In other words, this proposal is not spontaneous, nor has its development been taken lightly. Given the overlap of pedagogy, curriculum, and personnel of our three programs, we believe the new AWE Unit would streamline efficiency of governance; allow our faculty's closely-aligned research and teaching areas greater creativity and self-determination; foster natural and organic collaboration both among our three Unit programs, and with programs and colleagues across our university; and increase our programs' capacity to meet student need and demand as enrollments climb in our Writing and Applied Arts and English majors, and Writing Foundations program.

Justification

A. Internal Drivers

1. *Efficiency of Governance*

- a. *Streamlining and Reducing Workload.* The AWE Unit faculty would consist of 19 full-time instructors: eight Teaching Professors, four Assistant Professors, two Associate Professors, and four Full Professors. This is already a large group of personnel, which in turn necessitates a large workload for personnel reviews, achieving quorum for Unit meetings and votes, and engaging in other bureaucratic operations like approvals of position requests and curricular changes. However, while substantial, the workload for conducting the operations of this new unit (AWE) would still entail a fraction of the work required in our current Unit structure, as programs within the larger unit of HUS/Humanities.
- b. *Context.* Currently, our three programs are housed within the larger unit of Humanities (HUS), which, after the merger with three other campus locations and the faculty therein, is comprised of eight majors (English, Writing and Applied Arts, History, First Nations Studies, Spanish, German, Philosophy, and Humanities) and the Writing Foundations program— and over 40 full-

time faculty. The bureaucratic operations of multiple programs housed within the HUS Unit has led to reduplication of bureaucratic approvals and created extra, time-intensive labor. To wit: within the current structure, personnel reviews, curriculum approvals, and position requests are often discussed, debated, and voted upon by ENG/BFA/WF faculty and then *again* by the HUS unit. This process reduplicates a significant amount of time and resources that could be spent more productively. Therefore, by creating a Unit (AWE) composed of English, Writing and Applied Arts, and Writing Foundations programs and faculty, we seek to streamline these necessary bureaucratic operations and approvals, in turn allowing our program faculty more time for the kind of forward-motion work and collaboration that results in student recruitment and program enrichment both within the AWE unit and across HU and non-HU disciplines.

2. *Voice and Self-Control*

- a. *Close Alignment of Faculty and Program Interests.* In the past five years, our three programs have seen the greatest increase in faculty from the merger with the three locations campuses of Marinette, Manitowoc, and Sheboygan. With these additional resources, we now have a full-time faculty among three programs that teaches courses in writing, literature, publication, and editing. Simply put, our instructors and majors overlap and enmesh. Unlike any other era in our programs' histories, a member of Writing Foundations faculty may teach both for Writing and Applied Arts and English; Writing and Applied Arts faculty teach literature courses; literature professors teach Capstones and practicums required for our two majors. This enmeshment is robust, generative, and, frankly, exciting. As a group, our meetings pop and crackle with ideas, and a culture of "yes, and" that allows for innovation as well as execution. Thus the AWE Unit would support our faculty whose functions, goals and resources are integrated on a regular basis.
- b. *DE Modalities.* This culture of "yes, and" has already delivered upon innovations which benefit our students. Our overlapping courses, and the modalities for their instruction, are intentionally planned to shorten time to degree across four campus locations and beyond. In 2021-22, English and Writing and Applied Arts collaborated on these goals with a Provost's Distance Education grant, which supported seven faculty in creating online/DE modalities for eight courses that support both majors. We are seeing the immensely successful results of this grant support in our programs' enrollment and graduation rates. We aspire to continue this seamless collaboration as we plan the next five years of our timetable.
- c. *Community Connections and Digital Transformation.* Looking beyond our current curricular synergy, we are eager to support one another in updating our programs and developing new curriculum, as we did for the Provost's Distance Education grant. By sharing ideas, access, digital tools, and user/ teacher/ student experiences, the AWE Unit would further facilitate the university's strategic priorities of "digital transformation" and "community connections." Furthermore, curriculum for both majors (including courses and internships) is outward-directed and community facing, and our faculty across all three programs collaborate on professionalizing opportunities with community partners on campus, locally, across multiple counties, and worldwide.
- d. *Natural and Organic Collaboration: Recruitment, Retention, Local and Global Partnerships.* In alignment with UWGB's current focus on both innovation and entrepreneurial thinking, we understand that ideas are the currency of the institution. The new AWE Unit structure would centralize ideas, innovation, and responses to regional needs and support the development, implementation, and longevity of new initiatives. Our unity and shared vision lead naturally to new recruitment ideas and marketing strategies, as well as availability and expertise: due to our "depth of bench" in overlapping fields of writing and literature, numerous faculty members across the proposed AWE Unit already serve as student professional mentors, represent our programs at Admissions/recruitment events, and otherwise promote our majors. In addition, due to bureaucratic streamlining, AWE's investment in collaborations would inevitably expand. For

instance, the English and Writing Foundations faculty are collaborating to host and run the first of a planned annual Summer Institute for teachers in our CCIHS program, where our AWE faculty (across programs) and local secondary educators will discuss the promise and problems of CHAT GPT and AI writing—a topic that unites us all. Finally, the Writing and Applied Arts major and English major faculty have embarked upon a long-term institutional collaboration and travel course exchange program with Cardiff Metropolitan University (CMU) in Wales, bringing students of both institutions across oceans for intellectual and cultural exchange.

All told, it's wonderful to generate ideas, but it's challenging to sustain their delivery over the long term. The members of the AWE Unit look forward to staffing, supporting, and broadening our initiatives for years to come.

B. External Drivers

1. *Program Growth and Capacity.* Altogether, the AWE Unit's two majors are at record enrollment in the past 20 years. A key factor was the launch of the Writing and Applied Arts BFA program in 2019, which has surpassed enrollment targets every year, including in enrollment at our three other locations. In 2023-24, we expect enrollment to rise with the unveiling of four new declarable emphases. In English, our Education emphasis enrollment has steadily increased for years, and we expect enrollment to rise as we overhaul our requirements and strengthen connections with local educators. Finally, another driver to our growth will be the recent change for General Education, now that students are required to pass two Writing Foundations courses.

With growth comes the need to advocate for more resources and support. A coherent, unified Unit of AWE would allow our program chairs to be more nimble, efficient, and collaborative as we respond to student demand.

2. *The Chancellor's Call for New Ideas.* UWGB's current Mission Alignment initiative asks us to get radical and to consider how altering current governance structures could liberate faculty to focus on curricular development and student engagement. We believe that removing a layer of governance and its associated meetings will allow AWE Unit members more time to collaborate on, and put into action, such development and engagement.

Important Qualifiers

AWE Unit members remain interested in continued collaboration and exchange of ideas with Humanities colleagues in Philosophy, First Nations Studies, History, Humanities, and Modern Languages—just as we already exchange ideas with members from other Units and programs on campus (Design Arts, Communication, Computer Science, Cofrin Center for Biodiversity, Sustainability, etc).

AWE Unit members remain interested in teaching courses and engaging in other collaborative opportunities for students in the Humanities major as availability allows, and as we already do with Women's, Gender Studies, and Sexuality Studies, Humanities, Communications, and more.

Personnel:

Tenure and Appointment Assignments:

Roshelle L. Amundson- Associate Teaching Professor – CAHSS/AWE
Paul Belanger - Associate Teaching Professor – CAHSS/AWE

Julialicia Case - Assistant Professor – CAHSS/AWE
Tara DaPra - Assistant Teaching Professor – CAHSS/AWE
Jonas Gardsby - Assistant Professor – CAHSS/AWE
Ann Mattis - Associate Professor – CAHSS/AWE
Rebecca A Meacham – Professor – CAHSS/AWE
Valerie Murrenus-Pilmaier - Associate Professor – CAHSS/AWE
Rebecca L Nesvet - Professor – CAHSS/AWE
Kristopher Purzycki - Assistant Professor – CAHSS/AWE
Jennifer Ronsman – Associate Teaching Professor – CAHSS/AWE
Charles A Rybak – Professor – CAHSS/AWE
Tracy Rysavy - Associate Teaching Professor – CAHSS/AWE
Albert C. Sears - Assistant Teaching Professor – CAHSS/AWE
Linda Toonen – Associate Teaching Professor – CAHSS/AWE
Jennifer Young - Professor – CAHSS/AWE
Erica Wiest - Assistant Teaching Professor – CAHSS/AWE
Christopher Williams - Assistant Professor – CAHSS/AWE
William M. Yazbec - Associate Teaching Professor – CAHSS/AWE

Program Assignments:

N/A

Governance Unit Chair Assignments:

AWE: TBD

Reviews and Recommendations:

Humanities

Date: 4/7/2023

Chair: Cristina Ortiz

Recommendation: Humanities expressed support for the new unit.

Academic Affairs Council

Date: 5/4/2023

Chair: David Voelker

Recommendation: AAC is supportive of the new unit.

Personnel Council

Date: 4/28/2023

Chair: Eric Morgan

Recommendation: Personnel Council expressed support for the new unit.

Registrar

Date: 4/12/2023
Chair: Daniel Vande Yacht
Recommendation: The Registrar's Office can handle the change.

University Committee

Date: 9/6/2023
Chair: Clifton Ganyard
Approved: X

Authorizations:

Dean CAHSS – Chuck Rybak

Date: 4/12/2023
Approved: X
Denied: _____

Faculty Senate

Date:
Speaker: Patricia Terry
Approved: _____
Denied: _____

Provost – Kathleen Burns

Date:
Approved: _____
Denied: _____

Chancellor – Michael Alexander

Date:
Approved: _____
Denied: _____

Attachments:

1. Humanities Meeting Minutes (4/7/2023)
2. AAC Memorandum (5/4/2023)
3. Personnel Memorandum (4/28/2023)

4. Email from Daniel Vande Yacht, Registrar (4/12/2023)
 5. University Committee Memorandum (9/7/2023)
 6. Email from Chuck Rybak, Dean, College of Arts, Humanities, and Social Sciences (4/12/2023)
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Minutes HUS Meeting 4/7/2023 1:30-3:00 via TEAMS

Attendance: Roshelle Amundson, Paul Belanger, Julie Case, David Coury, Tara DaPra, Tracy Rysavy Fernandez, Hernán Fernández-Meardi, Clif Ganyard, Jonas Gardsby, Dan Kallgren, Mark Karau, Zach Kruse, Ann Mattis, Rebecca Meacham, Kris Purzycki, Heidi Sherman, David Voelker (minutes), Erica Wiest, Christopher Williams, William Yazbek, Jennie Young, and Cristina Ortiz (Chair). Meeting was called to order at 1:30 pm.

The minutes from the Feb. 3, 2023, meeting were approved.

Deactivation of Environmental Humanities minor track (Voelker) — David Voelker noted that this program has existed for about 5 years and has struggled to find students. He moved to deactivate the program for the 24-25 catalog. Cristina seconded. 1 abstained. 20 in favor. David noted that he plans to recommend that we add a learning outcome related to sustainability to the Humanities major.

Election of Unit Chair (Ortiz) — Cristina noted that we are holding this election a bit late in the semester, because she was in conversation with Chuck about how to structure and compensate the humanities chair position. Whoever is elected chair will get a 2-course reassignment and \$2,000 in the summer. Mark Karau has expressed willingness to serve in the position. Mark nominated himself, and David Voelker seconded the nomination.

Election of Program Chair (Ortiz) — Mark noted that a number of curricular changes for Humanities are underway, including creating an online major and also probably discontinuing one or more emphases. Hernan nominated himself. David Voelker seconded the nomination.

Faculty voted for the chair elections by emailing Jessica Hankemeier, who reported the following results via an email to Cristina: Unit Chair: Mark Karau - 10 No Vote/abstained – 12 Program Chair: Hernan Fernandez-Meardi – 8 No Vote/abstained – 14 Information/discussion: Update from the Curriculum Working Group (Karau): In addition to what's noted above, the Religious Studies minor will probably be discontinued, after consultation with Philosophy faculty who agreed to this change. Mark will be talking with Lindsay, the professional advisor for Humanities, to better understand how students are choosing majors, minors, and courses. The hope is to reinvigorate the major and minor.

Faculty input on new advising model (Ganyard-UC): The UC is discussing the advising model and has invited Jen Jones and Darrel Renier to the UC to discuss assessment and changes to this model. Clif would like feedback on the advising model, whether right now or via email, etc. Feel free to ask other faculty to share feedback with Clif. Cristina pointed out that this model is bad for minors. The problems with minor advising are affecting programs. Many students minor in languages, so they are experiencing these problems. Global studies is another area of concern. Cristina thinks that program chairs/advisors should be more involved.

English memo regarding creation of a new unit (Applied Writing and English/AWE) (Mattis) - Cristina asked the Provost's office about the process and found that we don't have to make vote on this. Clif noted that we can make a non-binding recommendation for the people who do make the decision to consider. Clif recommended that we have a good discussion and consider seriously what this means for Humanities

as a unit. Cristina asked us to think about the purpose of a discussion about a decision that English has already made. Ann noted that English genuinely wants to hear what Humanities has to say; the decision wasn't made easily, but the support in English was "pretty unanimous," after much discussion. A huge part of the decision was the size of the unit, which English perceives as inefficient. The three programs that would create a new unit are so enmeshed. English is still supportive about collaboration across the disciplines, including with Humanities. They are excited about what they could do within a new unit. They don't part in an ungracious way. Ann raised the example of working on the Teagle grant and appreciating that and hoping for more exchanges in the future. David Voelker spoke some words of appreciation about sharing a unit with English and Composition for twenty years and about being inspired by the innovations in English, the BFA, and Composition. He wondered about the timing of the change. Clif said he is disappointed but also very supportive. He thinks that this change has some major implications for humanities in the future. He thinks we will have to have some very significant discussions about what the unit will look like in the future, and even if it will continue in the current form. He thinks that the implementation of the change will take a long time. Mark added that this change will especially affect DPH. Hernan wondered how collaboration might continue in the future. Ann noted that English faculty could still teach Humanities classes. That wouldn't change. Rebecca Nesvet noted in the chat that she wants to continue teaching Humanities courses. Rebecca Meacham noted that she is also sad about this change. Her understanding is that once this proposal gets through Senate (likely in October), it would go into effect immediately. She supports continued collaboration and thinks that some BFA classes could be put into the digital humanities emphasis. Hernan asked about how this would affect governance when it comes to curricular decisions. Rebecca Meacham noted that if there's an interest in English/BFA courses for Humanities programs, it's very easy to use CourseLeaf to secure approval. Mark asked a very practical question: does this change anything about the curriculum, such as English classes on the books for Humanities. Several people noted that there was no effect. All of the curricular programs remain in place. Ann said she's looking forward to more collaboration about public humanities and library/archives work, etc. This change won't impede collaborations. Hernan asked about how this would affect Senate representation. Clif said that both units would get representation based on the number of faculty. Humanities would lose some Senate seats and AWE would get some of those seats. Cristina also noted that the budget and professional development funds would be divided. Mark confirmed the programs that would continue as part of the Humanities. Dan said that this comes down to, "It's not you, it's me"—to add some levity. Cristina said that she has some issues about how the Humanities unit was described in the AWE proposal, but she wishes the faculty good luck. Clif asked if we should have a vote. Cristina didn't think so, but she said that anyone could make a motion. She thinks that the decision will be made based on the merits of the proposal. She doesn't think that it's worth the possible divisiveness of a vote. She thinks it's better to just have the discussion and wish the proposed AWE faculty best of luck and to be clear that we look forward to collaboration. Ann wanted Cristina to know that her leadership didn't play any role here. Cristina indicated that she wasn't taking things personally. Cristina did see mentions of conflict in the unit, and she thought it was "strange" to emphasize these perceptions over the intrinsic merits of the proposal. Ann said that they definitely don't want to put Humanities' reputation at risk but emphasized the frustration that came from the duplication of work, and the ways that the large unit felt "unwieldy." Ann noted that she doesn't have the same nostalgia as long-time Humanities faculty and that the merger brought a lot of painful changes to the Sheboygan campus, for example. More words of appreciation were spoken here. There was some additional discussion, including in the chat, about the description of "conflict" in the document, and Ann and Rebecca Meacham both said that they could take another look at the document. Cristina closed the discussion by wishing the AWE folks the best of luck and that she looked forward to continued collaboration. Rebecca Meacham noted that Humanities will still need the attendance of English, BFA, and Composition faculty to achieve quorum.

Meeting adjourned at 2:32 PM.
Minutes submitted by David Voelker

Date: May 4, 2023

To: Associate Provost Courtney Sherman

From: David Voelker, chair of the Academic Affairs Council (AAC)

Subject: AAC review of proposal for creation of Applied Writing and English (AWE)

At its meeting on April 27, 2023, the Academic Affairs Council (AAC) reviewed and discussed the proposal by faculty in Writing Foundations, English, and Writing and Applied Arts to create a new academic unit: Applied Writing and English (AWE). The committee generally found that the Form K submitted by said faculty on April 11, 2023, contained a strong rationale for the creation of the new unit, especially given the size Humanities Studies, to which these faculty currently belong.

AAC members raised a few concerns that merit further discussion as this proposal moves through the approval process. First, will Humanities be open to members of AWE continuing to teach HUM STUD courses, and, if so, under what conditions? (Would AWE faculty who teach these courses need to attend Humanities program meetings, for example?) Second, the description of “conflict” in Humanities seems inconsistent with the fact that Humanities has fully approved and supported every curricular proposal from Writing Foundations, English, and Writing and Applied Arts over the past several years. The AAC encourages English to consider removing the description of “conflict” from the form K, as it detracts from the strength of the proposal. Third, AAC members wonder whether this shift will impact the ability of Humanities to offer necessary courses, including the Humanities curriculum and General Education courses for all locations.

Cc:

Academic Affairs Council members

Eric Morgan, chair of Personnel Council

Secretary of the Faculty and Academic Staff

April 28, 2023

TO: Courtney Sherman, Associate Provost

RE: Applied Writing and English (AWE)

FROM: Personnel Council – Michelle McQuade Dewhirst, David Helpap, Md Maruf Hossain, Eric J. Morgan (chair), Jolanda Sallmann

The Personnel Council has reviewed the proposal to establish a new academic unit, Applied Writing and English (AWE). The Personnel Council has no major objections to the proposal but does wish to recognize the bittersweet nature of the transformation while supporting the wills expressed by both the future AWE faculty (in Curriculum Form K) and the Humanities faculty (in the unit’s meeting minutes of April 7, 2023). Given the large number of faculty involved in the creation of AWE who will be leaving Humanities, a written response from Humanities on the impact of the proposal (as required in step 3 of the approval process in the Curriculum Planning and Procedures guide) would have been helpful to the Personnel Council. Otherwise, the Personnel Council offers its recommendation for the proposal.

Vande Yacht, Daniel <vandeyad@uwgb.edu>

Wed 4/12/2023 12:11 PM

To:
Sherman, Courtney <shermanc@uwgb.edu>;
Rybak, Charles <rybakc@uwgb.edu>;
Hrivnak, Katrina<hrivnakk@uwgb.edu>

Thank you, Chuck and Courtney,

Katrina and I talked and based on our understanding, Katrina will add a new Academic Unit which is an Academic Organization in PeopleSoft (SIS)-“Applied Writing and English”.

So, once approved the RO will:

Add a new acad_org of AWE – Applied Writing and English
Associate the subjects of ENGLISH and WF with this new org
Associate the academic plans of ENGLISH, ENGLISH-I, WRIT_AA with this new org

Again, thank you.

Sincerely,

Dan Vande Yacht
Registrar
Registrar’s Office
Division of Enrollment Services, Room 1355, Student Services
UW-Green Bay, 2420 Nicolet Drive, Green Bay, WI 54311 e-mail: vandeyad@uwgb.edu
Serving campuses in Green Bay, Marinette, Manitowoc and Sheboygan 1.

TO: Courtney Sherman, Associate Provost
FROM: Clifton Ganyard, Chair, University Committee
DATE: September 7, 2023
RE: Establish Applied Writing and English (AWE) Unit

The University Committee met on September 6, 2023 and discussed the proposal to establish a new academic unit, Applied Writing and English (AWE) Unit. The UC voted unanimously in support of the proposal.

cc. University Committee
SOFAS

From: Rybak, Charles <rybakc@uwgb.edu>**Sent:** Wednesday, April 12, 2023 10:49 AM**To:** Vande Yacht, Daniel <vandeyad@uwgb.edu>; Hrivnak, Katrina <hrivnakk@uwgb.edu>**Cc:** Sherman, Courtney <shermanc@uwgb.edu>**Subject:** Form K and Rationale: Applied Writing and English (AWE) Unit

Dear Dan and Katrina,

I wanted to share with you a proposal that I am supporting, which is the formation of a new Unit in The College of Arts, Humanities, & Social Sciences. (Really, a group of programs is splitting off from our giant Humanities unit to make work more manageable.)

Courtney, my signature and approval are on the attached document.

Sincerely,

Chuck Rybak, Dean, College of Arts, Humanities, and Social Sciences
Professor of English and Humanities
Theater Hall 335F
UW-Green Bay 2420 Nicolet Dr. Green Bay, WI 54311-7001 Phone: (920) 465-2476
Fax: (920) 465-2718
Email: rybakc@uwgb.edu

Proposal to amend the Capstone Graduation Requirement for all undergraduate students: High-Impact Practices

Kerry Kuenzi
High Impact Practices Coordinator
Associate Professor of Public and Environmental Affairs

Introduction

High Impact Practices (HIPS), when used as course pedagogy, utilize intentional and integrative approaches for learning (sometimes called active learning) to extend the student's experience beyond the classroom, elevate the students' university experiences into a larger societal context, and engender deep, long-term learning (Watson, Kuh, Rhodes, Penny Light, & Chen, 2016). Research has shown that benefits of HIPS include:

- Higher Grade Point Averages/Student Success (especially for underserved students)
- Higher Student Satisfaction
- Eradicate Equity Gaps
- Increase retention
- Improved graduation rates
- Narrowed achievement gaps between racial/ethnic groups
- Increased critical thinking and writing skills
- Greater appreciated for diversity and inclusivity

While existing research indicates all students can benefit from participation in HIPs (Brownell & Swaner, 2010), prominent in the above list of benefits is their relationship to equity: the outcomes associated with HIPs participation among underserved student populations are greater than those of their majority peers (Finley & McNair, 2013). Given these benefits, increasing the quantity and quality of HIP experiences/courses has become a leading practice at universities across the country.

Recognizing these benefits, UWGB engaged in a HIPS initiative that sought to define HIPs for the UWGB context and to identify HIP courses¹. Currently, UWGB has a number of courses that are or could be constituted as high-impact. Easily identifiable examples include first year seminars, capstones, internships, and assistantships, while less transparent are the courses that include service learning and engage or community-based learning as a component of their course design. Therefore, identifying what courses are high-impact allows all to be flagged in the student information system and/or course descriptions in the university catalog aiding in access and transparency for students, faculty, and staff at the university. It also allows the university to track how many and what type of HIPs students are accessing during their time at the university. At UWGB, the HIPs initiative supports the mission of the university generally, and more specifically contributes to the university strategic priorities of student success and inclusivity.

¹ The literature on HIPs identify that they can be embedded within courses but also that they can co-curricular activities. For the purposes of this proposal, we are referring to those within courses only.

Proposal

Currently, students at UWGB are required to take two high-impact courses as part of their graduation requirements: first-year seminars and capstones². **We propose to amend the current capstone requirement to be a High Impact Practices requirement. This includes designating a requisite number of HIP courses students will need to graduate.** This will bring the university closer to being in line with the current literature on high-impact practices (which suggests that an ideal number for students to take would be one per year), as well as allows better tracking of the number and type of HIPs at UWGB.

1. Designating a Course as High Impact

a. Course Designation Process

High Impact Courses will receive a designation of high-impact and which type (Experiential or Applied, Project or Performance, Diversity or Global Learning, and First-Year Seminar [each described further below]) by providing syllabi and other relevant material to the HIPS coordinator who will work within and alongside current (and potentially new) governance structures in the course approval process. The HIPS coordinator and/or a HIPs committee (as well as other committees such as the GEC and ACC) will evaluate the submitted material alongside the definitions created herein to determine if courses meet rigorous standards to be assessed as a high-impact course.

b. Attributes of a High Impact Course: General

The HIPs Initiative relied on a large working group composed of faculty and staff from across the university to develop a working definition of HIPs for our university context along with a taxonomy that detailed a set of attributes a course or activity must have in order to be designated as high-impact. This sets a minimum standard for any course seeking a high impact designation. Based off this taxonomy, **high-impact courses must possess at least 5 of the following attributes³:**

1. Performance expectations set at appropriately high levels
2. Interactions with faculty and peers about substantive matters
3. Experiences with equity, and inclusion wherein students are exposed to and must engage with diverse, intersectional individuals and encouraged to consider course content from a multitude of perspectives
4. Frequent⁴, timely, and constructive feedback
5. Periodic, structured opportunities to reflect and integrate learning
6. Opportunities to discover relevance of learning through real-world, **hands-on, or experiential** applications
7. Public demonstration of competence

² Writing intensive course are often included in the extant literature on HIPs. However, these courses will not be counted towards student's HIP graduation requirement detailed herein, as the focus of the HIPs Initiative is primarily on encouraging students to enroll in applied, community-based, or work-based learning courses.

³ The General HIPs Taxonomy that will be used in the HIPs designation process is included as **Appendix 1**

⁴ Frequency Definitions for Use in Taxonomy: **Frequent**: at least a quarter of the weeks in a semester; **Semi-regular**: at least half the weeks of the semester; **Regular**: most or all of the weeks of the semester

The HIPs working group also identified an exhaustive list of potential HIP courses at UWGB. These were then grouped together for simplification, with courses seeking a HIP designation falling into one of four types. Additional attributes (beyond the general) are required of each type. These requirements were developed and refined by small working groups with expertise in each type of HIP. These have been adapted here to explicate the additional attributes required of each. These are:

a. Experiential, Hands-on, or Applied Learning Courses

Examples: Internships, Work-based Learning Courses, Labs, Service-Learning Courses, Teaching Assistantships

Experiential courses utilize hands-on learning to show the connection between course or programmatic concepts and the real-world (such as the community, a workplace, etc.). Reflection opportunities also foster problem solving and professional development, promote conscious action and self-awareness, and contribute to deeper understanding of issues. A range of activities are considered experiential, and can range from simple, in-classroom experiences to deeper, immersive experiences. **For a course itself to be designated as experiential, the course should be designed around the experience itself and constitute the primary purpose of the course.**

In addition to meeting the general standards of a high-impact practice at the University of Wisconsin Green Bay, the following outlines additional expectations of high impact experiential courses⁵:

1. Depth of Immersion/Authenticity - Student actively contributes to an activity that is structured by their faculty or the university to mimic the real-world
2. Student Autonomy - Activity is designed by faculty and led by student
3. Requirement for preparation and foundational knowledge/skills - Activity requires students to have learned foundational knowledge or skills as well as preparation for skill-building or application during activity
4. Reflection - Students complete formal reflection carefully structured by faculty member that documents students learning. Reflection occurs a frequent basis.
5. Time/Emphasis on Task - Hands-on experience/engagement is frequent
6. Communication - Communication between instructor and student is frequent

b. Project or Performance Based Courses

Examples: Portfolios, Research Projects, Collaborative Course Projects, Capstone⁶, and Performance-Based Courses

⁵ The complete Experiential Learning Taxonomy that will be used in the course designation process is included as **Appendix 2**

⁶ The Capstone taxonomy developed the Capstone working group which can be used as a tool for course design is included as Appendix 6.

Much like applied/experiential courses, project and performance-based courses ask students to actively integrate and apply course material to a specific task or context. In addition, these courses are designed around a tangible deliverable that requires a significant investment of time and effort by the student over the course of the semester. Further, **for a course itself to be designated as a high impact, the project or performance should be the primary means of assessing student performance in the course.**

In addition to meeting the general standards of a high-impact practice at the University of Wisconsin Green Bay, the following outlines additional expectations of high impact performance courses⁷.

1. Deliverable - Students produce a tangible deliverable turned in to the course instructor that requires a significant investment of time and effort
2. Project Structure and Assessment - Project and/or Performance are assessed as a whole at their completion
3. Collaboration and Assessment - Student or instructor designs project/performance to be completely by individual students. Instructor assesses individual student projects.
4. Requirement for preparation and foundational knowledge/skills - Activity requires students to have learned foundational knowledge or skills as well as preparation for skill-building or application during activity
5. Reflection - Students complete formal reflection carefully structured by faculty member that documents students learning. Reflection occurs a frequent basis.
6. Time/Emphasis on Task - Students spend at least 25% of in-course time either directly preparing for or engaging in project or performance

c. Diversity or Global Learning Courses

Examples: Travel Courses

Diversity and global learning courses help students explore cultures, life experiences, and worldviews different from their own, while also reflecting on their own experiences. These courses—which may address U.S. diversity, world cultures, or both—often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Through these type of courses, students become more informed, open-minded, and attentive to diversity across the spectrum of differences, gain a better understanding of how their own actions can reverberate through local, national, and global communities, and better understand how to address pressing and enduring global issues collaboratively and equitably (AAC&C, 2014).

In addition to meeting the general standards of a high-impact practice at the University of Wisconsin Green Bay, the following outlines additional expectations of high impact diversity or global learning courses (adapted from the Global Learning VALUE rubric, AAC&U, 2014)⁸.

⁷ The complete Project/Performance Taxonomy that will be used in the course designation process is included as **Appendix 3**

⁸ The Global Learning Taxonomy used in the course designation process is included as **Appendix 4**

1. Global Self-Awareness - Critically analyzes ways that human actions influence the natural and human world.
2. Perspective Taking - Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.
3. Cultural Diversity - Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures
4. Personal and Social Responsibility - Explains the ethical, social, and environmental consequences of local and national decisions on global systems. Students are expected to critically reflect on global processes and we represent our ties to the process of global integration and how we understand or ignore our global responsibilities.
5. Understanding Global Systems – Critically examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds. Students will /examine different geographies/scales (local, regional, national, global) to analyze the complex interrelationships among scales.
6. Applying knowledge to Global Contexts - Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).

d. First Year Seminars

i. First Year Seminars⁹

First year seminars (FYS) utilize a course model which pairs academic transition to college content with a course topic chosen by instructors of the course. Extant literature on FYS, as well as anecdotal evidence from other UW campuses included UWLAX¹⁰, indicates that combining academic content with transition to college content was the best way to develop the skills necessary to succeed in college.

Unlike all other HIPs courses, FYS course will not be required to go through the course designation process as they are developed with the oversight of the FYS coordinator and the Assistant Vice Chancellor of Student Success and Access who will ensure each course include those attributes outlined in the taxonomy.

2. Other Parameters of HIPs Graduation Requirement

a. Course Caps – 30 students

Designing and implementing a high-impact course design is an additional burden on faculty beyond traditional course/large lecture design. HIP courses require extensive and individualized

⁹ The taxonomy created by FYS Working Group detailing FYS attributes and used in the course creation and assessment process is included as **Appendix 5**

¹⁰ See the following for examples: <https://www.uwlax.edu/faculty-senate/first-year-seminar/>

interaction between faculty and students such as providing significant and different types of feedback, planning and implementing engagement activities, and connecting with community resources. As Holen and Dunn (2019) note: high impact teaching can cause high-impact fatigue. Keeping class sizes to a reasonable size to ensure that faculty can provide the high-impact engagement required to meet the definition of high-impact.

b. Periodic Assessment of High-Impact Courses

To ensure rigor and continued adherence to the standards of high impact practices, any course receiving a high impact designation will undergo periodic assessment at the same timing of the general assessment cycle (and the college in which the course is housed). Courses that no longer meet the standards of a HIP will lose their designation status. Before this takes place, instructors/courses will be given an opportunity to appeal the finding and/or identify changes to the course that will take place upon its next offering that will again meet the standards.

c. Required Number of HIPs

Generally, students will be required successfully complete **3** HIP designated courses that includes the following:

- A First Year Seminar
- One course other three categories
 - Experiential, Hands-on, or Applied courses
 - Project or Performance courses
 - Diversity or Global Learning courses

Students that transfer credit into the university may be eligible for a reduction in HIPs requirement. This includes:

- Students that transfer in 24 – 83 credits may be eligible to waive the FYS requirement.
- Students that transfer in 84 credits or more will only be required to complete the capstone requirement

Appendix One General HIPs Taxonomy

Nested in the extant literature on HIPs, the general HIPs taxonomy not only provides tangible strategies for operationalizing each attribute (creating a baseline for High Impact), but also indicates how to move beyond the base-line for maximum (highest) impact.

Attribute	High Impact	Higher Impact	Highest Impact
Performance expectations set at appropriately high levels	Expectations for student performance or participation are clearly stated	Expectations for student performance or participation are clearly stated and appropriately demanding	Expectations for student performance or participation are clearly stated and demanding, with high standards in place
Interactions with faculty and peers about substantive matters	Frequent opportunities for students to interact meaningfully with others for a purpose related to learning outcomes.	Semi-regular opportunities for students to interact meaningfully with others for a purpose related to learning outcomes	Regular (opportunities embedded within the experience with a purpose directly related to learning outcomes. These opportunities are meaningful and collaborative
Experiences with equity, and inclusion wherein students are exposed to and must engage with diverse, intersectional individuals and encouraged to consider course content from a multitude of perspectives	Frequent opportunities with a purpose directly related to learning outcomes.	Semi-regular opportunities within the activity or course that are purpose directly related to learning outcomes. Opportunities occur at least half the weeks of the semester.	Regular opportunities within the activity or course that are purpose directly related to learning outcomes. These opportunities are meaningful and collaborative and occur during all or nearly all of the weeks of class.
Frequent, timely, and constructive feedback	Summative and formative one-way feedback. Feedback is frequent	Summative and formative, both one-way and two-way feedback. Feedback is given semi-regularly.	Varied forms of summative and formative feedback, including rich two-way dialogues regarding progress. Feedback is given regularly.
Periodic, structured opportunities to reflect and integrate learning	Students are frequently provided with prompts that encourage connection to	Students are provided with semi-regular prompts that encourage deeper understanding by asking students to	Students are regularly provided with prompts that encourage critical reflection in which

	concepts and promote basic understanding. Students describe the “what?”	connect personal/practical situations. Students elaborate on the “so what?”	students examine their views and understanding. Students elaborate on the “now what?”
Opportunities to discover relevance of learning through real-world applications	Frequent opportunities to actively apply concepts to real-world applications within instructor-provided parameters.	Systematic and semi-regular in-class and/or out-of-class opportunities to actively apply concepts to real-world applications with instructor or client provided parameters.	Systematic and regular in-class and/or out-of-class opportunities to actively apply concepts to real-world applications with student or client provided parameters.
Public demonstration of competence	Few explicit opportunities for student to publicly share knowledge.	Some explicit opportunities for student to publicly share knowledge outside HIP experience.	Multiple explicit opportunities for student to publicly share knowledge outside HIP experience.

**Appendix 2
Experiential Learning Taxonomy**

Attribute	High Impact Experiential Course	Higher Impact Experiential Course	Highest Impact Experiential Course
Ex	Labs, Guided field research/experience, simulations	Service learning project or project-based learning	Applied Research, Clinical, Internship
Depth of Immersion/Authenticity	Student actively contributes to an activity that is structured by their faculty or the university to mimic the real-world	Student engages as an active member of an external entity or scenario in a structured opportunity from their faculty/the	Student engages as an active member of an external entity or scenario identified by the student

		university/their organization	
Student Autonomy	Activity is designed by faculty and led by student	Activity is co-designed by student and the organization/faculty and led by student	Activity is designed and led by student
Requirement for preparation and foundational knowledge/skills	Activity requires students to have learned foundational knowledge or skills as well as preparation for skill-building or application during activity	Activity requires students to have a developed understanding of foundational knowledge and skills with previous experience at skill application and synthesis	Activity requires students to have a mastery of required knowledge or skills with previous experience at skill application and synthesis
Reflection	Students complete formal reflection carefully structured by faculty member that documents students learning. Reflection occurs a frequent basis.	Students complete formal reflection carefully structured by faculty member that documents and deepens students learning. Reflection occurs on a semi-regular basis.	Students complete formal reflection carefully structured by faculty member that documents and deepens students learning as well as generates additional learning. Reflection occurs on a regular basis.
Time/Emphasis on Task	Hands-on experience/engagement is frequent	Hands-on experience/engagement is semi-regular	Hands-on experience/engagement is regular
Communication	Communication between instructor and student is frequent	Communication between instructor and student is semi-regular.	Communication between instructor and student is regular.

Appendix 3
Project or Performance Based Taxonomy

Attribute	High Impact Project/Performance Course	Higher Impact Project/Performance Course	Highest Impact Project/Performance Course
Deliverable	Students produce a tangible deliverable turned in to the course instructor that requires a significant investment of time and effort	Students produce a tangible deliverable shared with the instructor, classmates, and/or other university stakeholders. The project or performance requires	Students produce a tangible deliverable shared with the instructor, classmates, and/or other university stakeholders, as well as individuals external to the university. The project or performance

		a significant investment of time and effort	requires a significant investment of time and effort
Project Structure and Assessment	Project and/or Performance are assessed as a whole at their completion	Components of project/performance receive individual assessments, as well as final project/performance.	Components of project/performance receive individual assessments, with opportunity for improvement/additional feedback. Process is iterative with multiple opportunities for feedback/improvement on various components resulting in final project/performance.
Collaboration and Assessment	Student or instructor designs project/performance to be completely by individual students. Instructor assesses individual student projects.	Student or instructor designs project/performance to be completely by individual students. Students provide and receive peer assessments on components of and/or their complete project or performance.	Student or instructor designs collaborative project/performance. Students provide and receive peer assessments on components of and/or their complete project or performance.
Requirement for preparation and foundational knowledge/skills	Activity requires students to have learned foundational knowledge or skills as well as preparation for skill-building or application during activity	Activity requires students to have a developed understanding of foundational knowledge and skills with previous experience at skill application and synthesis	Activity requires students to have a mastery of required knowledge or skills with previous experience at skill application and synthesis
Reflection	Students complete formal reflection carefully structured by faculty member that documents students learning. Reflection occurs a frequent basis.	Students complete formal reflection carefully structured by faculty member that documents and deepens students learning. Reflection occurs on a semi-regular basis.	Students complete formal reflection carefully structured by faculty member that documents and deepens students learning as well as generates additional learning.

			Reflection occurs on a regular basis.
Time/Emphasis on Task	Students spend at least 25% of in-course time either directly preparing for or engaging in project or performance	Students spend at least 50% of in-course time either directly preparing for or engaging in project or performance	Students spend at least 75% of in-course time either directly preparing for or engaging in project or performance

Appendix 4
Global and Diversity Learning Taxonomy

Attribute	High Impact Diversity or Global Learning Course	Higher Impact Diversity or Global Learning Course	Highest Impact Diversity or Global Learning Course
Global Self-Awareness	Critically analyzes ways that human actions influence the natural and human world.	Evaluates the global impact of one’s own and others’ specific local actions on the natural and human world.	Effectively addresses significant issues in the natural and human world based on articulating one’s identity in a global context.

Perspective Taking	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e., cultural, disciplinary, and ethical.)
Cultural Diversity	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.
Personal and Social Responsibility	Explains the ethical, social, and environmental consequences of local and national decisions on global systems.	Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.	Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.
Understanding Global Systems	Critically examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the	Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose	Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.

	natural worlds	elementary solutions to complex problems in the human and natural worlds	
Applying Knowledge to Global Contexts	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific)	Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others

Appendix 5 First-Year Seminar Taxonomy

The purpose of this rubric is to identify the characteristics of high-impact first year seminar (FYS) and can used to assess courses to ensure they are meeting these standards.

An FYS course provides an “on ramp” to the University and its interdisciplinary mission. It is a content-based class that incorporates communication skills (written and oral) as part of the learning pedagogy. While the content of these courses will vary, they must all address at an introductory level: interdisciplinarity, communication, and information literacy. These courses

have wide support in the academic literature for increasing student persistence, retention, and long-term outcomes when designed to rigorously and purposefully.

Frequency Definitions for Use in Taxonomy

Frequent: at least a quarter of the weeks in a semester

Semi-regular: at least half the weeks of the semester

Regular: most or all of the weeks of the semester

UWGB First Year Seminar Taxonomy

Attribute	Developing	High Impact	Higher Impact	Highest Impact
Significant investment of time and effort by students over an extended period	Structure encourages general studying outside of class or designate activity hours.	Structure requires preparation or studying across the span of a semester in addition to class time engaging the activity. Work in and out of the classroom includes the application of the concepts.	Structure requires preparation or studying across the span of a semester in addition to class time engaging in the activity. Work in and out of the classroom includes the application of the concepts and connections to self.	Structure requires preparation or studying across the span of a semester in addition to class time engaging in the activity. Work in and out of the classroom includes the application of the concepts, connections to self, and sustained inquiry.
Frequent, timely, and constructive feedback	Summative one-way feedback. Feedback is infrequent.	Summative and formative one-way feedback. Feedback is frequent.	Summative and formative, both one-way and two-way feedback. Feedback is given semi-regularly.	Varied forms of summative and formative feedback, including rich two-way dialogues regarding progress. Feedback is given regularly.
Interactions with faculty and peers about substantive matters	Some opportunities for students to interact meaningful with others but	Some opportunities for students to interact meaningful with others for a purpose related	Regular opportunities for students to interact meaningfully with others for a purpose related to	Regular opportunities embedded within the experience with a purpose directly related

	on an irregular basis.	to learning outcomes.	learning outcomes and could include real-world application.	to learning outcomes. These opportunities are meaningful and collaborative and include real-world application.
Experiences with equity and inclusion wherein students are exposed to and must engage with diverse, intersectional individuals and encouraged to consider course content from a multitude of perspectives	Some opportunities but on an irregular basis and/or opportunities are not explicitly linked to learning outcomes.	Frequent opportunities with a purpose directly related to learning outcomes.	Semi-regular opportunities within the activity or course that are purpose directly related to learning outcomes. Opportunities occur at least half the weeks of the semester.	Regular opportunities within the activity or course that are purpose directly related to learning outcomes. These opportunities are meaningful and collaborative and occur during all or nearly all of the weeks of class.
Periodic, structured opportunities to reflect and integrate learning	Students may be prompted to reflect on their learning but reflection is surface level or a basic reciting of facts/ideas with demonstrating understanding.	Students are provided with prompts that encourage connection to concepts and promote basic understanding. Students describe the “what?”	Students are provided with prompts that encourage deeper understanding by asking students to connect personal/practical situations. Students elaborate on the “so what?”	Students are provided with prompts that encourage critical reflection in which students examine their views and understanding. Students elaborate on the “now what?”
Facilitating the transition from high-school to college	Structure encourages engagement with campus resources.	Structure requires engagement with campus resources.	Structure provides introduction of success strategies as well as opportunities for discussion about required engagement	Structure provides introduction of success strategies as well as opportunities

			experiences and their relevance to the transition.	for group discussion, individual reflection, and mentoring meetings about the transition.
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Appendix 6 Capstones

Capstones are already required of each student at UWGB as a graduation requirement. However, to ensure that each capstone course meet the standard of high-impact, a capstone working group utilized the extant literature on capstone and HIPs more generally to identify attributes of a capstone that meet the rigorous standards of high-impact. While capstones will be evaluated using the more general Project-Based taxonomy, the capstone taxonomy developed by the

working group is included here as a reference tool. Although capstones themselves will no longer be required of all students, the inclusion of capstones in curricular design is considered a best-practice in and of itself. Therefore, we encourage programs that retain their capstone to consider how to develop and deliver disciplinary relevant experiences that not only are reflective, culminating experiences but ones that provide an “off-ramp” to learning and aid students in transitioning for post-graduation life.

A capstone is the culminating experience of a student’s academic career. Typically completed during the student’s final year and/or semester, the experience allows the student an opportunity to synthesize their learning and demonstrate that they’ve met the learning outcomes of their major as well as the institution more generally. While format and structure may vary by discipline, these may include a major project, multiple experiences, case studies or exercises, a portfolio, a field experience or internship, or preparation and completion of a comprehensive exam.

According to the UWGB 2022-2023 catalog, these experiences are “either a classroom seminar experience or another integrative/culminating experience such as an internship/field experience/honors project that again addresses the campus’ interdisciplinary perspective and also has a problem focus. By its very nature, the experience will also have an important communication element. They will all address:

- Interdisciplinarity
- Problem-focused
- Communication”

In addition to meeting the general standards of a high-impact practice at the University of Wisconsin Green Bay as well as those of project-based courses, the following attributes of high impact capstone experiences.

- Synthesis - Students draw on learning throughout the program curriculum. Students are asked to integrate past coursework, experience, and knowledge to new contexts.
- Reflection - Students reflect upon academic experiences with opportunity for feedback
- Integration of Program Curriculum - Some faculty on capstone pathway contribute to meaningful activities along the capstone pathway that are implicitly linked to final capstone experience.
- Experience design and contributions of unit/program faculty - Experience design by IOR with feedback/engagement from most unit faculty who recognize their role in capstone pathway.
- Assessment - IOR and unit uses assessment outcomes to improve the experience.

Capstone Taxonomy

Attribute	High Impact Capstone	Higher Impact Capstone	Highest Impact Capstone
Synthesis	Students draw on learning throughout the program curriculum. Students are	Students incorporate learning from the entire undergraduate experience.	Students incorporate learning from the

	asked to integrate past coursework, experience, and knowledge to new contexts.	Students are asked to integrate past coursework, experience, and knowledge to new contexts	entire undergraduate experience and show continued capacity for lifelong learning. Students are asked to integrate past coursework, experience, and knowledge to new contexts
Reflection	Students reflect upon academic experiences with opportunity for feedback.	Reflection activities connect academic experiences to personal and professional growth throughout the capstone.	Reflection serves as the bridge that connects the undergraduate experience and the next step in life in a way that allows students to see their place in the community and world
Integration of Program Curriculum	Some faculty on capstone pathway contribute to meaningful activities along the capstone pathway that are implicitly linked to final capstone experience.	Some faculty on capstone pathway contribute to meaningful activities along the capstone pathway that are explicitly linked to final capstone experience.	All faculty on capstone pathway contribute to meaningful activities along the capstone pathway that are explicitly linked to final capstone experience.
Experience design and contributions of unit/program faculty	Experience design by IOR with feedback/engagement from most unit faculty who recognize their role in capstone pathway.	Experience design by IOR with feedback/engagement from all unit faculty who recognize their role in capstone pathway.	Experience design by all faculty who contribute to capstone pathway.
Assessment	IOR and unit uses assessment outcomes to improve the experience.	Unit uses assessment outcomes to improve the experience.	Unit uses assessment outcomes to inform curricular decisions and priorities.

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A DOCTORATE OF
EDUCATION (EdD) in Applied LEADERSHIP
AT UNIVERSITY OF WISCONSIN-GREEN BAY
PREPARED BY UW-GREEN BAY**

ABSTRACT

The University of Wisconsin (UW)-Green Bay proposes to establish a Doctor of Education (EdD) in Applied Leadership. The program will prepare students to effectively and ethically lead complex organizations and cultivate change in emerging organizations. The degree is built on a core of leadership knowledge and skill development, along with complementary areas of inquiry (e.g., research), emphasis, and application. This degree provides both spectrums of skills in high demand for employers: a thorough grounding in skills related to leading people, as well as an understanding of the specific professional skills related to education and research. The balance of these complementary skill sets prepares graduates of this degree to become transformative leaders in sectors such as education, athletics, healthcare, government, and nonprofit agencies. The program is designed to satisfy all of the graduate requirements of UW-Green Bay.

Coursework is focused on the following four areas: 1) Leadership sequence: Composed of leadership core coursework; 2) Inquiry sequence: Coursework covers research design and methods; 3) Emphasis sequence: Choice of emphasis area will be made by the students based on what best suits their professional goals and industry area; and 4) Application sequence: Coursework covers a field-based course, immersive leadership seminar (on-campus), and dissertation project.

Graduates with a Doctorate of Education in Applied Leadership will be prepared to pursue leadership positions in PK-12 and higher education (e.g., superintendents, directors, principals, assistant principals), nonprofits, health organizations, government agencies, and private companies. There is rising employer and student demand both regionally and nationally which suggests a favorable outlook for a new program¹. Example position titles include public policy leader, city and local government official, postsecondary education administrator, health services executive, and nonprofit and charitable organizer.

Tuition for the EdD in Applied Leadership program is \$675 per credit with no differential between in-state and out-of-state tuition cost due to the online delivery model (with fees, total cost for full-time students is \$762/credit, or \$12,192 per year).

This program directly addresses the select mission of UW-Green Bay by focusing on a "...deep commitment to diversity, inclusion, social justice, civic engagement, and educational opportunity at all levels"². Our core values embrace community-based partnerships, collaborative faculty scholarship and innovation." This advanced degree is grounded in promoting diversity, equity and social justice. Moreover, it seeks to provide an educational opportunity that does not currently exist in our region. In addition, the EdD advances the core mission of the university by offering a degree that is new and will "promote the economic development of the State."

PROGRAM IDENTIFICATION

University Name

University of Wisconsin-Green Bay

Title of Proposed Academic Degree Program

EdD Applied Leadership

Degree Designation(s)

Doctor of Education (EdD)

Mode of Delivery

Single university, Online (50% or more distance delivery)

Department or Functional Equivalent

Department of Education

College, School, or Functional Equivalent

College of Health, Education, and Social Welfare

Proposed Date of Implementation

September 2024

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students (headcount) entering the program over the next five years. Approximately 85% of the students will be full-time; 15% part-time. Student completion rates are expected to be approximately 90%, based on retention rates for other graduate programs at UWGB; for simplicity we assume attrition occurs between program year one and two. By the end of Year 5, it is expected 75 students will have enrolled in the program and 24 students will be eligible for graduation from the program.

Table 1: Five-Year Academic Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	15	15	15	15	15
Continuing Students		14	28	42	44
Total Enrollment	15	29	43	57	59
Graduating Students				12	12

Tuition Structure

For students enrolled in the EdD in Applied Leadership program, \$675 per credit tuition will apply, with no differential between in-state and out-of-state cost due to the online delivery model. In addition, students will be responsible for \$87.51 per credit student segregated fee; these funds are not directly available to the program. With fees, total cost for full-time students is ~\$762/credit, or \$12,192 per year.

DESCRIPTION OF PROGRAM

Overview of the Program

EdD Applied Leadership students will complete 54 credits of primarily online graduate coursework (Table 2). The program is unique for several reasons including a choice of an emphasis area, leadership field-based course, and immersive leadership experience on-campus in the second year of their work toward degree. This immersive component will strengthen and focus the cohesiveness of cohort relationships and centered on leadership with regional and area presenters. The program's structure will help to build and strengthen university and community partnerships which has implications for alumni relations and regional impact.

Student Learning Outcomes and Program Objectives

Program-level student learning outcomes include:

- Examine how behavior impacts an organization and its unique culture
- Design and implement policies and processes to effectively lead change in an organization
- Apply teaching and learning principles and methods in the construction of educational training and development
- Apply leadership knowledge, theory, principles, practices, and skills within an organization
- Utilize ethical behavior and decision-making within an organization, with a focus on equity and its role in shaping policy

The degree is a community-focused degree program that fosters development of strong leadership skills in a collaborative environment to effect organizational transformation. Graduates will demonstrate an ongoing commitment to diversity and inclusion with a focus on addressing inequalities in organizational systems, policies, processes, and practices. Moreover, this program emphasizes innovative and strategic thinking, and is targeted toward learners with diverse backgrounds in fields such as education, psychology, public administration, non-profits, and athletics, including those currently working in a profession overlapping with these areas.

The program will have a culminating professional project (dissertation). This culminating assessment is a practice immersed inquiry that seeks to directly impact communities and professional entities in significant ways. These include addressing equity

and diversity issues and looking at leadership through a new lens. We will utilize the successful design and model employed by our MS in Applied Leadership for over two decades, which presses candidates to focus on real world problems in schools, communities and professional organizations.

Program Requirements and Curriculum

Applicants to the EdD program in Applied Leadership must meet the following admission requirements. All applications will be reviewed by a graduate admission committee who will make admission recommendations based on these criteria. Applicants who do not meet these criteria can be accepted on a provisional basis based on committee recommendations.

- A baccalaureate and Master’s degrees from an accredited institution (flexible approach if no master’s degree mentioned below).
- A 3.0 GPA measured on a 4.0 scale for post-bachelor’s degree.
- Applicants who do not meet the 3.0 GPA requirement or who have other deficiencies may be admitted on a provisional basis.
- [International students](#) must submit additional information (refer to International Students webpage).
- Minimum of 3 years satisfactory teaching or professional experience preferred

Table 2 illustrates the program curriculum for the proposed program. The program requirements are comprised of 54 credits for those with a Master’s degree. For students without a Master’s degree, an additional 30 credits are required. Coursework is focused on the following four areas: 1) Leadership sequence: Composed of leadership core coursework; 2) Inquiry sequence: Coursework covers research design and methods; 3) Emphasis sequence: Choice of emphasis area selected by the students based on their professional goals and industry area; and 4) Application sequence: Coursework covers a field-based course, immersive leadership seminar (on-campus), and their dissertation project.

The following table outlines the course requirements for program candidates. Unique to this EdD program is the flexibility to develop an area of emphasis (12 credits) tailored by the student.

Table 2: EdD in Applied Leadership Program Curriculum
Academic degree program or major course requirements:

Coursework	Credits
Leadership Sequence	15 credits
EDUC 706 Doctoral Inquiry	3 cr
EDUC 801 Seminar in Leading with Emerging Technologies	3 cr
EDUC 707 Organizational Theory and Behavior	3 cr
EDUC 708 Leading Diverse Organizations	3 cr

EDUC 709 Leadership for Equity and Social Justice	3 cr
Inquiry Sequence	9 credits
EDUC 806 Research Design and Methodologies	3 cr
EDUC 808 Introduction to Quantitative Methods	3 cr
EDUC 809 Advanced Qualitative Methods	3 cr
Emphasis Options	12 credits
<u>Option:</u> Public & Non-profit Leadership <ul style="list-style-type: none"> Four courses (700-level) in Public Administration 	
<u>Option:</u> Specialized Studies <ul style="list-style-type: none"> Four graduate courses; Select courses aligned with your learning and leadership goals 	
Applied Sequence	18 credits
EDUC 713 Leadership Field-based Application	4 cr
EDUC 811 Seminar: Immersive Leadership Experience (on-campus in summer)	4 cr
EDUC 888 Dissertation Project Seminar	4 cr
EDUC 899 Dissertation	6 cr
Total	54 credits

Assessment of Outcomes and Objectives

The EdD program will use a multi-leveled assessment approach to collect program data and be nimble in making adjustments. Assessment of student learning outcomes will be managed by an EdD Applied Leadership graduate assessment committee which will include qualifying outside community members. The committee will establish an assessment plan for evaluating how well students are meeting the program’s learning outcomes. Assessment will be carried out using an embedded assessment plan comprised of rubrics and assignments collected each semester from various instructors and courses. The program committee will map each outcome to specific courses designed to meet that outcome and each instructor will select an artifact from the course that demonstrates achievement. The committee is responsible for identifying the degree to which students successfully meet learning outcomes and use assessment data to foster continuous program improvement. At the end of coursework, students will have a qualifying assessment to ensure mastery of the learning outcomes. The EdD Applied Leadership assessment group will work closely with our Office of Institutional Strategy and Effectiveness. The end-product of this program assessment will be reviewed by the Dean of the College of Health, Education, and Social Welfare, the institution-wide Graduate Academic Affairs Committee, and Provost Office, which will each provide feedback for

alignment with broader UWGB academic affairs objectives and program improvement and support.

Additionally, a Graduate Student Graduation Survey is conducted annually by the Testing Office to assess the student learning experience (e.g., satisfaction with program, satisfaction with curriculum and courses, and frequency of use and quality of university resources). Similarly, a Graduate Student Alumni Survey is conducted one year after graduation to assess overall perceptions of the UW-Green Bay experience, satisfaction with the program, employment status and income.

Diversity

UW-Green Bay is committed to achieving a diverse workforce and to maintaining a community that welcomes and values a climate supporting equal opportunity and differences among its members. The campus engages in several strategic initiatives to recruit a diverse student population, and offer a wide range of experiences and perspectives to our students. Recruitment of faculty and staff with diverse backgrounds and experiences is a priority for the university and recruitment and hiring policies and processes are in place to recruit a diverse workforce to serve students in courses and field experiences. The Chancellor's Council on Diversity and Inclusive Excellence offers a certificate program for all faculty to develop and recognize commitment to the UW-Green Bay Inclusive Excellence Initiative.

The Office of Admissions supports recruiters specialized in working with multicultural, bilingual, and international students. In fall 2017, UWGB added a Vice Chancellor for Student Affairs and Campus Climate (title now Vice Chancellor for Inclusivity and Community Engagement) to the Chancellor's Cabinet to improve, in part, campus initiatives on diversity and inclusivity. This position plays a critical role in furthering campus efforts to attract and support a diverse campus community reflective of the metropolitan area that UWGB serves.

UW-Green Bay has a broad array of student organizations and institutional resources and offices that offer resources and services to promote academic success and personal growth of students. For example, a number of student organizations provide an environment for students to share their own culture, gain leadership skills, and participate in co-curricular activities. UW-Green Bay's Multicultural Academic Center promotes a better understanding of diverse communities and serve as resources for students, faculty, and staff. The Center for the Advancement of Teaching and Learning offers regular workshops and panel discussions to address the complexities of inclusivity and diversity. The Office of International Education facilitates international student success while at UW-Green Bay. UWGB's office of graduate studies strives to provide support for students from application to graduation.

The UW-Green Bay graduate student applicant review process embraces these goals by taking a holistic approach to student admission - no single metric serves as the sole basis for campus admission at the graduate level. This approach is a proven best practice

for accurately predicting student readiness and academic success, and importantly, for instilling the diversity of life and work experiences into the classrooms to build a rich graduate-level pedagogical environment for students. Further, the Education Department, in collaboration with the Office of Graduate Studies, is committed to attracting diverse applicants by recruiting from professional networks that reflect the communities they serve.

In the EdD in Applied Leadership program, the curriculum and learning outcomes address diversity, inclusion and preparing students for working in a multicultural society and these are threaded throughout the curriculum. Several proposed courses include multicultural awareness and diversity content. In the Leadership Field-based Application course, students will apply leadership knowledge from coursework, expand their leadership toolkit, and participate in authentic experiences in an organizational setting. Students will be involved in selection of their field site and exposure to diverse settings will be encouraged.

Collaborative Nature of the Program

UW - Green Bay will be the single institution to deliver the EdD in Applied Leadership. The program will engage industry leaders from the region to support curriculum development, deliver guest lectures, participate in the Leadership Field-based Application course, and give feedback to continuously improve the curriculum. This type of partnership will form not only a strategic strength of the program but also highlight its collaborative nature.

During the UW System Notice of Intent (NOI) approval process, one UW institutions offering a doctoral degree in Educational Leadership and Policy and one UW institution offering a doctoral degree in Career and Technical Education Leadership expressed the desire to talk together and educate prospective students on the uniqueness of each program so students can best reach their desired goals. Additionally, to support students in reaching their desired goals, the program has created the flexibility for students to take emphasis courses from other UW graduate programs outside UW-Green Bay.

Projected Time to Degree

The projected time to degree for the proposed EdD in Applied Leadership will be 4 years if full-time and entering the program with a prior master degree credential. These students will take 6-7 credits in fall and spring and 3-4 credits in summer during the first 2 years of the program. The remaining two years will entail one course and dissertation credits each semester (fall and spring). Students who enter as a new first-year graduate students can complete the degree in 6 years if part-time. Students will be admitted once per year in fall.

Graduation requirements include successful completion of all coursework, a qualifying individual assessment, and approved dissertation.

Program Review

The UW-Green Bay Graduate Academic Affairs Council (GAAC) is charged with oversight of graduate programs, including review and approval of new programs, and all graduate-level credit courses. The GAAC will formally review the EdD in Applied Leadership program on a seven-year cycle beginning in 2029-2030, in alignment with formal review by the department and the Dean of the College of Health, Education, and Social Welfare. Program review evaluates the effectiveness of a program and trends in program enrollment and graduation rates. Informally, the program will be reviewed by students after each course to ensure the courses are having their intended impact on the various stakeholders. Aside from ongoing HLC accreditation processes, other external agencies will not evaluate the program.

The UW-Green Bay Program Review and Student Learning Outcome Policy and Procedure can be found at <https://www.uwgb.edu/assessment/university-assessment-program/#coordination>

Accreditation

No required approvals (e.g., accreditation bodies) are needed to offer the program beyond the Board of Regents (BOR). UW-Green Bay has approval from HLC to offer an Ed.D., it is not a new degree type for our institution.

JUSTIFICATION

Rationale and Relation to Mission

The EdD in Applied Leadership will contribute directly to the mission of the UW System by developing in students' higher levels of intellectual and cultural dispositions as well as professional and scholarly expertise, and with this better serving communities and society. This new program will align with the university mission², and strategic plan³. Through a primary online delivery model, this program will be focused on access, and will advance the mission of UW-Green Bay's current educational programs by improving teaching and learning throughout the region. Specifically, it will help fill the professional need in Wisconsin and our region for well-trained administrators and leaders with the skills to move their organizations forward. Core aspects of the Academic Strategic Plan are student success (e.g., access, achievement, satisfaction, programs that meet the needs of communities). Support for the program has been expressed by community leaders and the university community.

An Ed.D. in Applied Leadership is a logical fit with the UW-Green Bay select mission, as it notes that the University will provide "a problem focused educational experience" with a commitment to "educational opportunity at all levels" at a university that promotes "cross-discipline collaboration"². An Ed.D. in Applied Leadership also fits with the strategic vision of the university, including expanding professional graduate programs and professional growth³. This program offering, in particular, would provide local educational, health services, government, and community service organizations with the skills, trainings, and terminal-degree qualified leaders for which they have been looking, provide complex

organizations the opportunity to work with students on applied projects beyond those completed in undergraduate and masters-level degree programs, and provide clear opportunities for professional growth for working professionals looking to serve in a leadership capacity in their organizations.

University Program Array

The EdD in Applied Leadership will complement the existing program array at UW-Green Bay and strengthen our existing graduate portfolio, including degrees such as the Applied Leadership in Teaching and Learning (MS), Health and Wellness Management (MS), Public Administration (MPA), Sports, Exercise and Performance Psychology (MS), and Sustainable Management (MS). The program will allow pathways from multiple professional development and continuing education programs, and is naturally complementary to but clearly distinct from our Ed.D. in First Nations Education, which is currently the only UW-Green Bay doctoral degree. This program will offer a clear graduate choice for diverse learners from our current degree offerings as well as those around the country looking for opportunities to build their leadership acumen in a flexible and approachable format. Additionally, this program would represent the first fully accessible educational pipeline for UW-Green Bay, building from our Associates and Bachelor degrees in areas such as Organizational Leadership and Education, to master's degrees in Applied Leadership and Public Administration, to this interdisciplinary Doctorate of Education.

Other Programs in the University of Wisconsin System

The state of Wisconsin currently has six Ed.D. degrees offered within the UW system and each has a focus on education. Of those, three have an overlap with some type of leadership, although a narrower concentration (UW-La Crosse, Ed.D. in Student Affairs Administration & Leadership; UW-Oshkosh, Ed.D. in Educational Leadership & Policy; and UW-Stout, Ed.D. in Career & Technical Education Leadership)⁴. The other three programs include UW-Green Bay EdD First Nations Education, UW-River Falls EdD Montessori Education, and UW-Stevens Point EdD Educational Sustainability.

No other UW institution offers an EdD in the curricular area of Organizational Leadership (CIP 52.0213). Given this, students look outside the UW System for this degree, such as Concordia University EdD in Educational Leadership (online) and Capella University EdD in Educational Leadership (online) within our region or Grand Canyon University EdD in Leadership (online) and Arizona State University EdD in Leadership & Innovation (online) recognized nationally.

Need as Suggested by Current Student Demand

Graduates with a Doctorate of Education in Applied Leadership will be prepared to pursue leadership positions in K-12 and higher education, nonprofits, health organizations, government agencies, and private companies. There is compelling evidence for program implementation with respect to student demand, as it is outpacing growth by its competition by roughly 4:1¹. This EAB report indicated that “despite regional competition, growing student demand and a market open to smaller or new programs suggest a

favorable outlook for a new program”¹. The EAB analysis considered both regional (Illinois, Indiana, Iowa, Michigan, Minnesota, North Dakota, South Dakota, Wisconsin) and national student demand

UW-Green Bay has received student inquiries about other doctoral offerings including in the area of leadership. The need for this specific program has been evaluated and expressed at UW-Green Bay for many years. In 2012, for example, a survey was conducted of over 1500 teachers, administrators, and other professionals throughout northeastern Wisconsin which indicated a high level of interest among respondents. A total of 70% were very or somewhat interested in pursuing an Ed.D. at UW-Green Bay within 5 years and a focus on leadership was of high interest. The UW-Green Bay Office of Graduate Studies continues to receive inquiries and hear student interest in an Ed.D. Leadership degree.

Need as Suggested by Market Demand

The need for this specific preparation remains high and employment outlook for those with this degree is promising. Example position titles include public policy leader, city and local government official, postsecondary education administrator, health services executive, and nonprofit and charitable organizer. These are high-level positions with salaries reflective of those levels; average starting salaries range from \$74,000 to more than \$120,000⁵. Additionally, opportunities for such positions are expected to grow significantly and faster than average nationally over the next ten years, ranging from 7% to more than 28% growth across the position categories^{1,5}, suggesting a favorable labor market for program graduates. In Wisconsin alone, education administrators as a whole (regardless of category), are estimated to grow by 7.5% by 2030⁶, with all categories of occupations requiring this credential estimated to grow by 10.3% nationally by 2032¹. Employer demand for relevant professionals outpaced demand for all doctoral-level professionals, at nearly twice the rate, both regionally and nationally. These data indicate that program graduates will likely enter a labor market with increasing employment opportunities”¹.

References

¹EAB Market Pulsecheck (February 2023), Market Pulsecheck and Program Launch Feasibility Review: *University of Wisconsin Green Bay – Doctorate of Education in Applied Leadership*

²UW-Green Bay Mission: [University Mission - Chancellor - UW-Green Bay \(uwgb.edu\)](https://www.uwgb.edu/mission/)

³UW-Green Bay Academic Strategic Plan: [Strategic Plan 2022-2025 - Academic Affairs - Office of the Provost - UW-Green Bay \(uwgb.edu\)](https://www.uwgb.edu/academic-strategic-plan/)

⁴ University of Wisconsin System (UWS) (2022, June 13). The University of Wisconsin System Institutional List of CDR Major Codes 2022-2023 Academic Year. Madison WI: UWS. Link: https://www.wisconsin.edu/education-reports-statistics/download/central_data_request/cdr_manual/volume_2/IV-Major-Codes.pdf

⁵Bureau of Labor Statistics, U.S. Department of Labor (n.d.), *Occupational Outlook Handbook*, Management Occupations, on the Internet at <https://www.bls.gov/ooH/management>(visited 2/24/2023).

⁶Wisconsin Department of Workforce Development (DWD). (2023). Projections. <https://jobcenterofwisconsin.com/wisconomy/pub/projections>

COST AND REVENUE PROJECTIONS NARRATIVE

UNIVERSITY OF WISCONSIN-GREEN BAY

DOCTORATE OF EDUCATION (EdD) in APPLIED LEADERSHIP

Introduction

The Doctor of Education (EdD) in Applied Leadership is offered primarily via distance delivery with the exception of one Immersive Leadership Experience seminar on campus (in summer) and one Field-based Application course. The cost of the program is \$675.00 per credit plus a segregated fee (\$87.51 per credit). There is compelling evidence for program implementation with respect to student demand. Additionally, the employment outlook for graduates with this degree is favorable. No other UW institution offers an EdD in this curricular area.

Section I – Enrollment

The budget assumes a cohort of 15 new students entering the EdD in Applied Leadership each year (fall semester). A retention rate from program start to completion of approximately 90% is assumed (for simplicity we assumed attrition of 1 student in each new cohort between program year one and two). Most students will be full-time (assumption that 2 students in each cohort will be part-time).

Section II – Credit Hours

The program requires a total of 54 credits. A total of 12 credits will be taken in an emphasis area and these courses can be taken at UW-Green Bay in any graduate department. For this reason, the 12 credit emphasis courses will not be counted in the budget (42 credits are counted in the budget).

In Year 1 and 2, full-time students will take 2 courses (6-7 credits) in fall and spring semesters and 1 course (3-4 credits) each summer. Year 3 and 4 will involve a dissertation project seminar (4 credits), dissertation credits (6 credits) and emphasis area credits. Alternatively, students can take emphasis area courses throughout the program.

Section III – Faculty and Staff Appointments

This program will require 2 FTE faculty to meet the instructional demands. A position will be added in year 1 and year 2 of the program. Existing faculty at a .25 FTE level will contribute to the program most years. Program leadership responsibilities will be part of the total FTE to implement the program. A .40 FTE recruiter will be added in year 3 of the program. Existing administrative support from the department and Graduate Studies will be used.

Section IV – Program Revenues

The tuition rate set for the program is \$675.00 per credit. New tuition revenue was calculated based on student FTE enrollments multiplied by the number of credits taken by

each cohort (calculation required additional student FTE and credit hour lines on the budget projection table) and program full-time tuition rate reported in the program authorization document. Emphasis area credits were excluded from the revenue calculation. The tuition rate was chosen as it both covers the cost of instruction within the program and is in keeping with other online Ed.D. programs both within the state and across the country, while being economically competitive.

Students will be charged a student segregated fee of \$87.51 per credit; these funds are not available to the program and not included in the budget. No program fees will be charged to students.

No other funding sources (e.g., grants, GPR, etc) will be allocated to this program.

Section V – Program Expenses

Salary and Fringe Expenses

A total of 2 FTE faculty will be hired in years 1 and 2 (budget includes salary and fringe with a 2% increase each year). A position will be added in year 1 (assistant professor at \$65,000 plus 40% fringe) and year 2 (assistant professor at \$65,000 plus 40% fringe) of the program. A .40 FTE recruiter will be hired in year 3 as a permanent position (salary of \$53,000 FTE plus 40% fringe rate with a 2% increase each year). Existing admin support (0.5 FTE) will be used for this program. to meet the instructional demands.

Other Expenses

Program expense categories and costs are listed below:

Program Marketing: \$12,000 - \$25,000 per year for print, radio, outdoor, and digital marketing of the EdD program.

Professional Development, travel, and S&E: \$6,000 per year for travel, office S&E, and professional development.

Speaker Fees: Community, regional, and national speakers will be used to enhance program content at a cost of \$4000 in the first year and \$7,000 in subsequent years. Speakers will be critical in the Immersion Leadership course offered on-campus in summer.

Central Tax: We assume a central tax of 25% of total tuition to cover indirect institutional costs associated with library subscriptions, facilities, administration, and systems support.

Section VI – Net Revenue

Assuming enrollment targets are met, the program should be in a position of positive revenue beginning year 2. Any positive net revenue will be reinvested in the university to ensure curricular relevance, as well as to support initiatives and operations.

University of Wisconsin - Green Bay
Cost and Revenue Projections For Newly Proposed Program

Items		Projections				
		2024	2025	2026	2027	2028
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) FTE	14	14	14	14	14
	Enrollment (Continuing Student) FTE		13	13	13	13
	Enrollment (Continuing Student) FTE			13	13	13
	Enrollment (Continuing Student) FTE				13	14
	Total FTE	14	27	40	53	54
II	Total New Credit Hours	15	15	15	15	15
	Existing Credit Hours	0	17	17	17	17
	Existing Credit Hours			6	6	6
	Existing Credit Hours				4	4
III	FTE of New Faculty/Instructional Staff	1	1	0	0	0
	FTE of Current Fac/IAS	0.25	0.25	0.25	0.25	0.25
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.5	0.5	0.5	0.5	0.5
IV	Revenues					
	<i>From Tuition</i>	\$141,750	\$290,925	\$343,575	\$378,675	\$381,375
	<i>From Fees</i>					
	<i>Program Revenue (Grants)</i>					
	<i>Program Revenue - Other</i>					
	<i>GPR (re)allocation</i>					
Total New Revenue	\$141,750	\$290,925	\$343,575	\$378,675	\$381,375	
V	Expenses					
	Salaries plus Fringes					
	<i>Faculty/Instructional Staff</i>	\$91,000	\$181,356	\$184,983	\$188,683	\$192,456
	<i>Other Staff</i>					
Other Expenses						
<i>Marketing</i>	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	

	<i>Professional Development/S & E</i>	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000
	<i>Speaker fees</i>	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	<i>Central tax</i>	\$42,525	\$87,278	\$103,073	\$113,603	\$114,413
	Total Expenses	\$160,525	\$295,634	\$315,056	\$329,285	\$333,869
VI	Net Revenue	-\$18,775	-\$4,709	\$28,519	\$49,390	\$47,506
	<i>Speaker fees</i>					

Submit budget narrative in MS Word Format

Provost's Signature:

Date:

Chief Business Officer's Signature:

Date:

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AAC Report 10.5.23

Course Change Approvals

Accounting 414: Cost Accounting

Design 231: Graphic Design Studio I

Environmental Sciences 336: Environmental Statistics

First Nations Studies 374: Wisconsin First Nations History

Humanities 480: Humanities Seminar

Nursing 280: Pathophysiology Concepts for Nursing Practice

Nursing 290: Foundations of Nursing Practice: Practicum/Experiential Learning

Nursing 300: Pharmacology for Nursing Practice

Nursing 305: Healthy Aging and Chronic Care Management

Nursing 320: Health and Illness Concepts I

Nursing 331: Health and Illness Concepts I: Advance Nursing Skills/Simulation

Nursing 332: Health and Illness Concepts I: Practicum

Nursing 340: Quality Improvement

Nursing 350: Professional Development I: Nursing Theory, Image and Ethics

Nursing 360: Health and Illness Concepts II

Nursing 370: Evidence-Based Practice: Translating Research to Practice

Nursing 380: Alterations in Health and Illness II: Practicum/Simulation

Nursing 390: Leadership for Sustainable Health Care

Nursing 400: Nursing Care of the Childbearing Family

Nursing 410: Behavioral Health Care Management

Nursing 420: Nursing with Diverse Populations Practicum

Nursing 430: Population/Community Health Nursing Theory

Nursing 440: Population/Community Health Nursing Practicum

Nursing 450: Health with Illness Concepts III: Complex Care

Nursing 461: Care Transitions Practicum Immersion

Nursing 470: Professional Development: Navigating the Nursing Profession

Nursing 480: Leadership: Nursing in an Evolving Healthcare System

Program Changes Approved:

Community Health Education

Economics – Financial Economics Emphasis

Global Studies Minor

Organizational Leadership – Rising Leadership Emphasis

New Program Approved:

Political Science – Social Studies Education Emphasis

October 2023 Academic Staff Committee Report

- The Academic Staff Committee continues to meet monthly and held its monthly meeting on Wednesday, September 20th.
 - CURRENT MEMBERSHIP
 - Laura Nolan, Green Bay campus (Chair,)–CECE Program Manager
 - Katrina Hrivnak, 21-24, Assistant Registrar –(Vice Chair)
 - Roshelle Amundson, Assistant Teaching Professor
 - Bethany Welch, Marinette campus – Academic Advisor
 - Bobbie Webster, Natural Areas Ecologist, Ctr for Biodiversity
 - Samuel Robinson, 23-26, Enrollment Services Manager
 - Hleeda Vang, 23-26, Student Success Coach

- At our September meeting, we discussed the following:
 - Professional Development Allocation Committee and current funding. Budgets have not been approved yet. Motion approved to allow a member of the PDAC to receive funds for training.
 - Human Resources Update by Megan
 - Fall Assembly will be in December, either on the 11th or 12th.

- On October 6th the ASC held a closed meeting with the Chancellor, Provost, Paula Ganyard, Meagan Strelow, and Melissa Nash related to potential layoffs and notices of at-risk that were provided to several academic staff.

Our next meeting will be held on October 18th at 1:30pm.

Respectfully submitted by Laura Nolan, ASC Chair 2023-24

**USC Report for Faculty Senate Meeting
October 11, 2023**

- Our Fall Conference was held on Friday September 22nd, 2023 at the Tundra Lodge. The theme was Fostering Positivity in the Workforce! We had a decent turnout. Lots and lots of positive feedback! Next year we hope to have a bigger conference by opening it up to both University Staff and Academic Staff.
- Our 2023-24 is our UW System Rep is Becky Haeny! Her backup is Theresa Mullen. Thanks Becky and Theresa!
- Our first University Staff Committee monthly meeting was Thursday, September 21, 2023 at 10:00am virtually via Microsoft Teams. Kate Burns attended to give an update on enrollment and budget. Our next meeting is Thursday, October 19, 2023. Please email truttmal@uwgb.edu for the meeting link. The decision was made to continue meeting via TEAMS as a means of inclusion and equity across all groups and locations.

Respectfully submitted,

Lea Truttmann, Chair
University Staff Committee