AGENDA

UW-GREEN BAY FACULTY SENATE MEETING NO. 3
Wednesday, 11 December, 2024
3:00 p.m., TEAMS
Presiding Officer: Clif Ganyard, 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. 2. November 13, 2024 (Pages 2-8)**

3. **CHANCELLOR'S REPORT**

4. **OLD BUSINESS**
    a. Software Engineering Major (Second Reading, Action Item. Pages 9-14) (John Katers)
    b. Media Arts & Production Major (Second Reading, Action Item. Pages 15-25) (Ryan Martin, Ann Mattis)

5. **NEW BUSINESS**
    a. Election of Deputy Senate Speaker
    b. Resolution on the Conferring of Degrees (Page 26)
    c. Memorial resolution: Professor Woo Jeon (Page 27; read by Patricia Terry)
    d. Requests for Future Business

6. **PROVOST'S REPORT**

7. **OTHER REPORTS**
    a. Academic Affairs Council Report—Submitted by Vince Lowery (Pages 28-29)
    b. University Committee Report—Presented by Bill Dirienzo
    c. Faculty Rep Report—Presented by Patricia Terry
    d. Academic Staff Report—Submitted by Sam Robinson (Page 30)
    e. University Staff Report—Submitted by Becky Haeny (Page 31)
    f. Student Government Report—Presented by Karime Galaviz

8. **ADJOURNMENT**

DRAFT Minutes

UW-GREEN BAY FACULTY SENATE MEETING NO. 2
Wednesday, 13 November, 2024
3:00 p.m., TEAMS
Presiding Officer: Clif Ganyard, Speaker of the Senate
Parliamentarian: Michael Draney, Secretary of the Faculty and Staff

PRESENT (Note: Due to technical difficulties, SOFAS did not receive an attendance report for this meeting. Attendance was inferred by 1) appearance in the minutes (yellow highlight) and 2) accepting the Outlook invite (blue highlight…not certain!). Contact sofas@uwgb.edu with corrections to the attendance log): Zhuoli Axelton (BusAdm); Erin Berns-Herrboldt (NAS); Thomas Campbell (TnD); Nazim Choudhury (RSE); Bill Dirienzo (NAS-UC); Clif Ganyard (UC-HUS); Bill Gear (HUB); Stephan Gunn (RSE); Todd Hillhouse (Psych); Elif Ikizer (PSYCH); Melvin Johnson (PEA); Heather Kaminski (AcctFin); Mark Karau (HUS); Justin Kavlie (ICS); Shawn Malone (NAS); Tetyana Malysheva (RSE); Mike McIntire (NAS); Samantha Meister (EDU); Omar Meqdadi (RSE); Valerie Murrenus-Pilmaier (AWE); Heidi Neverman (Nursing); Tariq Newaz (BusAdm); Ray Parth (BusAdm); Laurel Phoenix (PEA); Lisa Poupart (FNE); Kimberly Reilly (DJS); Jolanda Sallmann (SOCW); Heidi Sherman (HUS); Hyeonsik Shin (BusAdm); Chris Smith (PSYCH); David Voelker (HUS-Alternate); Tamara Wang (Faculty-Nursing); Jessica Warwick (NAS-Alternate); Sam Watson (Art & Design); Michael Alexander (Chancellor); Kate Burns (Provost); Mike Draney (SOFAS)

REPRESENTATIVES: Karime Galaviz (SGA Rep); Patricia Terry (UW-System Faculty Rep).

GUESTS: Scott Ashmann (Assoc. Dean, CHESW); Moises Bahena-Martinez (UW-Green Bay student); Brenda Beck (Deans Assistant, CHESW); Sara Chaloupka (Financial Specialist II); Preston Cherry (Faculty, Bus Adm); Craig Hulce (Faculty, Bus Adm); Brianna Hyslop (Manager, Learning Center); Amy Ibuaka (Dean Assistant, CSET); John Katers (Dean, CSET); Tim Kaufman (Faculty-Educ); Jessica Lambrecht (Exec Dir, CECE); Ryan Martin (Dean, CAHSS); Ann Mattis (Faculty-AWE); Abigail Nehrkorn-Bailey (Faculty, Psych); Dylan Polkinghorne (Faculty, Bus Adm); Kristopher Purzycki (Faculty, HUS); Rasoul Rezvanian (Assoc Dean, CSB); Caden Rohadfox (UWGB Student); Jon Shelton (Faculty-DJS); Courtney Sherman (Associate Provost); Rebecca Stone Thornberry (Faculty, TnD); Meghan Strehlow (AVC-Student Access & Success); Kris Vespia (Director, CATL); David Voelker (Faculty, HUS); Jennie Young (Associate Dean, CAHSS).

1. **CALL TO ORDER…a few minutes after 3 pm.**

2. **APPROVAL OF MINUTES: FACULTY SENATE MEETING NO. 1. October 16, 2024 (Pages 2-6)**

   Ganyard called for corrections/additions, and asked for a motion (Murrenus-Pilmaier/Wang) and they were approved 25/0/0

3. **CHANCELLOR'S REPORT**

Three things for today, then I'll take questions

First, on compensation: We've worked hard this fall to assess where we're at financially, and plan to address compensation (thanks to Kent Bond for his help here). In the past, we've looked at biggest market gaps in a kind of emergency fashion. This largely affected staff several years ago, plus a few faculty who were underpaid the most. Now, our faculty are the most consistently underpaid. What's happened is that it's hard to get pay raises for employees, and then when new faculty are hired, they should be below that of more senior employees, and so we are getting farther and farther behind our CUPA institution peers. Kent Bonds looked at amount needed to get to the median of our CUPA peers. We'll bring in new people at (at least) 90% of CUPA median. This would exacerbate compression, so we are initiating a five-year plan to address compensation. First four years: Faculty. Trying to get everyone up to 90% of the median. We'll try to move everyone up equally over those four years ($300K/year total investment). Moving everyone up together, but at different rates depending on how far each one is behind. In fifth year, we'll look at Staff (they are closer to the goal as a group). Initial good feedback from the governance groups.

Questions about this? Chancellor encourages everyone to talk to governance groups about this

Karau: Is this data available someone for us to peruse? Chancellor will ask Kent for a summary.

Chancellor excited about this new transparent and intentional approach, which hopefully will address the problem faster than before. But, all this assumes we won't shrink in enrollment.

Second issue: System Budget. System is talking about an $850M request to legislature over next biennium. A piece of this would be related to pay plan. Reminder that when we get pay plan money, UWGB is responsible for 30% of it (from tuition, reserves, etc.). Otherwise, it will be a net cut to our university. We have done well with this constraint, but not every university has been able to meet their responsibility as easily.

Questions about that? No.

Last thing: Very good conversations last week at Manitowoc and Sheboygan. There is only one location in UW-System that has growth since the merger: Manitowoc. Kudos to Manitowoc staff for really embracing our mission. It was buzzing with activity last Friday. Talking about having CP access to campus facilities there, which should be a win/win between campus and community. We want to make sure this partnership won't negatively affect the campus or prevent any further development.

We are having talks with Lakeshore College about a use agreement for Lakeshore to teach courses on the UWGB Sheboygan campus. We already have a "general use agreement" but we are trying to work out a partnership with Lakeshore on the academic side. The context is important here, we'd work together in one space, which is unusual in WI (with our separate Technical College system) but fairly usual across the country. We'd like the partnership to 1) expand the campus density and 2) allow us to have more four year degrees on the campus. We also want buy-in from the Sheboygan community.

Questions about that? Its promising, but a work in progress.

Caden Rohadfox: Will Lakeshore students be able to use resources on the campus? YES, there will be a per-student payment from Lakeshore to us, allowing students to use the spaces, etc. Hopefully we can get an agreement that allows use of all resources, but that remains to be done.

4. **OLD BUSINESS**
   a. Honors residency requirement (Action Item. Page 7) (Courtney Sherman/Kate Burns)

Clif invites Provost Burns to introduce? Provost says that SGA has had a chance to discuss, and sounded positive, but will defer to them.

Need a motion to proceed to discuss.

Motion to approve the proposed change (Dirienzo/Karau)

Discussion?

Hillhouse: Some confusion in our department; is this honors meaning summa cum laude, etc? Provost: For honors in the major, you'd need a project, but this is indeed for cum laude, summa and magna cum laude.

Berns-Herrboldt: Looked at other universities, often closer to 60 credits. Are we diluting the honor by making it much lower than 60 credits? Provost: We do have a lower Residency requirement than some system schools, and our honors requirement is probably in line with that.

B-H: Madison, Lacrosse, River Falls all have 60 to get Honors….

Ganyard: We were at 60 until changing to 48 about 12-15 years ago. Some DO count transfer credits, though. It really varies. We did a deep dive several years ago, most are at 45-48, a few are at 60, but those tend to count the transfer credits.   Some programs' students come in so late that its very difficult for them to earn honors (for example, Social Work, Nursing).

Sherman: Thanks Ganyard for your insights. She suggests we don't need to conform with other system schools, we can go our own way.

Sallmann: It used to impact Social Work students when the requirement was 60 graded credits (many field credits were ungraded), but the problem has been fixed. Sallmann doesn't want to reduce the requirement, in agreement with Berns-Herrboldt, so that our award isn't diluted.

Provost: We COULD count transfer credits, but since we have more transfer students as a percent than other schools, it would really increase workload if we did that.

Reilly: DJS faculty were worried about the potential inequities between non-transfer students (who have to count four years of coursework) versus transfer students…30 credits is just one year.   That seems inequitable.   DJS would prefer 30 for all over an inequitable system.

Galaviz (SGA President): This has been discussed by SGA…they can't tell a difference between students, and the only students that seem unhappy are the transfer students; we don't see the harm in lowering the credit requirement for transfer students.

Berns-Herrboldt: Some places have a "senior merit" honor, and are more amendable to that than shifting the honors from 48to 30 credits.

Rohadfox: Has spoken to dozens of students, including classes. Student don't care about the "equity" issue, they just want transfer students to be considered for honors.

SOFAS asked for clarification of the motion…..memo from Provost: Changing transfer honors requirements from 48 to 30 credits.

Ganyard called the question**:   19/11/0. Motion Carries.**

[Note…one Senator (Sam Watson) reported inability to virtually hand-raise, so an additional "yes" vote was added later]

5. **NEW BUSINESS**
    a. Software Engineering Major (First Reading. Page 8-13) (John Katers)

Katers: Thanks Senate for the opportunity. Proposed for F25. Background, this would be in RSE unit. CS already has a Software Engineering major combined with security. This proposal creates a stand-alone major, with some participation from EE Faculty. Will allow CS to grow enrollment and continue to serve the region. Plan for new students in F25, plus some transfers from the existing majors. This should accelerate ABET accreditation. We are searching for two new CS positions currently, and should give us additional capacity needed to start the program. Students in this major pay a premium tuition that will also help support the program expansion. There is some space available to grow CS laboratories. We want to get approval from BOR in S25. UW-Platteville and UW-Stout had concerns, these have apparently been addressed now, giving us the green light to proceed. We think this is the next step forward for RSE, any happy to take questions.

Any questions? There were none.

    b. Media Arts & Production Major (First Reading) (Ryan Martin, Ann Mattis)

Ganyard invites Ryan and Mattis to introduce this proposal. Ryan comments on three specific things: 1) considerable market demand for this major, lots of media production jobs. 2) There is considerable demand from students, both locally and nationally, including among our local HS students. 3) we already have the internal resources (facilities and expertise) to mount this new program. We are currently proposing two additional courses (reworking of two existing courses).

Questions for Dean Martin? None.

    c. UW-System Intellectual Property Rights (Informational item.) (UC Chair Dirienzo)

Ganyard introduces Bill Dirienzo. Bill asks for Jon Shelton to fill us in. Shelton: There's a process to change UW-System policies, including an open feedback period (happening now). Not sure if they need BOR approval or not? The new policy is pretty troubling. Previously, UW-System did not assert any property rights of our intellectual productions unless there's a contractual obligation. Now, they want to redefine how copyright works, so that copyright is retained by the creator (faculty), but that UW-System can use the intellectual property how they like, essentially forever. The suspicion is that UW-System wants to retain our teaching materials even after instructors leave the System, and continue to use them.

Shelton has co-authored a letter with union leadership of nine other UW-System campuses.Some instructors are contemplating abandoning Canvas or whatever learning platform the campus uses. Shelton encourages us to learn more, possibly sign on to the letter, and perhaps write to System President Rothman. This policy clearly violates AAUP standards for best practices. AFT lawyers also think that this policy is troubling.

Dirienzo said the UC considered a resolution, but decided that signing the letter might be more effective. Notes that anything on One Drive, etc. might possibly fall under this policy.

Q: Hillhouse: Says Shelton might actually be downplaying the seriousness of this. A way to get around FOI requests and simply look at what we're teaching. The copyright of ANYTHING we produce at work could be part of this. Can we even legally publish papers, since you have to sign over the copyright, but

it's not yours to sign over as written? Even social media might be "owned" by System if you use any University resources, doing anything on university time, etc. Very troubling indeed.

Reilly: The language is quite specific: Personal work is "outside of work, without university resources" All else (including our research) is included in the copyright claim. UW-System HOLDS the copyright, and only transfers limited usage to us, the authors. This is alarmingly "capacious" They are unilaterally changing the terms of our employment contract without permission or compensation.

Campbell: Is there any indication this would be retroactive?

Shelton: Not sure. The main author of the protest letter is very concerned about this, though. Will ask AFT's attorney. Some of this may violate Federal copyright law. But the best strategy isn't to sue the UW-System later, but to fight it now. We are consistently being treated a just "laborers" not as professionals. They want the maximal flexibility about how they treat their labor, and that's the bigger picture. We either fight back collectively or just continue to let System take things away from us.

Campbell notes that creative's work is a lifetime effort, and goes against hundreds of years of precedence. Is UW-System inviting a lawsuit here?

> d. Requests for Future Business

Ganyard asks for new agenda items. None were offered.

6. PROVOST'S REPORT

Provost wants to update the email she has already sent out. Still waiting for OPAR to confirm our enrollment numbers. Almost at 1,800 students for the Spring; things are "trending normally". Fall 2025, we are in the midst of direct enrollment; we are receiving double the applications for last year. Some retired folks are actually helping us, because Admissions is sort of swamped. We are trying to figure out how to maximize UWGB attendance of all these applications.

Indicators of engagement: GBO attendance; Students with Balances; and Activity level in Canvas, etc. These indicators will be used with Phlash AI bot to try to intervene early and try to maximize retention of students from semester to semester.

Questions?

Hillhouse: Question about the Canvas Activity: In the past, I flagged students with low Canvas usage, and students got mad, saying they've been more active than reported (does the number reflect iPad, phone, etc., usage)? Provost will follow up with the Tech people about that.

Dirienzo: Questions and concerns about the FYS: Can you go over that?

Provost:

- Dropping WE requirement: Data shows students ARE meeting WE requirements without the courses, so considering dropping that requirement.
- Common course prefix for FYS, rather than program prefixes. Some evidence that students are trying too hard to wait and take 198 from a related prefix.
  - We'll still be able to track these courses even without the prefix.
- Committee wants more feedback before making any changes.

Ekizer: Has taught FYS for several years; are we moving towards a model where staff are teaching FYS's rather than instructors? Provost: This is aimed at F26, and not trying to standardize the course but rather to standardize the learning experience. Again, they are still seeking feedback before a proposal emerges.

Sallmann: Hopefully we'll also get student feedback. Sallmann can understand why students would want to take a FYS (a small course) within the field. The standardized prefix troubles Sallmann; feels like programs would lose control of their own FYS courses. Another troubling trend? Curriculum should remain in control of faculty and designated units. Provost: The working group does have Student reps, and everyone was selected by the UC, so it is broadly representative. The FYS is ALREADY managed at a higher level than the program. And that has been both good and bad, which is why the working group is taking a look at our system with an eye to improving it.

Reilly: Timeline: Open forums in spring, will this happen in F25? Provost: The original goal was F25, but now we're thinking about F25, since there's so much going on with Core Curriculum. Provost: We're hoping for a little flexibility with the Courseleaf deadlines. Sherman: this wouldn't be subject to the same deadlines as like a course in Courseleaf, we'd have until around February to get these in.

7. **OTHER REPORTS**
   a. Academic Affairs Council Report—Submitted by Vince Lowery
   b. University Committee Report—Presented by Bill Dirienzo

Quick reminders: Talk to your units about the Governance Structures Working Group. We'll get back to that in Spring. We're talking about FYS changes, we want AAC/GEC approval first. Feel free to share feedback about Compensation Model, FYS changes, etc., with the UC.

   c. Faculty Rep Report—Presented by Patricia Terry

New to being Faculty rep this year. Two meetings plus one special meeting so far. Faculty reps have a lot of feelings about the special report of the Legislature on UW-System. They recommend splitting UW-Madison off. The Faculty Reps don't like this and are working on their own document to submit to Rothman or BOR.

Discuss with Rothman the Administrative Policy 100: Mandated neutrality on controversial issues if you are representative of the UW-System. System reps mad about lack of Faculty input, and are mad that this applies all the way down to program and unit chairs. Rothman apologized, but isn't backing down .

Proposal to give Chancellors 15% pay raises for meeting specific performance metrics. Not well received in that meeting. The pay raise would come out of individual campus budgets!!! Even the Chancellors were uncomfortable with the concept.

Next meeting in a few weeks. Will discuss the Intellectual Property Policy proposal.

   d. University Staff Report—Submitted by Becky Haeny
   e. Student Government Report—Presented by Karime Galaviz

SGA is reviewing election materials for next year. Talking about the Arts and Culture Seed Pilot Program ($30K SUFAC funds to bring more arts and culture to campus).

Met with Jay Rothman. Some long winded answers! Next meeting will be virtual.

Karime visited Manitowoc and Sheboygan campus SGA meetings. Meeting with Caden and the location committee.

8. ADJOURNMENT at 4:35 pm.   Dirienzo/Meister 24/0/0

Request for Authorization to Plan (Notice of Intent)

Bachelor of Science in Software Engineering

University of Wisconsin – Green Bay

Submission Track: NOI – Standard Track

ABSTRACT

The University of Wisconsin–Green Bay (UWGB) seeks authorization to plan a unique Bachelor of Science in Software Engineering. Recent demand for software engineers has increased due to the extensive use of technology and automation across industries – the need for frequent code updates to maximize the efficiency of workplace software and the complexity of modern technology requires software engineers to create and maintain these systems. This program equips students with specialized software design, development, testing, and maintenance skills. Unlike the existing Software Engineering emphasis within the Computer Science program, which integrates aspects of software development into a broader computing curriculum, this dedicated degree focuses extensively on the methodologies, tools, and practices specific to software engineering. This program will address the transformative impact of Generative AI technologies and prepare graduates to contribute effectively to industries where software integration with AI capabilities is becoming standard, thereby offering students a unique opportunity.

PROGRAM IDENTIFICATION

University Name: University of Wisconsin – Green Bay
Title of Proposed Academic Program: Software Engineering
Degree Designation(s): Bachelor of Science
Suggested Classification of Instructional Program Code: 14.0903
Mode of Delivery: Single Institution, Face-to-face
Department or Functional Equivalent: Department of Computer Science
College, School, or Functional Equivalent: Resch School of Engineering (RSE), College of Science Engineering and Technology (CSET)
Proposed Date of Authorization: Fall 2024
Proposed Date of Implementation: Fall 2025

PROGRAM INFORMATION

Rationale

The software industry is evolving rapidly, and now requires a workforce with foundational programming skills and specialized knowledge in software lifecycle management, user experience design, and the integration of new technologies such as Generative AI, Augmented/Virtual Reality, and DevOps, among others. The proposed program aims to offer an intensive, practice-oriented curriculum that delves deeply into software engineering practices like requirement analysis, system design, software architecture, testing methodologies, and DevOps. This change is essential as it prepares students to meet the specific demands of the software engineering profession, where DevOps plays a crucial role in streamlining the development process, improving collaboration between teams, and ensuring end-to-end software delivery. The proposed program aligns with the university's core mission of providing specialized professional and technical degrees at the baccalaureate level.

Need as Suggested by Market Demand

The program was developed and implemented after consultations with local industry partners and focuses on integrating Industry 4.0 and generative AI technology. According to the Wisconsin Department of Labor Statistics, there is a projected 18% increase in demand for software developers and engineers from 2020 to 2030. The US Bureau of Labor Statistics also forecasts a national increase of 25% between 2022 and 2032, with 451,200 new positions. The curriculum for software engineering aims to equip students with the skills necessary to lead the design, development, and deployment of software systems that utilize generative AI technology. These systems are increasingly prevalent in sectors such as healthcare, finance, supply chain, and manufacturing. The program's goal is to bridge the skills gap by producing graduates who are adept in traditional software engineering and modern AI applications, making them highly sought after in the job market. The establishment of Titletown Tech, a partnership between the Green Bay Packers and Microsoft focused on creating tech-enabled solutions for key industries in the region, includes UW-Green Bay as a partner. Therefore, it is crucial for UW-Green Bay to be able to meet the demand for software engineering brought about by this organization and its growing partners in the region.

Need as Suggested by Current Student Demand

Current trends at UWGB indicate a significant interest in specialized technology roles, with a high demand among students for courses that delve deeply into software engineering. Feedback from student interactions indicates a strong desire for a dedicated software engineering program beyond the foundational topics covered in the Computer Science degree. This program is expected to attract many students interested in the engineering aspects of software creation, from concept to deployment, thereby highlighting the necessity and popularity of the proposed program. In Table 1 below, a summary of the enrollment in the current software engineering emphasis in the computer science program is provided.

Table 1: Five- year Enrollment (Major in Software Engineering)

Academic Year	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Number of Students in current Software Engineering Emphasis	94	111	105	138	145	*164*

In Table 2 below, we provide a composition of students by level for 2023-24 and 2024-25.

Table 2: Enrollment by Student Level (Major in Software Engineering)

Student Level	2023-24	2024-25
Freshman	29	47
Sophomore	27	25
Junior	36	34
Senior	49	58

It is anticipated that students at the freshman and sophomore level would be most likely to switch from the current software engineering emphasis in computer science to the proposed software engineering major. These students would begin graduating in the 2026-27 academic year. New freshman and transfer students would be admitted for the 2025-26 academic year. Therefore, the estimated enrollment in the software engineering major is provided in Table 3, which includes both groups of students.

Table 3: Estimated Enrollment in the Software Engineering Major

Academic Year	2025-26	2026-27	2027-28	2028-29	2029-30
Current students (Fresh. and Soph.)	40	20	---	---	---
New Students (Fresh. and Transfer)	50	60	70	75	80
Continuing Students	---	80	140	165	170
TOTALS:	90	160	210	240	250

Table 3 assumes that that current freshman and sophomores in the software engineering emphasis would transfer to the new software engineering major in the first two years. New students would also enter the program starting with the 2025-26 academic year. The number of continuing students reflects the fact that some students would begin graduating in the 2027-28 academic year.

It should be noted that for the 2023-24 academic year, 75% of students in the computer science program at UW-Green Bay were from the 16-counties in the surrounding area, with 46% being from Brown County. These numbers were very similar for the software engineering emphasis, where 79% of students were from the 16-counties in the surrounding area and 48% were from Brown County. This is comparable with the engineering programs at UW-Green Bay, where 78% of students were from the 16-counties in the surrounding area for the 2023-24 academic year.

Overview of the Program

The proposed Software Engineering major requires 120 credits, including UWGB's general education core curriculum. The curriculum for the Software Engineering major will include courses such as:

- Software Requirements and Specifications
- Analysis of Algorithms
- Human-Computer Interaction
- Networking
- Cloud Computing
- Ethics in Software Engineering
- Software Testing and Quality Assurance
- Software Project Management
- Capstone Project in Software Engineering

Additionally, the program will feature advanced elective courses such as:

- AI and Machine Learning for Software Engineers
- Secure Software Design
- Augmented and Virtual Reality

Local and Regional Impact

Northeastern Wisconsin's economic landscape is increasingly influenced by technology-driven industries requiring sophisticated software solutions. The Software Engineering program is strategically designed to supply highly competent software engineers to local and regional sectors, supporting local businesses and contributing to regional economic development. Graduates will have the skills necessary to drive innovation in industries critical to the area's economy, such as manufacturing, healthcare, and information technology.

Projected Time to Degree

The program is designed for completion within four years of full-time study, assuming students follow the prescribed course sequence.

Accreditation

The program will follow the Higher Learning Commission's accreditation guidelines and pursue ABET accreditation, the benchmark for applied science, computing, engineering, and engineering technology programs. It should be noted that UWGB already has three ABET accredited program in engineering technology (electrical, mechanical and environmental), one in mechanical engineering, and will be pursuing ABET accreditation for electrical engineering during the 2024-25 academic year.

Institution and Universities of Wisconsin Program Array

Adding the Bachelor of Science in Software Engineering will enhance UW-Green Bay's academic offerings by filling a significant gap in the current program array. This program is aligned with state and national educational priorities in STEM. It addresses a clear industry need, distinguishing UW-Green Bay as a leader in software engineering education in the region. Based on a review of the Universities of Wisconsin dashboard, UW-Platteville offering a bachelor's in software engineering and UW-Eau Claire offering a master's in software engineering, with several other campuses having variations within computer science. Outside of Wisconsin, Michigan Tech University offers a bachelor's of software engineering in computer science and a bachelor's of computer engineering in computer engineering. Data for the fall of 2023 show that Michigan Tech had 529 students in computer science and 236 students in computer engineering, respectively.

Anticipated Resources

UW-Green Bay currently has seven full-time tenured or tenure track faculty in Computer Science and another five faculty in Electrical Engineering. The university recently received an increase in annual base funding, $250,000 of which is intended to support Software Engineering, Cybersecurity, and AI/Machine Learning initiatives. Software Engineering will be housed in the Computer Science discipline, where students pay a differential tuition of $350/semester ($29.17/ credit hour) to support capital equipment needs and maintenance. To support collaborative research between regional industries and UW-Green Bay faculty and to create high-impact learning opportunities for students, a Center for Cyber-Security Research will also be established, supported partly by the base increase and differential tuition revenue but also by funding from regional industries. An additional $250,000 in base funding was also provided to support engineering programs at UW-Green Bay, with the electrical engineering program that would also contribute courses to the proposed software engineering major currently undergoing review for ABET accreditation. Therefore, given that there are already 164 students enrolled in the software engineering emphasis in computer science for the fall of 2024, the current resources would be adequate for the proposed program.

Media Arts & Production Major: Notice of Intent

Abstract:

The proposed Media Arts and Production (MAP) major at UW-Green Bay will equip students with comprehensive skills in media production, digital literacy, performance, and critical media analysis. In the program's emphasis on both technical proficiency and creative expression, we hope to fill a curricular gap by drawing from fields across the university, including Communication, Film, Theatre, Public Administration, History, Music, Writing and Applied Arts, and Arts Management. Students will gain hands-on experience with industry-standard tools, develop a nuanced understanding of media ethics, and cultivate versatile analytical skills that apply across disciplines and professions. Through project-based learning, students will manage and reflect on media production processes, preparing them for diverse roles in the digital and creative sectors.

A robust demand for this major exists regionally. This demand, both from industry and students, underscores the timeliness of this interdisciplinary program, which will prepare graduates to meet the needs of Northeast Wisconsin's growing media and creative industries.

Program Identification
University Name: University of Wisconsin Green-Bay
Title of Proposed Academic Program: Media Arts & Production Major
Degree Designation: Bachelor of Arts
Suggested Classification of Instructional Programs (CIP) Code: 09.0702
Mode of Deliver: Both in-person and online instruction
Department or Functional Equivalent: Communication and Information Sciences
College, School, or Functional Equivalent: College of Arts, Humanities, and Social Sciences
Proposed Date of Authorization:
Proposed Date of Implementation: August 2025

Program Information:

Rationale:
A Media Arts and Production major at UW-Green Bay would address a pressing regional need for skilled media professionals and respond to strong student interest in the field. Local businesses across industries like advertising, broadcasting, digital marketing, and multimedia production report a high demand for professionals with expertise in filmmaking, digital storytelling, video and audio editing, and web-based media. These sectors increasingly rely on versatile, creative professionals who can produce engaging content for diverse digital platforms. Employers seek graduates who combine technical production skills with a creative, analytical approach to communicate effectively and reach broad audiences.

The proposed Media Arts and Production major at UW-Green Bay directly supports the university's commitment to digital transformation, as outlined in the Chancellor's Strategic Priorities. This program would be a significant step in advancing UWGB into a modern

institution that aligns with current technologies and meets the expectations of today's students. Digital transformation involves rethinking, reimagining, and reinventing foundational practices through technology and data—and this new major would embody that vision by integrating digital tools, media production techniques, and data-driven content creation into the curriculum.

Need as Suggested by Market Demand:

The market demand for a Media Arts and Production major at UW-Green Bay is driven by both industry needs and student interest in Northeast Wisconsin. Local businesses across diverse sectors—including advertising, broadcasting, digital marketing, and multimedia production—express a significant need for professionals with technical expertise in media creation and production. These industries are increasingly reliant on individuals with skills in digital storytelling, video and audio editing, web-based media, and content creation to reach audiences through multiple digital platforms. Employers are looking for candidates who not only understand the technical aspects of media production but also have a creative and analytical approach to content that can engage, entertain, educate, or inform.

There is substantial evidence supporting the demand for a Media Arts and Production major in Northeast Wisconsin, driven by industry needs and student interest. The U.S. Bureau of Labor Statistics projects significant job growth in media-related roles, including positions such as multimedia artists, animators, video editors, and audio engineers, fields in which digital proficiency is essential. Additionally, roles in digital and social media marketing are expected to grow due to increased demand for engaging online content, aligning well with the skills this major would provide. Wisconsin's Department of Workforce Development highlights digital media as a "hot job" sector, with roles that require digital storytelling, content creation, and technical media production skills in high demand across multiple industries.

Need as Suggested by Current Student Demand:

Recent surveys of high school students in the Green Bay area demonstrate a remarkable interest in media-related fields. Nearly 3,000 students have expressed a desire to pursue careers in areas like communication, digital production, filmmaking, and media arts. This aligns with national trends showing that young people are more drawn to digital content creation than ever before, influenced by the rise of social media, streaming platforms, and new forms of interactive media. The creation of a Media Arts and Production major at UW-Green Bay would meet this dual demand, preparing graduates for the local job market while fostering career pathways that align with the interests and aspirations of incoming students. The program prepares students to navigate and shape our digital world, where skills in video production, digital storytelling, and multimedia design are increasingly essential.

Market research reflects a national surge in interest among young people in digital content creation and filmmaking. This program would meet both regional industry needs and align with students' career aspirations, equipping graduates with the essential skills and practical experience necessary for success in Northeast Wisconsin's growing media and creative sectors. Through the hands-on experience of media production, students would develop technical proficiency; however, the degree also requires students to take surveys of film and media, thereby fostering ethical citizenship through critical thinking, analysis, and knowledge of media systems.

Furthermore, the major offers flexibility to students in the form of electives that allow them to sharpen specific skills within the umbrella of media arts and production, including acting, creative writing (eg. screenwriting), game studies, or entrepreneurship.

This major would support UWGB's mission toward digital transformation because it aims to create critical thinkers and creatives who are technologically competent and ready for the dynamic landscape of film production and the media arts.

The expected enrollment pattern (Table 1) is based on the knowledge of this degree's popularity on a national scale, but also market demand. This program will draw from recent high-school graduates, non-traditional career changers, transfer students, and students transitioning from another major. Program enrollments are not dependent upon a cohort model as students can enter the major at any time.

Table 1: Five-Year Academic Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	30	30	30	30	30
Continuing Students	0	26	48	55	60
Total Enrollment	30	56	78	85	90
Graduating Students	0	0	20	25	25

The above table assumes a 90% retention rate. Surveys suggest that many students are interested in pursuing careers in media production. We would also expect students from several programs across colleges to be interested in complementing their major or minor with a MAP major.

Overview:

The Media Arts and Production undergraduate major offers a comprehensive curriculum designed to cultivate students' skills in analysis, media production, and performance. With a focus on both creative expression and technical proficiency, this program prepares students for diverse career paths in the ever-evolving media landscape.

The major comprises 49-50 credits, including a 13-credit core curriculum with courses like "Introduction to Media Production," "Acting for the Camera," and "Introduction to Film." Students will choose from an array of upper-level production courses, including "Video Production" and "Smartphone Videography." The capstone project enables students to synthesize their learning into a comprehensive media production of their choice. With elective courses spanning production, performance, writing, surveys, and arts entrepreneurship, students can tailor their education to align with their interests and career aspirations.

Anticipated program and learning outcomes align with the larger strategic plan of the University of Wisconsin Green-Bay and include the following:

- Digital Media Literacy: Students will demonstrate an understanding of the foundational principles of media production, including digital storytelling, editing, and basic production workflows across audio, video, and web-based platforms.

- Creative Expression & Collaboration: Students will create digital artifacts (such as short films, audio recordings, or web content) that demonstrate creativity and effective collaboration with peers, incorporating different mediums like sound, video, and live performance.

- Performance Techniques: Students will develop basic acting and performance skills, including voice modulation, body language, and improvisation, and apply these techniques to digital media contexts (e.g., podcasting, short films, and performance art).

- Critical Media Analysis: Students will analyze and critique media artifacts (such as films, TV shows, podcasts, and digital performances) using fundamental concepts in film and media studies, such as narrative structure, representation, and genre conventions.

- Technical Skills in Media Production: Students will gain proficiency with essential digital tools and technologies for media production, such as editing software (audio/video), sound recording equipment, and basic lighting and camera work.

- Understanding of Media Ethics & Impact: Students will identify and analyze ethical considerations in digital media production, such as representation, copyright, and the social impact of media.

- Cross-Disciplinary Application: Students will be able to apply digital media production techniques and performance skills to their major or professional interests, demonstrating the flexibility of these tools across disciplines.

- Project Management & Reflection: Students will plan, execute, and reflect on media production projects, demonstrating skills in time management, workflow organization, and self-assessment of their creative process and technical proficiency.

Projected Time to Degree: Four years

Accreditation: None

Institution and University of Wisconsin System Program Array

UW-Green Bay currently offers several credentials connected to Media Arts and Production: a Communication Major with an emphasis in Mass Media (30 students), a Writing in Applied Arts Major with an emphasis in Game Writing (13 students), a Theatre Minor (19 students), and an emphasis in Film currently housed in the Humanities minor (8 students). Both the Theatre minor and the Film minor are being revised in ways that will allow synergy across their programs, but also with the Media Arts and Production major.

The expertise from faculty across the university, including these programs, have coursework included in the proposed curriculum. It is likely that as the program grows, we will be able to offer additional coursework from across campus including Journalism, Art & Design. These areas will benefit from the additional students who attend UW-Green Bay to study Media Arts & Production. The proposed program nicely dovetails with several other majors and minors on campus (e.g. Communication, Game Studies, Film, Theatre, Writing and the Applied Arts, and Arts Management). Students enrolled in MAP will likely explore and discover other related programs.

There are related majors in the UW System, including the Communication Arts program at UW Madison, the Digital Arts and Culture program at UW-Milwaukee, the Communicating Arts program at UW Superior, the Media Arts and Game Development program at UW Whitewater, and the Radio TV Film program at UW Osh Kosh. Our proposed program is largely face-to-face, and it would require students to either live on campus or be within commutable distance of UW Green Bay.

Anticipated Resources

The proposed MAP major will rely largely on existing curriculum and staffing from multiple programs and units. We have several contributing faculty members in Communication, Applied Writing and English, and Theatre who regularly teach the courses that are proposed in this plan. This group of faculty members teach lower- and upper-level introductory, core, and elective courses in the proposed major. It is likely that as the program grows, we will need to hire additional instructors to meet the need.

MEDIA PRODUCTION MAJOR

49-50 credits
13 credits: Supporting Core Credits – 4 courses
15 Credits: Upper-Level Production – 5 courses
18-19 Credits: Electives geared toward the students' production goals**
3 Credits: Capstone: Project-driven course that allows students to synthesize and apply their knowledge in a media production of their choice – 1 class
*At least 9 of their elective credits should have an upper-level designation. At least 26 upper-level credits are required for the major.
*Electives should draw from at least three of these five categories: Production, Performance, Writing, Surveys, Arts Entrepreneurship.

CORE CURRICULUM: 13 Credits: 4 required courses

1. Program name xxx: Introduction to Media Production (This new course will be created by Justin Kavlie)
2. HUM STUD 110: Introduction to Film (4 credits)
3. THEATRE XXX: Acting for the Camera
4. COMM 205: Elements of Media

REQUIRED UPPER-LEVEL COURSES: 18 Credits: 6 required classes

PRODUCTION

15 credits (Pick 5 courses):

1. COMM XXX: Smartphone Videography
2. COMM 307: Video Production
3. COMM 378: Documentary Video Production

4. COMM 306: Radio Broadcasting.

5. COMM 317: How to Create Great Social Media Content

6. ENG 410: Live Video streaming

7. INFO SCI 342: Game Design

8. MUSIC XXX: Sound Design

CAPSTONE:

3 credits

1. All students must complete a capstone project in their final year.

ELECTIVES: 18 credits

Students may then select from the menu below to complete their degree.

> **9 credits (3 courses) must have an upper-level designation (300-400).**
>
> **Electives should draw from at least three of these five categories: Production, Performance, Writing, Surveys, Arts Entrepreneurship.**

Production:

1. MUSIC 165: Fundamentals of Recording Technology and MUSIC 166 Basic Studio Practices: 4 Credits

2. MUSIC 120: Video Game Music

3. THEATRE 221: Stagecraft (just lecture)

4. THEATRE 225: Stage Makeup class

5. THEATRE 222: Costume Technology (just lecture)

Performance:

1. THEATRE 131: Acting I

2. THEATRE 241: Improvisation for the Theatre

3. THEATRE 233: Voice for the Actor I

4. COMM 3XX: Broadcast Performance

Writing Courses (212 or 201 is a required pre-requisite for UL Creative Writing courses)

1. ENG 212: Introduction to Creative Writing

2. ENG 201: Ethics in Writing

3. ENG 308: Screenwriting

4. ENG 310: Topics in Game Writing

5. THEATRE 302: Playwriting

Surveys:

1. HUMSTUD 210: Film and Society

2. HUMSTUD 343: International Cinema

3. HUMSTUD 309: Introduction to Film History and Theory

4. INFOSCI 341: Survey of Gaming and Interactive Media

5. COMM 430: Information, Media, and Society

6. COMM 477: Social Media Strategies

7. COMM 380: Communication Law

Arts Entrepreneurship

1. ARTSMGT 256: Understanding the Arts

2. ARTSMGT 257: Arts in the Community

3. ENTRP 492: Social Entrepreneurship

4. PUBADM 315: Public and Non-Profit Management

5. PUBADM 344: Leadership in Organizations

6. HISTORY 399: Public History Methods

Media Arts Production Major Addendum: Documentation of Recommendation Process

Below is an outline of how this major came to be and how we received feedback and recommendations from contributing programs, which is a required component of the curricular process.

1. On Thursday, August 29, 2024, Dean Martin held a Communication and Media Studies retreat. At this half-day retreat, the entire Communication and ITADS unit, as well as faculty involved in Media Studies embedded in other programs, including Music, English, Theater and Dance, Music, Writing and Applied Arts, and the Humanities, discussed the possibility of creating a new interdisciplinary major that focused on media/film production and performance. At this meeting, faculty had many conversations about potential collaborations, discussed market reports about jobs in media studies, and they also reflected on their various concerns. Domain directors and Associate Deans took extensive notes at this retreat, and we used those notes and feedback to determine how we would move forward with a new major.

2. In early September, Domain Director of Arts and Media, Ann Mattis, reached out to all the faculty who participated at the retreat and asked who would like to take part in determining the curriculum for the new major. These folks below responded to the call and became the official Executive Committee for the program:

    Thomas Campbell, Theatre and Dance
    Bryan Carr, Communication
    David Cook, Theatre and Dance
    J. Case, English and Writing and Applied Arts
    Justin Kavlie, Communication
    Zack Kruse, Humanistic Studies (Film) and Writing Foundations
    Added later: Chuck Rybak, English and Writing and Applied Arts

3. This group above met several times to determine learning outcomes, a name, and an interdisciplinary curriculum that we could put forward to the UW system for review. Ann Mattis wrote up a Notice of Intent to get feedback from UW system representatives.

4. Before sending the curricular overview to AAC, the UC, and the senate, we reached out to contributing programs' chairs via email to get the required feedback ("recommendation" according to the handbook) from contributing programs. In most cases, program chairs provided approval via email feedback (which I have pasted at the bottom).

5. J. Case and Ann Mattis consulted with Rebecca Meacham regarding the Writing and Applied Arts curriculum in a TEAMS meeting. We were delighted to find out that there was a deactivated Screenwriting course English 308. Given, his current creative projects,

Chuck Rybak agreed to reactivate and teach the course, and, on account of his expertise, we asked him to teach the class, which will play a key role in the MAP major and the newly revised Film minor. We also added him to be a member of the Executive committee for the MAP major/minor and the Film minor.

6. Given the large number of Communication courses in the MAP major, Bryan Carr shared the MAP curriculum with the Communication unit, and its faculty were "largely pleased with the curriculum" but provided ample feedback that we considered in determining the final curriculum. Katie Turkiewicz, who is program and unit chair of Communication and ITADS, was present at the meeting when we finalized the MAP curriculum and took part in the email conversations to name the program and tweak the final curriculum.

7. The Executive committee of the MAP major was in unanimous support of the new curriculum.

Below are email recommendations from program chairs on behalf of the numerous Executive committees that comprise this major:

From: Mattis, Ann <mattisa@uwgb.edu>
Sent: Tuesday, October 29, 2024 1:43 PM
To: Fernandez-meardi, Hernan <fernandh@uwgb.edu>; Helpap, David <helpapd@uwgb.edu>; Reilly, Kimberley <reillyk@uwgb.edu>; Coury, David <couryd@uwgb.edu>; Weinschenk, Aaron <weinscha@uwgb.edu>
Subject: Media Arts and Production program

Dear Hernan, David, and Kim:

One of the main initiatives in the Arts Media Domain has been to create an interdisciplinary Media Production major/minor. You may have heard about this from the folks on the committee: Zack Kruse, Juli Case, Bryan Carr, Justin Kavlie, and David Cook.

This has been quite a rushed process, and it continues to be rushed. We spent the first few months of the semester working on the program learning outcomes and the cold list of courses that we hope to include. This new major/minor need to go through the UW system, and we need to get that process started by the end of this week so we can launch this next year. Please see the program model and outcomes attached.

One of the steps in the process is getting permission from chairs (not an official vote yet) to include participating courses from their programs into the new major/minor models.

Could you let me know if you are okay with having your programs' courses included in this exciting new program? For now, the list is not official and subject to change.

Thanks!

Ann
Hi Ann,

History is in agreement, too. Excited to see HIST 399 in this new program. It looks great!!

Kim

Dr. Kimberley Reilly
Associate Professor of Democracy & Justice Studies and History
Chair, History Program
Co-Chair, Women's, Gender, and Sexuality Studies Program
Mary Ann Cofrin Hall, Room A322
University of Wisconsin-Green Bay
2420 Nicolet Drive, Green Bay, WI 54311
tel: 920-465-2487 | **email:** reillyk@uwgb.edu
pronouns: she/her

From: Helpap, David <helpapd@uwgb.edu>
Sent: Tuesday, October 29, 2024 2:42 PM
To: Fernandez-meardi, Hernan <fernandh@uwgb.edu>; Mattis, Ann <mattisa@uwgb.edu>; Reilly, Kimberley <reillyk@uwgb.edu>; Coury, David <couryd@uwgb.edu>; Weinschenk, Aaron <weinscha@uwgb.edu>
Subject: Re: Media Arts and Production program

On behalf of Public Administration, I agree as well. This looks like a really interesting degree and program.

David

From: Fernandez-meardi, Hernan <fernandh@uwgb.edu>
Sent: Tuesday, October 29, 2024 2:15 PM
To: Mattis, Ann <mattisa@uwgb.edu>; Helpap, David <helpapd@uwgb.edu>; Reilly, Kimberley <reillyk@uwgb.edu>; Coury, David <couryd@uwgb.edu>; Weinschenk, Aaron <weinscha@uwgb.edu>
Subject: RE: Media Arts and Production program

Hello Ann,
I think this is a great initiative. Of course, I completely agree to include one or more classes of Humanities in this new program.
Thanks!

Hernan Fernandez-Meardi, Ph. D.
ASSOCIATE PROFESSOR

CHAIR OF THE HUMANITIES PROGRAM
....
Spanish and Latin American Studies & Humanistic Studies, TH 375
UW-Green Bay, 2420 Nicolet Drive, Green Bay, WI 54311-7003
tel: (920) 465-2665| **e-mail:**fernandh@uwgb.edu|
web: https://www.uwgb.edu/spanish/faculty-staff/fernandh/

Ann,

Thanks for reaching out. I'm happy to greenlight the portions of this related to the
Audio Production curriculum.
Please note that Music 165 is entitled "Fundamentals of Recording Technology," and that as of
Fall 2025, Music 166 will be entitled "Basic Studio Practices."

Let me know if you need anything else. Cheers,

Bill Sallak
Director of Audio Production
Associate Professor of Music
Sharon J. Resch Institute for Music
University of Wisconsin-Green Bay
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From: Mattis, Ann <mattisa@uwgb.edu>
Date: Tuesday, October 29, 2024 at 1:31 PM
To: Sallak, William <sallakw@uwgb.edu>, Popham, Deborah <pophamd@uwgb.edu>
Subject: Music courses in the Media Production program
Dear Bill:

As you know from the retreat, one of the main initiatives in the Arts Media Domain has been to
create an interdisciplinary Media Production major/minor. (The name of the program is still
TBD). This has been quite a rushed process, and it continues to be rushed. We spent the first
few months of the semester working on the program learning outcomes and the cold list of
courses that we hope to include. This new major/minor need to go through the UW system,
and we need to get that process started by the end of this week so we can launch this next
year. Please see the program model and outcomes attached. I believe Deb has touched base
with you on this, but I wanted to make sure you were okay with this.

One of the steps in the process is getting permission from chairs (not a vote yet) to include
participating courses from their programs into the new major/minor models.

Could you let me know if you are okay with having the Music courses (attached) included in this
program? Ann

RESOLUTION ON THE GRANTING OF DEGREES

Be it resolved that the Faculty Senate of the University of Wisconsin-Green Bay, on behalf of the Faculty, recommends to the Chancellor and the Provost and Vice Chancellor of Academic Affairs of the University that the students certified by the Registrar of the University as having completed the requirements of their respective programs be granted their degrees at the Fall 2024 Commencement.

Faculty Senate New Business 5b 12/11/2024

Woo Jeon Memorial Resolution

12-11-2024

UW-Green Bay Faculty Senate

Whereas, Professor Woo Jeon served UW-Green Bay's Mathematics students for the past 23 years as an outstanding instructor, having taught over a dozen different mathematics courses and many independent research projects;

Whereas Professor Woo Jeon was a brilliant scholar, published internationally in the area of Cartan Type Lie-Algebra;

Whereas Professor Woo Jeon promoted UW-Green Bay through mentoring under-represented students at East High School and growing College Credit in High School opportunities to over 50 courses at regional schools;

Whereas Professor Woo Jeon contributed to UWGB's access mission by constructing a remedial math to calculus in one year pathway;

Whereas Professor Woo Jeon chaired UW-Green Bay's Mathematics program and faculty for the past 8 years demonstrating excellence in leadership;

Whereas Professor Woo Jeon's Mathematics faculty hold him in the highest esteem for the support, thoughtfulness, and mentoring he provided them and Resch School of Engineering faculty also consider themselves fortunate to have had him as a colleague;

Whereas Professor Woo Jeon made contributions on important committees such as the Academic Affairs Council, the General Education Council, the Chancellor's Advisory Council on Diversity, The Committee of Six Full Professors, and Faculty Senate;

Whereas Professor Woo Jeon seamlessly integrated UW-Sheboygan's, UW-Manitowoc's, and UW-Marinette's Mathematics faculty with UW-Green Bay's main campus faculty into a single unified UW-Green Bay Mathematics faculty;

Be it resolved that Professor Woo Jeon was an outstanding and respected professor, colleague, and friend, and that his contributions to UW-Green Bay will be long remembered.

Respectfully,

Professor Emeritus Gregory J. Davis

Professor Patricia A. Terry

Academic Affairs Committee Report
December 9, 2024

Course Changes

ENTRP 491

HUM BIOL 198, 343, and 422

ENV SCI 467

POL SCI 305

PSYCH 330

SOC WORK 301, 305, 311, 423, and 441

Course Deactivations

ORG LEAD 101

SOC WORK 391

New Course Proposals

ENV SCI 250

ENV SCI 351

Program Changes

Democracy and Justice Studies – Global Democracy, Criminal Justice, Legal Studies, Social
Justice, Social Studies Education Emphasis

Environmental Design and Community Planning Minor

Graphic Design Minor

Film and Cinema Studies

Political Science: General Emphasis

New Certificate

SPARK Certificate

<u>Program Deactivation</u>

Accelerated Business Analysis and Reporting Emphasis

Accelerated Managerial Accounting Emphasis

Accelerated Tax Compliance Emphasis

Academic Staff Committee Report: December 2024

- The Academic Staff Committee continues to meet monthly and held its monthly meeting on November 20th, 2024
  - Current Membership
    - Samuel Robinson (Chair) – Student Services Center Manager
    - Katrina Hrivnak (Vice Chair) – Assistant Registrar
    - Roshelle Amundson – Assistant Teaching Professor
    - Laura Nolan – CEWT Program Manager
    - Nathan Ruetten – User Support Specialist
    - Nathan Smithson, Instructional Designer
    - Hleeda Vang, Student Success Coach

- At our November meeting, we discussed the following:
  - Professional Development Funding.
    - Kate Burns reviewed various sources of funding.
  - Melissa Nash met with the committee to discuss the Workday cutover planning process
  - Melissa Nash presented the Compensation Plan Proposal to the committee
  - The committee heard a report from HR
    - Mental health resources
    - 403b retirement savings
    - FLSA update
- The ASC Fall Assembly will be held on December 18. Agenda TBD.

Our next meeting will be January 15, 2024 at 1:00 pm.

Respectfully submitted by Samuel Robinson, ASC Chair 2024-25.

University Staff Committee
Report for Faculty Senate Meeting
December 11, 2024

- November 21, 2024 meeting updates
  - Melissa Nash and SuAnn Detampel attending the meeting giving an update on the Administrative Transformation Program.
- Ben Counard stepped down as a committee member and Lea Truttmann has agreed to finish out his term.
- The December University Staff Committee meeting has been cancelled, so the next meeting is January 16, 2025 from 10:00 a.m. to 11:30 a.m. Please email usc@uwgb.edu for the meeting link.

Respectfully submitted,

Becky Haeny, Chair
University Staff Committee