

AGENDA

UW-GREEN BAY FACULTY SENATE MEETING NO. 7

Wednesday, April 8, 2020

The Comfort of Your Home, 3:00 p.m.

Presiding Officer: Mark Klemp, Speaker

Parliamentarian: Steve Meyer

1. CALL TO ORDER

2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 6 February 26, 2020 [page 2]

3. INTERIM CHANCELLOR'S REPORT

4. OLD BUSINESS

- a. Revised Faculty Reviews Procedures (and the accompanying Twenty-four Credit Hour Teaching Load Policy) (second reading) [page 8]
Presented by Jim Loebel, UC Chair

5. NEW BUSINESS

- a. Resolution in Support of Equitable and Accommodating Academic Grading [page 14]
Presented by Jon Shelton, Associate Professor and UC Member
- b. Resolution in Support of the Guidelines for the Administration and Use of Student Evaluations of Teaching in Spring 2020 Recommended by the Co-Chairs of the Evaluating Teaching Effectiveness Working Group [page 15]
Presented by Jim Loebel, UC Chair
- c. Request for Authorization to Implement B.B.A in Finance, Marketing, Management, and Human Resource Management at UW-Green Bay (first reading) [page 20]
Presented by Dean Matt Dornbush, Vallari Chandna, and Mussie Teclezion
- d. Request for Future Business

6. PROVOST'S REPORT

7. OTHER REPORTS

- a. Academic Affairs Council Report [page 72]
- b. Graduate Academic Affairs Council Report [page 74]
- c. University Committee Report – Presented by UC Chair Jim Loebel
- d. Faculty Rep Report – Presented by Jon Shelton
- e. Academic Staff Report – Presented by Pat Hicks
- f. University Staff Report – Presented by Kim Mezger
- g. Student Government Report – Presented by Abbie Wagaman

8. ADJOURNMENT

[draft]

MINUTES 2019-2020
UW-GREEN BAY FACULTY SENATE MEETING NO. 6
Wednesday, February 26, 2020
1965 Room, University Union

Presiding Officer: Mark Klemp, Speaker of the Senate
Parliamentarian: Steve Meyer, Secretary of the Faculty and Staff

PRESENT: Mike Alexander (Provost, *ex-officio*), Illene Cupit (ALTERNATE-PSYCH), Kristy Deetz (AND), Joan Groessl (SOCW), Amulya Gurtu (ALTERNATE-BUA), Richard Hein (Manitowoc-NAS), Maruf Hossain (NAS), Ray Hutchison (PEA), Amy Kabrhel (NAS), Mark Karau (HUS), Mark Klemp (Marinette-NAS-UC), Jim Loebel (BUA-UC), Kaoime Malloy (THEATRE), Tetyana Malysheva (RSE), Eric Morgan (DJS), Paul Mueller (HUB), Dianne Murphy (BUA), Val Murrenus-Pilmaier (HUS), Rebecca Nesvet (HUS), Megan Olson Hunt (NAS), Uwe Pott (HUB), Matthew Raunio (Sheboygan-BUA), Stephanie Rhee (SOCW), Bill Sallak (MUSIC), Stephanie Shedrow (EDUC), Jon Shelton (DJS-UC), Courtney Sherman (MUSIC), Heidi Sherman (HUS-UC), Christine Smith (PSYCH-UC), Karen Stahlheber (NAS), Gail Trimberger (SOCW-UC), Katie Turkiewicz (CIS), Sheryl Van Gruensven (Interim Chancellor, *ex-officio*), Christine Vandenhouten (NURS), Dean VonDras (PSYCH), Brian Welsch (NAS), and Julie Wondergem (NAS-UC)

NOT PRESENT: Marcelo Cruz (PEA), Stefan Hall (HUS), and Sam Watson (AND)

REPRESENTATIVES: Kim Mezger (USC), Sherri Arendt (ASC), and Guillermo Gomez (SGA)

GUESTS: Scott Ashmann (Assoc. Dean, CHESW), Pieter DeHart (Assoc. Vice Chancellor of Graduate Studies), Clif Ganyard (Assoc. Provost), Doreen Higgins (Assoc. Prof., Social Work), Ben Joniaux (Chief of Staff), John Katers (Dean CSET), Holly Keener (Provost Asst.), Amanda Nelson (Assoc. Dean, CSET), Patricia Terry (Prof. and Chair, RSE), and Mike Zorn (Assoc. Dean, CSET)

1. CALL TO ORDER.

After the cancelation of January's meeting left senators visibly despondent and crestfallen, the sound of Speaker Mark Klemp's gavel calling to order the sixth Faculty Senate meeting of the 2019-2020 academic year at 3:15 p.m. brought hope and a sense of longing to the 35 senators gathered in the 1965 Room.

2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 4, December 11, 2019

Having to wait an extra month, senators could hardly contain themselves in their excitement to approve the minutes of December's senate meeting (which was accomplished via consensus).

3. INTERIM CHANCELLOR'S REPORT

Interim Chancellor Van Gruensven first updated everyone on the UW System President search. The search is underway, but President Cross is expected to remain in his position through Spring, possibly even Summer. As a result, President Cross will be selecting UW-Green Bay's next

Chancellor in the near future. For the 2021-2023 budget biennium, System will submit, in August, one full package for the budget request. Previously, System submitted budget requests separately based upon new money requests, tuition requests, and PayPlan requests. In their new money budget request, System will focus on four key areas: a freshwater initiative, a diversity initiative, producing more teachers, and mental and behavioral health.

For the past month, Interim Chancellor Van Gruensven has spent a lot of time advocating on behalf of UW-Green Bay. At the Capitol, she met with 7-8 legislators; all of whom were aware of great things happening at UWGB. She met with Governor Evers' Director of Outreach (who is a GB alum) to whom she pitched our Capital Plan regarding, in particular, the Cofrin Library. With three Regent vacancies coming up this summer, Interim Chancellor Van Gruensven has been aggressively campaigning for more Regent representation from northeastern Wisconsin by submitting the names of individuals to apply for those vacancies. Governor Evers was on campus last Friday providing Interim Chancellor Van Gruensven the opportunity to meet with him one-on-one. The first topic of conversation was the Cofrin Library, so it appears our Library request has been heard and is getting some traction. Governor Evers also met with students from the Pride Center and MESA, whose messages of positive experiences at UWGB ended the Governor's visit on a real high note. Interim Chancellor Van Gruensven may be in need of a good shoe cobbler as she is obviously wearing out the shoe leather, meeting with State Sen. Dave Hansen, U.S. Sen. Tammy Baldwin's Chief of Staff, Green Bay's Mayor Eric Genrich, and Brown County Executive Troy Streckenbach.

Sometime this year, UW-Green Bay will be designating 65 acres of land as a Research Park. That land, leased to the county, will eventually bring private partners to campus to engage in research with faculty, staff, and students. System is completely on board in their support of the Research Park.

UW-Green Bay will soon be making its Capital Plan presentation to UW system. The library is the number one priority on our list. There are a number of other projects in the queue to improve our facilities on campus.

4. OLD BUSINESS

a. None

5. NEW BUSINESS

a. Slate of Candidates for the Faculty Elective Committees

Tetyana Malysheva, Chair of the Committee on Committees and Nominations, stated the CCN met Thursday, 18 February 2020, to create the Faculty Elective ballot that is now before the senate. If anyone would care to add a name to the ballot, s/he can do so through a petition of three voting faculty members (and the consent of the person they wish to add to the ballot – no surprise nominations!). Petitions are due into the SOFAS Office by 1 March 2020. **Senator Nesvet moved acceptance of the slate of candidates created by the CCN, seconded by Senator Mueller.** Senator Shelton (also a member of the CCN) extended kudos to a blushing SOFAS and SOFAS Assistant, Mary Kate Ontaneda, for their assistance with the ballot creation process. **The senate accepted the slate of candidates by a vote of 34-0-0.**

b. Revised Faculty Reviews Procedures

Senator Shelton provided a brief history on events leading up to the revision of the annual review procedures. Discussion began in Fall 2019 when Dean Rybak brought to the attention of the University Committee a discrepancy between the deadline dates established for designating a faculty member as research/service active and the annual reviews. As a result, Faculty Senate voted to push back the deadline for annual reviews to 7 February 2020. This “issue” pointed to the need to have a larger conversation about the various faculty reviews. About this time, UW System released a new policy creating a set of standards for annual reviews; in order to qualify for any PayPlan increases the employee must meet the standards outlined in the annual review policy. Provost Alexander suggested that shared governance find a way to simplify the review process. The conversations over the following months led to the policy before senate.

The policy brought forward by the UC proposes that the amended annual review procedures and the Provost’s policy on the 24-credit hour teaching load work in tandem. Through conversations with the Provost, an agreement was reached to no longer have the designation of research/service active; rather the expectation is that everybody is research/service active, thus, the three credit reassignment will be universal. The annual review process is streamlined and would be in compliance with the UW System policy. To try to keep the procedure in the hands of faculty as much as possible, reviews would be based on goals that faculty members set for themselves the previous year. The executive committee (or chair) of the interdisciplinary unit would designate the faculty member as “Meets Expectations” (at which point the review is completed) or “Needs Improvement.” A designation of “Needs Improvement” can be reconsidered through a written request to the respective Dean, the CRR, and the Provost, in that order. If any of those three determine the faculty member “Meets Expectations” the review is considered completed. A designation of “Needs Improvement” would result in a formative process to assist the faculty member to “Meet Expectations.”

c. Request for Authorization to Implement a B.S. in Electrical Engineering at UW-Green Bay
College of Science, Engineering, and Technology Dean John Katers introduced the RAI to senate by providing some historical background on the engineering program. The Resch School of Engineering was established in July 2018, starting with three Engineering Technology programs – Mechanical, Electrical, and Environmental. Rapid growth in those programs provided the rationale to establish the Mechanical Engineering program, also in July 2018. The hope was to have 55 students declared in the Mechanical Engineering program as of Spring 2020, currently there are close to 100 students. Some Mechanical Engineering Technology students switched to Mechanical Engineering – 2018-19 enrollment in the two programs combined was about 85, 2019-2020 enrollments are about 145. Enrollment in Electrical Engineering Technology has continually increased and is now around 50 students (about the same as Michigan Tech). This momentum has built excitement for offering an Electrical Engineering program.

Accreditation documents have been submitted for Engineering Technology. A self-study will get underway in the summer and site visits for all three engineering technology programs will take place in Fall 2020. The Engineering Technology programs must be accredited before System will allow UW-Green Bay to move forward with Electrical Engineering. Everything is in place to earn accreditation. Historically, Electrical Engineering Technology majors have been about 60% of the Mechanical Engineering Technology majors; thus, estimates for Electrical Engineering majors was based on those data. To the manufacturing companies in northeast

Wisconsin, it is very important to have an Electrical Engineering program to go along with the Mechanical Engineering program. Over 30 letters of support have been solicited from Wisconsin companies. Enrollment projections were based on a moderate enrollment growth model, which Dean Katers believes is a conservative estimate. NWTC will continue to be a strong partner in growing engineering and engineering technology.

Staffing Electrical Engineering begins with Profs. Hossain and Mahfuz (both should be tenured after this year). Future staff growth includes no new staff in year one, then one new tenure-track assistant professor in each of years 2, 3, 4, and 5; additional staff in the programs that support engineering (i.e., Math and Physics) would also be required. Regarding space, a \$5.7M renovation project in the IS building has been approved; the first meeting with the architect will take place in April. It is anticipated that space will be ready by January 2022 and will include room for Physics labs, Electrical Engineering Technology and Electrical Engineering labs, and some space for communications. Profs. Hossain and Mahfuz have been getting bids on equipment needs. The RAI includes a detailed budget; similar to the Mechanical Engineering program, no state resources nor existing campus resources are going into this program. So Electrical Engineering would not be established to the detriment of some other program – the revenue from this program and the outside funding is what will support this program.

One question raised by a senator asked about the role of the Additional Locations in this major. Dean Katers stressed the fact that the Additional Locations are very important to this major; Sheboygan, in particular, has a very strong interest in electrical engineering (where mechanical engineering is also being rolled out). We are currently in the process of rolling out Electrical Engineering Technology at the Marinette campus. Having a stronger Engineering School in Green Bay allows us to better serve the Additional Locations.

The Board of Regents asked that UW-Green Bay expedite this process due to the transition to a new UW President in the near future; President Cross is onboard with the program, so we should move forward with it while he is still our sitting President. As a result, **Senator Loebel moved to suspend the rules that would require a second reading of the “Request for Authorization to Implement a B.S. in Electrical Engineering at UW-Green Bay,” seconded by Senator Kabrhel.** After a brief explanation by Interim Chancellor Van Gruensven regarding why this RAI needed to get before the Regents quickly, **the senate voted to suspend the rules 35-0-0.**

Next, Speaker Klemp as for a motion to accept the RAI, **Senator C. Sherman so moved, seconded by Senator Sallak.** One question was raised; given the rapid growth of Mechanical Engineering, if Electrical Engineering were to grow faster than expected, is there a plan for accommodating that growth? Since this program is revenue driven, if growth were to occur faster than what is expected based on the model, we would be able to accelerate the hiring process. **The motion passed 35-0-0.**

d. Request for future business

As we rapidly head into spring
And the warmer weather it will bring
We anticipate irises
Instead we get viruses
No Madness, no baseball, nothing

(There was no new business brought forward)

6. PROVOST'S REPORT

Provost Alexander started by introducing the new Associate Vice Chancellor for Graduate Studies, Pieter deHart. Pieter has been busy visiting programs, learning the current state of each program, what resources they need to be successful, and where potential growth may occur. He will also assist with enrollment for the 5-6 new graduate programs that are starting in Fall 2020. Next, the Provost extended thanks to the members of the University Committee for their collaborative work on revamping the annual review process. Christopher Paquet was also recognized for role he played in making sure our annual review worked within System's rules.

The Provost next touched on retention, mentioning the launch of the new Office of Student Success (OSS). Associate Provost Clif Ganyard and Interim Vice Chancellor for Student Affairs and Campus Climate Gail Sims-Aubert put together a vision for developing conversations across units to minimize duplication of efforts/initiatives to help students succeed. The purpose of the OSS is to start conversations across all areas of the university – academics, residence life, financial – that we must examine holistically. The purpose of the OSS will be to communicate initiatives, listen to struggles faculty/staff might be having with students to help to solve them, and make sure we are working collectively as a university instead of as an individual unit.

We are in the process of hiring Institutional Researchers, as a result, we do not have official retention rates from Fall to Spring semester. However, early indications based on enrollment are very good. Our numbers in retention compare well with national norms, but the Provost challenges the university to strive to be even better in our efforts toward being leaders in student success and retention.

7. OTHER REPORTS

a. Academic Affairs Council Report. The AAC report is found on page 44 of the agenda.

b. Graduate Academic Affairs Council Report. The GAAC report is found on page 46 of the agenda.

c. University Committee Report. UC Chair Loebel reiterated that the UC has been diligently working on the annual review policy, presented moments ago to senate as a first reading. Chair Loebel thanked the Provost and Christopher Paquet for their collaboration on that effort. The UC has also been working on a policy for lecturers, looking for a way at improving their job security and providing opportunities for compensation increases. The UC submitted a second draft of this policy to the Provost. One of the complicating issues is that System's new Title and Total Compensation Policy provides only one category under "Lecturer". We will have to use the current business/working titles to differentiate among the lecturers to give them opportunities, based on meeting goals, to increase their compensation. The UC is concerned about the treatment of lecturers, especially those given non-renewable contracts for multiple years, who are then not receiving PayPlan increases and do not have the security of knowing whether they will be back the next semester/year. The UC will meet with Instructional Academic Staff on March 25 to get their input on the policy. The request from Senator Sallak for a presentation on the IBB model will be coming at the May meeting; also, the IBB model is not scheduled for full implementation next year due to executive staffing issues in the Business Office (that is what

you get when you make the university's CBO the Interim Chancellor). At the request of Senator Vandenhouten, the UC is looking into the evaluation of Associate Lecturers.

d. Faculty Rep Report. Other UW's are already completing electronic evaluations, so perhaps it is just a matter of time before UW-Green Bay follows suit. There is a lot of uncertainty surrounding the Title and Total Compensation Policy, especially around the lecturer policy (again, every lecturer being in one category). With a very collaborative Provost, the UC has been working to use the new parameters to improve working conditions and security for lecturers. Ray Cross will push a really big "ask" in the next budget cycle for UW System. At the last Faculty Reps meeting, the reps were told of dire program cuts at UW-Whitewater, especially in their College of Letters and Sciences. This led to a discussion of campuses competing with each other.

e. Academic Staff Committee Report. ASC Vice-Chair Sherri Arendt reported that the ASC has participated in the Chancellor search through lunchtime discussions with the candidates. The low rate of return on Academic Staff preference surveys is a frustration. Academic Staff appreciate that their feedback on the Title and Total Compensation Policy is being solicited, they also appreciate having a seat around the table at UC meetings every Wednesday.

f. University Staff Committee Report. Kim Mezger echoed Sherri Arendt's comments regarding participation at the UC meetings. University Staff has attended forums on the Title and Total Compensation Policy. They have also provided guidance to facility and operations employees on how to provide feedback since those colleagues are often not able to attend these forums. University Staff is also in the middle of the preference survey process for filling shared governance committees; a low rate of return on surveys frustrates University Staff also.

g. Student Government Association Report. SGA Vice President Guillermo Gomez informed senate that SGA just got approval to spend their sustainability fund on the composter. SGA attended the Student Representative Body meeting two weeks ago. President Abbie Wagaman was elected Chair of the Student Representatives of the UW System. Abbie and Guillermo are working on the Student Bill of Rights. SGA is working on a constitutional review. Planning for Earth Day 50 continues; plans include teaching about sustainable practices, cleaning the trails, and panel discussions.

8. ADJOURNMENT at 4:15 p.m.

Respectfully submitted,

Steve Meyer, Secretary of the Faculty and Staff

Section 3.10 shall be amended to include new subsection 3.10(1) that appears below. Current subsections 3.10(1)-(6) will be renumbered 3.10(2)-3.10(7). The procedures in subsection 3.10(1) supersede the procedures specified in Paragraphs B and C of Section I. (Performance Reviews) of the UW-Green Bay Provost Area Annual Unclassified Personnel Processes found on pages 91-92 of the 2019 Faculty Handbook. The attached draft form for the Annual Review outlined in subsection 3.10(1) is provided for illustrative purposes and is subject to change by UW System.

3.10 Review Procedures (Annual, Merit, Promotion, Renewal)

1. Annual Review Procedures for All Faculty

As required by UW System Administrative Policy 1254, each faculty member, regardless of rank, shall participate in a review of the faculty member's performance under the criteria required under such policy. In order to be eligible for any modification in compensation including, but not limited to, pay plan adjustments, merit based pay and market adjustments, the faculty member must have on file documented satisfactory performance through a current performance evaluation consistent with the HR-14-17-3 Compensation and Pay Plan Policy. The evaluation must be performed not less than every 12 months.

1. The Annual Review is a formative process. For faculty, goal setting, coaching and feedback; a documented performance rating scale; and a mechanism to address poor performance shall be included in the additional reviews outlined in this document and shall act as a basis for compliance with UWSA SYS 1254.
2. Should a faculty member's annual review not meet expectations, the faculty member's supervisors (the unit chair and the college dean) shall specify which resources they will provide to assist the faculty member in improving the faculty member's performance.
3. Performance evaluations and ratings are retained according to the established University of Wisconsin System Records Schedule for Human Resource and Related Records and based on the institution's policy.
4. The evaluation must include confirmation that the faculty member has completed all mandatory training required by HR-14-17-3 Compensation and Pay Plan Policy I(i)a2.

This review is distinct from any post-tenure review or merit review. In the event that the executive committee (or chair) of the faculty member's interdisciplinary unit designates the faculty as "Meets Expectations," the review process is over. If the faculty is designated as "Improvement Needed," the faculty member has the right to make a written request for reconsideration to the Dean, the Committee on Rights and Responsibilities, and the Provost, in that order. In the event that a request results in the finding that the faculty member "Meets

Expectations,” the designation has been overturned, and the faculty member does not need an improvement plan.

- a. **Probationary Faculty Review.** Consistent with sec. 3.05 Wis.Admin.Code, non-tenured faculty will be reviewed annually by the executive committee or the review may be combined with a retention review in a given year. The review shall be of the faculty member’s performance from the beginning of one appointment period to the beginning of the next appointment period. The results of the review shall be communicated to the faculty member by his/her chairperson within 30 days of the completion of the review.
- b. As required by UW System Administrative Policy 1254, each tenured faculty member’s annual review shall be conducted by the faculty member’s interdisciplinary unit executive committee. This task may be designated to the chair of the unit if all parties agree. In addition to reviewing the faculty member’s performance, the purpose of this review is to be formative and should help faculty to identify the resources they need to develop scholarship, teaching, and service. The review shall include a Professional Activities Report encompassing the previous academic year. Annual faculty reviews will be submitted to the Dean no later than February 1.

Faculty Senate Old Business 4a 4/8/2020

University of Wisconsin-Green Bay Twenty-four Credit Hour Teaching Load Policy for Tenured/ Tenure-track Faculty effective Fall Semester 2019

4 February 2019

Faculty positions at the University of Wisconsin-Green Bay (UWGB) require teaching, scholarly or creative activity, and service. A substantial portion (but not all) of the faculty job is accounted for using the credit-hour system, with 24 credit hours being the standard faculty load. Each of UWGB's four colleges has a policy for how this load is determined and adjusted when appropriate, based upon other duties and responsibilities done in support of the mission of the institution. The purpose of this document is to provide an overarching framework for teaching workload expectations of faculty across the University.

Defining Responsibilities and Expectations

Tenure-Track Faculty - Responsibilities include a combination of teaching, scholarly and creative activity, and service to the institution (e.g., student advising) and the community, including a twenty- four credit hour workload expectation per academic year.

Faculty Expectations

Based on a 24 credit hour workload, the following represent faculty expectations:

- 1) Tenure-track faculty shall not be required to teach more than 14 credit hours in any semester. Tenure-track faculty in the probationary period will have an 18 credit hour teaching load in the first year and a 21 credit hour teaching load until promotion to associate professor. **Recognizing their substantial obligations to engage in research and service, the teaching load for associate and full professors will be 21 credits.**
- 2) Administrative reassignments are provided in order to lead, manage, and conduct various activities associated with certain units, programs, and special undertakings at the University. The Dean allocates these reassignments to the budgetary unit. Budgetary Chair/Executive Committee in turn allocates the reassignments. However, it is important to keep in mind that the College needs to maintain its curriculum.
- 3) The Dean may approve other teaching reassignments for activities that would exceed normal responsibilities or expectations (e.g., new program development). Recommendations for such teaching reassignments will be generated by the Chair of the budgetary unit, with input from the budgetary unit faculty, and approved by the Dean.
- 4) Guidelines for the promotion to Associate Professor with tenure are provided by each budgetary unit and include requirements for "achievement of a record of high quality in each of the categories of Teaching, Scholarship, and University and Community Service." As per the post-tenure policy, tenured faculty must meet certain

expectations in the areas of teaching, scholarship, and service.

5) Historically, the vast majority of UW Green Bay faculty members have met expectations in the areas of scholarship and service. This document seeks to recognize this work in the context of the 24 credit workload policy. In those cases where faculty do not meet the expectations, the assignment of additional teaching responsibilities (typically the equivalent of one additional three credit course) will help address workload equity and fairness concerns. It should be noted that faculty assigned a 24 credit teaching load are not in jeopardy of losing tenure, but they are having their workload adjusted to maintain equity in overall workload, while also noting that such faculty would still be subject to the post-tenure review process. This recommendation for a 24 credit teaching load would be generated by the budgetary Chair, with input from the Executive Committee, and be approved by the Dean.

Instructional Workload Credit

Examples of activities that normally do not carry instructional workload credit (as they are understood to be part of the usual work of a faculty member) include:

- Holding regular office hours
- Participating in recruitment efforts
- Academic advising, including advising of student organizations
- Mentoring junior faculty
- Completing peer teaching evaluations
- Providing colleague coverage
- Serving on standing committees, with a minimum expectation of serving on one university-wide committee, while also noting that faculty may be willing to serve on an elective committee but may not be elected

Examples of activities considered for workload credit include:

- Undergraduate Lecture Courses
- Graduate Lecture Courses
- Laboratory Instruction
- Writing Emphasis Courses
- Team-taught Courses
- January Interim Courses
- Travel Courses

Overloads will be reported separately from the regularly assigned workload, as additional compensation is being provided for these activities. Overload activity should not occur to the detriment of regularly required workload and responsibilities.

Faculty Senate Old Business 4a 4/8/2020

**ANNUAL EVALUATION FORM
(Faculty)**

INSTRUCTIONS: This form is to be completed for Faculty and submitted to the Office of Human Resources on an annual basis. This form does not need to be completed for Instructional Academic Staff or Limited Term Employees. The Office of Human Resources will place this form in the employee’s personnel folder and will use this form to confirm eligibility with HR-14-17-3 Compensation and Pay Plan Policy.

Employee Name _____ Click here to enter text. **Date of Evaluation** Click here to enter text. ___

Title _____ Click here to enter text. ___ **Unit** _____ Click here to enter text. _____

Using the evaluation scale below, rate the employee’s performance over the past year (August to August). Provide comments to support the rating.

Evaluation Rating Scale:
 Meets Expectations (ME)
 Improvement Needed (IN)

Review Period	Rating	Comments

If the employee is rated *Improvement Needed*, provide a specific improvement plan and describe the actions that will be offered to support employee success.

Area for Improvement	Improvement Plan	Date for Completion
Supervisor Actions to Enable & Support Success (Can include providing guidance, coaching, training, finding a mentor, tools, equipment, etc.)		

I have read the above evaluation. I understand that my signature does not constitute a concurrence or approval but signifies that I have been shown this evaluation.

Employee Signature: _____ Date: _____

SUPERVISOR NAME _____ Click here to enter text. _____

Supervisor Signature: _____ Date: _____

Director/Dean Signature: _____ Date: _____

Faculty Senate Old Business 4a 4/8/2020

Resolution in Support of Equitable and Accommodating Academic Grading in Light of the Unprecedented COVID-19 Emergency

WHEREAS, the sudden nature of our university's shift to online instruction and the lack of access to campus by many students means that there will certainly be deep inequities in our students' learning outcomes over the duration of this semester;

WHEREAS, many of our students lack broadband access entirely or are attempting to complete a full course load of online instruction while they are sharing close quarters with family members;

WHEREAS, many of our students are also taking on additional childcare duties, caring for sick family members, or facing their own health problems;

WHEREAS, many students, whose social lives and economic livelihoods have been completely disrupted by this crisis, now face serious anxiety about their academic performance in their coursework;

WHEREAS there is no systematic way of knowing whether a student's academic work this semester is due to their underlying performance or due to broader detrimental conditions out of their control;

WHEREAS we hold an important responsibility, as the faculty of the university during an unprecedented crisis of this nature, to mitigate these inequities while maintaining appropriate rewards for exemplary performance;

WHEREAS, mitigating these inequities is vital in ensuring students' access to higher education is not detrimentally interrupted by this crisis;

BE IT RESOLVED that as a faculty, we will take the maximum steps allowed by our discretion to recognize the nature of the above circumstances by adjusting our grading standards—for this semester only—to be as accommodating to students as possible;

BE IT FURTHER RESOLVED, that whereas no faculty are required to do any of the following, some of the steps they might consider include (but are not limited to):

- 1) Establishing a minimum passing grade in a course that is higher than what is offered by our grading scale
- 2) Curving upward all passing grades in a course by an entire letter grade
- 3) Offering students a choice of different concluding assignments and making sure that students have ample time in advance to work on a final assignment
- 4) Giving students the choice of more heavily weighting their performance from the first half of the semester when in-person instruction was available

Faculty Senate New Business 5a 4/8/2020

Resolution in Support of the Guidelines for the Administration and Use of Student Evaluations of Teaching in Spring 2020 Recommended by the Co-Chairs of the Evaluating Teaching Effectiveness Working Group

WHEREAS, students “have a right to structured opportunities to provide feedback to their instructors regarding the quality of the course and performance of the instructor” [Faculty Handbook, p. 109],

WHEREAS, academic units have used the Course Comments Questionnaire (CCQ) in conjunction with other questions as a primary tool in providing students with the opportunity to provide feedback to their instructors,

WHEREAS, academic units have incorporated CCQ data, along with other evidence, to evaluate the teaching effectiveness of faculty and academic staff for purposes of annual reviews, merit reviews, and decisions regarding retention, tenure and promotion,

WHEREAS, standard evaluation tools such as the CCQ are best used when comparing an instructor’s performance over time when the instructor teaches the same course,

WHEREAS, the unprecedented shift to online delivery of classes during the COVID-19 emergency would make comparisons of instructors’ performance in courses during Spring 2020 to previous semesters difficult, if not render such comparisons invalid,

WHEREAS, it would likely be difficult for students not to weigh the second half of the Spring 2020 semester more heavily in their evaluation of their instructors’ performance, injecting another potential source of bias in a standard evaluation instrument like the CCQ,

WHEREAS, an alternate evaluation instrument for students to complete and an optional self-reflection by instructors regarding the experience of shifting courses to online delivery, rather than including CCQ results and similar data in their Professional Activity Reports (PARs), could provide insightful information to better support students and enhance teaching effectiveness in online instruction as well as affording the students the right to provide feedback on their instructors and courses;

BE IT RESOLVED that as a faculty, we support the recommendations of the Co-Chairs of the Evaluating Teaching Effectiveness Working Group including, but not limited to:

- 1) To administer a simplified, online Qualtrics survey similar to the one presented to the Faculty Senate on Wednesday, April 8, 2020 (see attached) for students to evaluate their instructors, their courses, and their experiences in Spring 2020,
- 2) That faculty exclude data from the student surveys for Spring 2020 in their PAR for the 2019-2020 Academic year, and
- 3) That, at their option, if faculty members would like to include information concerning their teaching in Spring 2020, they would provide a self-reflection indicating the teaching challenges they faced and the adaptations they made.

Faculty Senate New Business 5b 4/8/2020

DRAFT Guidelines for Faculty on Student Evaluations for Spring 2020

The purpose of this document is to offer guidance on the subject of course evaluation practices for the Spring 2020 semester. These practices were developed by the faculty co-chairs of the Evaluating Teaching Effectiveness Working Group, in consultation with CATL and the UC, and with administrative support.

What we're doing:

- For Spring 2020, we will be using a simplified, online Qualtrics survey to gather student feedback for this specific context of emergency remote teaching. This takes the place of the student evaluation tools typically used by your unit or program.
- We are advocating for the use of instructor self-reflection in lieu of Spring 2020 student evaluation data in the 2019-20 Professional Activities Report (PAR). Units may still include typically used student evaluation data from Fall 2019.
- Data collected from the student survey for Spring 2020 should not be used for the purposes of annual review or promotion and tenure decisions. Individual instructors may choose to include this feedback from students in the self-reflection. For Spring 2020, we are waiving the requirements of the “Policy on Student Feedback on Instruction” located on page 107 of the faculty handbook.

Why we're doing this:

- Our existing tools do not speak to the circumstances we're experiencing, and traditional student evaluations are most effective when they are context specific.
- We continue to value student feedback and student voices, and need to ensure that they have an opportunity to provide feedback on their learning during this time. This information will help us better understand strategies that are more successful.
- During this unprecedented time, we are unable to adapt the current tools to an online format for numerous reasons, including the increased workload at all stages of the process.

Key points to consider:

- Student evaluations of teaching are best used in the context of comparisons over time, for the same instructor teaching the same course. They capture the effect of changes to a course and for the instructor, on student perspectives and experience in the course. With the significant shift to remote instruction for the final third of the semester, it is difficult to interpret student evaluations of teaching in this compare-and-contrast manner. As a result, typical tools for student evaluation of teaching are not a particularly useful way to evaluate teaching effectiveness in present circumstances.
- We recommend a mindset shift from “evaluation of teaching” to “gathering feedback,” particularly for the Spring 2020 semester. Focus on finding out about student and

instructor experiences to inform future actions and decision-making (for both unit leadership and for individual instructors).

- One of the challenges faced by student evaluations of teaching is the simple fact that more recent events tend to play a more significant role in their ratings of instruction, and it is difficult to take a longer-term view of things. As a result, it is likely that students asked to evaluate their experience in a course this semester will almost surely provide feedback that is highly informed by their experience during this second half of the semester, even when prompted to focus on the first part of the semester. The questions on this survey will focus on the second half of the semester.
- Student bias on student evaluations of teaching is a well-studied phenomenon. During this time of heightened emotional and mental stress, we can expect this type of bias to increase. To help mitigate this, we are carefully framing the survey questions for students by acknowledging this potential bias. This is also why we are not using this data for annual review, promotion, and tenure decisions.

Alternative to Typical Student Evaluations Data for Annual Review, Promotion, and Tenure Decisions:

- **Instructor Self-Reflection & Reporting:** Instructor reflection on their teaching is a good practice to encourage every semester, and it can be particularly useful after significant changes have been made to a course. In addition to contributing to iterative course development, this reflection on teaching practices can inform an individual's narrative related to their development as an instructor. Given the larger scale disruption to instruction experienced this semester, this is a useful way for instructors to share and reflect on the adaptations they made and the challenges they faced.
 1. We strongly encourage faculty to use the following prompts in their PAR as a way of reflecting on teaching during Spring 2020. What did I do as an instructor to reduce student apprehension and anxiety during this time of disruption? What might I do more of should this happen again?
 2. Which course modifications were most/least successful in terms of my ability to:
 - maintain student engagement in their learning?
 - effectively identify student progress and barriers to learning along the way?
 - effectively assess student learning for their final grade? What (specifically) worked well?
 3. What unexpected student needs did I encounter? What did I learn from those experiences?
 4. What challenges did I face in moving to emergency remote instruction?

Faculty Senate New Business 5b 4/8/2020

DRAFT Student Feedback Form, Spring 2020

[Qualtrics Survey]

Thank you for taking time to complete this survey. Due to the unique nature of the Spring 2020 semester, we are adjusting our usual end-of-course evaluation procedures. Please use this form to share your insights into best practices used by your instructor during the remote instruction portion of the Spring 2020 semester. We will use this feedback to inform our future teaching, and to help us better serve students like you.

In addition, please consider sending a thank-you note to an instructor, TA, peer mentor, or staff member who has positively impacted you during this unusual semester. [[LINK HERE](#)].

1. Did you ever choose to take a course taught exclusively online or through remote delivery in the past? [Yes, No, I don't remember].
2. What positive strategies or approaches did this instructor use, during the remote instruction phase of the Spring 2020 semester (e.g. method/tone of communication, approaches to content delivery or engagement, redesigned/reformatted assignments, strategies for maintaining community, strategies to support students regardless of computer/internet access, etc.)? [OPEN ANSWER]
3. What positive strategies or approaches did you use to support yourself and your learning in this course, during the remote instruction phase of the Spring 2020 semester (e.g. strategies for time management, approaches to communication with instructor and student support staff, self-care strategies, etc.)? [OPEN ANSWER]
4. Additional Comments: Please use this space to share additional comments about your experiences during the remote instruction phase of the Spring 2020 semester. [OPEN ANSWER]

Faculty Senate New Business 5b 4/8/2020

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
B.B.A in Finance**

**AT UW-GREEN BAY
PREPARED BY UW-GREEN BAY**

ABSTRACT

The Cofrin School of Business (CSB) at the University of Wisconsin (UW)-Green Bay seeks a B.B.A. in Finance to provide future financial professionals with practical and theoretical knowledge of investments, corporate finance, capital markets, banking, risk management, international financial management, and related content. The program has existed as an emphasis within the B.B.A. in Business Administration for more than a decade, and is scheduled to be fully available in both face-to-face and online modalities beginning in fall 2020. The requested elevation to a major will provide more accurate credentialing for the roughly 170-180 students enrolled in the program (existing 3-year average) and a more understandable designation for potential students, their families, and potential employers. This request also represents the natural maturation of UW-Green Bay's business offerings from those of a department to those expected of the stand-alone Cofrin School of Business established in July 2016. The proposed Finance major was designed in partnership with Cofrin School of Business Advisory board, the UWGB Council of Trustees, and the regional finance and banking industry. The CSB serves the State's third (Green Bay) and tenth (Sheboygan) largest Metropolitan and fourth (Manitowoc) and eighth (Marinette) largest Micropolitan Statistical Areas. The program curriculum includes 75 credits, 57 of which are from a meta-major shared with the CSB's other B.B.A. offerings. Courses are offered during the fall, January-term, spring, and summer semesters in both face-to-face and online modalities. The learning objectives, proposed staffing, and skills included are aligned with the expectations for accreditation by the Association to Advance Collegiate Schools of Business (AACSB), and positions the program to develop a Certified Financial Planner Board of Standards, Inc. Certified Financial Planning (CFP®) Certification option for our students. Graduates from the Finance program will be prepared to work as financial analysts, financial managers, financial advisors, security analysts, portfolio managers, insurance underwriters, stock brokers, mortgage underwriters, bank branch managers, and in other finance-related positions with an expected starting salary around \$50,000 per year.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin – Green Bay

Title of Proposed Program

Bachelor of Business Administration (B.B.A.) in Finance

Degree/Major Designation

Bachelor of Business Administration (B.B.A.) in Finance

Mode of Delivery

Single institution. The programs will be delivered in both face-to-face and online modalities, allowing for access across all four of our campus locations in Sheboygan, Manitowoc, Green Bay, and Marinette.

Projected Enrollments and Graduates by Year Five

Table 1 presents a combination of past enrollment in the existing Finance emphasis (fall 2016-2019) and projections (2020-2024) for the proposed B.B.A. in Finance. Projections were made using the UWGB-wide retention rate of 73%, the B.B.A. of Business Administration annual graduation rate of 24%, and a conservative estimate of 3.5% annual growth (the actual 3 year mean annual growth rate for the CSB is 6.3%). Converting existing students enrolled in the emphasis to the major and incorporating the parameters described above, we expect 284 students to have enrolled and 224 students to have graduated by the end of the fifth year of the new major.

Table 1: Five Year Fall Enrollment and Projections (Headcount)

Fall	2016	2017	2018	2019	2020	2021	2022	2023	2024
New Students (#)	58	57	48	51	53	55	57	59	61
Continuing Students (#)	138	124	115	117	121	125	129	134	139
Total Enrollment (#)	196	181	163	168	174	180	186	193	200
Graduating Students (#)	46	45	38	40	42	43	45	46	48

Tuition Structure

Students enrolled in the program will pay the standard UW-Green Bay undergraduate tuition rate, which for the 2019-2020 Academic Year was \$262.43 per credit or \$3,149.16 per semester for students within the plateau (12-18 credits). In addition to tuition, student segregated fees are \$65.83 per credit or \$790.00 per semester for full-time students; these funds are not directly available to the program. Students who opt to take a course via distance delivery pay an additional \$25 per credit; these funds are not directly available to the program, but are used to support distance education infrastructure at UW-Green Bay.

Department or Functional Equivalent

Department of Accounting and Finance

College, School or Functional Equivalent

Cofrin School of Business

Proposed Term and Year of Implementation

Fall 2020

DESCRIPTION OF PROGRAM

Overview of the Program

The proposed B.B.A. in Finance will graduate students with skills vital to the region's financial services industry and responds to the Greater Green Bay Economic Development Strategic Plan's call for UW-Green Bay to serve the needs of regional employers by developing and retaining talent in Northeast Wisconsin. For example, data from Bureau of Labor Statistics 2016-2026 projections predicts that positions for Finance Managers will grow by 18.7%, for Financial Analysts by 10.8%, for Personal Financial Planners by 14.9%, for Credit Counselors by 13.8%, and for Credit Analysts by 8.3%. Similar projections apply to Wisconsin as well, with Financial Manager positions projected to grow by 23%; Financial Analysts by 15.2%, Personal Financial Advisors by 22.7%, Credit Counselors by 12.5%, and Credit Analysts by 9.6%. The proposed program has existed as an emphasis for more than a decade, with expansion of online availability dating back to at least 2012. The emphasis supported 168 students as of fall 2019. Majors will require approximately 39 credits of lower-level supporting courses (e.g. ethics, statistics, introductory business courses, economics, etc.), 18 credits of shared upper-level core courses (providing cross-disciplinary breadth in business) that includes FIN 343: Corporation Finance, and an additional 18 credits of upper-level disciplinary specialization for a 75 credit major. The upper-level offerings form a core from which specialized certificates and short-courses can be offered in both credit and non-credit formats to current students and working professional. The overall credit requirements of the major align with those of other AACSB accredited programs in the State. Curricular experiences within the finance major will be enforced with a rich suite of extra-curricular and co-curricular activities, such as internships, engagement with student organizations, and student trading competitions.

Student Learning Outcomes and Program Objectives

The University of Wisconsin-Green Bay has seven Institutional Learning Outcomes stating that upon graduation, students will have: 1) demonstrated the **specialized knowledge, skills and perspectives** in their chosen field or fields of study.; 2) demonstrated **broad and integrative knowledge** across a variety of fields of study.; 3) developed a variety of **intellectual skills**, including analytic inquiry, information literacy, diverse perspectives, ethical reasoning, quantitative fluency, and communicative fluency.; 4) engaged in **applied and collaborative learning activities**, in both academic and non-academic settings.; 5) demonstrated **engaged citizenship** in the United States and the world.; 6) developed an understanding of and appreciation for environmental and cultural **sustainability**.; and 7) demonstrated the ability to **identify and address problems from an interdisciplinary perspective**.

All existing and proposed undergraduate programs within the Cofrin School of Business (CSB) share the same four Association to Advance Collegiate Schools of Business (AACSB) vetted Degree-Level Learning Goals. These learning goals were initially adopted in 2013, and are drawn from the CSB's Mission and Values, and a philosophy that adaptability in the workforce is maintained by instilling a strong foundation of core attributes within students. The CSB Assurance of Learning Committee oversees assessment and continual improvement for the School by providing annual analyses and recommendations to the appropriate program and School leadership. The four Degree-level Learning Goals for the CSB are:

1. Students will be effective communicators.

2. Students will be effective critical thinkers.
3. Students will be effective team members.
4. Students will consider corporate social responsibility (CSR) in their decisions.

These learning outcomes are supplemented with program-specific learning goals for each major. For the B.B.A. in Finance, the program-specific learning goals are:

1. Students can analyze the risk and return of financial assets or corporate investment projects and offer suggestions for decision making.
2. Students can effectively interpret and explain the information generated from the financial analysis.

Program Requirements and Curriculum

In alignment with our access focus, the Cofrin School of Business does not impose additional admission requirements on interested students; all students admitted to UW-Green Bay can declare a major within the School of Business. However, once a student has declared her/his major program, they must maintain a GPA of 2.5 or higher to enroll in upper-level courses. The program requires students to complete 75 credits of coursework (Table 2). All programs within the Cofrin School of Business (CSB) share a foundational set of courses (meta-major) accounting for 57 credits. This meta-major forms the foundation of our offerings in Green Bay, Sheboygan, Manitowoc, and Marinette, and is a core component of our transfer agreements with the state technical colleges (e.g., Northeastern Wisconsin Technical College, Lakeshore Technical College, Fox Valley Technical College, Gateway Technical College, and Northcentral Technical College). The program carries an additional 18 credits within the disciplinary core. This program will be part of the regular teaching load of the CSB faculty.

Table 2: Program curriculum for the proposed B.B.A. in Finance.

Foundational Courses - the B.B.A. Meta-major (57 credits)	
ENG COMP 200: Professional Writing for Business Majors OR ENG COMP 105: Expository Writing	3
ECON 202: Macroeconomics	3
ECON 203: Microeconomics	3
PHILOS 227: Business Ethics	3
ACCTG 201: Principles of Financial Accounting	3
ACCTG 202: Principles of Managerial Accounting	3
BUS ADM 130: Spreadsheets and Information Systems	3
BUS ADM 200: Principles of Supply Chain Management	3
BUS ADM 202: Business and Its Environment	3
BUS ADM 205: Legal Environment of Business	3
BUS ADM 220: Business Statistics OR MATH 260: Statistics (or 4 cr)	3 (4)
BUS ADM 371: Entrepreneurship	3
BUS ADM 380: Project Management	3
BUS ADM 3XX: Sustainable Organizations - PROPOSED	3
FIN 343: Corporation Finance	3*
HRM 262: Introduction to Human Resource Management	3

MGMT 389: Organizational Behavior	3
MGMT 482: Capstone in Strategic Management	3
MKTG 222: Principles of Marketing	3
Finance Required Core Courses (12 credits)	
FIN 347: Financial Markets and Institutions	3 credits
FIN 442: Principles of Investment	3 credits
FIN 445: International Financial Management	3 credits
FIN 446: Advanced Corporation Finance	3 credits
Finance Required Elective Courses (6 credits)	
ACCTG 410: Introduction to Income Tax Theory and Practice	3 credits
FIN 344: Real Estate Principles	3 credits
FIN 345: Risk Management and Insurance	3 credits
FIN 447: Derivatives	3 credits
FIN 450: Bank Administration	3 credits
FIN 415: Employee Benefits and Retirement Planning- PROPOSED	3 credits
FIN 425: Estate and Trust Planning- PROPOSED	3 credits
FIN 475: Financial Plan Development- PROPOSED	3 credits
TOTAL	75

* Indicates a discipline-specific course (i.e. FIN)

Assessment of Outcomes and Objectives

Assessment of student learning outcomes is managed by the CSB Assurance of Learning (AOL) Committee as appointed by the Dean's Office in consultation with each program's executive committee. The AOL committee maintains an assessment plan to evaluate student progress toward meeting both College-wide and program-specific learning outcomes. Assessment is carried out using an embedded assessment comprised of rubrics and assignments collected each semester from various instructors and courses. The AOL Committee is responsible for suggesting necessary curricular changes to the program faculty and the Dean's Office. This practice is integrated into the University-wide seven year assessment cycle, requiring annual assessment reports and plans to the University Assessment Council in years 1, 2, 3, 5, and 6, a Status Report in year 4, and a Program Assessment Plan in year 7. Details on UWGB's Assessment Plan can be found at <https://www.uwgb.edu/assessment/university-assessment-plan/>.

Diversity

UW-Green Bay is committed to achieving a diverse workforce and to maintaining a community that welcomes and values a climate supporting equal opportunity and difference among its members. The campus engages in several strategic initiatives to recruit a more diverse student population, and offers a wide range of experiences and perspectives to students. As part of this process, the Chancellor's Council on Diversity and Inclusive Excellence offers a certificate program to develop and recognize commitment to the UW-Green Bay Inclusive Excellence Initiative. The Office of Admissions also supports recruiters specialized in working with multicultural, bilingual, and international students. In fall 2017, UW-Green Bay added a Vice Chancellor for Student Affairs and Campus Climate to the Chancellor's Cabinet to improve, in part, campus initiatives on diversity and inclusivity. This position will play a critical

role in furthering campus efforts to attract and support a diverse campus community reflective of the metropolitan area that UW-Green Bay serves. The Cofrin School of Business drafted a School-specific diversity and inclusivity plan during the 2018-2019 academic year, with an assigned faculty lead reporting to the Dean of the School. This plan is considered a living document, undergoing annual revisions and implementation.

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

The AACSB accrediting body has defined the ability to work effectively in diverse environments as a General Skills Area, and training in social responsibility, including sustainability, diversity and ethical behavior and approaches to management as a General Business Knowledge Area that should be present within all accredited business curricula. All CSB B.B.A.'s will meet this requirement through School-specific "Cultural Agility" (CA) designations associated with specific learning objectives. The UW-Green Bay General Education program also requires 3 credits of Global Culture and 3 credits of Ethnic Studies Perspectives coursework to qualify for graduation. Additional co-curricular and extra-curricular opportunities will further address the imperative to prepare our students for success in today's multi-cultural and multi-national workforce.

Collaborative Nature of Program

The University of Wisconsin – Green Bay will be the single institution to deliver the B.B.A. in Finance. Program faculty and staff will involve industry leaders from Green Bay area and beyond in various capacities from guest lecturers, to fieldtrips, to internship, or mentorship opportunities. The CSB Advisory Committee provides industry and community input to each program.

Projected Time to Degree

The projected time to degree is eight semesters (4 years), although existing college credit in high school offerings, established transfer agreements with Wisconsin Technical Colleges, and J-term and summer offerings can reduce the time to graduation or required enrollment at UW-Green Bay. Courses and staffing are set to provide a course offering periodicity to maximize student degree completion.

Program Review

The UW-Green Bay Academic Affairs Council (AAC) is charged with oversight of all undergraduate programs, including review and approval of all new programs, and all undergraduate-level credit courses. The AAC will formally review the B.B.A. in Finance program on a seven-year cycle. In addition, the program will be formally reviewed on a three-year cycle, by the department and the Dean of the Cofrin School of Business. Informally, the program will be reviewed by students after each class to ensure the courses are having their

intended impact on the various stakeholders. The Cofrin School of Business Student Success committee also completes an annual student survey, providing student feedback at the School and program level on numerous areas of their collegiate experience, including program composition.

Accreditation

The Cofrin School of Business has identified accreditation by the Association to Advance Collegiate Schools of Business (AACSB) as its top priority. As such, all curriculum, skills, general knowledge areas, learning outcomes, and staffing decisions are made with existing requirements in mind. Accreditation from the AACSB is the gold standard for business schools, is appropriate for the intent and recognition of Austin E. Cofrin's endowment, is essential to attract and retain talented faculty, for building graduate programs, international partnerships and international student recruitment, is critical to the development of donor and community support, and is of growing importance for regional undergraduate student markets.

JUSTIFICATION

Rationale and Relation to Mission

UW-Green Bay gained approval for a revised Select Mission from the UW System Board of Regents on April 25, 2019 and the Higher Learning Commission on May 14, 2019. The revised mission solidified the strategic vision of UW-Green Bay in its role as the primary campus serving the third largest metropolitan and economic region in the state, with campuses directly serving the Green Bay, Sheboygan, Manitowoc, and Marinette communities.

The University of Wisconsin-Green Bay is a multi-campus comprehensive university offering exemplary undergraduate, master's and select doctoral programs and operating with a commitment to excellence in teaching, scholarship and research, and service to the community. The University provides a problem focused educational experience that promotes critical thinking and student success.

The culture and vision of the University reflect a deep commitment to diversity, inclusion, social justice, civic engagement, and educational opportunity at all levels. Our core values embrace community-based partnerships, collaborative faculty scholarship and innovation.

Our commitment to a university that promotes access, career success, cross-discipline collaboration, cultural enrichment, economic development, entrepreneurship, and environmental sustainability is demonstrated through a wide array of programs and certifications offered in four colleges:...

The proposed B.B.A. in Finance meets this responsibility by providing a local, cost efficient option that responds to both student interest and employer demand. For example, as of fall 2019, student enrollment already sits at 168 within the Finance emphasis of the existing Business Administration major, highlighting an existing demand for which we are neither providing the full credentialing owed to these students or upon which enhanced professional opportunities can be built. Upon approval of this major, the Finance program will immediately be the top ten largest undergraduate majors at UW-Green Bay. Our access oriented (online and face-to-face), flexible delivery model provides the flexibility essential for non-traditional

students to both begin and complete degrees, and which is demanded by traditional students seeking to capitalize on the rich internship and professional experiences available within the NE Wisconsin economic ecosystem. This flexible delivery model is also essential to fully integrate our four campus locations and realize our vision of a single University of Wisconsin-Green Bay serving NE Wisconsin. Expansion of programmatic offerings by the Cofrin School of Business is essential to developing our regional workforce, and to promoting economic development. Our charge is clearly articulated within the Greater Green Bay Economic Development Strategic Plan (<https://www.greatergbc.org/economic-development/greater-green-bay-economic-development-strategic-plan/>). This proposal will build upon ongoing partnerships with regional and national employers, relationships exemplified by our growing partnership with TitleTown Tech. Finally, this proposal represents the natural maturation and evolution of business at UW-Green Bay from a department, to an endowed school, to the stand-alone, endowed college created in July 2016, and identified in our revised select mission.

Institutional Program Array

The stand-alone Cofrin School of Business (CSB) was created in July 2016 following its formal separation from the College of Professional Studies. As of fall 2019 academic year the CSB has grown to support over 1,400 undergraduate majors and graduate masters' degree students. Student demand is growing rapidly, with student credit hours increasing by 5.5% over the last three years, the highest level of any of UW-Green Bay's colleges. When the CSB was established by the Board of Regents in July 2016, it supported one Department, the Department of Business Administration, two undergraduate majors, a BBA in Accounting and a BBA in Business Administration (with numerous emphases), and a MS in Management. The College has since added a very successful collaborative MS in Data Science and is in the process of implementing its recently approved executive Impact MBA (anticipated start date Fall 2020). The current structure of the Cofrin School of Business emphasizes that it has not yet fully emerged from its former state as an embedded School within the former College of Professional Studies. This proposal is associated with an internal College reorganization completed in Fall 2019 that divided the CSB into three disciplinary-based departments: a) the Dept. of Business Administration, b) the Dept. of Accounting and Finance, and c) the Dept. of Marketing and Management. As a first step in program specialization, and in support of the College's reorganization and maturation, this proposal seeks to elevate four of the largest business administration emphases to majors: Finance, HR Management, Management, and Marketing. This proposal addresses our intent to elevate the Finance emphasis to a major.

Other Programs in the University of Wisconsin System

While these proposed majors are offered at most UW-System schools, they are standard offerings expected of most regional comprehensive campuses serving a large urban population. Specifically, Finance is offered at approximately 53.8% of the existing UW campuses. The University of Wisconsin-Green Bay argues that this program expansion should be viewed no differently than the institutional right as a regional comprehensive to offer biology or political science programs. Furthermore, the proposed program in Finance is already strongly enrolled by existing UW-Green Bay students as an emphasis within the Business Administration major, thus documenting an internal market for this program. Importantly, this proposal seeks to improve the workforce competitiveness of our students by allowing them to more accurately credential the skills they are gaining here at UW-Green Bay, and to do so with a higher disciplinary

competency level. We continue to evaluate our other existing emphases for potential alterations, eliminations, or repurposing in an attempt to develop a more dynamic and responsive curricular culture within the Cofrin School of Business.

Need as Suggested by Current Student Demand

Student demand for business programs is growing rapidly, with student enrollment increasing by 5.3% and student credit hours increasing by 5.5% over the last three years, the highest levels of any of UW-Green Bay's colleges. Evaluating our combined request to elevate four existing emphases to majors, and including the redefined Business Administration major and existing Accounting major, the CSB is expected to support four of the top ten and six of the top fifteen largest undergraduate majors at UW-Green Bay. This proposal responds directly to UW-System's recent call for Program Monitoring (Wis. Stats. 36, RPD 4-12), which ultimately seeks to strengthen programs and allocate resources toward institutional priorities. With specific regard to the proposed Finance major, three-year trends in declared emphases suggest growth from 168 to 180 students between fall 2019 and fall 2021.

Need as Suggested by Market Demand

According to data from the Bureau of Labor Statistics, 2016-2026 projections, positions for Finance Managers are projected to grow by 18.7%; Financial Analysts, 10.8%; Personal Financial Planners, 14.9%; Credit Counselors, 13.8% and Credit Analysts, 8.3%. Similar jobs in Wisconsin are also projected to grow. Financial Managers are projected to grow by 23%; Financial Analysts, 15.2%; Personal Financial Advisors, 22.7%; Credit Counselors, 12.5%, and Credit Analysts by 9.6%.

**COST AND REVENUE NARRATIVE
B.B.A. IN FINANCE
AT UNIVERSITY OF WISCONSIN (UW)-GREEN BAY**

Introduction

The University of Wisconsin-Green Bay proposes the establishment of a B.B.A. in Finance in the Cofrin School of Business. The proposed program will admit students annually and requires 75 credits, 57 of which are from a meta-major shared with the CSB's other B.B.A. offerings; 21 credits within this program carry a finance (FIN) prefix. Courses are offered during the fall, January-term, spring, and summer semesters in both face-to-face and online modalities. This is a standard undergraduate program from a credit standpoint, and students should be able to complete the program within the standard four-year target. The learning objectives, proposed staffing, and skills included are aligned with the expectations for accreditation by the Association to Advance Collegiate Schools of Business (AACSB), and positions the program to develop a Certified Financial Planner Board of Standards, Inc. Certified Financial Planning (CFP®) Certification option for our students. Graduates from the Finance program will be prepared to work as financial analysts, financial managers, financial advisors, security analysts, portfolio managers, insurance underwriters, stock brokers, mortgage underwriters, bank branch managers, and in other finance-related positions with an expected starting salary around \$50,000 per year. The program seeks standard UW-Green Bay undergraduate tuition.

Section I - Enrollment

Enrollment projections are based on a combination of past enrollment in the existing Finance emphasis (fall 2016-2019) and projections (2020-2024) for the proposed B.B.A. in Finance. Projections were made using the UWGB-wide retention rate of 73%, the B.B.A. of Business Administration annual graduation rate of 24%, and a conservative estimate of 3.5% annual growth (the actual 3-year mean annual growth rate for the CSB is 6.3%). Converting existing students enrolled in the emphasis to the major and incorporating the parameters described above, we expect 284 students to have enrolled and 224 students to have graduated by the end of the fifth year of the new major.

Section II - Credit Hours

A total of 75 credits are required of students; 21 credits are specific to Finance. Including electives, the 39 credits are offered with a finance prefix (FIN). Among the suite of courses presented in this request, 30 credits are existing and 9 credits are new to the university.

Section III - Faculty and Staff Appointments

The Department of Accounting & Finance has 3.0 FTE of existing, discipline-relevant tenure-track faculty, one of which who was hired to start in fall 2020 with expertise in Personal Financial Planning, 0 FTE of full-time lecturer lines, and 1.0 FTE of Associate Lecturers in place in support the existing Finance emphasis. Based on projected enrollment, the program seeks no additional FTE of tenure-track faculty during the five-year projection period, but does request an additional 1.0 FTE full-time lecturer line in year 4. Associate Lecturer staffing varies from 1.0 FTE in projected year 1, to a high of 1.5 FTE in years 2 and 3, to a low of 0.5 FTE in year 4. An internal reorganization in fall 2019 reassigned half of a 0.64 FTE Academic Department Associate position (0.75 FTE during the academic year) to the newly established Department of Accounting & Finance, half of this position will be charged to the Finance major; additional

support staff is provided by the Cofrin School of Business as part of general overhead (e.g. Advising, Dean's Office support, etc). Additional instructional support includes chair effort during the academic year (2 course releases) and summer support spread across the summer; chair expenses and time are shared equally with the Accounting program.

Section IV - Program Revenues

Students enrolled in the program will pay the standard UW-Green Bay undergraduate tuition rate, which for the 2019-2020 Academic Year was \$262.43 per credit or \$3,149.16 per semester for students within the plateau (12-18 credits). In addition to tuition, student segregated fees are \$65.83 per credit or \$790.00 per semester for full-time students; these funds are not directly available to the program. Students who opt to take a course via distance delivery pay an additional \$25 per credit; these funds are not directly available to the program, but are used to support distance education infrastructure at UW-Green Bay. Revenue projections assume institutional revenue of 30 credits times \$262.43 per credit times FTE student enrollment.

Section V - Program Expenses

Expenses - Salary and Fringe

Tenure track line salaries assume \$135,650 plus fringe (43% of salary), which is based on the median salary for assistant, associate, and full professor reported by the AACSB (n=1,263) for Finance faculty. We budget \$80,141 plus fringe (43% of salary) for permanent lectures, again based on median values reported by the AACSB. Associate lectures assume a cost of \$6,000 per 3 credit course plus 20% fringe. We budget around \$9,500 annually for a 0.16 FTE support position (Academic Department Associate), assuming at \$17.61 per hour with a starting fringe rate of 60%. We budget approximately \$11,000 per year for chair support, based on estimated salary and fringe to cover two courses during the academic year, and roughly one month of summer support, divided among the two programs supported by this chair. Faculty and full-time Lecturer salaries from the AACSB were adjusted to 87.3% the median national salary to account for the low cost of living in Green Bay; we also assume annual increases of 2% to total salary and fringe in all estimates.

Other Expenses

Startup: Includes \$5,000 each the first two years to support the development and significant modification of new and existing courses, and to cover small, general expenses.

Program Marketing: Includes \$5,000 per year (plus 2% annual increases) for integrated marketing of Accounting & Finance programs.

Accreditation, travel, and general department expenses: Assumes and annual per FTE expense of \$300 for phones, \$35 for maintenance and general services, \$280 for printing, and \$250 for consumables and miscellaneous expenses. All expense projections include a 2% annual increase.

Professional Development: Assumes \$2,000 per year per faculty + permanent lecture FTE, plus \$500 per administrative staff, with a \$500 per total FTE per year of additional support for professional development at the Chair's discretion. All projections include 2% annual adjustments.

Indirect Expenses: UWGB has adopted an Incentive-Based Budget model. Following this new model, and simplifying for the purposes of this document, we assume a central tax of 30% of Gross Tuition Revenue as a conservative estimate of expected expenses. This appropriation will cover indirect institutional costs associated with library subscriptions, facilities, administration, and systems support.

Section VI - Net Revenue

Net revenues will be directed to support continued growth within the Cofrin School of Business.

University of Wisconsin - Green Bay						
Cost and Revenue Projections For BBA in Finance						
	Items	Projections				
		2020	2021	2022	2023	2024
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	53	55	57	59	61
	Enrollment (Continuing Student) Headcount	121	125	129	134	139
	<i>Enrollment (Total Student) Headcount</i>	<i>174</i>	<i>180</i>	<i>186</i>	<i>193</i>	<i>200</i>
	Enrollment (New Student) FTE	44	45	47	48	50
	Enrollment (Continuing Student) FTE	99	103	107	110	114
	<i>Enrollment (Total Student) FTE</i>	<i>143</i>	<i>148</i>	<i>153</i>	<i>159</i>	<i>164</i>
II	Total Finance Credit Hours	2814	2944	3080	3224	3374
	<i>Finance Credit Hours for "Other Business" Majors</i>	1562	1648	1739	1836	1938
	<i>Finance Credit Hours for Finance Majors</i>	1252	1295	1341	1388	1436
III	FTE of New Tenure Track Faculty	1.00	0	0	0	0
	FTE of Current Tenure Track Faculty	2.00	3.00	3.00	3.00	3.00
	FTE of New Instructional Staff (Permanent Lecturers)	0	0	0	1.00	0
	FTE of Current Instructional Staff (Permanent Lecturers)	0	0	0	0	1.00
	FTE of Associate Lecturers (Temporary)	1.00	1.50	1.50	0.50	0.75
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.16	0.16	0.16	0.16	0.16
IV	Revenues					
	Total Tuition Revenue (assumes \$262.43 per credit @ 30 cr per FTE)	\$1,126,553	\$1,165,982	\$1,206,792	\$1,249,029	\$1,292,745
V	Expenses					
	Salaries plus Fringes					
	<i>Tenure Track Faculty w/ fringe @ 43%</i>	\$581,937	\$593,576	\$605,447	\$617,556	\$629,907
	<i>Instructional Staff (Permanent Lecturers) w/ fringe @ 43%</i>	\$0	\$0	\$0	\$121,617	\$124,049
	<i>Associate Lecturers (Temporary) w/ fringe @ 20%</i>	\$64,800	\$99,144	\$101,127	\$34,383	\$52,606
	<i>Chair</i>	\$10,950	\$11,169	\$11,392	\$11,620	\$11,853
	<i>Admin Staff (ADA) w/ fringe @ 60%</i>	\$9,340	\$9,527	\$9,718	\$9,912	\$10,110
	Other Expenses					
	<i>Startup</i>	\$5,000	\$5,000	\$0	\$0	\$0
	<i>Marketing</i>	\$5,000	\$5,100	\$5,202	\$5,306	\$5,412
	<i>Accreditation, travel, and general department expenses</i>	\$2,733	\$2,788	\$2,843	\$3,818	\$3,894
	<i>Professional development:</i>	\$8,159	\$8,578	\$8,749	\$11,047	\$11,403
	<i>Indirect Expenses @ 30% of Gross Tuition Revenue:</i>	\$337,966	\$349,795	\$362,037	\$374,709	\$387,824
	Total Expenses	\$1,025,885	\$1,084,676	\$1,106,516	\$1,189,968	\$1,237,058
VI	Net Revenue	\$100,667	\$81,307	\$100,276	\$59,061	\$55,687
Provost's Signature:					Date:	
CBO's Signature:					Date:	

REQUEST FOR AUTHORIZATION TO IMPLEMENT A BBA OF MARKETING

AT UW-GREEN BAY PREPARED BY UW-GREEN BAY

ABSTRACT

The University of Wisconsin (UW)-Green Bay seeks a B.B.A. in Marketing in the Austin E. Cofrin School of Business. The proposed B.B.A. in Marketing is a response to strong and sustained enrollment in the B.B.A. in Business Administration's emphasis in Marketing, and to requests from student and industry partners for improved credentialing and program specialization. The program represents the natural evolution of UW-Green Bay's business offerings from a department to a stand-alone College in July 2016, and the CSB's responsibility to serve the third largest economy and metropolitan area in the State of Wisconsin. The proposed 75 credit program includes 21 required credits (9 course offerings) carrying the Marketing (MKTG) prefix offered during the fall, J-term, spring, and summer semesters in both face-to-face and online modalities. Program coursework was designed in collaboration with the Cofrin School of Business Advisory board and the UWGB Council of Trustees to meet the workforce needs of NE Wisconsin in the area of Marketing. The learning objectives, proposed staffing, and skills included are aligned with the expectations for accreditation by the Association to Advance Collegiate Schools of Business (AACSB). Graduates will be prepared to work as Marketers with an expected starting salary range of \$50,000-\$60,000.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin – Green Bay

Title of Proposed Program

Marketing

Degree/Major Designation

Bachelor of Business Administration (B.B.A.) in Marketing

Mode of Delivery

Single institution. The program will be delivered in both face-to-face and online modalities, allowing for access across all four of our campus locations in Sheboygan, Manitowoc, Green Bay, and Marinette.

Projected Enrollments and Graduates by Year Five

Table 1 presents a combination of past enrollment in the existing Marketing emphasis (fall 2016-2019) and projections (2020-2024) for the proposed B.B.A. in Marketing across the first five years of the program. Projections were made using the UWGB-wide retention rate of 73%, the B.B.A. of Business Administration annual graduation rate of 24%, and a conservative estimate of 5.0% annual growth (the actual 3-year mean annual growth rate for the CSB is 6.3%).

Converting existing students enrolled in the emphasis to the major and incorporating the parameters described above, we expect 447 students to have enrolled and 352 students to have graduated by the end of the fifth year of the new major.

Table 1: Five-Year Fall Enrollment and Projections (Headcount)

Fall	2016	2017	2018	2019	2020	2021	2022	2023	2024
New Students (#)	70	80	75	77	81	85	89	94	98
Continuing Students (#)	166	174	177	176	185	194	204	214	224
Total Enrollment (#)	236	254	252	253	266	279	293	308	323
Graduating Students (#)	55	63	59	60	64	67	70	74	77

Tuition Structure

Students enrolled in the program will pay the standard UW-Green Bay undergraduate tuition rate, which for the 2019-2020 Academic Year was \$262.43 per credit or \$3,149.16 per semester for students within the plateau (12-18 credits). In addition to tuition, student segregated fees are \$65.83 per credit or \$790.00 per semester for full-time students; these funds are not directly available to the program. Students who opt to take a course via distance delivery pay an additional \$25 per credit; these funds are not directly available to the program, but are used to support distance education infrastructure at UW-Green Bay.

Department or Functional Equivalent

Department of Marketing and Management

College, School or Functional Equivalent

Austin E. Cofrin School of Business

Proposed Term and Year of Implementation

Fall 2020

DESCRIPTION OF PROGRAM

Overview of the Program

The proposed B.B.A. in Marketing has existed as an emphasis within the B.B.A. in Business Administration since the 2014-2015 academic year, and has been offered in both face-to-face and online modalities since fall 2019. The emphasis supported 253 students as of early fall 2019. Majors will require approximately 39 credits of lower-level supporting courses (e.g. ethics, statistics, an introductory business course, economics, etc.) that includes MKTG 222: Principles of Marketing, 18 credits of shared upper-level core courses (providing cross-disciplinary breadth in business), and 18 credits of upper-level disciplinary specialization for approximately 75 total credits. Curricular experiences within the Marketing major will be enforced with a rich suite of

extra-curricular and co-curricular activities, such as business week, internships, capstone projects and high-impact business practices.

Student Learning Outcomes and Program Objectives

The University of Wisconsin-Green Bay has seven Institutional Learning Outcomes stating that, upon graduation, students will have: 1) demonstrated the **specialized knowledge, skills and perspectives** in their chosen field or fields of study.; 2) demonstrated **broad and integrative knowledge** across a variety of fields of study.; 3) developed a variety of **intellectual skills**, including analytic inquiry, information literacy, diverse perspectives, ethical reasoning, quantitative fluency, and communicative fluency.; 4) engaged in **applied and collaborative learning activities**, in both academic and non-academic settings.; 5) demonstrated **engaged citizenship** in the United States and the world.; 6) developed an understanding of and appreciation for environmental and cultural **sustainability**.; and 7) demonstrated the ability to **identify and address problems from an interdisciplinary perspective**.

All existing and proposed undergraduate programs within the Cofrin School of Business (CSB) share the same four Association to Advance Collegiate Schools of Business (AACSB) vetted Degree-Level Learning Goals. These learning goals were initially adopted in 2013, and are drawn from the CSB's Mission, Vision, and Values statement, and a philosophy that adaptability in the workforce is maintained by instilling a strong foundation of core attributes within students. The CSB Assurance of Learning Committee oversees assessment and continual improvement for the School by providing annual analyses and recommendations to the appropriate program and School leadership. The four Degree-level Learning Goals for the CSB are:

1. Students will be effective communicators.
2. Students will be effective critical thinkers.
3. Students will be effective team members.
4. Students will consider corporate social responsibility (CSR) in their decisions.

These learning outcomes are supplemented with program-specific learning goals for each major. For the B.B.A. in Marketing the program-specific learning goals are:

- 1) Apply marketing concepts and tools to make socially responsible marketing decisions.
- 2) Develop strategic marketing plans that are based upon an understanding of consumer behavior in a digital and international context

Program Requirements and Curriculum

In alignment with our access focus, the Cofrin School of Business does not impose additional admission requirements on interested students; all students admitted to UW-Green Bay can declare a major within the School of Business. However, once a student has declared her/his major program, they must maintain a GPA of 2.5 or higher to enroll in upper-level courses. The program requires students to complete 75 credits of coursework (Table 2). All programs within the Cofrin School of Business (CSB) share a foundational set of courses (meta-major) accounting for 57 credits. This meta-major forms the foundation of our lower-level offerings in Green Bay, Sheboygan, Manitowoc, and Marinette, and is a core component of our transfer agreements with the state technical colleges (e.g. Northeastern Wisconsin Technical

College, Lakeshore Technical College, Fox Valley Technical College, Gateway Technical College, and Northcentral Technical College). The program carries an additional 12 credits within the disciplinary core, and 6 credits of elective offerings. This program will be part of the regular teaching load of the CSB faculty.

Table 2: Program curriculum for the proposed B.B.A. in Marketing

Foundational Courses - the B.B.A. Meta-major (57 credits)	
ENG COMP 200: Professional Writing for Business Majors OR ENG COMP 105: Expository Writing	3
ECON 202: Macroeconomics	3
ECON 203: Microeconomics	3
PHILOS 227: Business Ethics	3
ACCTG 201: Principles of Financial Accounting	3
ACCTG 202: Principles of Managerial Accounting	3
BUS ADM 130: Spreadsheets and Information Systems	3
BUS ADM 200: Principles of Supply Chain Management	3
BUS ADM 202: Business and Its Environment	3
BUS ADM 205: Legal Environment of Business	3
BUS ADM 220: Business Statistics OR MATH 260: Statistics (or 4 cr)	3 (4)
BUS ADM 371: Entrepreneurship	3
BUS ADM 380: Project Management	3
BUS ADM 3XX: Sustainable Organizations - PROPOSED	3
FIN 343: Corporation Finance	3
HRM 262: Introduction to Human Resource Management	3
MGMT 389: Organizational Behavior	3
MGMT 482: Capstone in Strategic Management	3
MKTG 222: Principles of Marketing	3*
Marketing Required Courses (12 credits)	
MKTG 345 Digital Marketing	3
MKTG 421 International Marketing	3
MKTG 423 Advertising	3
MKTG 428 Consumer Behavior	3
Marketing Elective Courses (6 credits)	
MKTG 327 Selling and Sales Management	3
MKTG 424 Research Methods	3
MKTG 426 Marketing Strategy - NAME CHANGE	3
MKTG 447 Social Media Marketing	3
TOTAL	75

* Indicates a discipline-specific course (i.e. MKTG)

Assessment of Outcomes and Objectives

Assessment of student learning outcomes is managed by the CSB Assurance of Learning (AOL) Committee as appointed by the Dean's Office in consultation with each program's executive committee. The AOL committee maintains an assessment plan to evaluate student

progress toward meeting both College-wide and program-specific learning outcomes. Assessment is carried out using embedded assessment comprised of rubrics and assignments collected each semester from various instructors and courses. The AOL Committee is responsible for suggesting necessary curricular changes to the program faculty and the Dean's Office. This practice is integrated into the University-wide seven year assessment cycle, requiring annual assessment reports and plans to the University Assessment Council in years 1, 2, 3, 5, and 6, a Status Report in year 4, and a Program Assessment Plan in year 7. Details on UWGB's Assessment Plan can be found at <https://www.uwgb.edu/assessment/university-assessment-plan/>.

Diversity

UW-Green Bay is committed to achieving a diverse workforce and to maintaining a community that welcomes and values a climate supporting equal opportunity and difference among its members. The campus engages in several strategic initiatives to recruit a more diverse student population, and offers a wide range of experiences and perspectives to students. As part of this process, the Chancellor's Council on Diversity and Inclusive Excellence offers a certificate program to develop and recognize commitment to the UW-Green Bay Inclusive Excellence Initiative. The Office of Admissions also supports recruiters specialized in working with multicultural, bilingual, and international students. In fall 2017, UW-Green Bay added a Vice Chancellor for Student Affairs and Campus Climate to the Chancellor's Cabinet to improve, in part, campus initiatives on diversity and inclusivity. This position will play a critical role in furthering campus efforts to attract and support a diverse campus community reflective of the metropolitan area that UW-Green Bay serves. The Austin E. Cofrin School of Business drafted a College-specific diversity and inclusivity plan during the 2018-2019 academic year, with an assigned faculty lead reporting to the Dean of the School. This plan is considered a living document, undergoing annual revisions and implementation.

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

The AACSB accrediting body has defined the ability to work effectively in diverse environments as a General Skills Area, and training in social responsibility, including sustainability, diversity and ethical behavior and approaches to management as a General Business Knowledge Area that should be present within all accredited business curricula. The program in Marketing addresses these directly in MKTG 428: Consumer behavior and MKTG 222: Introductory marketing, respectively. Additional co-curricular and extra-curricular opportunities and coursework associated with MKTG 421: International marketing further address the imperative to prepare our students for success in today's multi-cultural and multi-national workforce.

Collaborative Nature of Program

The University of Wisconsin – Green Bay will be the single institution to deliver the B.B.A. in Marketing. Program faculty and staff will involve industry leaders from Green Bay area and beyond in various capacities from guest lecturers, to fieldtrips, to internship, or mentorship opportunities. The CSB Advisory Committee provides industry and community input to each program.

Projected Time to Degree

The projected time to degree is eight semesters (4 years), although existing college credit in high school offerings, established transfer agreements with Wisconsin Technical Colleges, and J-term and summer offerings can reduce the time to graduation or required enrollment at UW-Green Bay. Courses and staffing is set to provide a course offering periodicity to maximize student degree completion.

Program Review

The UW-Green Bay Academic Affairs Council (AAC) is charged with oversight of all undergraduate programs, including review and approval of all new programs, and all undergraduate-level credit courses. The AAC will formally review the Marketing program on a seven-year cycle. In addition, the program will be formally reviewed on a five-year cycle, by the department and the Dean of the Cofrin School of Business. Informally, the program will be reviewed by students after each class to ensure the courses are having their intended impact on the various stakeholders. The Cofrin School of Business Student Success committee also completes an annual student survey, providing student feedback at the College and program level on numerous areas of their collegiate experience, include program composition.

Accreditation

The Austin E. Cofrin School of Business has identified accreditation by the Association to Advance Colligate Schools of Business (AACSB) as its top priority. As such, all curriculum, skills, general knowledge areas, learning outcomes, and staffing decisions are made with existing requirements in mind. Accreditation from the AACSB is the gold standard for business schools, is appropriate for the intent and recognition of *A.E. Cofrin's endowment*, is essential to attract and retain talented faculty, for building graduate programs, international partnerships and international student recruitment, is critical to the development of donor and community support, and is of growing importance for regional undergraduate student markets.

JUSTIFICATION

Rationale and Relation to Mission

UW-Green Bay gained approval for a revised Select Mission from the UW System Board of Regents on April 25, 2019 and the Higher Learning Commission on May 14, 2019. The revised mission solidified the strategic vision of UW-Green Bay in its role as the primary campus serving the third largest metropolitan and economic region in the state, with campuses directly serving the Green Bay, Sheboygan, Manitowoc, and Marinette communities.

The University of Wisconsin-Green Bay is a multi-campus comprehensive university offering exemplary undergraduate, master's and select doctoral programs and operating with a commitment to excellence in teaching, scholarship and research, and service to the community. The University provides a problem

focused educational experience that promotes critical thinking and student success.

The culture and vision of the University reflect a deep commitment to diversity, inclusion, social justice, civic engagement, and educational opportunity at all levels. Our core values embrace community-based partnerships, collaborative faculty scholarship and innovation.

Our commitment to a university that promotes access, career success, cross-discipline collaboration, cultural enrichment, economic development, entrepreneurship, and environmental sustainability is demonstrated through a wide array of programs and certifications offered in four colleges:...

The proposed B.B.A. in Marketing meets this responsibility by providing a local, cost efficient option that responds to both student interest and employer demand. For example, as of late fall 2019 student enrollment already sat at 266 within the Marketing emphasis of the existing Business Administration major, highlighting an existing demand for which we are neither providing the full credentialing owed to these students or upon which enhanced professional opportunities can be built. Upon approval this will immediately be one of the largest major on the UW-Green Bay campus. Our access oriented (online and face-to-face), flexible delivery model provides the flexibility essential for non-traditional students to both begin and complete degrees, and which is demanded by traditional students seeking to capitalize on the rich internship and professional experiences available within the NE Wisconsin economic ecosystem. This flexible delivery model is also essential to fully integrate our four campus locations and realize our vision of a single University of Wisconsin-Green Bay serving NE Wisconsin. Expansion of programmatic offerings by the Austin E. Cofrin School of Business is essential to developing our regional workforce, and to promoting economic development. Our charge is clearly articulated within the Greater Green Bay Economic Development Strategic Plan (<https://www.greatergbc.org/economic-development/greater-green-bay-economic-development-strategic-plan/>). This proposal will build upon ongoing partnerships with regional and national employers, relationships exemplified by our growing partnership with TitleTown Tech. Finally, this proposal represents the natural maturation and evolution of business at UW-Green Bay from a department, to an endowed school, to the stand-alone, endowed college created in July 2016, and identified in our revised select mission.

Institutional Program Array

The stand-alone Austin E. Cofrin School of Business (CSB) was created in July 2016 following its formal separation from the College of Professional Studies. As of early fall 2019 academic year the CSB has grown to support over 1,100 undergraduate majors and graduate masters' degree students. Student demand is growing rapidly, with student credit hours increasing by 5.5% over the last three years, the highest level of any of UW-Green Bay's colleges. When the College was established by the Board of Regents in July 2016, it supported one Department, the Department of Business Administration, two undergraduate majors, a BBA in Accounting and a BBA in Business Administration (with numerous emphases), and a MS in Management. The College has since added a very successful collaborative MS in Data Science, and is in the process of implementing its recently approved executive Impact MBA (anticipated start date Fall 2020). The current structure of the A.E. Cofrin School of Business emphasizes that it has not yet fully emerged from its former state as an embedded School within the former College of

Professional Studies. This proposal is associated with an internal College reorganization into three disciplinary-based departments: a) the Dept. of Business Administration, b) the Dept. of Accounting and Finance, and c) the Dept. of Marketing and Management. As a first step in program specialization, and in support of the College's reorganization and maturation, this proposal seeks to elevate four of the largest business administration emphases to majors: Finance, HR Management, Management, and Marketing. This proposal address our intent to elevate the Marketing emphasis to a major.

Other Programs in the University of Wisconsin System

While these proposed majors are offered at most UW-System schools, they are standard offerings expected of most regional comprehensive campuses serving a large urban population. Specifically, Marketing is offered at approximately 61.5% of the existing UW campuses. The University of Wisconsin-Green Bay argues that this program expansion should be viewed no differently than the institutional right as a regional comprehensive to offer biology or political science programs. Furthermore, the proposed program in Marketing is already strongly enrolled by existing UW-Green Bay students as an emphasis within the Business Administration major, thus documenting an internal market for this program. Importantly, this proposal seeks to improve the workforce competitiveness of our students by allowing them to more accurately credential the skills they are gaining here at UW-Green Bay, and to do so with a higher disciplinary competency level. We continue to evaluate our other existing emphases for potential alterations, eliminations, or repurposing in an attempt to develop a more dynamic and responsive curricular culture within the Austin E. Cofrin School of Business.

Need as Suggested by Current Student Demand

Student demand for business programs is growing rapidly, with student enrollment increasing by 5.3% and student credit hours increasing by 5.5% over the last three years, the highest levels of any of UW-Green Bay's colleges. Evaluating our combined request to elevate four existing emphases to majors, and including the redefined Business Administration major and existing Accounting major, the CSB is expected to support three of the top ten and six of the top twenty largest undergraduate majors at UW-Green Bay. Over the last three years, an average of roughly 60, 30, 60, and 60 students per year graduate from the Finance, Human Resource Management, Management, and Marketing emphases, respectively. This proposal responds directly to UW-System's recent call for Program Monitoring (Wis. Stats. 36, RPD 4-12), which ultimately seeks to strengthen programs and allocate resources toward institutional priorities. With specific regard to the proposed major in Marketing, three-year trends in declared emphases made in early fall 2019 suggested growth from 236 to 279 student between fall 2016 and fall 2021; in reality we met our fall 2020 projected enrollment of 266 by late fall 2019.

Need as Suggested by Market Demand

The bureau of Labor Statistics predicts that nationally, Professional and Business Services will grow at the fifth highest rate of any industry sector between 2016 and 2026 at 1.0% per year. Growth in Financial activities will grow at roughly the national average, or 0.6% annually. For reference, the Health Care and Social Assistance industry has the highest project growth during this period, at 1.9% annually. Marketing position are expected to increase by 8.5%, management

positions by 8.5%, financial managers by 18.7% and financial specialists by 10%. The 2018 median pay for advertising and marketing managers was \$132,620 per year with median pay per hour of \$63.76. The typical entry-level education was a bachelor's degree. Number of jobs available as on 2018 was 286,800 with a projected increase in jobs in 2028 being 21,800. Careers like market research analysts have a median starting salary of \$63,120 per hour an 20% annual growth rate per year. The typical entry level education is a bachelor's degree.

**COST AND REVENUE NARRATIVE
B.B.A. IN MARKETING
AT UNIVERSITY OF WISCONSIN (UW)-GREEN BAY**

Introduction

The University of Wisconsin-Green Bay proposes the establishment of a B.B.A. in Marketing in the Cofrin School of Business. The proposed program will admit students annually and requires 75 credits, 57 of which are from a meta-major shared with the CSB's other B.B.A. offerings; 21 required credits within this program carry a marketing (MKTG) prefix. Courses are offered during the fall, January-term, spring, and summer semesters in both face-to-face and online modalities. This is a standard undergraduate program from a credit standpoint, and students should be able to complete the program within the standard four-year target. The learning objectives, proposed staffing, and skills included are aligned with the expectations for accreditation by the Association to Advance Collegiate Schools of Business (AACSB). Graduates will be prepared to work as Marketers with an expected starting salary range of \$50,000-\$60,000.

Section I - Enrollment

Enrollment projections are based on a combination of past enrollment in the existing Marketing emphasis (fall 2016-2019) and projections (2020-2024) for the proposed B.B.A. in Marketing. Projections were made using the UWGB-wide retention rate of 73%, the B.B.A. of Business Administration annual graduation rate of 24%, and a conservative estimate of 5.0% annual growth (the actual 3-year mean annual growth rate for the CSB is 6.3%). Converting existing students enrolled in the emphasis to the major and incorporating the parameters described above, we expect 447 students to have enrolled and 352 students to have graduated by the end of the fifth year of the new major.

Section II - Credit Hours

A total of 75 credits are required of students; 21 required credits are specific to Marketing, 27 credits are available with a Marketing prefix (MKTG), and of them, 6 credits are new to the university and 21 credits are existing courses.

Section III - Faculty and Staff Appointments

The Department of Marketing & Management has roughly 1.00 FTE of existing tenure-track faculty and 2.0 FTE of existing open tenure-track faculty lines with new hires in place for fall 2020 with expertise in Marketing. An additional 2.0 FTE of full-time lecturer lines will be filled by fall 2020. The program relies on 1.25 FTE of Associate Lecturer to support the existing Marketing emphasis. Combined, the program has in place 5.0 FTE of full-time instructional staff, plus the 1.25 FTE of part-time instructors. These faculty also contribute to an existing MS in Management program and the executive Impact MBA program. Based on projected enrollment, the program seeks one additional FTE of tenure-track faculty during the fourth year of the projection period, with Associate Lecturer staffing varying from 1.0 to 2.0 FTE reflecting changes in enrollment and Associate Lecturer versus permanent positions. An internal reorganization in fall 2019 reassigned half of a 0.5 FTE Academic Department Associate position to the newly established Department of Marketing & Management, 1/4th of this position

will be charged to the Management major; additional support staff is provided by the Cofrin School of Business as part of general overhead (e.g. Advising, Dean's Office support, etc). Additional instructional support includes chair effort during the academic year (2 course releases) and summer support spread across the summer; this effort is split in three ways with other programs supported by the Chair.

Section IV - Program Revenues

Students enrolled in the program will pay the standard UW-Green Bay undergraduate tuition rate, which for the 2019-2020 Academic Year was \$262.43 per credit or \$3,149.16 per semester for students within the plateau (12-18 credits). In addition to tuition, student segregated fees are \$65.83 per credit or \$790.00 per semester for full-time students; these funds are not directly available to the program. Students who opt to take a course via distance delivery pay an additional \$25 per credit; these funds are not directly available to the program, but are used to support distance education infrastructure at UW-Green Bay. Revenue projections assume institutional revenue of 30 credits times \$262.43 per credit times FTE student enrollment.

Section V - Program Expenses

Expenses - Salary and Fringe

Tenure track line salaries assume \$116,505 plus fringe (43% of salary), which is based on the median salary for assistant, associate, and full professor reported by the AACSB (n=1,092) for Marketing faculty. We budget \$68,967 plus fringe (43% of salary) for permanent lectures, again based on median values reported by the AACSB. Associate lectures assume a cost of \$6,000 per 3 credit course plus 20% fringe. We budget around \$8,500 annually for a 0.13 FTE support position (Academic Department Associate), assuming at \$19.77 per hour with a starting fringe rate of 60%. We budget \$7,300 per year for chair support, based on estimated salary and fringe to cover two courses during the academic year, and roughly one month of summer support, divided among the three programs supported by this chair. Faculty and full-time Lecturer salaries from the AACSB were adjusted to 87.3% the median national salary to account for the low cost of living in Green Bay; we also assume annual increases of 2% to total salary and fringe in all estimates.

Other Expenses

Startup: Includes \$5,000 each of the first two years to support the development and significant modification of new and existing courses, and to cover small, general expenses.

Program Marketing: Includes \$5,000 per year (plus 2% annual increases) for integrated marketing of Marketing, Management, HR Management, and MS Management programs.

Accreditation, travel, and general department expenses: Assumes and annual per FTE expense of \$300 for phones, \$35 for maintenance and general services, \$280 for printing, and \$250 for consumables and miscellaneous expenses. All expense projections include a 2% annual increase.

Professional Development: Assumes \$2,000 per year per faculty and permanent lecture FTE, plus \$500 per administrative staff, with a \$500 per total FTE per year of additional support for professional development at the Chair's discretion. All projections include 2% annual adjustments.

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	Enrollment (Continuing Student) Headcount	185	194	204	214	224
	<i>Enrollment (Total Student) Headcount</i>	266	279	293	308	323
	Enrollment (New Student) FTE	67	70	73	77	81
	Enrollment (Continuing Student) FTE	152	160	168	176	185
	<i>Enrollment (Total Student) FTE</i>	219	230	241	253	266
II	Total Marketing Credit Hours	3245	3428	3622	3826	4042
	<i>Marketing Credit Hours for "Other Business" Majors</i>	1254	1337	1426	1520	1621
	<i>Marketing Credit Hours for Marketing Majors</i>	1992	2091	2196	2306	2421
III	FTE of New Tenure Track Faculty	2.00	0	0	1.00	0
	FTE of Current Tenure Track Faculty	1.00	3.00	3.00	3.00	4.00
	FTE of New Instructional Staff (Permanent Lecturers)	2.00	0	0	0	0
	FTE of Current Instructional Staff (Permanent Lecturers)	0.00	2.00	2.00	2.00	2.00
	FTE of Associate Lecturers (Temporary)	1.25	1.50	2.00	1.00	1.50
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.13	0.13	0.13	0.13	0.13
IV	Revenues					
	Total Tuition Revenue (assumes \$262.43 per credit @ 30 cr per FTE)	\$1,721,122	\$1,807,179	\$1,897,537	\$1,992,414	\$2,092,035
V	Expenses					
	Salaries plus Fringes					
	<i>Tenure Track Faculty w/ fringe @ 43%</i>	\$499,805	\$509,802	\$519,998	\$707,197	\$721,341
	<i>Instructional Staff (Permanent Lecturers) w/ fringe @ 43%</i>	\$197,246	\$201,191	\$205,214	\$209,319	\$213,505
	<i>Associate Lecturers (Temporary) w/ fringe @ 20%</i>	\$81,000	\$99,144	\$134,836	\$68,766	\$105,212
	<i>Chair</i>	\$7,300	\$7,446	\$7,595	\$7,747	\$7,902
	<i>Admin Staff (ADA) w/ fringe @ 60%</i>	\$8,224	\$8,389	\$8,557	\$8,728	\$8,902
	Other Expenses					
	<i>Startup</i>	\$5,000	\$5,000	\$0	\$0	\$0
	<i>Marketing</i>	\$5,000	\$5,100	\$5,202	\$5,306	\$5,412
	<i>Accreditation, travel, and general department expenses</i>	\$4,433	\$4,522	\$4,612	\$5,622	\$5,735
	<i>Professional development:</i>	\$13,250	\$13,643	\$14,175	\$16,581	\$17,184
	<i>Indirect Expenses @ 45% of Gross Tuition Revenue:</i>	\$774,505	\$813,230	\$853,892	\$896,586	\$941,416
	Total Expenses	\$1,595,764	\$1,667,465	\$1,754,081	\$1,925,852	\$2,026,608
VI	Net Revenue	\$125,359	\$139,713	\$143,457	\$66,562	\$65,427
Provost's Signature:				Date:		
CBO's Signature:				Date:		

REQUEST FOR AUTHORIZATION TO IMPLEMENT A BBA OF MANAGEMENT

AT UW-GREEN BAY PREPARED BY UW-GREEN BAY

ABSTRACT

The University of Wisconsin (UW)-Green Bay seeks a B.B.A. in Management in the Austin E. Cofrin School of Business. The B.B.A. in Management is a popular, evolving and ever-changing field. The greater need for development of managerial skills is driven by technology change, industry innovations and changes in the workforce i.e. demographics. Additionally, the current state of the regional economy such as workforce shortages, state politics and brain drain, requires the field to improve the skills gap at all levels (including undergraduate, graduate and e-MBA levels). This would ensure students can navigate increased complexity, be more agile and engage in data driven decision-making. Our students need to be better team-members and be shaped as future leaders faster and with newer skills such as managing the new highly diverse virtual workplace. Management faculty need to adjust to student needs by offering experiential learning, internships and high impact practices (tours, research opportunities, consulting projects). This proposal also represents the natural evolution of UW-Green Bay's business portfolio from that of a department to a stand-alone College established in July 2016, and the CSB's responsibility to serve the third largest economy and metropolitan area in the State of Wisconsin. The proposed 75 credit program includes 24 required credits (eight courses) carrying the Management (MGMT) prefix offered during the fall, J-term, spring, and summer semesters in both face-to-face and online modalities. Program coursework was designed in collaboration with the Cofrin School of Business Advisory board and the UWGB Council of Trustees to meet the workforce needs of NE Wisconsin in the area of Management. The learning objectives, proposed staffing, and skills included are aligned with the expectations for accreditation by the Association to Advance Collegiate Schools of Business. Graduates will be prepared to work as Managers with an expected starting salary range of \$45,000-\$60,000 without any prior experience, between \$70,000- \$80,000 once they have five years of experiences with top level management able to make over \$100,000 potentially as a part of their career trajectory.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin – Green Bay

Title of Proposed Program

Management

Degree/Major Designation

Bachelor of Business Administration (B.B.A.) in Management

Mode of Delivery

Single institution. The program will be delivered in both face-to-face and online modalities, allowing for access across all four of our campus locations in Sheboygan, Manitowoc, Green Bay, and Marinette.

Projected Enrollments and Graduates by Year Five

Table 1 presents a combination of past enrollment in the existing Management emphasis (fall 2016-2019) and projections (2020-2024) for the proposed B.B.A. in Management across the first five years of the program. Projections were made using the UWGB-wide retention rate of 73%, the B.B.A. of Business Administration annual graduation rate of 24%, and a conservative estimate of 5.0% annual growth (the actual 3-year mean annual growth rate for the CSB is 6.3%). Converting existing students enrolled in the emphasis to the major and incorporating the parameters described above, we expect 394 students to have enrolled and 311 students to have graduated by the end of the fifth year of the new major.

Table 1: Five-Year Fall Enrollment and Projections (Headcount)

Fall	2016	2017	2018	2019	2020	2021	2022	2023	2024
New Students (#)	58	67	68	68	71	75	79	83	87
Continuing Students (#)	136	147	160	155	163	171	179	188	198
Total Enrollment (#)	194	214	228	223	234	246	258	271	285
Graduating Students (#)	45	53	53	53	56	59	62	65	68

Tuition Structure

Students enrolled in the program will pay the standard UW-Green Bay undergraduate tuition rate, which for the 2019-2020 Academic Year was \$262.43 per credit or \$3,149.16 per semester for students within the plateau (12-18 credits). In addition to tuition, student segregated fees are \$65.83 per credit or \$790.00 per semester for full-time students; these funds are not directly available to the program. Students who opt to take a course via distance delivery pay an additional \$25 per credit; these funds are not directly available to the program, but are used to support distance education infrastructure at UW-Green Bay.

Department or Functional Equivalent

Department of Marketing and Management

College, School or Functional Equivalent

Austin E. Cofrin School of Business

Proposed Term and Year of Implementation

Fall 2020

DESCRIPTION OF PROGRAM

Overview of the Program

The B.B.A. in Management is a popular, evolving and ever-changing field. The greater need for development of managerial skills is driven by technology change, industry innovations and changes in the workforce i.e. demographics. Additionally, the current state of the regional economy such as workforce shortages, state politics and brain drain, requires the field to improve the skills gap at all levels (including undergraduate, graduate, and e-MBA levels). This would ensure that students can navigate increased complexity, be more agile, and engage in data driven decision-making. Our students need to be better team-members, and be shaped as future leaders faster and with newer skills, such as managing the new highly diverse virtual workplace. Management faculty need to adjust to student needs by offering experiential learning, internships and high impact practices (tours, research opportunities, consulting projects).. The proposed program has existed as an emphasis since 2014, and has been offered in both face-to-face and online modalities since 2018. The emphasis supported 223 students as of early fall 2019. Majors will require approximately 39 credits of lower-level supporting courses (e.g. ethics, statistics, an introductory business course, economics, etc.), 18 credits of shared upper-level core courses (providing cross-disciplinary breadth in business) which includes MGMT 482: Capstone in Strategic Management and MGMT 389: Organizational Behavior, and 18 credits of upper-level disciplinary specialization for approximately 75 total credits. Curricular experiences within the Management major will be enforced with a rich suite of extra-curricular and co-curricular activities, such as tours, student organizations, internships, high impact practices, guest speakers and research opportunities.

Student Learning Outcomes and Program Objectives

The University of Wisconsin-Green Bay has seven Institutional Learning Outcomes stating that, upon graduation, students will have: 1) demonstrated the **specialized knowledge, skills and perspectives** in their chosen field or fields of study.; 2) demonstrated **broad and integrative knowledge** across a variety of fields of study.; 3) developed a variety of **intellectual skills**, including analytic inquiry, information literacy, diverse perspectives, ethical reasoning, quantitative fluency, and communicative fluency.; 4) engaged in **applied and collaborative learning activities**, in both academic and non-academic settings.; 5) demonstrated **engaged citizenship** in the United States and the world.; 6) developed an understanding of and appreciation for environmental and cultural **sustainability**.; and 7) demonstrated the ability to **identify and address problems from an interdisciplinary perspective**.

All existing and proposed undergraduate programs within the Cofrin School of Business (CSB) share the same four Association to Advance Collegiate Schools of Business (AACSB) vetted Degree-Level Learning Goals. These learning goals were initially adopted in 2013, and are drawn from the CSB's Mission, Vision, and Values statement, and a philosophy that adaptability in the workforce is maintained by instilling a strong foundation of core attributes within students. The CSB Assurance of Learning Committee oversees assessment and continual improvement for the School by providing annual analyses and recommendations to the appropriate program and School leadership. The four Degree-level Learning Goals for the CSB are:

5. Students will be effective communicators.
6. Students will be effective critical thinkers.
7. Students will be effective team members.
8. Students will consider corporate social responsibility (CSR) in their decisions.

These learning outcomes are supplemented with program-specific learning goals for each major. For the B.B.A. in Management the additional program-specific learning goal is:

Leadership

Goal: Students will be effective leaders.

Objective: Students will demonstrate leadership behaviors within a team context.

Program Requirements and Curriculum

In alignment with our access focus, the Cofrin School of Business does not impose additional admission requirements on interested students; all students admitted to UW-Green Bay can declare a major within the School of Business. However, once a student has declared her/his major program, they must maintain a GPA of 2.5 or higher to enroll in upper-level courses. The program requires students to complete 75 credits of coursework (Table 2). All programs within the Cofrin School of Business (CSB) share a foundational set of courses (meta-major) accounting for 57 credits. This meta-major forms the foundation of our offerings in Green Bay, Sheboygan, Manitowoc, and Marinette, and is a core component of our transfer agreements with the state technical colleges (e.g. Northeastern Wisconsin Technical College, Lakeshore Technical College, Fox Valley Technical College, Gateway Technical College, and Northcentral Technical College). The program carries an additional 12 credits within the disciplinary core, and 6 credits of elective offerings. This program will be part of the regular teaching load of the CSB faculty.

Table 2: Program curriculum for the proposed B.B.A. in Management

Foundational Courses - the B.B.A. Meta-major (57 credits)	
ENG COMP 200: Professional Writing for Business Majors OR ENG COMP 105: Expository Writing	3
ECON 202: Macroeconomics	3
ECON 203: Microeconomics	3
PHILOS 227: Business Ethics	3
ACCTG 201: Principles of Financial Accounting	3
ACCTG 202: Principles of Managerial Accounting	3
BUS ADM 130: Spreadsheets and Information Systems	3
BUS ADM 200: Principles of Supply Chain Management	3
BUS ADM 202: Business and Its Environment	3
BUS ADM 205: Legal Environment of Business	3
BUS ADM 220: Business Statistics OR MATH 260: Statistics (or 4 cr)	3 (4)
BUS ADM 371: Entrepreneurship	3
BUS ADM 380: Project Management	3
BUS ADM 3XX: Sustainable Organizations - PROPOSED	3
FIN 343: Corporation Finance	3
HRM 262: Introduction to Human Resource Management	3
MGMT 389: Organizational Behavior	3*
MGMT 482: Capstone in Strategic Management	3*
MKTG 222: Principles of Marketing	3
Management Required Courses (12 credits)	

MGMT 370: Data Science for Managers	3
MGMT 452: Teams	3
MGMT 460: Leading Innovation and Change	3
MGMT 472 :Leadership Development	3
Management Elective Courses (6 credits)	
MGMT 380: International Business Management	3
MGMT 461: Diversity in Organizations	3
MGMT 489: Organizational Culture and Design	3
TOTAL	75

* Indicates a discipline-specific course (i.e. MGMT)

Assessment of Outcomes and Objectives

Assessment of student learning outcomes is managed by the CSB Assurance of Learning (AOL) Committee as appointed by the Dean’s Office in consultation with each program’s executive committee. The AOL committee maintains an assessment plan to evaluate student progress toward meeting both College-wide and program-specific learning outcomes. Assessment is carried out using embedded assessment comprised of rubrics and assignments collected each semester from various instructors and courses. The AOL Committee is responsible for suggesting necessary curricular changes to the program faculty and the Dean’s Office. This practice is integrated into the University-wide seven year assessment cycle, requiring annual assessment reports and plans to the University Assessment Council in years 1, 2, 3, 5, and 6, a Status Report in year 4, and a Program Assessment Plan in year 7. Details on UWGB’s Assessment Plan can be found at <https://www.uwgb.edu/assessment/university-assessment-plan/>.

Diversity

UW-Green Bay is committed to achieving a diverse workforce and to maintaining a community that welcomes and values a climate supporting equal opportunity and difference among its members. The campus engages in several strategic initiatives to recruit a more diverse student population, and offers a wide range of experiences and perspectives to students. As part of this process, the Chancellor’s Council on Diversity and Inclusive Excellence offers a certificate program to develop and recognize commitment to the UW-Green Bay Inclusive Excellence Initiative. The Office of Admissions also supports recruiters specialized in working with multicultural, bilingual, and international students. In fall 2017, UW-Green Bay added a Vice Chancellor for Student Affairs and Campus Climate to the Chancellor’s Cabinet to improve, in part, campus initiatives on diversity and inclusivity. This position will play a critical role in furthering campus efforts to attract and support a diverse campus community reflective of the metropolitan area that UW-Green Bay serves. The Cofrin School of Business drafted a College-specific diversity and inclusivity plan during the 2018-2019 academic year, with an assigned faculty lead reporting to the Dean of the School. This plan is considered a living document, undergoing annual revisions and implementation.

UW-Green Bay has a broad array of student organizations and institutional resources and offices that offer resources and services to promote academic success and personal growth of

students. For example, a number of student organizations provide an environment for students to share their own culture, gain leadership skills, and participate in co-curricular activities. The UW-Green Bay's Multicultural Academic Centers promote a better understanding of diverse communities and serve as resources for students, faculty, and staff. The CATL also offers regular workshops and panel discussions to address the complexities of inclusivity and diversity. Finally, the Office of International Education facilitates international student success while at UW-Green Bay.

The AACSB accrediting body has defined the ability to work effectively in diverse environments as a General Skills Area, and training in social responsibility, including sustainability, diversity and ethical behavior and approaches to management as a General Business Knowledge Area that should be present within all accredited business curricula. The program in Management addresses these directly in its courses in MGMT 452: Teams and MGMT 461: Diversity in Organizations, respectively. Additional co-curricular and extra-curricular opportunities in MGMT 380: International Business Management and MGMT 460: Leading Innovation and Change further address the imperative to prepare our students for success in today's multi-cultural and multi-national workforce.

Collaborative Nature of Program

The University of Wisconsin – Green Bay will be the single institution to deliver the B.B.A. in Management. Program faculty and staff will involve industry leaders from Green Bay area and beyond in various capacities from guest lecturers, to fieldtrips, to internship, or mentorship opportunities. The CSB Advisory Committee provides industry and community input to each program.

Projected Time to Degree

The projected time to degree is eight semesters (4 years), although existing college credit in high school offerings, established transfer agreements with Wisconsin Technical Colleges, and J-term and summer offerings can reduce the time to graduation or required enrollment at UW-Green Bay. Courses and staffing is set to provide a course offering periodicity to maximize student degree completion.

Program Review

The UW-Green Bay Academic Affairs Council (AAC) is charged with oversight of all undergraduate programs, including review and approval of all new programs, and all undergraduate-level credit courses. The AAC will formally review the Management program on a seven-year cycle. In addition, the program will be formally reviewed on a five-year cycle, by the department and the Dean of the Cofrin School of Business. Informally, the program will be reviewed by students after each class to ensure the courses are having their intended impact on the various stakeholders. The Cofrin School of Business Student Success committee also completes an annual student survey, providing student feedback at the College and program level on numerous areas of their collegiate experience, include program composition.

Accreditation

The Cofrin School of Business has identified accreditation by the Association to Advance Colligate Schools of Business (AACSB) as its top priority. As such, all curriculum, skills, general knowledge areas, learning outcomes, and staffing decisions are made with existing requirements in mind. Accreditation from the AACSB is the gold standard for business schools, is

appropriate for the intent and recognition of *A.E. Cofrin's endowment*, is essential to attract and retain talented faculty, for building graduate programs, international partnerships and international student recruitment, is critical to the development of donor and community support, and is of growing importance for regional undergraduate student markets.

JUSTIFICATION

Rationale and Relation to Mission

UW-Green Bay gained approval for a revised Select Mission from the UW System Board of Regents on April 25, 2019 and the Higher Learning Commission on May 14, 2019. The revised mission solidified the strategic vision of UW-Green Bay in its role as the primary campus serving the third largest metropolitan and economic region in the state, with campuses directly serving the Green Bay, Sheboygan, Manitowoc, and Marinette communities.

The University of Wisconsin-Green Bay is a multi-campus comprehensive university offering exemplary undergraduate, master's and select doctoral programs and operating with a commitment to excellence in teaching, scholarship and research, and service to the community. The University provides a problem focused educational experience that promotes critical thinking and student success.

The culture and vision of the University reflect a deep commitment to diversity, inclusion, social justice, civic engagement, and educational opportunity at all levels. Our core values embrace community-based partnerships, collaborative faculty scholarship and innovation.

Our commitment to a university that promotes access, career success, cross-discipline collaboration, cultural enrichment, economic development, entrepreneurship, and environmental sustainability is demonstrated through a wide array of programs and certifications offered in four colleges:...

The proposed B.B.A. in Management meets this responsibility by providing a local, cost efficient option that responds to both student interest and employer demand. For example, as of late fall 2019 student enrollment already sat at 265 within the Management emphasis of the existing Business Administration major, highlighting an existing demand for which we are neither providing the full credentialing owed to these students or upon which enhanced professional opportunities can be built. Upon approval, this will immediately be one of the largest major on the UW-Green Bay campus. Our access oriented (online and face-to-face), flexible delivery model provides the flexibility essential for non-traditional students to both begin and complete degrees, and which is demanded by traditional students seeking to capitalize on the rich internship and professional experiences available within the NE Wisconsin economic ecosystem. This flexible delivery model is also essential to fully integrate our four campus locations and realize our vision of a single University of Wisconsin-Green Bay serving NE Wisconsin. Expansion of programmatic offerings by the Cofrin School of Business is essential to developing our regional workforce, and to promoting economic development. Our charge is clearly articulated within the Greater Green Bay Economic Development Strategic Plan (<https://www.greatergbc.org/economic-development/greater-green-bay-economic-development-strategic-plan/>). This proposal will build upon ongoing partnerships with regional and national employers, relationships exemplified by our growing partnership with TitleTown Tech. Finally, this proposal represents the natural maturation and evolution of business at UW-Green Bay from a department, to an endowed school, to the stand-alone, endowed college created in July 2016, and identified in our revised select mission.

Institutional Program Array

The stand-alone Cofrin School of Business (CSB) was created in July 2016 following its formal separation from the College of Professional Studies. As of fall 2019 academic year the CSB has grown to support over 1,100 undergraduate majors and graduate masters' degree students. Student demand is growing rapidly, with student credit hours increasing by 5.5% over the last three years, the highest level of any of UW-Green Bay's colleges. When the College was established by the Board of Regents in July 2016, it supported one Department, the Department of Business Administration, two undergraduate majors, a BBA in Accounting and a BBA in Business Administration (with numerous emphases), and a MS in Management. The College has since added a very successful collaborative MS in Data Science, and is in the process of implementing its recently approved executive Impact MBA (anticipated start date Fall 2020). The current structure of the A.E. Cofrin School of Business emphasizes that it has not yet fully emerged from its former state as an embedded School within the former College of Professional Studies. This proposal is associated with an internal College reorganization into three disciplinary-based departments: a) the Dept. of Business Administration, b) the Dept. of Accounting and Finance, and c) the Dept. of Marketing and Management. As a first step in program specialization, and in support of the College's reorganization and maturation, this proposal seeks to elevate four of the largest business administration emphases to majors: Finance, HR Management, Management, and Marketing. This proposal addresses our intent to elevate the Management emphasis to a major.

Other Programs in the University of Wisconsin System

While these proposed majors are offered at most UW-System schools, they are standard offerings expected of most regional comprehensive campuses serving a large urban population. Specifically, Management, or related, programs are offered at approximately 53.8% of the existing UW campuses. The University of Wisconsin-Green Bay argues that this program expansion should be viewed no differently than the institutional right as a regional comprehensive to offer biology or political science programs. Furthermore, the proposed program in Management is already strongly enrolled by existing UW-Green Bay students as an emphasis within the Business Administration major, thus documenting an internal market for this program. Importantly, this proposal seeks to improve the workforce competitiveness of our students by allowing them to more accurately credential the skills they are gaining here at UW-Green Bay, and to do so with a higher disciplinary competency level. We continue to evaluate our other existing emphases for potential alterations, eliminations, or repurposing in an attempt to develop a more dynamic and responsive curricular culture within the Cofrin School of Business.

Need as Suggested by Current Student Demand

Student demand for business programs is growing rapidly, with student enrollment increasing by 5.3% and student credit hours increasing by 5.5% over the last three years, the highest levels of any of UW-Green Bay's colleges. Evaluating our combined request to elevate four existing emphases to majors, and including the redefined Business Administration major and existing Accounting major, the CSB is expected to support three of the top ten and six of the top twenty largest undergraduate majors at UW-Green Bay. Over the last three years, an average of roughly 60, 30, 60, and 60 students per year graduate from the Finance, Human Resource Management, Management, and Marketing emphases, respectively. This proposal responds directly to UW-System's recent call for Program Monitoring (Wis. Stats. 36, RPD 4-12), which ultimately seeks to strengthen programs and allocate resources toward institutional priorities. With specific regard to the proposed major in Management three-year trends in declared emphases calculated in early fall suggested growth from 194 to 246 student between fall 2016 and fall 2021. However, as of late fall 2019, enrollment within the emphasis had hit 265 students; demand is strong for this program.

Need as Suggested by Market Demand

The bureau of Labor Statistics predicts that nationally, Professional and Business Services will grow at the fifth highest rate of any industry sector between 2016 and 2026 at 1.0% per year. Growth in Financial activities will grow at roughly the national average, or 0.6% annually. For reference, the Health Care and Social Assistance industry has the highest project growth during this period, at 1.9% annually. Increasingly, the role of managers is one wherein ethics and responsibility are core tenets that managers help the organization incorporate across hierarchical levels. Leading, mentoring, coaching and managing are all critical components of the managerial job. In industries where automation is increasing, managers play critical roles in managing the balance between the human and the machine components with new job opportunities as well such as Automation Managers, Quality Managers, Program Managers and Project Managers. General managers and Operations Managers will experience a 6.9% growth from 2018 to 2028. The whole professional strata of management occupations, will experience a growth of 7.7% from 2018 to 2028.

**COST AND REVENUE NARRATIVE
B.B.A. IN MANAGEMENT
AT UNIVERSITY OF WISCONSIN (UW)-GREEN BAY**

Introduction

The University of Wisconsin-Green Bay proposes the establishment of a B.B.A. in Management in the Cofrin School of Business. The proposed program will admit students annually and requires 75 credits, 57 of which are from a meta-major shared with the CSB's other B.B.A. offerings; 24 credits within this program carry a management (MGMT) prefix. Courses are offered during the fall, January-term, spring, and summer semesters in both face-to-face and online modalities. This is a standard undergraduate program from a credit standpoint, and students should be able to complete the program within the standard four-year target. The learning objectives, proposed staffing, and skills included are aligned with the expectations for accreditation by the Association to Advance Collegiate Schools of Business (AACSB). Graduates will be prepared to work as Managers with an expected starting salary range of \$45,000-\$60,000 without any prior experience, between \$70,000- \$80,000 once they have five years of experiences with top level management able to make over \$100,000 potentially as a part of their career trajectory.

Section I - Enrollment

Enrollment projections are based on a combination of past enrollment in the existing Management emphasis (fall 2016-2019) and projections (2020-2024) for the proposed B.B.A. in Management. Projections were made using the UWGB-wide retention rate of 73%, the B.B.A. of Business Administration annual graduation rate of 24%, and a conservative estimate of 4.7% annual growth (the actual 3-year mean annual growth rate for the CSB is 6.3%). Converting existing students enrolled in the emphasis to the major and incorporating the parameters described above, we expect 394 students to have enrolled and 311 students to have graduated by the end of the fifth year of the new major.

Section II - Credit Hours

A total of 75 credits are required of students; 24 credits are specific to Management, of them 12 credits are new to the university and 12 credits are from existing courses.

Section III - Faculty and Staff Appointments

The Department of Marketing & Management has roughly 3.25 FTE of existing tenure-track faculty with expertise in Management, 0.5 FTE of full-time lecturer lines, and 0.5 FTE of Associate Lecturer are already in place in support of the existing Management emphasis. The Cofrin School of Business initiated a search for an additional 1.0 FTE full-time lecturer in fall 2019, with an expected start date of fall 2020. These faculty also contribute to an existing MS in Management program. Based on projected enrollment, the program seeks no additional FTE of tenure-track faculty during the five year projection period, and 0.5 FTE of full-time lecturer lines by year 5. Associate Lecturer staffing varies from 0.5 FTE in projected year 1, to a high of 1.75 FTE in year 4 reflecting changes in associate verses permanent lecture positions. An internal reorganization in fall 2019 reassigned half of a 0.5 FTE Academic Department Associate position to the newly established Department of Marketing & Management, 1/4th of this position

will be charged to the Management major; additional support staff is provided by the Cofrin School of Business as part of general overhead (e.g. Advising, Dean's Office support, etc). Additional instructional support includes chair effort during the academic year (2 course releases) and summer support spread across the summer; this effort is split in three ways with other programs supported by the Chair.

Section IV - Program Revenues

Students enrolled in the program will pay the standard UW-Green Bay undergraduate tuition rate, which for the 2019-2020 Academic Year was \$262.43 per credit or \$3,149.16 per semester for students within the plateau (12-18 credits). In addition to tuition, student segregated fees are \$65.83 per credit or \$790.00 per semester for full-time students; these funds are not directly available to the program. Students who opt to take a course via distance delivery pay an additional \$25 per credit; these funds are not directly available to the program, but are used to support distance education infrastructure at UW-Green Bay. Revenue projections assume institutional revenue of 30 credits times \$262.43 per credit times FTE student enrollment.

Section V - Program Expenses

Expenses - Salary and Fringe

Tenure track line salaries assume \$104,673 plus fringe (43% of salary), which is based on the median salary for assistant, associate, and full professor reported by the AACSB (n=854) for Management faculty. We budget \$65,475 plus fringe (43% of salary) for permanent lectures, again based on median values reported by the AACSB. Associate lectures assume a cost of \$6,000 per 3 credit course plus 20% fringe. We budget around \$8,500 annually for a 0.13 FTE support position (Academic Department Associate), assuming at \$19.77 per hour with a starting fringe rate of 60%. We budget \$7,300 per year for chair support, based on estimated salary and fringe to cover two courses during the academic year, and roughly one month of summer support, divided among the three programs supported by this chair. Faculty and full-time Lecturer salaries from the AACSB were adjusted to 87.3% the median national salary to account for the low cost of living in Green Bay; we also assume annual increases of 2% to total salary and fringe in all estimates.

Other Expenses

Startup: Includes \$5,000 each of the first two years to support the development and significant modification of new and existing courses, and to cover small, general expenses.

Program Marketing: Includes \$5,000 per year (plus 2% annual increases) for integrated marketing of Marketing, Management, HR Management, and MS Management programs.

Accreditation, travel, and general department expenses: Assumes and annual per FTE expense of \$300 for phones, \$35 for maintenance and general services, \$280 for printing, and \$250 for consumables and miscellaneous expenses. All expense projections include a 2% annual increase.

Professional Development: Assumes \$2,000 per year per faculty and permanent lecture FTE, plus \$500 per administrative staff, with a \$500 per total FTE per year of additional support for professional development at the Chair's discretion. All projections include 2% annual adjustments.

Indirect Expenses: UWGB has adopted an Incentive-Based Budget model. Following this new model, and simplifying for the purposes of this document, we assume a central tax of 50% of Gross Tuition Revenue as a conservative estimate of expected expenses. This appropriation will cover indirect institutional costs associated with library subscriptions, facilities, administration, and systems support.

Section VI - Net Revenue

Net revenues will be directed to support continued growth within the Cofrin School of Business.

University of Wisconsin - Green Bay						
Cost and Revenue Projections For BBA in Management						
	Items	Projections				
		2020	2021	2022	2023	2024
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	71	75	79	83	87
	Enrollment (Continuing Student) Headcount	163	171	179	188	198
	<i>Enrollment (Total Student) Headcount</i>	234	246	258	271	285
	Enrollment (New Student) FTE	59	62	65	68	71
	Enrollment (Continuing Student) FTE	134	141	148	155	163
	<i>Enrollment (Total Student) FTE</i>	193	202	212	223	234
II	Total Management Credit Hours	3925	4225	4386	4543	4799
	<i>Management Credit Hours for "Other Business" Majors</i>	2170	2382	2451	2511	2665
	<i>Management Credit Hours for Management Majors</i>	1755	1843	1935	2032	2134
III	FTE of New Tenure Track Faculty	0	0	0	0	0
	FTE of Current Tenure Track Faculty	3.25	3.25	3.25	3.25	3.25
	FTE of New Instructional Staff (Permanent Lecturers)	1.00	0	0	0	0.50
	FTE of Current Instructional Staff (Permanent Lecturers)	0.50	1.50	1.50	1.50	1.50
	FTE of Associate Lecturers (Temporary)	0.50	1.00	1.50	1.75	1.50
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.13	0.13	0.13	0.13	0.13
IV	Revenue					
	Total Tuition Revenue (assumes \$262.43 per credit @ 30 cr per FTE)	\$1,517,037	\$1,592,889	\$1,672,533	\$1,756,160	\$1,843,968
V	Expenses					
	Salaries plus Fringes					
	<i>Tenure Track Faculty w/ fringe @ 43%</i>	\$486,466	\$496,196	\$506,120	\$516,242	\$526,567
	<i>Instructional Staff (Permanent Lecturers) w/ fringe @ 43%</i>	\$140,444	\$143,253	\$146,118	\$149,040	\$202,695
	<i>Associate Lecturers (Temporary) w/ fringe @ 20%</i>	\$32,400	\$66,096	\$101,127	\$120,341	\$105,212
	<i>Chair</i>	\$7,300	\$7,446	\$7,595	\$7,747	\$7,902
	<i>Admin Staff (ADA) w/ fringe @ 60%</i>	\$8,224	\$8,389	\$8,557	\$8,728	\$8,902
	Other Expenses					
	<i>Startup</i>	\$5,000	\$5,000	\$0	\$0	\$0
	<i>Marketing</i>	\$5,000	\$5,100	\$5,202	\$5,306	\$5,412
	<i>Accreditation, travel, and general department expenses</i>	\$4,217	\$4,301	\$4,387	\$4,475	\$5,033
	<i>Professional development:</i>	\$12,250	\$12,750	\$13,265	\$13,663	\$15,154
	<i>Indirect Expenses @ 50% of Gross Tuition Revenue:</i>	\$758,518	\$796,444	\$836,267	\$878,080	\$921,984
	Total Expenses	\$1,459,820	\$1,544,975	\$1,628,637	\$1,703,622	\$1,798,861
VI	Net Revenue	\$57,217	\$47,914	\$43,896	\$52,538	\$45,107
Provost's Signature:					Date:	
Provost's Signature:					Date:	

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BBA IN HUMAN RESOURCE MANAGEMENT**

**AT UW-GREEN BAY
PREPARED BY UW-GREEN BAY**

ABSTRACT

The Cofrin School of Business (CSB) at the University of Wisconsin (UW)-Green Bay seeks a B.B.A. in Human Resource Management to provide students with foundational knowledge in the various functions of business administration and a comprehensive education in human resource management. The program represents the natural evolution of UW-Green Bay's business offerings from a department to a stand-alone College in July 2016, and the CSB's responsibility to serve the third largest economy and metropolitan area in the State of Wisconsin. The proposed 78 credit program includes 24 credits (eight courses) carrying the Human Resource Management (HRM) prefix offered during the fall, J-term, spring, and summer semesters in both face-to-face and online modalities. Program coursework was designed in collaboration with the Cofrin School of Business Advisory board and the UWGB Council of Trustees to meet the workforce needs of NE Wisconsin in the area of human resource management. The learning objectives, proposed staffing, and skills included are aligned with the expectations for accreditation by the Association to Advance Collegiate Schools of Business. Graduates will be prepared to work in a specialist human resources role such as recruitment, training and development, or compensation and benefits management, or as a human resource management generalist. In 2018, the national median annual wage for human resources workers and managers was \$61,400 and \$113,300, respectively. In 2016, the state median annual wage for human resources specialists and managers was \$54,010 and \$97,760, respectively.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin – Green Bay

Title of Proposed Program

Major in Human Resource Management

Degree/Major Designation

Bachelor of Business Administration (B.B.A.) in Human Resource Management

Mode of Delivery

Single institution. The program will be delivered in both face-to-face and online modalities, allowing for access across all four of our campus locations in Sheboygan, Manitowoc, Green Bay, and Marinette.

Projected Enrollments and Graduates by Year Five

Table 1. presents a combination of past enrollment in the existing Human Resource emphasis (fall 2016-2019) and projections (2020-2024) for the proposed B.B.A. in Human Resource

Management across the first five years of the program. Projections were made using the UWGB-wide retention rate of 73%, the B.B.A. of Business Administration annual graduation rate of 24%, and a conservative estimate of 4.7% annual growth (the actual 3-year mean annual growth rate for the CSB is 6.3%). Converting existing students enrolled in the emphasis to the major and incorporating the parameters described above, we expect 258 students to have enrolled and 203 students to have graduated by the end of the fifth year of the new major.

Table 1: Five-Year Fall Enrollment and Projections (Headcount)

Fall	2016	2017	2018	2019	2020	2021	2022	2023	2024
New Students (#)	32	39	41	45	47	49	51	54	56
Continuing Students (#)	75	84	97	102	107	112	117	123	129
Total Enrollment (#)	107	123	138	147	154	161	169	177	185
Graduating Students (#)	25	30	32	35	37	39	40	42	44

Tuition Structure

Students enrolled in the program will pay the standard UW-Green Bay undergraduate tuition rate, which for the 2019-2020 Academic Year was \$262.43 per credit or \$3,149.16 per semester for students within the plateau (12-18 credits). In addition to tuition, student segregated fees are \$65.83 per credit or \$790.00 per semester for full-time students; these funds are not directly available to the program. Students who opt to take a course via distance delivery pay an additional \$25 per credit; these funds are not directly available to the program, but are used to support distance education infrastructure at UW-Green Bay.

Department or Functional Equivalent

Department of Marketing and Management

College, School or Functional Equivalent

Austin E. Cofrin School of Business

Proposed Term and Year of Implementation

Fall 2020

DESCRIPTION OF PROGRAM

Overview of the Program

The B.B.A. in Human Resource Management provides a comprehensive education in all human resource management (HRM) functions to prepare students for a career in human resources. Notwithstanding the pervasive misconception of HRM as being restricted to functions carried out by HR departments, many of the HRM functions are also often carried out by non-HR managers. The HRM major will therefore also provide a valuable and practical education for students seeking any position that involves managing people.

Highly successful companies realize that HRM's role in attracting, developing, managing, and retaining human capital is critical to obtaining a sustainable competitive advantage. These companies approach HRM from a strategic and analytical perspective and typically have a HRM executive in their C-suite. However, to the disadvantage of many organizations HRM is approached from a much narrower perspective focused on legal compliance and recordkeeping. Such an approach fails to reap the benefits of evidence-based management, including predictive HRM analytics.

As is the case nationally, NE Wisconsin is plagued by worker shortages and skills shortages across several industries and sectors. This challenge falls precisely within the domain of HRM and further bolsters the importance of HRM functions such as employee recruitment, development, and retention. As a result, there will likely be an increased emphasis on the value of HRM to organizational success and an increase in representation of HRM professionals at higher levels of management. There will also likely be a heightened demand for the use of HRM analytics and a concomitant understanding that HRM is not just 'soft skills'. Over the longer term, the shortage of qualified workers is projected to continue, necessitating an expansion of recruitment, targeted recruitment, international recruitment, alternative work arrangements, employment of migrant workers, and internal development of employees. There will be an increased use of advanced technologies, such as artificial intelligence, in HRM, as well as the development of more sophisticated HRM systems and processes.

The HRM major has been designed in accordance with the aforementioned immediate and future needs of employers in NE Wisconsin. The proposed program has existed as an emphasis since 2014, and is offered in both face-to-face and online modalities. The emphasis supported 169 students as of the end of fall 2019. Majors will require approximately 39 credits of lower-level supporting courses (e.g. ethics, statistics, an introductory business course, economics, etc.), including HRM 262: Introduction to Human Resource Management, 18 credits of shared upper-level core courses (providing cross-disciplinary breadth in business), and 21 credits of upper-level disciplinary specialization for approximately 78 total credits. Curricular experiences within the HRM major will be reinforced with a rich suite of extra-curricular and co-curricular activities, such as HRM internships, HRM consulting for local businesses, guest talks and networking opportunities with local HRM professionals, activities carried out by the CSB student SHRM group, and opportunities to work with faculty on HRM-related research.

Student Learning Outcomes and Program Objectives

The University of Wisconsin-Green Bay has seven Institutional Learning Outcomes stating that, upon graduation, students will have: 1) demonstrated the **specialized knowledge, skills and perspectives** in their chosen field or fields of study.; 2) demonstrated **broad and integrative knowledge** across a variety of fields of study.; 3) developed a variety of **intellectual skills**, including analytic inquiry, information literacy, diverse perspectives, ethical reasoning, quantitative fluency, and communicative fluency.; 4) engaged in **applied and collaborative learning activities**, in both academic and non-academic settings.; 5) demonstrated **engaged citizenship** in the United States and the world.; 6) developed an understanding of and appreciation for environmental and cultural **sustainability**.; and 7) demonstrated the ability to **identify and address problems from an interdisciplinary perspective**.

All existing and proposed undergraduate programs within the Cofrin School of Business (CSB) share the same four Association to Advance Collegiate Schools of Business (AACSB) vetted Degree-Level Learning Goals. These learning goals were initially adopted in 2013, and are drawn from the CSB's Mission, Vision, and Values statement, and a philosophy that adaptability in the workforce is maintained by instilling a strong foundation of core attributes within students. The CSB Assurance of

Learning Committee oversees assessment and continual improvement for the School by providing annual analyses and recommendations to the appropriate program and School leadership. The four Degree-level Learning Goals for the CSB are:

9. Students will be effective communicators.
10. Students will be effective critical thinkers.
11. Students will be effective team members.
12. Students will consider corporate social responsibility (CSR) in their decisions.

These learning outcomes are supplemented with program-specific learning goals for each major. For the B.B.A. in Human Resource Management the program-specific learning goals are:

1. Students will be proficient in the collection, analysis, interpretation, and utilization of data to make evidence-based decisions.
2. Students will understand the role of human resource management in creating a sustainable competitive advantage.
3. Students will be able to examine human resource management matters from legal, business case, and ethical perspectives.

Program Requirements and Curriculum

In alignment with our access focus, the Austin E. Cofrin School of Business does not impose additional admission requirements on interested students; all students admitted to UW-Green Bay can declare a major within the School of Business. However, once a student has declared her/his major program, they must maintain a GPA of 2.5 or higher to enroll in upper-level courses. The program requires students to complete 78 credits of coursework (Table 2). All programs within the Austin E. Cofrin School of Business (CSB) share a foundational set of courses (meta-major) accounting for 57 credits. This meta-major forms the foundation of our offerings in Green Bay, Sheboygan, Manitowoc, and Marinette, and is a core component of our transfer agreements with the state technical colleges (e.g. Northeastern Wisconsin Technical College, Lakeshore Technical College, Fox Valley Technical College, Gateway Technical College, and Northcentral Technical College). The program carries an additional 21 credits within the disciplinary core. This program will be part of the regular teaching load of the CSB faculty.

Table 2: Program curriculum for the proposed B.B.A. in Human Resource Management

Foundational Courses - the B.B.A. Meta-major (57 credits)	
ENG COMP 200: Professional Writing for Business Majors OR ENG COMP 105: Expository Writing	3
ECON 202: Macroeconomics	3
ECON 203: Microeconomics	3
PHILOS 227: Business Ethics	3
ACCTG 201: Principles of Financial Accounting	3
ACCTG 202: Principles of Managerial Accounting	3
BUS ADM 130: Spreadsheets and Information Systems	3
BUS ADM 200: Principles of Supply Chain Management	3
BUS ADM 202: Business and Its Environment	3
BUS ADM 205: Legal Environment of Business	3

BUS ADM 220: Business Statistics OR MATH 260: Statistics (or 4 cr)	3 (4)
BUS ADM 371: Entrepreneurship	3
BUS ADM 380: Project Management	3
BUS ADM 3XX: Sustainable Organizations - PROPOSED	3
FIN 343: Corporation Finance	3
HRM 262: Introduction to Human Resource Management	3
MGMT 389: Organizational Behavior	3
MGMT 482: Capstone in Strategic Management	3
MKTG 222: Principles of Marketing	3
Human Resource Management Required Courses (21 credits)	
HRM 460: Employee Development	3
HRM 465: Recruitment and Selection	3
HRM 466: Employment Law	3
HRM 467: Compensation and Benefits	3
HRM 4XX: Employee Relations - PROPOSED	3
HRM 469: Performance Management and Job Analysis	3
HRM 470: Human Resource Management Analytics	3
TOTAL	78 credits

* Indicates a discipline-specific course (i.e. HRM)

Assessment of Outcomes and Objectives

Assessment of student learning outcomes is managed by the CSB Assurance of Learning (AOL) Committee as appointed by the Dean's Office in consultation with each program's executive committee. The AOL committee maintains an assessment plan to evaluate student progress toward meeting both College-wide and program-specific learning outcomes. Assessment is carried out using embedded assessment comprised of rubrics and assignments collected each semester from various instructors and courses. The AOL Committee is responsible for suggesting necessary curricular changes to the program faculty and the Dean's Office. This practice is integrated into the University-wide seven year assessment cycle, requiring annual assessment reports and plans to the University Assessment Council in years 1, 2, 3, 5, and 6, a Status Report in year 4, and a Program Assessment Plan in year 7. Details on UWGB's Assessment Plan can be found at <https://www.uwgb.edu/assessment/university-assessment-plan/>.

Diversity

UW-Green Bay is committed to achieving a diverse workforce and to maintaining a community that welcomes and values a climate supporting equal opportunity and difference among its members. The campus engages in several strategic initiatives to recruit a more diverse student population, and offers a wide range of experiences and perspectives to students. As part of this process, the Chancellor's Council on Diversity and Inclusive Excellence offers a certificate program to develop and recognize commitment to the UW-Green Bay Inclusive Excellence Initiative. The Office of Admissions also supports recruiters specialized in working with multicultural, bilingual, and international students. In fall 2017, UW-Green Bay added a Vice Chancellor for Student Affairs and Campus Climate to the Chancellor's Cabinet to improve, in part, campus initiatives on diversity and inclusivity. This position will play a critical role in furthering campus efforts to attract and support a diverse campus community reflective of the

metropolitan area that UW-Green Bay serves. The Austin E. Cofrin School of Business drafted a College-specific diversity and inclusivity plan during the 2018-2019 academic year, with an assigned faculty lead reporting to the Dean of the School. This plan is considered a living document, undergoing annual revisions and implementation.

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

The AACSB accrediting body has defined the ability to work effectively in diverse environments as a General Skills Area, and training in social responsibility, including sustainability, diversity and ethical behavior and approaches to management as a General Business Knowledge Area that should be present within all accredited business curricula. The program in HRM addresses these directly in its courses HRM 460: Employee Development, HRM 465: Recruitment and Selection, and HRM 4XX: Employee Relations. Additional co-curricular and extra-curricular opportunities further address the imperative to prepare our students for success in today's multi-cultural and multi-national workforce.

Collaborative Nature of Program

The University of Wisconsin – Green Bay will be the single institution to deliver the B.B.A. in Human Resource Management. Program faculty and staff will involve industry leaders from Green Bay area and beyond in various capacities from guest lecturers, to fieldtrips, to internship, or mentorship opportunities. The CSB Advisory Committee provides industry and community input to each program.

Projected Time to Degree

The projected time to degree is eight semesters (4 years), although existing college credit in high school offerings, established transfer agreements with Wisconsin Technical Colleges, and J-term and summer offerings can reduce the time to graduation or required enrollment at UW-Green Bay. Courses and staffing is set to provide a course offering periodicity to maximize student degree completion.

Program Review

The UW-Green Bay Academic Affairs Council (AAC) is charged with oversight of all undergraduate programs, including review and approval of all new programs, and all undergraduate-level credit courses. The AAC will formally review the Human Resource Management program on a seven-year cycle. In addition, the program will be formally reviewed on a five-year cycle, by the department and the Dean of the Austin E. Cofrin School of Business. Informally, the program will be reviewed by students after each class to ensure the courses are having their intended impact on the various stakeholders. The Austin E. Cofrin School of Business Student Success committee also completes an annual student survey, providing student feedback at the College and program level on numerous areas of their collegiate experience, include program composition.

Accreditation

The Austin E. Cofrin School of Business has identified accreditation by the Association to Advance Colligate Schools of Business (AACSB) as its top priority. As such, all curriculum, skills, general knowledge areas, learning outcomes, and staffing decisions are made with existing requirements in mind. Accreditation from the AACSB is the gold standard for business schools, is appropriate for the intent and recognition of *A.E. Cofrin's endowment*, is essential to attract and retain talented faculty, for building graduate programs, international partnerships and international student recruitment, is critical to the development of donor and community support, and is of growing importance for regional undergraduate student markets.

JUSTIFICATION

Rationale and Relation to Mission

UW-Green Bay gained approval for a revised Select Mission from the UW System Board of Regents on April 25, 2019 and the Higher Learning Commission on May 14, 2019. The revised mission solidified the strategic vision of UW-Green Bay in its role as the primary campus serving the third largest metropolitan and economic region in the state, with campuses directly serving the Green Bay, Sheboygan, Manitowoc, and Marinette communities.

The University of Wisconsin-Green Bay is a multi-campus comprehensive university offering exemplary undergraduate, master's and select doctoral programs and operating with a commitment to excellence in teaching, scholarship and research, and service to the community. The University provides a problem focused educational experience that promotes critical thinking and student success.

The culture and vision of the University reflect a deep commitment to diversity, inclusion, social justice, civic engagement, and educational opportunity at all levels. Our core values embrace community-based partnerships, collaborative faculty scholarship and innovation.

Our commitment to a university that promotes access, career success, cross-discipline collaboration, cultural enrichment, economic development, entrepreneurship, and environmental sustainability is demonstrated through a wide array of programs and certifications offered in four colleges:...

The proposed B.B.A. in Human Resource Management meets this responsibility by providing a local, cost efficient option that responds to both student interest and employer demand. For example, as of fall 2019 student enrollment already sits at 169 within the Human Resource Management emphasis of the existing Business Administration major, highlighting an existing demand for which we are neither providing the full credentialing owed to these students or upon which enhanced professional opportunities can be built. Upon approval this will immediately be one of the largest major on the UW-Green Bay campus. Our access oriented (online and face-to-face), flexible delivery model provides the flexibility essential for non-traditional students to both begin and complete degrees, and which is demanded by traditional students seeking to capitalize on the rich internship and professional experiences available within the NE Wisconsin economic ecosystem. This flexible delivery model is also essential to fully integrate our four campus locations and realize our vision of a single University of Wisconsin-Green Bay serving NE Wisconsin. Expansion of programmatic offerings by the Austin E. Cofrin School of Business is essential to developing our regional workforce, and to promoting economic development. Our charge is clearly articulated within the Greater Green Bay Economic Development Strategic Plan (<https://www.greatergbc.org/economic-development/greater-green-bay-economic-development-strategic-plan/>). This proposal will build upon ongoing partnerships with regional and national employers,

relationships exemplified by our growing partnership with TitleTown Tech. Finally, this proposal represents the natural maturation and evolution of business at UW-Green Bay from a department, to an endowed school, to the stand-alone, endowed college created in July 2016, and identified in our revised select mission.

Expanding the Human Resource Management emphasis to a major will also permit the alignment of the curriculum with the required curriculum of the Society for Human Resource Management (SHRM). The Society for Human Resource Management is a professional organization that offers continuing education and certifications for human resources professionals.

Institutional Program Array

The stand-alone Austin E. Cofrin School of Business (CSB) was created in July 2016 following its formal separation from the College of Professional Studies. As of fall 2019 academic year the CSB has grown to support over 1,100 undergraduate majors and graduate masters' degree students. Student demand is growing rapidly, with student credit hours increasing by 5.5% over the last three years, the highest level of any of UW-Green Bay's colleges. When the College was established by the Board of Regents in July 2016, it supported one Department, the Department of Business Administration, two undergraduate majors, a BBA in Accounting and a BBA in Business Administration (with numerous emphases), and a MS in Management. The College has since added a very successful collaborative MS in Data Science and is in the process of implementing its recently approved executive Impact MBA (anticipated start date Fall 2020). The current structure of the A.E. Cofrin School of Business emphasizes that it has not yet fully emerged from its former state as an embedded School within the former College of Professional Studies. This proposal is associated with an internal College reorganization into three disciplinary-based departments: a) the Dept. of Business Administration, b) the Dept. of Accounting and Finance, and c) the Dept. of Marketing and Management. As a first step in program specialization, and in support of the College's reorganization and maturation, this proposal seeks to elevate four of the largest business administration emphases to majors: Finance, Human Resource Management, Management, and Marketing. This proposal addresses our intent to elevate the Human Resource Management emphasis to a major.

Other Programs in the University of Wisconsin System

While these proposed majors are offered at most UW-System schools, they are standard offerings expected of most regional comprehensive campuses serving a large urban population. Specifically, Human Resource Management is offered at approximately 30.8% of the existing UW campuses. The University of Wisconsin-Green Bay argues that this program expansion should be viewed no differently than the institutional right as a regional comprehensive to offer biology or political science programs. Furthermore, the proposed program in Human Resource Management is already strongly enrolled by existing UW-Green Bay students as an emphasis within the Business Administration major, thus documenting an internal market for this program. Importantly, this proposal seeks to improve the workforce competitiveness of our students by allowing them to more accurately credential the skills they are gaining here at UW-Green Bay, and to do so with a higher disciplinary competency level. We continue to evaluate our other existing emphases for potential alterations, eliminations, or repurposing in an attempt to develop a more dynamic and responsive curricular culture within the Austin E. Cofrin School of Business.

Need as Suggested by Current Student Demand

Student demand for business programs is growing rapidly, with student enrollment increasing by 5.3% and student credit hours increasing by 5.5% over the last three years, the highest levels of any of UW-

Green Bay's colleges. Evaluating our combined request to elevate four existing emphases to majors, and including the redefined Business Administration major and existing Accounting major, the CSB is expected to support three of the top ten and six of the top twenty largest undergraduate majors at UW-Green Bay. Over the last three years, an average of roughly 60, 30, 60, and 60 students per year graduate from the Finance, Human Resource Management, Management, and Marketing emphases, respectively. This proposal responds directly to UW-System's recent call for Program Monitoring (Wis. Stats. 36, RPD 4-12), which ultimately seeks to strengthen programs and allocate resources toward institutional priorities. With specific regard to the proposed major in Human Resource Management, enrollment has surpassed our three-year trends in declared emphases, reaching 169 by the end of fall 2019, with previous projections suggesting growth from 107 to 161 students between fall 2016 and fall 2021.

Need as Suggested by Market Demand

The Bureau of Labor Statistics predicts that nationally, Professional and Business Services will grow at the fifth highest rate of any industry sector between 2016 and 2026 at 1.0% per year. Growth in Financial activities will grow at roughly the national average, or 0.6% annually. For reference, the Health Care and Social Assistance industry has the highest project growth during this period, at 1.9% annually.

Nationally, within the same time period, human resources positions are projected to grow, including human resource specialists (5.3%), compensation, benefits, and job analysis specialists (5.9%), training and development specialists (9.4%). Management positions in HR Human are also expected to grow, including HR managers (7.1%), compensation and benefits managers (2.9%), and training and development managers (8.1%).

More accelerated growth is predicted for HR positions in Wisconsin for the period 2016 to 2026, including human resource specialists (8.8%), compensation, benefits, and job analysis specialists (14.21%), training and development specialists (11.83%), HR managers (12.69%), compensation and benefits managers (10%), and training and development managers (14.23%).

**COST AND REVENUE NARRATIVE
B.B.A. IN HUMAN RESOURCE MANAGEMENT
AT UNIVERSITY OF WISCONSIN (UW)-GREEN BAY**

Introduction

The University of Wisconsin-Green Bay proposes the establishment of a B.B.A. in Human Resource Management in the Cofrin School of Business. The proposed program will admit students annually and requires 79 credits, 58 of which are from a meta-major shared with the CSB's other B.B.A. offerings; 24 credits within this program carry a human resource management (HRM) prefix. Courses are offered during the fall, January-term, spring, and summer semesters in both face-to-face and online modalities. This is a standard undergraduate program from a credit standpoint, and students should be able to complete the program within the standard four-year target. The learning objectives, proposed staffing, and skills included are aligned with the expectations for accreditation by the Association to Advance Collegiate Schools of Business (AACSB). Graduates will be prepared to work in a specialist human resources role such as recruitment, training and development, or compensation and benefits management, or as a human resource management generalist. In 2018, the national median annual wage for human resources workers and managers was \$61,400 and \$113,300, respectively. In 2016, the state median annual wage for human resources specialists and managers was \$54,010 and \$97,760, respectively.

Section I - Enrollment

Enrollment projections are based on a combination of past enrollment in the existing Human Resource Management emphasis (fall 2016-2019) and projections (2020-2024) for the proposed B.B.A. in Human Resource Management. Projections were made using the UWGB-wide retention rate of 73%, the B.B.A. of Business Administration annual graduation rate of 24%, and a conservative estimate of 4.7% annual growth (the actual 3-year mean annual growth rate for the CSB is 6.3%). Converting existing students enrolled in the emphasis to the major and incorporating the parameters described above, we expect 258 students to have enrolled and 203 students to have graduated by the end of the fifth year of the new major.

Section II - Credit Hours

A total of 78 credits are required of students; 24 credits are specific to Human Resource Management, of them 9 credits are new to the university and 15 credits are from existing courses.

Section III - Faculty and Staff Appointments

The Department of Marketing & Management has 2.0 FTE of existing tenure-track faculty with expertise in Human Resource Management, 0 FTE of full-time lecturer lines, and 1.0 FTE of Associate Lecturer are already in place in support of the existing Human Resource Management emphasis. Based on projected enrollment, the program seeks no additional FTE of tenure-track faculty during the five year projection period, and 1.0 FTE of full-time lecturer lines by year 4. Associate Lecturer staffing varies from 1.0 FTE in projected year 1, to a high of 1.5 FTE in year 5. An internal reorganization in fall 2019 reassigned half of a 0.5 FTE Academic Department Associate position to the newly established Department of Marketing &

Management, 1/4th of this position will be charged to the Human Resources Management major; additional support staff is provided by the Cofrin School of Business as part of general overhead (e.g. Advising, Dean's Office support, etc). Additional instructional support includes chair effort during the academic year (2 course releases) and summer support spread across the summer; this effort is split in three ways with other programs supported by the Chair.

Section IV - Program Revenues

Students enrolled in the program will pay the standard UW-Green Bay undergraduate tuition rate, which for the 2019-2020 Academic Year was \$262.43 per credit or \$3,149.16 per semester for students within the plateau (12-18 credits). In addition to tuition, student segregated fees are \$65.83 per credit or \$790.00 per semester for full-time students; these funds are not directly available to the program. Students who opt to take a course via distance delivery pay an additional \$25 per credit; these funds are not directly available to the program, but are used to support distance education infrastructure at UW-Green Bay. Revenue projections assume institutional revenue of 30 credits times \$262.43 per credit times FTE student enrollment.

Section V - Program Expenses

Expenses - Salary and Fringe

Tenure track line salaries assume \$103,742 plus fringe (43% of salary), which is based on the median salary for assistant, associate, and full professor reported by the AACSB (n=159) for Human Resource Management faculty. We budget \$68,364 plus fringe (43% of salary) for permanent lectures, again based on median values reported by the AACSB. Associate lectures assume a cost of \$6,000 per 3 credit course plus 20% fringe. We budget around \$8,500 annually for a 0.13 FTE support position (Academic Department Associate), assuming at \$19.77 per hour with a starting fringe rate of 60%. We budget \$7,300 per year for chair support, based on estimated salary and fringe to cover two courses during the academic year, and roughly one month of summer support, divided among the three programs supported by this chair. Faculty and full-time Lecturer salaries from the AACSB were adjusted to 87.3% the median national salary to account for the low cost of living in Green Bay; we also assume annual increases of 2% to total salary and fringe in all estimates.

Other Expenses

Startup: Includes \$5,000 each of the first two years to support the development and significant modification of new and existing courses, and to cover small, general expenses.

Program Marketing: Includes \$5,000 per year (plus 2% annual increases) for integrated marketing of Accounting & Finance programs.

Accreditation, travel, and general department expenses: Assumes and annual per FTE expense of \$300 for phones, \$35 for maintenance and general services, \$280 for printing, and \$250 for consumables and miscellaneous expenses. All expense projections include a 2% annual increase.

Professional Development: Assumes \$2,000 per year per faculty and permanent lecture FTE, plus \$500 per administrative staff, with a \$500 per total FTE per year of additional support for professional development at the Chair's discretion. All projections include 2% annual adjustments.

Indirect Expenses: UWGB has adopted an Incentive-Based Budget model. Following this new model, and simplifying for the purposes of this document, we assume a central tax of 50% of Gross Tuition Revenue as a conservative estimate of expected expenses. This appropriation will cover indirect institutional costs associated with library subscriptions, facilities, administration, and systems support.

Section VI - Net Revenue

Net revenues will be directed to support continued growth within the Cofrin School of Business.

University of Wisconsin - Green Bay						
Cost and Revenue Projections For BBA in Human Resource Management						
	Items	Projections				
		2020	2021	2022	2023	2024
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	47	49	51	54	56
	Enrollment (Continuing Student) Headcount	107	112	117	123	129
	Enrollment (Total Student) Headcount	154	161	168	177	185
	Enrollment (New Student) FTE	39	40	42	44	46
	Enrollment (Continuing Student) FTE	88	92	96	101	106
	Enrollment (Total Student) FTE	127	132	138	146	152
II	Total HRM Credit Hours	2740	2894	3057	3229	3411
	<i>HRM Credit Hours for "Other Business" Majors</i>	1393	1484	1581	1684	1794
	<i>HRM Credit Hours for HRM Majors</i>	1346	1409	1476	1545	1618
III	FTE of New Tenure Track Faculty	0	0	0	0	0
	FTE of Current Tenure Track Faculty	2.00	2.00	2.00	2.00	2.00
	FTE of New Instructional Staff (Permanent Lecturers)	0.50	0	0.50	0	0
	FTE of Current Instructional Staff (Permanent Lecturers)	0	0.50	0.50	1.00	1.00
	FTE of Associate Lecturers (Temporary)	1.00	1.25	1.00	1.25	1.50
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.13	0.13	0.13	0.13	0.13
IV	Revenues					
	Total Tuition Revenue (assumes \$262.43 per credit @ 30 cr per FTE)	\$997,752	\$1,043,104	\$1,088,457	\$1,146,767	\$1,198,598
V	Expenses					
	Salaries plus Fringes					
	<i>Tenure Track Faculty w/ fringe @ 43%</i>	\$296,701	\$302,635	\$308,687	\$314,861	\$321,158
	<i>Instructional Staff (Permanent Lecturers) w/ fringe @ 43%</i>	\$48,881	\$49,858	\$101,711	\$103,745	\$105,820
	<i>Associate Lecturers (Temporary) w/ fringe @ 20%</i>	\$64,800	\$82,620	\$67,418	\$85,958	\$105,212
	<i>Chair</i>	\$7,300	\$7,446	\$7,595	\$7,747	\$7,902
	<i>Admin Staff (ADA) w/ fringe @ 60%</i>	\$8,224	\$8,389	\$8,557	\$8,728	\$8,902
	Other Expenses					
	<i>Startup</i>	\$5,000	\$5,000	\$0	\$0	\$0
	<i>Marketing</i>	\$5,000	\$5,100	\$5,202	\$5,306	\$5,412
	<i>Accreditation, travel, and general department expenses</i>	\$2,271	\$2,316	\$2,812	\$2,869	\$2,926
	<i>Professional development:</i>	\$6,875	\$7,140	\$8,453	\$8,755	\$9,065
	<i>Indirect Expenses @ 50% of Gross Tuition Revenue:</i>	\$498,876	\$521,552	\$544,228	\$573,384	\$599,299
	Total Expenses	\$943,927	\$992,056	\$1,054,664	\$1,111,352	\$1,165,698
VI	Net Revenue	\$53,825	\$51,048	\$33,793	\$35,415	\$32,901
Provost's Signature:					Date:	
CBO's Signature:					Date:	

Faculty Senate New Business 5c 4/8/2020

Academic Affairs Council Report
AAC Courseleaf Decisions, 26 March 2020 (Social Distancing Edition)
LS-468 8:00 am – 9:30 am

Present: Clif Ganyard, Amulya Gurtu, Katrina Hrivnak, Minkyu Lee, Michael McIntire, Tom Nessler, Jeon Woo (Meeting held via Skype)

A motion was made by McIntire and seconded by Gurtu to approve BUS ADM 220 as a course that will count toward the University's math competency requirement. After a brief discussion, **the AAC unanimously approved the motion.**

The AAC committee approved the following CourseLeaf requests:

1. ART 203 : Contemporary Art
2. ART 343 : Photography II
3. ART 344 : Photography III
4. ART 443 : Advanced Problems in Photography
5. ENGLISH 236 : Multicultural American Literature
6. FIN 442 : Principles of Investment
7. FNS 391 : First Nations Studies Capstone Seminar
8. FNS 392 : First Nations Justice and Tribal Governments
9. GERMAN 325 : Advanced German Conversation and Composition-section edited down to 20
10. GERMAN 329 : Representative German Authors
11. HUM BIOL 198 : First Year Seminar
12. HUM BIOL 315 : Cellular and Molecular Neuroscience
13. MUSIC 209 : Applied Composition
14. PHY ED 161 : Basketball Team Play
15. PHY ED 166 : Soccer
16. PHY ED 170 : Volleyball Team Play
17. PHY ED 245 : Intermediate Golf
18. PHY ED 254 : Tennis II
19. PSYCH 496 : Research Assistantship
20. PU EN AF 324 : Transitioning to Sustainable Communities
21. PU EN AF 431 : Building Sustainable Landscapes
22. SCM 384 : Supply Chain Management
23. SOC WORK 305 : The Social Work Profession
24. SOC WORK 395 : Special Topics in Social Work
25. SOCIOLOGY 246 : Juvenile Delinquency
26. SOCIOLOGY 302 : Class, Status and Power
27. SOCIOLOGY 303 : Race and Ethnic Relations
28. SOCIOLOGY 304 : Deviant Behavior
29. SOCIOLOGY 307 : Social Theory
30. SOCIOLOGY 308 : Sociology of the Family
31. SOCIOLOGY 321 : Topics in Sociology
32. SPANISH 226 : Composition and Conversation II
33. THEATRE 200 : Script Analysis
34. THEATRE 250 : Dramaturgy I (Theatre Theory & Research Methods)

35. THEATRE 290 : Intermediate Applied Musical Theatre Voice
36. THEATRE 302 : Playwriting
37. THEATRE 331 : Acting III
38. THEATRE 402 : Playwriting II (the Long Play)
39. THEATRE 410 : Playwrights Workshop
40. THEATRE 415 : Contemporary Playwriting Methods
41. THEATRE 450 : Dramaturgy II (Theatre Theory in Practice)
42. WOM STDY-I : Women's and Gender Studies Minor
43. WOST 350 : Topics in Women's Studies

The following course was denied:

1. WOST 213 : Human Trafficking – The AAC approved SOC WORK 213 – Human Trafficking in CourseLeaf previously. In the effort to reduce/eliminate the number of cross-listed courses, the AAC does not want to approve this course as a cross-listing. We suggest that Women and Gender Studies program list SOC WORK 213 as an elective in their program rather than creating a crosslisting.

Throughout the CourseLeaf approval process, the AAC has noticed that there is inconsistency in the section sizes for various classes that seem to be unrelated to space or equipment constraints. We plan on discussing whether programs should review their courses to be more consistent in default section size.

Meeting adjourned at 8:53 am.

Respectfully submitted,

Michael McIntire, Chair of the AAC

Graduate Academic Affairs Committee Meeting Minutes

February 17, 2020; 11:30 PM-12:30 PM
Rose Hall 315

Present: Megan Olson Hunt, Gail Trimberger, Christine Vandenhouten (Chair), Kris Vespia, Sampath Ranganathan, Pieter deHart, Pang Yang

1. **Call to Order at 11:30 am.**
2. **Approval January 21, 2020 DRAFT GAAC minutes**
 - a. Motion to approve the minutes made by Kris with Sampath seconding and all approving.
3. **Approval MS MGMT Program Review**
 - a. Pieter commented that program reviews are very useful. Gail noted that program reviews help us guide the programs. Kris commented that annual reviews and program reviews should be informing each other.
 - b. In previous meeting, the MS MGMT program review was approved with minor corrections. All members agreed that they have read the review and approve the minor corrections. Since the approval motion was already voted on in previous meeting, the meeting decided moved to the next item on the agenda
4. **Course Leaf approvals**
 - A. Last day was February 15th for course leaf entries. Minor approvals done by Christine.
 - B. Committee reviewed the following Courses in Courseleaf:
 - a. New course **MKTG 724, Research Methods**. Pieter noted that different tracks were created for the MS MGMT program including one accelerated track for accounting and another for general management. Christine questioned about why the cross-listed MKTG 724 Research Methods course does not have the same name as the cross-listed undergraduate course MKTG 424 Marketing research. Megan noted that course objectives to be made more specific and title should be changed to make it more specific to business students. Assessments have to align with objectives. Pieter noted that undergraduate and graduate course objectives need to be clearly mentioned. Course was pushed back to the department for these reasons.

- C. **MGMT 573: Entrepreneurial Finance- new course proposal-** Chris mentioned that we don't know how the course fits into the program and in future it would be good if a justification document could be included to show how the course fits into the program. This course was **approved**.
- D. **BUS ADM 636: Analysis & Design of Business Information Systems.** This course is cross listed with BA 436. This course was **approved**.
- E. **BUS ADM 685: Entrepreneurship and New Ventures -** Cross listed with BA 485 New Venture Acceleration. **Rolled back** because it has different course title than undergrad Crosslisted course.
- F. **ENV S&P 702: Stable Isotopes in the Environment. 1 credit -** course to be made permanent part of curriculum. **Approved**
- G. **HRM 669: Performance Management and Job Analysis-** new course proposal. Gail asked why this isn't a 700-level course and if the program has enough courses at the 700 level. Pieter noted that MS-MGMT program has enough courses at 700 level in proposed tracks. Kris asked why this course mentions 2.67 hours of contact instead of 3. It was also not clear as to whether this was a cross listed course or not. Hence it was **rolled back**.
- H. **MGMT 759: Sustainable Management-** Title change and course description change. This was **rolled back** due to typos.
- I. **MGMT 780: Advanced Project Management-** change prerequisite to Graduate Standing (for consistency with other MGMT courses). **Rolled back**

7. **Meeting adjourned at 12:31 p.m.**

Minutes submitted by Sampath Ranganathan