

AGENDA

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

- 1. CALL TO ORDER**
- 2. APPROVAL OF MINUTES: FACULTY SENATE MEETING NO. 1. October 16, 2024 (Pages 2-6)**
- 3. CHANCELLOR'S REPORT**
- 4. OLD BUSINESS**
 - a. Honors residency requirement (Action Item. Page 7) (Courtney Sherman/Kate Burns)
- 5. NEW BUSINESS**
 - a. Software Engineering Major (First Reading. Page 8-13) (John Katers)
 - b. Media Arts & Production Major (First Reading. Pages 14-20) (Ryan Martin, Ann Mattis)
 - c. UW-System Intellectual Property Rights (Informational item.) (UC Chair Dirienzo)
 - d. Requests for Future Business
- 6. PROVOST'S REPORT**
- 7. OTHER REPORTS**
 - a. Academic Affairs Council Report—Submitted by Vince Lowery (Pages 21-22)
 - b. University Committee Report—Presented by Bill Dirienzo
 - c. Faculty Rep Report—Presented by Patricia Terry
 - d. University Staff Report—Submitted by Becky Haeny (Page 23)
 - e. Student Government Report—Presented by Karime Galaviz
- 8. ADJOURNMENT**

DRAFT MINUTES

UW-GREEN BAY FACULTY SENATE MEETING NO. 1

Wednesday, 16 October, 2024

3:00 p.m., TEAMS

Presiding Officer: Bill Dirienzo, UC Chair [Clif Ganyard, Speaker of the Senate could not attend]

Parliamentarian: Michael Draney, Secretary of the Faculty and Staff

PRESENT: Zhuoli Axelton (BusAdm); Angela Baerwolf (SOCW); Mandeep Bakshi (NAS-Alternate); Thomas Campbell (TnD); Nazim Choudhury (RSE); Bill Dirienzo (NAS-UC); Jennifer Downard (HUB); Bill Gear (HUB); Stephan Gunn (RSE); Elif Ikizer (PSYCH); Melvin Johnson (PEA); Heather Kaminski (AcctFin); Mark Karau (HUS); Justin Kavlie (ICS); Shawn Malone (NAS); Tetyana Malysheva (RSE); Ann Mattis (AWE); 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); Kristopher Purzycki (HUS); Kimberly Reilly (DJS); Jolanda Sallmann (SOCW); Sera Shearer (TnD); Heidi Sherman (HUS); Hyeonsik Shin (BusAdm); Chris Smith (PSYCH); Christy Talbott (Music); Tamara Wang (Faculty-Nursing); Sam Watson (Art & Design); Keir Wefferling (NAS); Michael Alexander (Chancellor); Kate Burns (Provost); Mike Draney (SOFAS)

REPRESENTATIVES: Roshelle Amundson (ASC Rep); Sam Robinson (ASC Chair); Karime Galaviz (SGA Rep); Becky Haeny (USC Rep);

GUESTS: Jorge Aguilar (Assoc. HR Director); Scott Ashmann (Assoc. Dean, CHESW); Moises Bahena-Martinez (UW-Green Bay student); Michael Bubolz (CIO); Sarah Denis (Graduate Admissions Recruiter); Jeff Entwhistle (Emeritus Faculty, TnD); Paula Ganyard (Library Director); Susan Grant Robinson (Chief of Staff); Marci Hoffman (Graduate Programs Manager); Craig Hulce (Faculty, Bus Adm); Brianna Hyslop (Manager, Learning Center); Amy Ibuaka (Dean Assistant, CSET); Holly Keener (Deans Asst, CSB); Alan Kopischke (Faculty-TnD); Kate LaCount (Exec Asst, Provost Office); McKinley Lentz (Adm Asst, Grad Studies); Kayleigh Mapes (Grad & Exec Ed Coord); Ryan Martin (Dean, CAHSS); Kim Mezger (Access Coordinator); Melissa Nash (HR Director); Amanda Nelson (Associate Dean, CSET); Darrel Renier (Advising Director); Jena Richter Landers (Social Media Specialist); Caden Rohadfox (UWGB Student); Courtney Sherman (Associate Provost); Meghan Strehlow (AVC-Student Access & Success); Tina Tackmier (ADA, CSET); Kris Vespia (Director, CATL); Amanda Wildenberg (Deans Assistant, CAHSS); Jennie Young (Associate Dean, CAHSS); Mike Zorn (Associate Dean, CSET).

1. CALL TO ORDER and Introductions (Dirienzo) 3 pm.

No deputy Speaker yet, so Bill will serve (UC Chair)

Introductions: UC first, then Bill called Senators to introduce themselves by unit.

2. APPROVAL OF MINUTES: FACULTY SENATE MEETING NO. 8. May 1, 2024

This was approved by consensus.

3. CHANCELLOR'S REPORT.

The Chancellor wants to update us on where we are, recapping the Coffee Break this morning. Enrollment looking good, we hit a milestone that Kate Burns will tell us about.

Everyone has to keep two things in mind simultaneously: Our enrollment looks good, but our long-term outlook is less certain. It's a complex picture in higher ed, many schools are laying people off. Meanwhile, we are stable. We want to build up our balances and simultaneously invest in our growth. This is a complex balance to maintain.

Chancellor wants to thank us all for being so good at embracing change. It probably feels to you that we are changing at breakneck speed, and we ARE changing faster than many institutions in our state, but maybe we aren't changing as fast as the world is. We need to innovate to keep up, although we are taking a little breather this year to "catch up" with regard to Core Curriculum, HIPs, etc. Chancellor was also happy to not see a major agenda item on the Senate agenda!

Chancellor is really excited about the CTEC building, the last step is putting the project out to bid, then we'll break ground in April 2025; the building should open in 2027, and Ch. thinks we will be very proud of it.

We are also getting close to having a separate foundation to operate the Phoenix Innovation Park because we can't do it ourselves. This is like the separate foundation we have for housing.

Our fundraising is up, we received a \$2M gift to hire a nutrition research professor.

Ch. is struck by the work done every day to ensure we keep replenishing our student body each semester. You probably saw Phuture Phoenix students on campus last week, 5th graders learning how college works. A rising tide lifts all ships, and its not a coincidence that our dorms are full for the first time in a while. We have over 85K learners in continuing education, and that really helps us to teach our core undergraduate students.

Questions or comments for Chancellor? There were none.

4. OLD BUSINESS: None

5. NEW BUSINESS

- a. Memorial Resolution: Bob Wenger (read by Mike Draney). This resolution was drafted by Prof. Emeritus Bob Howe.
- b. Memorial Resolution: R. Michael Ingraham (drafted and read by Jeff Entwistle)
- c. Governance Structure Working Group: Report to UC (Information Item)

SOFAS Draney, Chair of the Working Group, went over the report, mentioning some of the categories of potential changes to Shared Governance structures (mostly on the Faculty side) that are intended to reduce unnecessary Faculty service hours, thereby increasing efficiency, hopefully without decreasing effectiveness or unduly increasing workload of serving committee members. Categories for the UC/Senate to consider included dissolving committees; replacing standing committees with ad hoc committees when needed; moving (research ethics and safety) committees out of shared governance; shifting elective committees to appointive committees where appropriate; opening up more committees to non-tenured Faculty; Changing (usually reducing) the number of committee members; and opening up or eliminating the rules for domain representation of faculty on committees.

Comments: Sallmann on Domains: PS is smallest, but also least representative. Draney agrees that the domains are a problem, although they work better than the Colleges to distribute faculty workload and representation, so for now, the Committee could not devise a complete replacement scheme that would function better.

Reilly: Role in Teaching Professor track. Service is not a requirement, and teaching load is heavy. Draney agrees that this needs to be looked at, but at present, some TPs want more service opportunities, and this is a way to work towards promotion as well.

Karau: Going to UC, then what? Dirienzo: No specific proposal yet. UC welcomes feedback, get feedback to UC, we'll probably do changes some at a time. First reading of something in November or December. More contentious stuff, we can take our time on. So, a piecemeal approach, let us know what you want.

- d. Changing residency requirement for honors (Courtney Sherman and Kate Burns; Action Item)

Provost re-introduced this, turning it into an action item (it was discussed last academic year). Provost explained that honors residency requirements are higher than the transfer requirements (30 vs 48 credits). This causes some resentment and frustration every year. We propose a fairly simple solution that won't add to workload. We have one of the highest proportions of these transfer students in the system, so this should get looked at.

Move to approve (Karau/Wefferling).

Discussion: Karau repeats his concern from last year: The transfer students' grades are only those at GB, whereas our non-transfer students have to include their freshmen and sophomore students, and students tend to struggle more in the first years. Provost: Same argument could be made for dual enrollment students, whose HS classes wouldn't count, either.

Sallman: 2/3 of Social Work students transfer in, and they do indeed tend to get higher GPAs. So if we fix it, there will probably be others who are unhappy.

Reilly: Echoing Mark/Jolanda's ideas. Any possibility of having a different honors category, so that transfer students CAN get honors but the standard maybe is higher?

Assoc Prov Sherman: Responding about existing students complaining about transfer students: She doesn't hear about that, but DOES hear sad stories about working hard and not being able to get honors.

Karau: Two Qs: 1) Why don't we count previous GPA? 2) Could we modify honors for our own students so they would only have to count their last 30 credits or something? Sherman responds: Would need to talk to Registrar, but this problem occurred when Sherman was a student, too: For better or worse, it doesn't come over. The problem is, the Registrar would need to do a LOT of manual work, and that wouldn't be feasible.

Sallmann asked about why can't ALL students just have their last 30 hours counted? Sallman HAS had students complain about the inequity of transfer versus home students. Sherman: We could look into that, but that's not what's being proposed right now.

Sallmann: What does SGA think about this? Galaviz (SGA President) responds: Would like to get more student feedback on that. Will mention at SGA Executive Committee meeting, see about getting feedback from students.

Karau asked if SGA preferred we wait before passing? Galaviz says yes.

SOFAS states we need a **motion to table: Karau/Malone**

Vote without discussion: 33/0/0 Motion passes, we'll table until next month.

- e. Requests for Future Business (Dirienzo asked anyone to send to him or SOFAS)

6. PROVOST'S REPORT

A little more context about the email Provost sent this morning. We are going over 11,000 FTE! 11,122 to be exact (not official until early-mid November when System finalizes/certifies the number). Will share more details later, but last year we had ~3,500 HS, now closer to 4,000. We are seeing growth in basically all our student types.

Phlash (EdSights) the AI bot that students can chat with. Built on a knowledge base we had to provide, but uses the generative AI to learn and grow. We are watching closely. It gives feedback on the types of questions, etc. and gives us an opportunity to follow up in person with an even better answer. Students seem to like it: Meeting the students where they are. And, we can mine this data for insights about what students want to know, etc.

Reduced credit programs: HLC is starting to have reduced credit Bachelor's degrees (less than 120 credits) for certain programs. This is an option that some programs might want to explore....

Curriculum Guide reform: SOFAS and Courtney Sherman hard at work on that, including program monitoring criteria. But we have enough on our plates right now, so its going to be delayed until Spring.

Questions/Comments?

Johnson: Didn't find the email? Why aren't they releasing the enrollment numbers by campus?

Provost: A system decision. Then, there was a media request, so then the information was subsequently released.

Caden Rohadfox: Asked about those numbers. Provost....that's from System, we shall see what they report when they do.

7. OTHER REPORTS

- a. University Committee Report—Presented by Bill Dirienzo

Given all going on this semester (Core Curriculum, etc.), UC is trying to avoid giving us more work this semester. But we might try to get "consensus items" from the Working Group report this semester. Trying to stay informed. Please keep directing concerns to the UC.

Lunch with the UC/Lunch with UC Chair: Bill will try to get to all campuses this semester.

- b. Faculty Rep Report—Presented by Patricia Terry. There was no report this month, but Patricia says a report will be coming in November.
- c. Academic Staff Report—Submitted by Sam Robinson, also introduced himself as new ASC Chair.
- d. University Staff Report—Submitted by Becky Haeny [Page 28] also introduced herself as new USC Chair, and SOFAS mentioned she's (part time) in the SOFAS office now.

- e. Student Government Report—Presented by Karime Galaviz. Green Bay mayor met with SGA recently, also with Mayor’s transit person. We are trying to recruit Senators to get as many student voices heard as possible. Karime visited Manitowoc a week or two ago. Executive Board has been meeting. SGA will be recognized at an upcoming Basketball Game, and SGA is leading a Take Back the Night march tonight. System President Rothman will attend an SGA meeting soon.

8. ADJOURNMENT: 4:36 pm.

To: University Committee

From: Kate Burns, Provost

October 7, 2024

I would like to request that the University Committee review our policy for graduation with honors for bachelor's degree students. The current policy (<https://catalog.uwgb.edu/undergraduate/general-information/academic-rules-regulations/honors/#graduation>) requires that students earn 48 credits in residence, in addition to the articulated GPA requirements. However, students only need to earn 30 credits in residence to graduate from UW-Green Bay.

While we try to communicate this policy effectively, this discrepancy is confusing and frustrating for students. Every year we receive complaints from transfer students who graduate from UWGB, but are not able to graduate with honors because they have earned less than 48 credits from us. These students are understandably upset because they have shown academic excellence, but their work is not being recognized.

The University Committee brought this issue before the Senate for consideration in 2018, but the policy was not changed at that time. Given the amount of changes we have experienced as an institution since then, I believe we should consider possible alternatives to our current policy. I brought this issue to the University Committee and Senate last year for discussion, but without a formal proposal that would have allowed a vote. I have now amended this memo to allow for formal discussion and vote by the Senate.

We have one of the highest transfer student populations of all of the UW comprehensives so this is an important issue for us to consider when we are devising a solution. We should aspire to a solution that will provide flexibility and equity and not be overly complicated for our students, staff, and faculty. In talking with the Registrar's Office, they have indicated that there would be a substantial manual workload if we were to count transfer GPA credits toward graduation with honors. If we were to reduce the number of credits required for graduation with honors, that would be a step in the right direction to ease these issues. However, unless we fully align our residency requirements (30 credits) with our honors policy (30 credits), we will still have transfer students who are caught between the inconsistent policies. Because of this, I am proposing that we change our graduation with honors policy for bachelor's degree students to 30 credits in residence at UWGB.

There may be a different creative solution to address these issues that we should consider instead, in which case this proposal can be amended. If the UC is in support of a change, I would ask them to bring this proposal before the Faculty Senate for discussion and a vote. I am happy to talk to the UC if there are additional questions.

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 Tiletown 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

<u>49-50 credits</u>
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

Academic Affairs Committee Report

November 4, 2024

New Courses Approved:

BIOLOGY

ENV SCI 239

ENV SCI 389

HUM BIOL 415

SCM 444

Course Changes Approved:

BIOLOGY 40

DESIGN 431

ET 331

ET 334

ET 390

HUM BIOL 344

PYSCH 300

PSYCH 492

Courses Deactivations Approved:

ART 320

ENV SCI 492

HISTORY 302

Program Changes Approved:

Business Administration – Supply Chain Management Emphasis

Certificate in Civic and Community Engagement

Environmental Policy and Planning

Environmental Science – Accelerated Emphasis in Environmental Science

Environmental Science – General Emphasis

Environmental Science Minor

Global Studies Minor

New Programs Approved:

Media Arts and Production Major

Software Engineering Major

Submitted by Vince Lowery, chair

**University Staff Committee
Report for Faculty Senate Meeting
November 13, 2024**

- The University Staff Fall Conference was held on Friday November 1, 2024 with 54 in attendance. Attendees came from UWGB, UW-Platteville, UW-Oshkosh, UW-LaCrosse, UW-Whitewater, UW-Madison, UW-Extension, NWTC & FVTC.
- October 17, 2024 meeting updates
 - Kimberly Deering attended to give an update and answer questions on the Interim Personal Holiday and Vacation Policies that are going in place for University Staff with the transition from calendar year to fiscal year for leave allocations.
 - Melissa Nash also attended to give an update and answer questions on FY21-FY24 New Positions & Compensation Adjustment Information.
- The next University Staff Committee meeting is November 21, 2024 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