

UW-GREEN BAY FACULTY SENATE ACTIONS AND RESOLUTIONS

ACADEMIC YEAR 2022-23

<u>Number</u>	<u>Name</u>	<u>Date Approved</u>
#22-01	Online Test Proctoring Policy	9/14/2022
#22-02	Memorial Resolution for Professor Emeritus Ismail Shariff	9/14/2022
#22-03	Change to Faculty Handbook 51.04	10/12/2022
#22-04	Change to Faculty Handbook “UW-Green Bay Faculty Representative”	10/12/2022
#22-05	Discontinuation of the Urban Studies and Arts Management Majors	10/12/2022
#22-06	Memorial Resolution for Emeritus Professor Dr. Paul Sager	11/9/2022
#22-07	Changes to the Charge of the Academic Actions Committee	12/7/2022
#22-08	Academic Honors for the Associate of Arts and Science Degree	12/7/2022
#22-09	Resolution on the Granting of Degrees	12/7/2022
#22-10	Memorial Resolution for Emeritus Professor Dr. Michael Morgan	12/7/2022
#22-11	Request for Authorization to Implement a Collaborative Online Master of Science in Biodiversity Conservation and Management	12/7/2022
#22-12	Request for Authorization to Implement a Master of Science in Supply Chain Management	2/22/2023
#22-13	Memorial Resolution for Associate Professor Emerita Sylvia (Mimi) Kubsch	2/22/2023
#22-14	Nominees for 2023-2024 Faculty Elective Committees	2/22/2023
#22-15	Memorial Resolution for Professor Emeritus William Laatsch	3/29/2023
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#21-17	Resolution on Granting Degrees	5/3/2023

Online Test Proctoring Policy

Purpose

The University of Wisconsin-Green Bay supports instructor efforts to enhance academic integrity. These efforts may be pedagogical and/or technological in nature. This policy provides broad guidelines instructors should follow when leveraging either the online proctoring tool purchased by the institution or an online proctoring tool integrated with approved textbook or other third-party tool.

This policy does not supersede or replace institutional guidance on purchasing of technology or University of Wisconsin System policies intended to guide the purchase and contract process for digital tools and resources. Only online test proctoring tools that have completed both the institutional and the system purchasing process can be used and are addressed by this policy.

Definitions

- **LMS.** The LMS, or Learning Management System, is used to facilitate learning in both in-person and distance education courses. The platform is centrally administered and hosts course materials including instructor-prepared content, files, discussions boards, quizzes, and exams.
- **In-person proctoring.** An instructor elects to preside over their exams to monitor students and the integrity of the exam. The location of the proctoring can be on any one of our four locations but the instructor is present in the room with the student(s) taking the exam. Students cannot be required to pay for in-person proctoring facilitated by the instructor.
- **Online Test Proctoring.** An instructor elects to use an approved remote proctoring tool specifically designed for online and electronic testing. Students may be required to pay for the online test proctoring tool.
- **Off-Campus Test Proctoring.** An instructor elects to refer students to an off-campus test proctoring sites to complete one or more course assessments. Off-campus test proctoring sites may include another college or university, a local library, or a private testing facility. Students may be required to pay for the off-campus test proctoring site.
- **Proctoring.** A strategy or tool intended to enhance the integrity and security of course assessments completed by students.
- **SIS.** The SIS, or Student Information System, is a centralized tool used as our institutional student record and course scheduling system. Students, Advisors, and Instructors rely on SIS during the scheduling process.

Policy

It is the policy of the University of Wisconsin Green Bay that instructors may elect to use online test proctoring in a distance education class to enhance exam integrity and security when one or more of the following criteria are met:

- The class leads to or is part of a program that leads to professional licensure as required by the accrediting or other licensing agency.
- The class is offered as an online, asynchronous course.
- The class is offered synchronously across locations and in-person proctoring during the class meeting time would be prohibitive.
- The distance education class is partnered with an in-person class, e.g., an online science lecture class and its in-person lab, can offer online proctoring for both in-person and distance education course content to assure parity and equity in the exam experience.
- The use of objective assessments supports the pedagogy of both the instructor and the course content and is best facilitated through an online proctoring tool.

Instructors who elect to use online proctoring should commit to adhering to the following guidelines in order to foster a positive learning environment.

A. Approved Online Proctoring Tool

Instructors may use those online proctoring tools pre-approved by UW-Green Bay and the University of Wisconsin System Use of software or programs not approved institutional policy may lead to employee discipline and may result in invalidation of the assessment performed implementing the unauthorized tool.

Prior to use of any tool which is not pre-approved, the requesting instructor must confirm that the tool is approved for use by contacting our LMS Administrator at dle@uwgb.edu not less than twelve weeks before the start of the semester in which the tool will be used. If the tool is not approved for use, the LMS Administrator will inform the requesting instructor of the process to seek approval for the tool but cannot guarantee that the tool will be approved in time for the intended semester. Prior to use the tool must be confirmed by GB-IT, CATL and the Dean of the College that UW-Green Bay Information Technology can support the tool; that CATL can provide education and support to the users of the tool; and that there are no other concerns about the use of the tool noting concerns about accessibility and equity in the use of these tools.

B. Notification of Online Proctoring to Students

If a class will use an online proctoring tool, students must be notified of the technology requirements, which may include such things as a webcam, microphone, stable internet, and any student fees associated with the online proctoring tool.

1. *Time of Registration*

Students should be alerted to the intent to use an online proctoring tool at the time of registration through the inclusion of a note in SIS. The notice should be a brief statement that indicates the

intent to use an online proctoring technology required and any fees associated with the use of the online proctoring tool.

Sample Language:

“Students enrolled in this class may be asked to complete online exams using an online proctoring tool. Additional information regarding the online proctoring tool for this class will be provided on the first day of class. Students should plan to have access to a laptop or PC with a camera and microphone and a reliable internet service or be able to visit one of our four campus locations to borrow such technology from our campus libraries to complete exams.”

2. Syllabus

Students should be alerted to specific information regarding the online proctoring tool required for the class and specific class policies regarding the use of online proctoring.

A sample syllabus statement for online proctoring is available through the Provost Syllabi Resource.

3. Timeliness

While the ideal timeline would allow instructors to include a statement in SIS, the process for the approval of technology may not allow such advance notice. If a note in SIS cannot be included when registration opens, instructors must email all registered students for the class as soon as a determination to use an online proctoring tool is made and must highlight the information regarding the online proctoring tool through inclusion of the syllabus statement, an announcement on the first day of class and a reminder forty-eight hours before the end of the add/drop period.

If instructors do not include a notification of the online proctoring tool in the syllabus, instructors cannot elect to use an online proctoring tool after the start of the semester.

4. In-Class Overview

Instructors are encouraged to provide an overview of the online proctoring tool, including why the tool is used in the class and a reference to best practices for a positive student exam experience, before the end of the add/drop period. In class overviews can be delivered as a recording posted to the LMS, resource page in the LMS, or a live presentation shared during a synchronous class meeting.

C. Instructor Training

Prior to using an approved online proctoring tool, instructors are strongly encouraged to participate in a training, either provided by the vendor or the Center for the Advancement of Teaching and Learning in order to understand best practices in adopting the tool, how to interpret reports generated by the tool, and the process to address any academic misconduct as described under UWS 14, Wis.Admin.Code.

D. Online Proctoring Tool and Class Assessments

If a class uses an online proctoring tool, the instructors should clearly indicate which assessments must be completed using the online proctoring tool.

1. *Practice Assessment*

The instructor should provide students a practice assessment or low-stakes assessment early in the term prior to any online proctoring assessment that is worth more than 5% of the student's final grade. The practice assessment should allow students the opportunity to gain comfort with the tool as it will be used for their major assessments.

2. *Access to Technology*

Students who are unable to meet the technology requirements of the online proctoring tool are encouraged to either travel to a campus location during normal business hours to use a study group room and the technology required to engage in the online proctored exam in a campus library or work with their faculty member to identify a mutually agreeable solution.

E. Student Use of Online Proctoring Tool

All students are expected to use the online proctoring tool for all indicated assessments.

Instructors may be asked to provide exceptions and grant student(s) an in-person proctoring format for the assessment in the following scenarios.

1. *Student Accessibility Services Office (SAS) Accommodation*

Students working with the SAS may have accommodations that would require the student to complete an assessment in the SAS Office. Instructors will receive a letter from SAS indicating that the student's exams will be proctored in the SAS Office and should direct any inquiries regarding such accommodations to the SAS Office. Completing the exam in the SAS office does not necessarily eliminate the use of the online proctoring tool. The instructor should work with SAS and the student to determine the best path forward.

2. *Student Request*

Students can request to take the exam in person on the grounds of substantiated significant concerns with the online proctoring tool. Request must be submitted via a UW-Green Bay provided email or LMS messaging system to the instructor at least 96 hours prior to the scheduled opening of the assessment.

Faculty should work with the student to identify a mutually agreeable and convenient solution which might include completing the exam using university laptops at a campus library, leveraging an off-campus proctoring solution, or providing in-person proctoring for the student.

F. Academic Misconduct

Online proctoring is one tool to assure the integrity and security of an exam. Faculty should carefully consider any report generated by an online proctoring tool and have substantiated and significant concern to warrant a negative impact on a student's grade.

Faculty should follow the process outlined in Chapter 14 of the Wisconsin Administrative Code to report instances of academic misconduct. If faculty have questions regarding the interpretation and application of Chapter 14 of the Wisconsin Administrative Code, they should seek guidance from their Chair and the Dean of Students Office.

Video, audio, and other information captured and recorded through the online proctoring tool can be submitted by the faculty member in support of an investigation into an academic misconduct violation and such information may be used in any academic misconduct proceedings.

Faculty Senate Old Business 5a 9/14/2022

Memorial Resolution for Professor Emeritus Ismail Shariff

Emeritus Professor, Dr. Ismail Shariff passed away on January 18, 2022, after having served 42 years as a founding member of our institution's faculty and its Economics Program. Ismail is survived by his wife Sajida, sons Mansoor and Mazkoor, and four UW – Green Bay alumnus grandchildren, a fact of which he was quite proud.

He was born in India, emigrated to the United States to earn his doctoral degree, and was always proud to be among the founding faculty of UW – Green Bay. That was Ismail Shariff – A teller of stories. A consummate talker, forever surprising one with the breadth of his knowledge and experiences. A verbal tsunami at times, continuing so long that one would await the onslaught to conclude. But never, one who did not care – for his students, his family, and his friends – but especially his students, and he had many of them over his many years at UW – Green Bay.

He adapted as an immigrant to the United States, dropped into a culture vastly different than that from which he had come. Told stories of working under Kenneth Parkinson to earn his doctorate in Economics at UW – Madison while seeking a job to support his young family, who had joined him from India. As he sought to complete that degree, worrying about next steps he was told by Professor Parkinson that this man, Ed Weidner, was founding a new university at Green Bay and that perhaps he should apply. And that interview, he recalled, was uniquely conducted in a trailer no less, looking over a farm field that was to be the site of Dr. Shariff's first and last academic appointment. Forever grateful to Professor Parkinson for making that fortuitous connection possible, he started his faculty career on the Manitowoc campus as an instructor while the physical infrastructure of the Green Bay campus and his hiring was completed. Yes, over the years he saw much change in our academic home and continued to tell the stories of our history to future arrivals, as an informal historian and teller of tales.

As a new faculty arrival to UW – Green Bay in 1991 from a top tier institution, he always wondered why I had chosen to come, and never ceased asking or pointing out the alternatives I had foregone; how could an economist fail to recognize opportunity cost? Yet I never asked him why he had failed to leave. With many international opportunities over the years, Ismail continued to maintain his resolute attachment to UW – Green Bay. His query to me, could likely have been answered by the rationale for his own choices. His academic home was uniquely suited to his skills and personality; the opportunity cost of leaving was just too high to incur – and that was why I stayed as well. In our own ways, we both discovered that UW – Green Bay is a unique institution, and we were blessed to call it home.

Having worked with him over the years, I am aware of many of his accomplishments. He was always involved in “things” and had “connections”. After all, even at the time of my arrival he had likely instructed over 10,000 students, many of whom still resided in the region. But his connections went beyond that. He had been an Economic Advisor for the United Nations in

Nigeria for two years while still retaining his appointment with UW – Green Bay. He also maintained a long-term affiliation as an economic consultant with the World Bank to assist in the evaluation of other nations’ applications for financial assistance in their initiation of development projects. Not only did he do these things on the international stage, but he was also involved regionally in many ways over the years. One case being his direction of our region’s Center for Economic Education, before its restructuring and movement from campus to other locales, and another as a guest columnist for the Green Bay Press Gazette. As an academic author, he wrote two textbooks, an accomplishment of which he was quite proud, on “Business Cycles” and “International Trade”. And he was forever coming into my office with new articles drafted, revised, or accepted for publication in numerous professional outlets. Recognized for these accomplishments, he was awarded the Elizabeth B. and Phillip J. Hendrickson Named Professorship in Business. His diverse interests are exhibited by opposites; he was once invited to tryout as a kicker for the Green Bay Packers and at another time nominated for a Nobel Prize in Economics. He was also an avid Packers fan and, as I understand, much like his wife Sajida he was a lover of card games, especially bridge.

As co-advisors for a new international organization Professor Shariff had attracted to our campus, Students in Free Enterprise (later renamed Enactus), we worked directly together with students for more than a decade. We assisted in student development of many campus, community, regional and even international projects that were presented by our students in an intensive series of regional and national events competitively judged by business executives. These activities led to our driving on multi-state trips, rooming together, and working to enable our students. We developed greater respect for each other, learning each other’s strengths and weaknesses while building connections between ourselves and our students. My respect for Ismail Shariff increased immensely during these times, as did my understanding of his strength of character. He was a richly multifaceted friend with whom I wish I had spent more time following his retirement. The loss from his passing is as much mine as it is a loss for his family, our community, and UW – Green Bay. He will be missed as our institution’s history continues to evolve without him as its storyteller.

Submitted by John R. Stoll

Faculty Senate New Business 6b 9/14/2022

Change to Faculty Handbook 51.04

Current Version

51.04 Faculty Status

Members of the academic staff teaching fifty percent or more (14 or more credits per year or its equivalent) will normally be granted "Faculty Status" by the Provost/Vice Chancellor, usually during the first year of an appointment. The designation is initiated as a recommendation from the appropriate Unit executive committee to the appropriate Dean(s), who recommends to the Provost/Vice Chancellor, who then must seek the approval of the University Committee. Faculty Status is conferred for the duration of the lecturer's appointment. Faculty Status will continue with any renewal of the initial appointment, so long as the conditions of appointment remain the same. However, both the reappointment recommendation to the appropriate Dean(s) and the Dean's reappointment letter will stipulate any continuation of Faculty Status. Any substantive change in the conditions of the lecturer's reappointment will require a full-process reconsideration of Faculty Status. Members of the academic staff who have been given faculty status have employment rights under the rules and policies concerning academic staff. In addition, they shall be counted in Faculty voting districts, and have the right to vote for and serve on faculty committees, including the Faculty Senate, when not excluded by the non-tenured nature of their appointments.

Potential Revision

51.04 Faculty Status

Ongoing, renewable Instructional Academic Staff members in the Teaching Professor title series, of the academic staff teaching fifty percent or more (14 or more credits per year or its equivalent), will normally be granted "Faculty Status" upon hire, in their ongoing, budgeted, renewable instructional academic staff position. Faculty status will continue for the duration of their appointment. by the Provost/Vice Chancellor, usually during the first year of an appointment. The designation is initiated as a recommendation from the appropriate Unit executive committee to the appropriate Dean(s), who recommends to the Provost/Vice Chancellor, who then must seek the approval of the University Committee. Faculty Status is conferred for the duration of the lecturer's appointment. Faculty Status will continue with any renewal of the initial appointment, so long as the conditions of appointment remain the same. However, both the reappointment recommendation to the appropriate Dean(s) and the Dean's reappointment letter will stipulate any continuation of Faculty Status. Any substantive change in the conditions of the lecturer's reappointment will require a full-process reconsideration of Faculty Status. Members of the academic staff who have been given faculty status have employment rights under the rules and policies concerning academic staff (as outlined in the Employee Handbook). In addition, However, they shall be counted in Faculty voting districts, and

have the right to vote for and serve on faculty committees, including the Faculty Senate, when not excluded by the non-tenured nature of their appointments.

Clean, Revised Version

51.04 Faculty Status

Ongoing, renewable Instructional Academic Staff members in the Teaching Professor title series, teaching fifty percent or more (14 or more credits per year or its equivalent), will be granted "Faculty Status" upon hire. Faculty status will continue for the duration of their appointment. Members of the academic staff who have been given faculty status have employment rights under the rules and policies concerning academic staff (as outlined in the Employee Handbook). However, they shall be counted in Faculty voting districts and have the right to vote for and serve on faculty committees, including the Faculty Senate, when not excluded by the non-tenured nature of their appointments.

Faculty Senate Old Business 4a 10/12/2022

Change to Faculty Handbook “UW-Green Bay Faculty Representative”

Current Version

UW-Green Bay Faculty Representative

During the academic year, monthly meetings are held in Madison by representatives of governance groups from each of the UW campuses. The meetings involve issues of common concerns across the system, reports of issues specific to each campus, and a joint meeting with System administrators. Most importantly, the Faculty Representatives meetings offer opportunities for networking and the sharing of information. Traditionally, the Faculty Representative from UW-Green Bay has been the University Committee Chair, but the increasing responsibilities of this position and the fact that it is only a one year term have put constraints on the ability of the UW-Green Bay faculty representative to engage in full participation. Thus, in order to have greater continuity of the position, and to further engage the UW-Green Bay Faculty Senate in matters of shared governance, it is recommended that the UW-Green Bay Faculty Representative come from the ranks of the Faculty Senate, with a two year commitment of service. **Faculty Senate Document #09-03, Approved 10/14/2009**

Potential Revision

UW-Green Bay Faculty Representative

The Faculty Representative acts as the representative and advocate for UW Green Bay’s faculty to UW System and the other campuses in the UW System. Responsibilities include attending meetings with the faculty representatives from other campuses (typically three times per semester) as well as a joint meeting with UW System administration. Faculty Representatives also are encouraged to attend as many UW Board of Regents meetings as possible during their tenure. Faculty Representative meetings involve issues of common concerns across the system and sharing issues specific to the faculty representatives’ respective campuses. Most importantly, the Faculty Representatives meetings offer opportunities for networking and the sharing of information, and the Faculty Representative should be able to attend most meetings in person. Because the position of UW-Green Bay Faculty Representative requires a deeper knowledge of and participation in shared governance, ideally the Faculty Representative should be a current or previous member of the University Committee. the Faculty Representative will report directly to the University Committee and must attend and present regular reports to the Faculty Senate meetings. When the Faculty Representative position becomes open, the University Committee will recruit potential candidates from and base its selection upon that pool of individuals. In the event of an unsuccessful search, the pool will be broadened to current or previous Faculty Senators. The Faculty Representative must be a tenured faculty member. The

selected Faculty Representative commits to a three-year term, which may be renewed once, for a maximum of six consecutive years of service in the position. When possible, the UC should select a new faculty representative with enough time left in the academic year for the current representative to help on-board them to the process. In recognition of the significant labor of this position, the Faculty Representative receives a three-credit reassignment per academic year and the Provost's office reimburses travel mileage to meetings in Madison.

Clean, Revised Version

UW-Green Bay Faculty Representative

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Faculty Senate Old Business 4b 10/12/2022

Discontinuation of the Urban Studies and Arts Management Majors

December 3, 2021 PEA Vote on rationale for discontinuation of Urban Studies Major:

Urban and Regional Studies (Urban Studies) has been a historically robust program at UW-Green Bay, with a significant number of successful alumni located across the country and the world. More recently, however, enrollment in the major has dropped significantly. Over a nine-year period, from 2013-2014 through the Fall 2021 semester, the program maintained an average of seven majors. Over the most recent five-year period, the program maintained an average of four majors. During the fall 2021 semester, the program maintains two active majors. In addition to these declines, the capacity of the program has been limited by faculty retirements, departures, and a lack of new faculty hires. The structure of the program and its course array also changed significantly when its budgetary unit (Urban and Regional Studies) was merged with another budgetary unit (Public and Environmental Affairs) in 2016. These changes have limited the program's ability to create new courses and attract new students, further exacerbating program enrollment declines. As a consequence of the trends noted above, the Public and Environmental Affairs budgetary unit voted at a regularly scheduled meeting of its faculty on December 3, 2021, to formally deactivate the Urban and Regional Studies/Urban Studies major at UW-Green Bay.

**Arts Management Major Discontinuation Rationale
11.03.2021**

The Arts Management program was initially formed as an interdisciplinary minor in the Communications and the Arts budgetary unit in 2001. The minor was to replace the outdated Esthetic Awareness minor and was designed to provide a career-oriented option for Art, Music and Theatre discipline students as an option to fulfill their interdisciplinary minor requirement. The Arts Management interdisciplinary major was developed in 2008 by combining an amalgam of courses from a number of disciplinary programs including Art, Music and Theatre and Business Administration, Political Science and Public Administration programs. The structure of the major provided an opportunity for Art, Music and Theatre students to benefit from the campus double counting policy that allowed students to double major without a significant additional credit burden. Since 2008, the hope for additional resources for further program development was never realized, with number of core Arts Management courses remaining nearly the same as the original minor.

Declining Program Enrollment

Program majors have declined significantly from 39 majors in the fall of 2013 to 8 majors in the fall of 2021. The reason for the decline in the number of majors is not entirely clear. Some of this could be attributed to the retirement of Prof. Ellen Rosewall (May 2019) as the program founder,

coordinator and sole faculty member in the Arts Management program and the permanent loss of the FTE for that position. Since her retirement, core Arts Management courses have been staffed by very capable adhoc faculty, but the lack of fulltime faculty oversight of the program has had a negative impact on enrollments.

Competition with academic programs in Arts Management or Arts Administration at UW Madison, UW Stout, UW Eau Claire and the University of Minnesota Duluth that offer graduate, undergraduate or certificate programs and are more fully resourced than our program here at UW-Green Bay may also be a factor.

In addition to declining enrollments and program overlap with other regional institutions, Administering the Arts Management program without a full time faculty position presents problems in maintaining consistency in staffing the existing course array and providing administrative support in promoting the major and mentoring students in the major.

The Arts Management major was a small program created and largely run by a single faculty member. When that faculty member retired, the position was not replaced, thus leaving the major to be staffed entirely by ad hoc instruction. Furthermore, the Arts Management major is housed in the Art & Design unit, which currently has no faculty members teaching for the degree program. Given the staffing situation, we felt it best to deactivate the major.

However, as the spirit of the curriculum is important (arts entrepreneurship and leadership) and we have successfully placed many graduates into the job market, we will be maintaining and updating the minor, as well as developing an Arts & Culture Entrepreneurship certificate available to majors across the arts: Theatre, Music, Art, Design, and Writing and Applied Arts.

Faculty Senate Old Business 4c 10/12/2022

Memorial Resolution for Emeritus Professor Dr. Paul Sager

Dr. Paul Sager, Professor Emeritus of Natural and Applied Sciences, died on August 25, 2022. Born in Kaukauna, Wisconsin, Paul spent his formative years playing on the banks of the Fox River and developing a keen interest in the natural world through various fishing and hunting expeditions with his father. He was graduated from Kaukauna High School in 1955 and earned a Bachelor of Science Degree from the University of Michigan in 1959. Paul then went on to the University of Wisconsin-Madison to study with Dr. Art Hasler in the Limnology Laboratory. He earned a Master of Science degree in 1963 and a Ph.D. degree in 1967. It was during his time in Madison that he developed an interest in understanding the impact of human activity on aquatic ecosystems and the role that science can play in mitigating these impacts. The writings of Aldo Leopold and his philosophy of environmental stewardship also deeply influenced Paul's thinking and continually guided him throughout his lifetime.

Following his graduate work and post-doctorate at UW-Madison, Paul was invited to become a founding faculty member at the new University of Wisconsin-Green Bay. He accepted this opportunity in 1967 and went on to serve thirty-two years on the UW-Green Bay faculty before retiring as Professor Emeritus of Natural and Applied Sciences in 1999.

When Paul arrived at UW-Green Bay, water quality in lower Green Bay had deteriorated to the point that it was deemed dangerous to human and wildlife health. No right-minded person would think of dipping a toe in the lower Fox River, let alone swim or drink or fish its waters. When faced with seemingly insurmountable problems such as this, a problem for which, perhaps the solution is reasonably clear, but the magnitude of effort is not, it takes a champion to dig into the problem and say, "we can solve this, if we first understand it." Paul Sager was that champion – and he appeared at a time when a champion was needed. He devoted his entire career, stretching more than 40 years, well into his retirement, in dedicating himself to reversing the course of environmental degradation and eliminating the danger it posed to the community and ecology of the bay.

Dr. Sager recognized lower Green Bay as a highly eutrophic water body receiving excess nutrients from a watershed draining a total area of approximately 40,500 km². His initial project, which is recognized today as the launching of the scientific work on the Fox River and the bay of Green Bay, was to partition the sources of phosphorus (P) and nitrogen (N) in the drainage basin. In this beginning project and throughout his scientific career, Paul's careful research gained him the respect of peers, environmental managers, students, and community leaders alike. The Green Bay Science and Technical Advisory Committee for the Green Bay Remedial Action Plan, of which Paul was a leading member, included members of the private sector, Department of Natural Resources, University of Wisconsin Sea Grant, Oneida Nation, US Fish and Wildlife Service, and other organizations. At meetings of this committee one thing clearly stuck out: when Paul spoke, people listened – clearly listened. His was a trusted voice because everyone

knew that Paul Sager was careful, measured, and objective about the science that informed management – including its limitations, its strengths, and its weaknesses. The Remedial Action Plan was one of the first developed in the entire Great Lakes and Paul Sager was one of its major architects.

In fact, the Green Bay Remedial Action Plan goals had Paul Sager's fingerprints all over it. It was his data analysis that set the initial targets for water clarity improvements that were needed to restore ecosystem function. They clarified the magnitude of the problem, and it was not small. This is still being struggled with today, but progress is being made. Progress that was made possible by the work of Paul and his colleagues and students.

Professor Sager was an enthusiastic teacher and many students, both undergraduate and graduate, benefited from his general knowledge of limnology and ecology. But they also benefited from the knowledge they gained from his research work and first-hand experience in managing UW-Green Bay's natural areas. Many of these students participated in research projects guided by Paul that focused on the Green Bay ecosystem or the University's natural areas. During his 32-year tenure at UW-Green Bay, he taught thirteen different courses ranging from freshman biology courses to courses in the Environmental Science and Policy Graduate Program. He was best known by his students for his field-oriented courses. These courses left an indelible mark on many a student, undergraduate and graduate alike. Twenty graduate students completed Master of Science degrees under Paul's direction. The thesis projects for most of these students dealt with some aspect of the Green Bay ecosystem. He also served on the thesis committees of dozens of other graduate students. In addition to his key role in guiding graduate students, Paul was sought out by undergraduate students as their instructor in independent study projects, knowing full well they would be required to do scrupulous and quality work.

Professor Sager's research on water quality issues and his advising and teaching activities were a constant throughout his career. Even while holding a two-year appointment as an associate vice-chancellor in the early 1980s, he continued these activities, albeit with a somewhat reduced engagement. And there was yet another important dimension to Paul's work: a focus on preservation and enhancement of land parcels.

The site for the new UW-Green Bay campus was chosen in part because it included areas of natural beauty—a wooded tract along the shore of Green Bay, an exposed region of the Niagara Escarpment, and the Mahon Creek, with a surrounding forest. Major portions of the new campus also contained parcels of open farmland. Early on, founding Chancellor Edward Weidner envisioned the campus as a location for the preservation and enhancement of its natural areas. In 1971, a faculty and staff committee appointed by Chancellor Weidner recommended the development of a park-like arboretum and trail system around the periphery of the campus. Weidner endorsed this proposal and moved quickly to develop the plan and seek financial support for bringing it to reality. The financial quest was successful when members of the Cofrin family chose to provide an endowment that enabled the University to develop a system of trails, plantings, purchase additional property, and improve the botanical offerings of the arboretum. Also included in the endowment was support of research opportunities for students and faculty at UW-Green Bay.

From the beginning, Professor Sager was involved in discussions about the arboretum plan and its development. He served on the campus Arboretum Committee and a Field Stations Committee, and Chancellor Weidner regularly sought his ecological expertise to help with the decision-making. In 1989 oversight of the arboretum was formalized with the establishment of a directorship. Paul Sager was appointed as the first director and held that post until his retirement in 1999. His official title was Director of the Cofrin Arboretum and Natural Areas and, as the title suggests, the position included supervisory responsibilities of other natural areas that were a part of or were to become part of UW-Green Bay, in addition to the Cofrin Arboretum.

Paul Sager's vision, based on a holistic ecological approach and careful attention to management details, resulted in significant growth in the Arboretum with new plantings, further restoration of wetlands and ponds, and development and management of trails. Additional properties were acquired and added to the Arboretum acreage, including the 20-acre Schott property (now the Paul Sager Tract) and land atop the Niagara Escarpment. In addition, Paul was a key person in discussing with potential donors the transfer to UW-Green Bay of the Kingfisher Farm natural area in Manitowoc County and the Point au Sable property north of campus. Toft Point Natural Area in Door County was also an important tract under University and Arboretum management and part of Director Sager's responsibility.

Paul Sager was not content to walk away from his academic and professional career at UW-Green Bay and leave all his work behind. As his time for retirement approached, he devoted much thought to ways the University's mission in natural resources preservation could be strengthened. He shared his ideas and thoughts with a few others. The concept that emerged from these discussions was a plan for a biodiversity center. When the plan was presented to the campus administration it was accepted and was soon implemented as the Cofrin Center for Biodiversity.

Since Paul Sager's retirement in 1999, the Cofrin Center for Biodiversity has become a very important UW-Green Bay program. Paul Sager was not the only person involved in establishing the Cofrin Center for Biodiversity, but he was a key figure in formulating the educational case for its existence. He envisioned the Center as an important educational resource for learning about and promoting the preservation of natural resources in northeast Wisconsin. Clearly his thoughts and actions have borne fruit.

A quiet, thoughtful, brilliant, and kind person. One who really cared – for his community, his students, the people around him and the environment in which he lived and breathed. A true champion. An unsung hero to most, who will never know to whom their gratitude should be directed. Or even that gratitude is needed. But it is. We are grateful, and we know so too are the scientists he trained, the colleagues he mentored and collaborated with, and if the environment of Green Bay could speak, it would say, “thank you Dr. Sager, you have made a difference.”

- Robert Wenger and H. J. Harris, with contributions from Val Klump

Faculty Senate New Business 5a 11/9/2022

Changes to the Charge of the Academic Actions Committee

Academic Actions Committee

Current charge of the AAC:

1. The Committee on Academic Actions is composed of four appointed faculty members, with no more than two from a domain voting district, one student, and two staff members from student services. The Registrar and Director of Advising are *ex officio* non-voting members. The student sits with faculty on the committee except where a student involved requests exclusion of student membership.
2. Faculty appointment to the committee shall be for a term of three years to ensure continuity of membership. The staff members are appointed by the unanimous agreement of both *ex officio* committee members for a term of one year. Student representatives are appointed per meeting by the Student Government Association President, and when possible, continuity is encouraged. The chair of the committee shall be elected by majority-rule voting of all eligible committee members and shall be appointed for a term of two years.
3. The Committee advises the Provost/Vice Chancellor for Academic Affairs and coordinates with the Registrar on registration policies, on drop-add policies, on the grading system, and on the academic standing of students including the identification, review, and resolution of transfer issues and problems.
4. The Committee represents the Faculty in initiating recommendations or taking action on recommendations from outside of the committee concerning policy changes for matters listed in item 3 above. Such recommendations are submitted to the Faculty Senate via the University Committee Chairperson.
5. The Committee is responsible for preparing the academic calendar and represents the Faculty in the scheduling of academic events and activities, such as commencement and convocation.

Proposed revision to the charge:

1. The Committee on Academic Actions is composed of four appointed faculty members, with no more than two from a domain voting district, **one appointed faculty chair**, and two staff members from Student Services. The Registrar and Director of Advising are *ex officio* non-voting members. **Student Government Association appoints one member, with voting privileges, for meetings where policy issues are discussed; students are not involved in meetings where students appeal academic suspension.**
2. Faculty appointment to the committee shall be for a term of three years to ensure continuity of membership. The staff members are appointed by the unanimous agreement of both *ex officio* committee members for a term of three years.

3. The chair of the committee is appointed by the provost or designee and will be appointed for a term of three years, with an additional two-year term possible based upon performance. The Chair is responsible to facilitate consistent decisions and long-term connections with Student Affairs and Enrollment Services staff and actions which provide strategic alignment with the work of Student Affairs, Enrollment Services, and Academic Affairs.
4. The Committee advises the Provost/Vice Chancellor for Academic Affairs and coordinates with the Registrar on registration policies, drop-add policies, the grading system, and the academic standing of students including the identification, review, and resolution of transfer issues and problems.
5. The Committee represents the Faculty in initiating recommendations or taking action on recommendations from outside of the committee concerning policy changes for matters listed in item 4 above. Such recommendations are submitted to the Faculty Senate via the University Committee Chairperson.
6. The Committee is responsible for preparing the academic calendar and represents the Faculty in the scheduling of academic events and activities, such as commencement and convocation.

Faculty Senate Old Business 4a 12/7/2022

Faculty Senate Document #22-08 – Approved 12/7/2022

Academic Honors for the Associate of Arts and Science Degree

UW-Green Bay acknowledges honors recognition at commencement for bachelor degree students based on students’ cumulative grade point average. Currently, honors are not recognized for students earning an associate degree. Prior to the UW Colleges merger, academic honors were awarded for associate degree earners, a tradition that was discontinued at UW-Green Bay.

Expanding honors distinctions to the Associate of Arts and Sciences degree provides an opportunity to acknowledge the accomplishment of a two-year degree. The expansion of associate degrees with programs such as Rising Phoenix Early College High School, the Accelerated Associate Degree, and the continued work at UW-Green Bay’s additional locations show the importance of the degree. Acknowledging that learning is not a one-size-fits-all endeavor fits with UW-Green Bay’s access mission and exemplifies our work to serve learners through alternative, innovative opportunities. Recognizing the success of students enrolled in the associate degree is a strong way to show that commitment and is consistent with many other UW System comprehensive universities.

The following information regarding associate degree honors was shared by Dan Vande Yacht:

UW-Whitewater	Yes	Associate degree honors awarded with at least 24 UWW credits
UW-Parkside	No	No graduation honors for Associate degrees
UW-Platteville	Yes	Associate degree honors awarded with the same criteria as bachelor’s degree and 48 credits
UW-Eau Claire	Yes	Associate degree honors are treated the same as bachelor’s degree
UW-Superior	No	No honors for associate degree
UW-La Crosse	Yes	Associate degree honors with 30 resident credits
UW-Oshkosh	Yes	Associate degree honors with 30 resident credits
UW-Stevens Point	Yes	Associate degree honors with 15 resident credits
UW-Milwaukee	Yes	Associate degree honors with 20 resident credits

Requirements for AAS honors recognition at commencement will go into effect for the 2023-24 undergraduate catalog:

AAS degree students will be recognized at the commencement ceremony and honors cords provided if these two requirements are met:

1. The student’s cumulative grade point average meets the minimum requirements at the end of the semester preceding their final term; and

2. Graded credits in residence, including credits in progress during their final term at UW-Green Bay, total a minimum of 24 credits.

Candidates for the AAS will graduate with Associate Degree Honors if they meet the cumulative UW-Green Bay grade-point average of 3.5 or higher.

Final honors designation is transcribed on the diploma issued and academic transcript record once all outstanding grades are issued.

Faculty Senate Old Business 4b 12/7/2022

Faculty Senate Document #22-09 – Approved 12/7/2022

RESOLUTION ON THE GRANTING OF DEGREES

Be it resolved that the Faculty Senate of the University of Wisconsin-Green Bay, on behalf of the Faculty, recommends to the Chancellor and the Provost and Vice Chancellor of Academic Affairs of the University that the students certified by the Registrar of the University as having completed the requirements of their respective programs be granted their degrees at the Fall 2022 Commencement.

Faculty Senate New Business 5a 12/7/2022

Faculty Senate Document #22-10

Memorial Resolution for Emeritus Professor Dr. Michael Morgan

Dr. Michael Morgan, Professor Emeritus of Natural and Applied Sciences, died on December 30, 2021. He was born in Swayzee, Indiana where he grew up on the family's Homestead farm. After completing his elementary and high school education in local schools, he went on to Butler University where he earned a B.A. degree in 1963. As an undergraduate his major area of study was Botany. He continued his studies in Botany at the University of Illinois where he earned a M.S. degree in 1965 and a Ph.D. degree in 1968. From 1965-1968, Michael was also a CIC (Committee for Institutional Cooperation) Biometeorology Fellow and under this program he studied in the Meteorology Department at UW-Madison during the 1966-67 academic year.

After completing his graduate studies, Michael accepted a faculty position at the new University of Wisconsin-Green Bay. In 1968-69, his first year at UW-Green Bay, he was located at the Marinette Campus, thereafter he was at the Green Bay Campus until his retirement as Professor Emeritus of Natural and Applied Sciences in 2005.

From the beginning and throughout his academic career, Mike fully and enthusiastically embraced the special mission of UW-Green Bay. He was committed to interdisciplinary scholarship and in his teaching and student advising sought to engage students in their commitment to environmental understanding and responsibility. As a founding faculty member, he diligently worked with his departmental and campus colleagues in building a new educational institution where learning could flourish and be guided with purpose.

Professor Morgan's dedication to his students and more broadly to environmental science and meteorology education is seen in his co-authorship with campus colleagues of six textbooks in environmental science and meteorology. The first book in this set, *Introduction to Environmental Science*, published in 1973 with co-authors Dr. Joseph Moran and Dr James Wiersma was one of the pioneer textbooks in the new field of environmental science, an area of study that is now a standard element of undergraduate curricula. Over the next two decades, these three authors published multiple editions of this textbook and a student study guide to accompany the textbook. The textbook, *The Atmosphere and the Science of Weather: An Introduction*, co-authored with Joseph Moran, was published in 1986. Like the environmental science textbook, multiple editions of this textbook were published in later years with the altered title *Meteorology: The Atmosphere and the Science of Weather*. Another textbook authored by the Moran, Morgan, and Wiersma trio was titled *Environmental Science: Managing Biological and Physical Resources*. Additional textbooks in meteorology, co-authored with Moran were titled *Essentials of Weather* and *Weather and People*.

Dr. Morgan's scholarly activity was not limited to the writing of textbooks. He was also engaged in primary research on the ecology of endangered plant species, both locally and in New Zealand. The focus of his regional research was a dwarf iris, *Iris lacustris*, an endangered species, found only along shorelines of the Great Lakes. When on a year-long sabbatical in the

early 1990s in New Zealand he studied three rare plant species native to that country. His work there led to a continued collaboration with colleagues at the University of Canterbury after his sabbatical year ended. His scientific work was published in at least 20 professional, peer-reviewed journals and he reported on his work as a participant in numerous national conferences. Professor Morgan's scholarly work was recognized when he was awarded the Herbert Fisk Johnson Fellowship in Environmental Studies in 1999. He held this honor for the five-year period 1999-2004.

As a teacher, Professor Morgan regularly taught Introduction to Environmental Science, Principles of Biology II, Principles of Ecology, Plant Physiology, and Field Botany. His willingness to try new instructional ideas was demonstrated early on when he developed and taught a course in the January Program titled, Ecology and Management of Endangered Species. At the time of his retirement an estimate was made on the number of students Mike taught during his time at UW-Green Bay. The number was more than 14,000 student enrollments, representing over 10,000 individual students! It was also determined at the time that only one other faculty member in the history of UW-Green Bay had taught as many or more students. Mike not only taught many students, but his teaching was also of high quality, attested to by the fact that he was granted the Founders Association Award for Outstanding Teaching in 1986. Mike regularly guided students in their independent study courses and was the major professor for several graduate students in the Environmental Science and Policy Program.

Impressive as Professor Morgan's teaching and scholarship record is, the place where his overall academic record stands out above all, is as a student advisor. From the beginning of his time at UW-Green Bay, advising students was a high priority for him. In the early 1970s, when his department chair became aware of Mike's commitment and ability in this area, he asked Mike to undertake a more formal advising role. Mike's enthusiastic assumption of this responsibility led to an obvious increase in the number of student majors and minors in environmental science. Beyond that, he mentored students and helped many of them identify their area of academic study based on their interests, whether it be environmental science or some other field. Each year, from the 1970s to the early 2000s, Mike regularly advised more than 200 students, totaling during this time period at least 3000 hours of one-on-one contact. For many of these students he helped them complete their Academic Plans. And in a typical year he wrote more than 20 letters of recommendation. In his advising role he frequently met with prospective students that were referred to him by the Admissions Office. He followed up these visits with letters that addressed the visitor's personal interests and concerns. Mike's advising role also included regular participation in summer freshmen orientation sessions. As a founding faculty member, there is no doubt that Professor Morgan's advising role provided a major pillar in the building of the environmental science program and, more broadly, of the institution as a whole.

Professor Morgan also served the campus in other ways. He chaired the Biology Program for multiple terms, served for many years as Curator of the Herbarium, and was a regular member of the Natural Areas and Field Stations Committee. He held important positions in faculty governance: Deputy Speaker of the Faculty Senate, member of the University Committee, and

member of the General Education Council. He was regularly appointed to committees that dealt with his student advising interests, including the Admissions and Financial Aid Committee and the Task Force on Enrollment Management.

Mike's broad commitment to science education led him to become involved in activities on behalf of local middle and high school students. These activities included a Green Bay area high school academic competition program, a Science Teachers Day for the benefit of high school science teachers, and an NSF Science Enrichment Program for Middle and High School Science Teachers. Based on his environmental interests and concerns, he supported organizations, such as the Green Bay Botanical Garden, the Northeast Wisconsin Trust, and the Baird Creek Preservation Foundation.

A committed and deeply caring person, Dr. Morgan was a dedicated professor. He promoted environmental and meteorological education by co-authoring textbooks in these fields and sought to increase environmental knowledge by conducting primary research on endangered plant species. He was an excellent teacher in the classroom, but above all, he was an outstanding advisor and mentor to students, guiding many of them in selecting their area of study and helping others complete their academic plans. As a founding faculty member, he did much in helping to establish UW-Green Bay.

- Robert Wenger and H.J. Harris

Faculty Senate New Business 5b 12/7/2022

Month Day, Year

Agenda Item TBD

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
COLLABORATIVE ONLINE
MASTER OF SCIENCE DEGREE
IN
BIODIVERSITY CONSERVATION AND MANAGEMENT
AT UW-GREEN BAY

WITH ADMINISTRATIVE AND FINANCIAL SUPPORT FROM
UW EXTENDED CAMPUS
PREPARED BY UW-GREEN BAY**

ABSTRACT

The University of Wisconsin-Green Bay proposes to establish a single-campus collaborative online Master of Science in Biodiversity Conservation and Management (M.S. in Biodiversity Conservation and Management). The development of this program responds to the recognized growth of the conservation industry and corresponding increased demand for well-qualified professionals in the field. The program represents a comprehensive, multidisciplinary curriculum that prepares students to advance their careers and pursue their academic ambitions through leadership and management positions within the biodiversity conservation field. Potential careers for graduates include Environmental Scientists and Managers, Conservation Scientists and Directors, and Geological and Hydrologic Technicians, among others. Defined courses provide students with a solid foundation in conservation ecology, evolution, biodiversity, data analytics and visualization, spatial mapping, emerging conservation concepts and technologies, conservation leadership and community engagement, and conservation research, monitoring, design, and management. In addition, the program offers four stand-alone certificates, utilizing the courses in the full program curriculum, to assist students in tailoring their coursework to meet their career goals. For those looking to begin their work in the field, the Foundations of Biodiversity Conservation and Management certificate contains the first course of each of the other three certificates and represents a general overview of the field. The other three certificates allow for some specialization in a credential smaller than the full degree. These certificates in 1) Biodiversity and Conservation Science, 2) Conservation Data Management and Analysis, and 3) Conservation Leadership, Policy, and Management offer opportunities to complete 9 credits within a more specialized credential to address a particular need for the learner. The M.S. in Biodiversity Conservation and Management represents a fully online, asynchronous curriculum comprised of 31 credits to include the courses in the three specialized 9-credit certificates (27 credits) and a culminating, project-based experience (1- credit capstone prep and 3-credit capstone). Graduates of the program will gain the competencies required to manage conservation initiatives.

PROGRAM IDENTIFICATION

University Name

University of Wisconsin-Green Bay

With administrative and financial support from the University of Wisconsin Extended Campus (referred hereafter as UW Extended Campus), a division of UW System Administration.

Title of Proposed Program

Master of Science in Biodiversity Conservation and Management

Degree/Major Designations

Master of Science

Mode of Delivery

Collaborative and Distance Education (100% Online)

Department or Functional Equivalent

Department of Biology

College, School, or Functional Equivalent

College of Science, Engineering and Technology

Proposed Date of Implementation

September, 2023 pending approval of the Higher Learning Commission

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years and is based, in part, on other successful comparable University of Wisconsin collaborative online programs. It is assumed that the majority of students will enroll part-time. As shown, we are anticipating strong enrollments with 340 students enrolling in the program and 48 students having graduated from the program by the end of year five. Based on experience with similar collaborative online graduate-level programs across the UW System, it is anticipated that the average annual attrition rate will be approximately 20 percent once the program becomes established (Years 4 and 5).

Table 1: Five-Year Projected Student Enrollments

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	25	55	60	65	70
Continuing Students*		22	63	98	121
Total Headcount	25	77	123	163	191
Graduating Students	0	0	3	12	22

*Continuing students are defined as students who entered the program as new students, or who were previously enrolled at the partner institution and transferred into the degree program from another degree program.

Tuition Structure

Program tuition for the M.S. in Biodiversity Conservation and Management program will be set at \$750/credit for 2023-2024. The tuition rate is based on market demand estimates as well as comparisons with other master's level online programs offered by the University of Wisconsin (UW) System and nationally, and will be charged outside the credit plateau, if approved by the Board of Regents. The pricing structure will follow the UW System pricing guidelines for distance education programs provided in UW System Administrative Policy (SYS) 130. Segregated fees for students enrolled in this program would be waived. Students will not be required to pay any additional fees as part of the program, except for the cost of their books. There is no tuition differential for out-of-state students.

DESCRIPTION OF PROGRAM

Overview of the Program

The M.S. in Biodiversity Conservation and Management represents a fully online, asynchronous curriculum comprised of 31 credits to include nine courses, a capstone preparation course, and a project-based Capstone course. Graduates of the program will gain the core competencies required to manage functions across a wide range of fields related to biodiversity conservation and environmental management. The required pre-capstone and capstone courses, which represent the culminating experiences in the program, will provide students with the opportunity to apply skills acquired from coursework through a project-based experience in their area of professional interest.

Student Learning Outcomes and Program Objectives

Students completing the M.S. in Biodiversity Conservation and Management degree will have achieved the following competencies and learning outcomes. Graduates will be able to:

- 1) Conduct and communicate environmental research and monitoring.
 - a. Design and implement effective methods for collecting, managing, and interpreting environmental data.
 - b. Effectively communicate scientific information to diverse audiences and stakeholders.
- 2) Critically evaluate ethical implications and relevance of conservation initiatives through multiple lenses.
 - a. Consider the needs of diverse communities in culturally responsible conservation practices.
 - b. Evaluate how humans impact and are influenced by conservation and the natural world.
- 3) Interpret and comply with conservation regulations and policies.
 - a. Consider tribal rights, treaties, and First Nations sovereignty and communities in conservation practices.
 - b. Interpret local, state and federal policies and regulations as they apply to conservation.
- 4) Cultivate and lead a collaborative and inclusive team representing diverse stakeholders.
 - a. Establish and engage a cross-functional team with diverse strengths to address conservation challenges.
 - b. Communicate information, gather feedback and build consensus to improve conservation efforts.

- 5) Design, implement and evaluate effective conservation projects
 - a. Develop a competitive proposal to gain support for a conservation project.
 - b. Manage a complex project incorporating risk management, budget and personnel oversight, and outcomes assessment.
 - c. Apply principles of adaptive management to learn from previous actions and make necessary adjustments to improve outcomes.
- 6) Integrate ecological information in conservation planning and actions.
 - a. Use taxonomic keys and other resources to identify taxa relevant to conservation projects.
 - b. Interpret the role of the physical and biological environment in conservation planning and policy.
 - c. Curate and manage biological collections to support conservation, education and outreach.
- 7) Adapt and apply innovative technology and ideas to conservation challenges.
 - a. Demonstrate familiarity with emerging technologies, ideas and primary literature in conservation science and environmental management.
 - b. Utilize digital tools to visualize environmental data on a landscape or ecosystem scale.
 - c. Collect, organize and analyze data using appropriate tools and techniques.

Program Requirements and Curriculum

Admission requirements for the M.S. in Biodiversity Conservation and Management program will include a Bachelor's degree in any field and a 3.0 undergraduate GPA. Students will be required to satisfy all program prerequisites or demonstrate proficiency prior to formal admission into the program. There will be no required aptitude tests for admission in the program (e.g. GRE, GMAT, other). Students must maintain an overall cumulative GPA of 3.0 or better to graduate.

Table 2 illustrates the 31-credit fixed curriculum for the proposed M.S. in Biodiversity Conservation and Management program. To satisfy degree requirements, students must complete 27 credits of core course coursework. The 3-credit capstone course requirement, which represents the culminating experience for students, must be taken in the final semester of study. A capstone preparation course (1-credit) will be taken the semester prior to the capstone course and will provide the student the opportunity to prepare a capstone proposal for the applied project-based, self-directed experience. The proposal will be reviewed and approved by the capstone instructor for implementation in the capstone course (3-credits). Students may implement and complete capstone projects within their current place of employment or through another host organization. A significant role and responsibility of the Program Advisory Board is to recommend possible projects and to possibly host capstone students at their organizations.

Course #	Course Name	# Credits
BCM 700	Conservation Ecology	3
BCM 705	Conservation Research and Monitoring	3
BCM 710	Conservation Design and Management	3
BCM 720	Human Dimensions of Conservation	3

BCM 725	Evolution, Biodiversity, and Conservation	3
BCM 730	Data Analytics and Visualization	3
BCM 740	Conservation Leadership and Community Engagement	3
BCM 745	Emerging Conservation Concepts and Technologies	3
BCM 750	Spatial Analysis and Mapping	3
BCM 790	Biodiversity Conservation and Management Capstone Prep	1
BCM 795	Biodiversity Conservation and Management Capstone	3
Total Credits		31

Embedded within this curriculum are four separate certificates, which learners will earn as they progress through the MS program, and which also may be pursued independently from the overall program. These consist of the following:

Biodiversity and Conservation Science

- BCM 700: Conservation Ecology
- BCM 725: Evolution, Biodiversity, and Conservation
- BCM 745: Emerging Conservation Concepts and Technologies

Conservation Data Management and Analysis

- BCM 705: Conservation Research and Monitoring
- BCM 730: Data Analytics and Visualization
- BCM 750: Spatial Analysis and Mapping

Conservation Leadership, Policy, and Management

- BCM 710: Conservation Design and Management
- BCM 720: Human Dimensions of Conservation
- BCM 740: Conservation Leadership and Community Engagement

Foundations of Biodiversity Conservation and Management

- BCM 700: Conservation Ecology
- BCM 705: Conservation Research and Monitoring
- BCM 710: Conservation Design and Management

Assessment of Outcomes and Objectives

The program assessment team, comprised of the MS BCM chair, members of the BCM faculty at UWGB, and the UW Extended Campus program manager, will manage the assessment of student learning outcomes for the M.S. in Biodiversity Conservation and Management degree program. This assessment team will identify and define measures and establish a rubric to evaluate how well students are demonstrating attainment of program learning outcomes. The team will also identify and collect data needed to complete the assessment. As a part of the course development and review process, the assessment team will determine which examples of student work will be most appropriate to demonstrate competency.

The team will receive data collected from individual course instructors in the curriculum each semester. UW Extended Campus will monitor data on new enrollments, retention rates, and graduation rates. The assessment team will compile these various sources of data and complete annual reports summarizing the data, the assessment findings, and decisions regarding improvements to the

curriculum, structure, and program delivery. The report will be shared with the faculty of the program and other stakeholders. The assessment team is responsible for ensuring that recommendations for improvement are implemented.

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 University Inclusivity and Student Affairs 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. This includes setting strategic priorities goals of a more diverse student body and action steps to achieve these goals.

The collaborative online program model was established, in part, to increase access to higher education for primarily nontraditional students and to maximize the educational benefits of diversity. Many students from underrepresented minority groups, first-generation Americans, first-generation college students, and low-income students are included in the definition of non-traditional students. Nontraditional students may have family or work responsibilities that prevent them from attending school in traditional formats. The online delivery format will provide opportunities to those students who are time and place bound, and do not reside within close proximity to an existing UW institution. The program design recognizes that non-traditional students come to the learning environment from diverse backgrounds, with unique knowledge and experiences, and looking for opportunities to share that knowledge with others. The strength of this program and the success of our students is, in large part, based on our ability to attract and retain a diverse adult student audience.

Biodiversity conservation and management is an area of global concern and interest, and it is expected that the program will attract a diverse student base. In response, it is critical that the program stay informed of the cultural diversity among students and continuously seek unique ways to include their culture into the courses. Faculty, with support from UW Extended Campus instructional designers and media specialists, are committed to develop course activities that recognize the cultural backgrounds of enrolled students to ensure each student feels welcome, encouraged and supported in the online course environment and students will be encouraged to tap into their backgrounds, cultures and experiences through these activities. This approach will allow students to make deeper connections with the instructor, fellow students and the course curriculum.

UW Extended Campus has several initiatives currently underway to attract more students from underrepresented groups into the UW System. For example, UW Extended Campus works with UW HELP to develop and disseminate brochures, and materials specific to Hispanic and Hmong students are sent to those respective potential students groups. The UW Extended Campus program manager for the M.S. in Biodiversity Conservation and Management program will conduct outreach, working with employers to encourage and support the education of their employees, especially focusing on students from

underrepresented minority groups. In addition, a program advisory board (described below) will provide support in this area by helping the program extend its reach to diverse groups of prospective students and communities.

An essential goal of this program is to increase both the access for diverse audiences to this degree and the success of those students once they enter the program. Students enrolled in the M.S. in Biodiversity Conservation and Management program will receive academic and student support services that supports an inclusive learning environment and equity in student success. Further, a UW Extended Campus success coach will work closely with all students to self-identify barriers to their success. Success coaches will serve as a resource to either directly help students overcome those barriers or will point them to other resources available at UWGB or elsewhere. UW Extended Campus will maintain online student environments that will allow individuals from diverse ethnic backgrounds to connect with other students around academic programmatic interests and cultural similarities to help build points of commonality and understanding. Social media opportunities for student connection will be made available through Facebook, Twitter, and LinkedIn, to name a few.

While the proposed degree does not project a significant number of new faculty and staff, UWGB will continue to be committed to recruiting a culturally diverse campus community. UWGB has policies in place to support attainment of equity in the recruitment and hiring of faculty and instructional staff, when openings exist in their respective departments, schools, and colleges.

Collaborative Nature of the Program

The M.S. in Biodiversity Conservation and Management will be delivered as a single campus collaborative degree program. As such, UWGB will benefit from the shared academic and administrative resources of UW Extended Campus. Development of the proposed program supports UW System wide interests to build collaborative efforts among institutions as a means to efficiently develop and deliver quality academic programs based on market and student needs. These collaborations serve the mutual academic program interests of institutional partners, while leveraging limited institutional resources. This degree, like other collaborative programs currently offered within the UW System, provides UWGB the ability to offer a high quality, sustainable graduate program without a requirement to extend significant local resources to launch, market, and fully support this program, or a risk of compromising existing programs.

Faculty and staff from UW-Green Bay worked with UW-Extended Campus to develop and approve the program curriculum, program competencies, student learning outcomes, and admission requirements. UW-Green Bay will be responsible for identifying qualified faculty and instructional staff to deliver coursework and assess student learning and conduct program review. The faculty and staff who are expected to teach in the program have been identified, and all are qualified, per Higher Learning Commission (HLC) and UW System requirements, to teach graduate-level coursework. Additional faculty and staff, as needed, will be recruited and assigned by the Academic Director/Program Chair.

UW-Green Bay will appoint an academic program director who will work with the College of Science, Engineering, and Technology (CSET) to implement the program. Collaboratively, this director, the Dean of CSET, the Associate Vice Chancellor for Graduate Studies and Research, and the UW Extended Campus program manager will comprise the program workgroup. This team will oversee the ongoing growth, development and performance of the M.S. in Biodiversity Conservation and

Management degree program. The committee will meet quarterly in person and via teleconferencing, as needed. Instructional development and delivery of the online courses will be supported and hosted by UW Extended Campus. This cohesive development and offering of courses will ensure students have a consistent experience.

All students enrolled in this program will be UW-Green Bay graduate students, and all courses will be listed in the UWGB course catalog and registration system. The student record will be maintained in the student information system of UWGB. Local program stakeholders to include the office of graduate studies, continuing education staff, academic support office leads, host department representatives, and instructional, and business office personnel will also meet biannually to review processes and concerns, and to make adjustments as necessary. Program evaluation regarding the collaborative nature of the model will help assess processes critical to the success of the collaboration, such as the financial model, marketing, student recruitment and advising, admission and enrollment processes and trends, and curriculum and course design. UW Extended Campus staff will regularly report on program performance.

UW Extended Campus staff will coordinate external engagement, input, and advice through a Program Advisory Board consisting of the BCM academic director and 12 to 15 representatives the field who will also serve as advisors, ambassadors, and referral agents to the program. The M.S. in Biodiversity Conservation and Management Advisory Board will meet biannually. The board members will be asked to host students working on capstone projects, and to create school-to-work transitions so that as students graduate from the program, they will move to gainful employment. The program manager will provide administrative support to the board, coordinate meetings, coordinate activities described above, and satisfy other administrative functions. The academic director of the program and program manager will engage with board members and ensure that the board is connected to the program in constructive and positive ways. Board meetings will provide opportunities to present program progress and successes, and to gather feedback regarding changes in the industry and how those changes may affect program graduates. The meetings will also help to ensure that the program and curriculum stay relevant to trends in the field.

Projected Time to Degree

Based on experience with similar collaborative offerings within the System and the typical adult online student profile, it is assumed that most students will enroll part-time and take an average of three to four courses per year. At this rate, the majority of students would complete the program within 3 to 4 years. Given the 31-credit curriculum, however, students pursuing this program full-time would be able to complete this degree in four semesters. Students may enter the program for the spring, summer, or fall semester. Given that there are no proposed internal course prerequisites, students can take courses in any sequence, and can complete the embedded certificates as they make progress through the program. The capstone, which represents the culminating experience for students, must be taken in the final semester of study.

Program Review

Program review and evaluation occur on a more frequent schedule than in traditional academic programs. As previously discussed, assessment relative to student learning will be reviewed annually. The M.S. in Biodiversity Conservation and Management program will go through an internal 3-year review focusing on program, administrative and fiscal matters. In addition, UW-Green Bay will be

responsible for conducting a comprehensive 5-year review. The UW-Green Bay Graduate Academic Affairs Council (GAAC) is charged with oversight of all graduate programs, including review and approval of all new programs, and all graduate-level credit courses. The GAAC will formally review the MS-BCM program on a five-year cycle beginning in 2027-2028. The academic director, faculty, and administrators from UWGB will have input into programmatic changes and upcoming needs. UW Extended Campus, as the fiscal agent for this program, will manage resources to ensure that funds are available to support scheduled program reviews and to invest in the program as deemed necessary and valuable. The decision about how to invest in the program will be made collaboratively by both UWGB and UW-Extended Campus, as will the recommendations related to the continuation of the program.

Accreditation

UW-Green Bay will be securing authorization to offer this program as an online degree from the Higher Learning Commission, the regional accrediting body for UW-Green Bay.

JUSTIFICATION

Rationale and Relation to Mission

This degree will significantly add to the current programmatic offerings in the College of Science, Engineering, and Technology, as well as UW-Green Bay as a whole. This program is purpose-built with the workforce in mind, and not only serves to support development of the universal skills a wide range of employers are increasingly demanding from new hires in conservation, but through the online format and stackable certificates provides an accessible degree program to many students who wouldn't otherwise have the opportunity to gain advanced training in biodiversity conservation and management. This degree also specifically expands opportunities for current undergraduates and alumni across UW-Green Bay in the sciences and humanities, and will offer UW-Green Bay the opportunity to recruit and maintain existing students, while also increase the likelihood that they stay within the UW-System more broadly.

Regarding UW-Green Bay's select mission, an online MS in Biodiversity Conservation and Management is a logical fit. The mission notes that the University will provide "a problem focused educational experience" with a commitment to "inclusion" and "social justice". As the human dimensions of conservation and consideration, inclusion, and respect for native peoples are a key component to this curriculum, this degree is in clear alignment with this mission. An MS-BCM also fits with the strategic vision of the university, including connecting with community partners, distinctive programs, and expanding professional graduate programs, and professional growth. More specifically, an MS-BCM would extend the graduate offerings of UW Green Bay, provide nonprofit and government conservation organizations with a larger number of potential employees with advanced training in the field, and allow graduates to serve as accomplished professionals who can manage complex conservation challenges facing the world today and in the future. Additionally, this program will enable community partners the opportunity to work with students on applied projects beyond those completed by students at the undergraduate level, and offer opportunities for professional growth for regional and state community members that would like to advance in related fields.

The proposed online M.S. in Biodiversity Conservation and Management degree program contributes directly to the mission of the University of Wisconsin System which defines a commitment to disseminate and extend knowledge beyond the boundaries of its institutions. Strong support for the proposed program has been realized through interactions with leaders from multiple organizations,

government agencies, academic entities, companies, and professional associations within the state and region that rely on a deep understanding of conservation and biodiversity. Graduate will serve an important function and role within the conservation workforce, and thereby support economic development in the state.

University Program Array

The M.S. in Biodiversity Conservation and Management degree program will serve as a valuable complement to the existing graduate program array at UW-Green Bay and will not compete with any program currently offered. This online degree program complements and integrates well with programs within the College of Science, Engineering, and Technology, including areas within Natural and Applied Sciences, ranging from Biology to Environmental Science. UW-Green Bay has a strong record of academic success in preparing individuals for careers in biodiversity-related fields such as biology, chemistry, engineering, business, and the humanities. Graduates from UW-Green Bay are highly competitive for careers in industry, government, or nonprofits, as well as graduate or professional education programs. Presently, while our institution offers a MS in Environmental Science and Policy, that program is fully in-person and synchronous, and appeals primarily to current or recent undergraduates attending school full-time, and does not focus on the universal skills like the MS-BCM. Our institution does not yet offer an online option for graduate level education in conservation; with the launch of this program and the embedded certificates, it would allow for further professional skills-specific training for graduate students across campus, the UW-System, and beyond.

For UW Extended Campus, this degree complements the existing array of collaborative online program offerings and contributes significantly to our mission to expand access to a UW education to working adults through the development and delivery of need-based, industry informed online programs primarily in the areas of health/healthcare, business, and technology. Benefitting from the rich resources of our UW campus partners, we are able to accelerate our ability to develop and offer the degrees and certificates that adult students need and industry demands.

Other Programs in the University of Wisconsin System

The UW-System offers two other graduate programs with some overlapping curriculum: A Master of Natural Resources (MNR) from UW-Stevens Point and a Professional Science Masters (PSM) in Conservation Biology from UW-Stout. While important to the state overall, neither of these programs is a Master of Science, as proposed here, nor do they serve Northeast Wisconsin to the degree proposed here. Additionally, the proposal includes four certificates for learners to engage in critical components of the program and has a very targeted curriculum to prepare participants for their varied professions. The MNR and PSM degrees are also fundamentally different degrees, and while offered online, are more narrowly focused on either Natural Resources (the MNR), with an emphasis on policy, or biology (PSM), with less of an emphasis on management and leadership in the field. An MS-BCM program at UW-Green Bay will also allow for specialized training in the issues that impact every nation and community around the globe (e.g., climate change, habitat and biodiversity loss, etc.) and so will help conservation agencies in the region and beyond to build their capacity.

Need as Suggested by Current Student Demand

The M.S. in Biodiversity Conservation and Management will predominantly appeal to early and mid-career environmental professionals currently working in diverse conservation and related settings and who require the flexibility provided through a fully online academic program. It is expected that most will be adult and nontraditional students who completed at least a bachelor's degree, currently

work in the field, and have a desire to continue their education toward a master's degree primarily to expand knowledge and specialized skills in the field and for career advancement. The audience may also include those with a science background who reside in areas distant from Green Bay and want to expand their knowledge of the biodiversity conservation and/or environmental management so they can enter the field and expand their career options.

In November 2021, UW-Extended Campus commissioned the *Center for Research and Marketing Strategy* at the University Professional and Continuing Education Association (UPCEA) to conduct a Feasibility Analysis for the possible development of an online Master of Science degree in Biodiversity Conservation and Environmental Management. Findings suggest that the current master's in biodiversity conservation program would compete with six related programs in the upper Midwest. However, none of these competitor programs is offered in an online format. Nationally, there are eleven competing institutions that offer similar master's level programs, with only two of these institutions offering fully online options – the Master of Natural Resource Stewardship at Colorado State University – Fort Collins, and the Master of Natural Resources at the University of Idaho. Student demand for this degree is greatly influenced by market demand as indicated by current and future employment opportunities within the biodiversity and conservation sector (see Market Demand data below). Similar to other collaborative online programs developed and administered through UW-Extended Campus, the M.S. in Biodiversity Conservation and Management represents a program designed to satisfy a recognized workforce gap within the state and region as defined through research conducted and/or commissioned by UW-Extended Campus. This research included industry focus groups and interviews with conservation professionals.

Need as Suggested by Market Demand

The Feasibility analysis completed by the *Center for Research and Marketing Strategy* at the University Professional and Continuing Education Association (UPCEA)¹ included a review of biodiversity conservation trends, occupational demographics, internet and library scans, and in-depth interviews with key opinion leaders from the biodiversity conservation field representing a variety of organizations in several different states. Key findings from the report indicated a favorable environment exists for launching the online graduate degree program in Biodiversity Conservation and Management, specifically:

- Employment numbers for select occupations are forecasted to increase 4% between 2021 and 2031 in Wisconsin, which is below the forecasted growth of the upper Midwest (7%) and national (8%) regions. Environmental scientists and specialists, including health, were forecasted to see the largest
- increase in jobs in all three regions.
- From July 2020 to June 2021, there were 189 unique job postings in the primary region for select occupations that mention a master's degree and included the select keywords of "biodiversity," "conservation," or "environmental management." In the upper Midwest, there were 1,202 unique postings for select occupations and nationally there were 13,349 unique postings during this same timeframe.
- Trends in biodiversity conservation and environmental management that would support the need for more qualified professionals include climate change and its impacts, growing rates of species extinction, the need for sustainable farming practices, the transition to electric vehicles,

the trend toward more plant-based diets, global consumption fueling over-fishing, and coral reefs suffering from a lack of oxygen.

- Industry experts in Wisconsin indicated there is an issue finding enough qualified professionals to fill vacancies, while nationally the industry experts indicated there are enough qualified professionals but not enough positions in the field.
- Opinion leaders see stackable certificates as a beneficial component to the program that could make the program more accessible and less intimidating, particularly financially speaking, to potential students.

i University of Wisconsin System (2001). *UW System Administrative Policy 130: Programming for the Non-Traditional Market in the University of Wisconsin System*. Retrieved from <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/programming-for-the-nontraditional-market-in-the-uw-system/>.

UPCEA Center for Research and Strategy (Nov. 2021): *Feasibility Analysis - Master of Science in Biodiversity Conservation and Environmental Management*.

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
MASTER OF SCIENCE IN SUPPLY CHAIN MANAGEMENT
AT UNIVERSITY OF WISCONSIN-GREEN BAY
PREPARED BY UW-GREEN BAY**

ABSTRACT

The University of Wisconsin (UW)-Green Bay proposes to establish a Master of Science in Supply Chain Management (SCM). This MS in SCM is a 30-credit professional degree offered solely online that prepares students for leadership roles in the manufacturing, logistics, and transportation industries. This is a logical fit with the UW-Green Bay select mission, as it notes that the University will provide “a problem focused educational experience” with a commitment to “service to the community.” The program aligns with the mission of the Cofrin School of Business to “advance[e] the economic prosperity and entrepreneurial spirit of northeastern Wisconsin.” As the transportation and logistics sector are both critical to Northeastern Wisconsin and the largest area for job growth in the region, this degree and our institution are ideally suited to provide future leaders in SCM with these highly sought-after and transferrable skills. An MS in SCM also fits with the strategic vision of the university, including connecting with community partners, distinctive programs, expanding professional graduate programs, and professional growth and that of the Cofrin School of Business to expand its educational portfolio at the graduate level. An MS in SCM would extend the graduate offerings of UWGreen Bay, build upon the existing 90+ student undergraduate emphasis in SCM offered within the BBA in Business Administration program to provide local industries with essential additional skills and trainings, allow community partners the opportunity to work with students on applied projects beyond those completed by students at the undergraduate level, and provide opportunities for professional growth for researchers, managers, and specialists across operational perspectives, logistics, and global supply chain management. The program can be completed in as little as 18 months and will also offer an accelerated option for undergraduate students seeking a BBA.

PROGRAM IDENTIFICATION

University Name

University of Wisconsin – Green Bay

Title of Proposed Academic Degree Program

MS in Supply Chain Management (MS SCM)

Degree Designation(s)

Master of Science (M.S.)

Mode of Delivery

The program will be delivered from a single institution, UW-Green Bay. Students will complete 100% of coursework online, asynchronously, with annual in-person fall and spring events.

Department or Functional Equivalent

Department of Business Administration

College, School, or Functional Equivalent

Cofrin School of Business

Proposed Date of Implementation

Fall 2024

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the first five years. By the end of Year 5, it is expected 77 students will have enrolled in the program and 53 students will have graduated from the program. Student completion rates are expected to be 90%, based on retention rates for other graduate programs at UW-Green Bay; for simplicity we assume attrition occurs between year one and two of the program.

Table 1: Five-Year Academic Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	10	12	15	20	20
Continuing Students	0	9	11	14	19
Total Enrollment	10	21	26	34	39
Graduating Students	0	9	11	14	19

Tuition Structure

For students enrolled in the MS in SCM program, a non-standard graduate tuition rate will apply, with no differential between in-state and out-of-state credit cost. For the first/launch Academic Year (AY25) this rate is \$625 per credit or \$9,375.00 per year for students within the plateau (≥ 9 credits). Given the online nature of this program, student segregated fees do not apply. Students will be responsible for a \$25 per credit distance education fee; these funds are not directly available to the program. There is an assumed 2% increase in tuition for the 2026-2027 academic year, and an additional 2% increase in 2028-2029. No changes in distance education fees are assumed.

DESCRIPTION OF PROGRAM**Overview of the Program**

The Master of Science in Supply Chain Management is an online graduate degree designed for the busy lives of working professionals, while preparing them for leadership roles in the region's robust and rapidly evolving manufacturing, logistics, and transportation industries.

Through course offerings, students will develop the technical skills and specialized expertise required of individuals working across management capacities, including those related to logistics, strategy and

finance, sustainability, and specific technologies related to SCM. Additional coursework will expose learners to the regulations guiding global supply chains, as well as the data analytics related to the logistics and transportation of goods.

Learners will be able to further specialize their skills in areas such as corporate finance, operations management, and project management. All students in the program will participate in a multiple semester professional project, where they can apply their specific knowledge to help solve current SCM challenges.

Core and interdisciplinary breadth courses will be held on an annual basis with electives offered at least once every other year. The program will offer a minimum of five different graduate courses in the fall and spring semesters, with at least one elective and the professional project course offered each spring. The curriculum will take advantage of existing offerings at the graduate-level, as well as dual-level offerings overlapping with the undergraduate emphasis curriculum.

The traditionally-enrolled student will complete 30 credit hours of approved coursework consisting of a 12-credit hour core, 6-credits of interdisciplinary breadth, with an additional 6 credit hours of elective classes (areas across SCM, Finance, and Management), and 6 credits of an applied professional project. UWGB’s program partners with UW-Platteville’s MS [Integrated Supply Chain Management](#) and UW-Stout’s [MS Operations and Supply Management](#) to allow students from each campus to enroll in elective offerings from across these campuses, thus increasing course offerings to strengthen all programs while allowing for development of local faculty and student expertise to serve each region’s workforce and industry needs.

UW-Platteville		UW-Stout	
ISCM 7720	Reverse Logistics	INMGT-718	Advanced quality management
ISCM 7710	Supply chain customer synchronization	BUSCM-658	Negotiations and contracts
ISCM 7520	Warehousing and distribution management	INMGT-514	Enterprise resource planning practicum
ISCM 7610	Outsourcing		

UWGB students completing an undergraduate BBA degree in Business Administration with a Supply Chain Management emphasis will be eligible to apply for the accelerated degree option. This option will integrate up to 9 graduate-level credits taken while at the undergraduate level, with learners subsequently completing the remaining 21 credits from the core, breadth, and professional project course categories in the degree program after completing their BBA’s.

Student Learning Outcomes and Program Objectives

This program, like all MS programs offered by the Cofrin School of Business, is designed in accordance with standards set by the Association to Advance Collegiate Schools of Business (AACSB). Through coursework and upon graduation from the MS in SCM program, all students should have achieved the AACSB competencies and be able to demonstrate the following aligned Program Learning Goals (PLGs):

1. PLG-1 – Essential Business Knowledge: Students will demonstrate competency in functional business knowledge and supply chain management and logistics.

2. PLG-2 – Strategic Thinking: Students will demonstrate strategic thinking to lead organizations effectively.
3. PLG-3 – Leadership Skills: Students will demonstrate leadership skills appropriate for managerial roles in organizations.
4. 4. PLG-4 – Sustainable Stewardship: Students will demonstrate a sustainable stewardship perspective.
5. 5. PLG-5 – Global Perspective: Students will identify relevant global issues and analyze their impact on business decisions.

Program Requirements and Curriculum

The MS in SCM will accept students holding an undergraduate degree from accredited institutions. Admissions decisions will be made by a graduate selection committee evaluating the educational preparation and professional experiences of applicants. UW-Green Bay graduate policy states that all students should carry a cumulative undergraduate GPA of 3.0 or higher for admission. Students that do not meet this threshold will be considered for provisional admission wherein that student must complete the first 9 graduate credits at UW-Green Bay with a minimum GPA of 3.0. If the student fails to meet this provision, they will be suspended.

The program requires students to complete 30 credits of graduate coursework (Tables 2). Students applying to the accelerated degree must be enrolled in the BBA in Business Administration-Supply Chain Emphasis, and achieve a B or better in SCM 534 (Logistics and Transportation Management) and either SCM 581 (Operations Management) or FIN 646 (Advanced Corporate Finance) to be eligible for full admission to the program.

Table 2: Master of Science in Supply Chain Management Program Curriculum		
Core Requirements for all Students (12 credits)		
SCM 701	Supply Chain Management Strategies & Financing	3 credits
SCM 702	Inventory & Risk Management in supply chain	3 credits
SCM 703	Sustainability in Supply Chains	3 credits
SCM 704	Technologies in Supply Chain Management	3 credits
Interdisciplinary Breadth (6 credits)		
HUM STUD 620	Global Cultures and Trade Laws	3 credits
SCM 710	Supply Chain and Operations Analytics	3 credits
Program Electives (6 credits)		
Traditionally Enrolled Students Choose Two; Accelerated Students Will Have Already Completed This Category		
SCM 534	Logistics & Transportation Management	3 credits
SCM 581	Operations Management	3 credits
FIN 646	Advanced Corporate Finance	3 credits
SCM 780	Advanced Project Management	3 credits
Capstone (6 credits)		

Required for all Students (3 credits, repeatable for required total 6 credits)		
SCM 796	Professional Project	3 credits
Total Credits		30 credits

The capstone/advanced project management course is a culminating project built with industry partners. In addition to the above curriculum, two in-person engagement events will be held annually (one in fall and spring), to provide a forum for networking with faculty, other learners, and the rich network of SCM and logistics companies and professionals located in NE Wisconsin. Course are not scaffolded, so the program supports annual fall admissions, with students from each year’s admission cycle mixing in courses.

Assessment of Outcomes and Objectives

Assessment of student learning outcomes will be managed by the Cofrin School of Business Assurance of Learning Committee (AOL). This committee is charged, “to develop, review, and evaluate learning outcomes associated with Cofrin School of Business (CSB) degree programs to improve student learning and support ongoing efforts to obtain AACSB Accreditation. The AOL Committee seeks to create an environment in which continuous improvement is an integral part of CSB curricular and pedagogical practices.” For each degree and program, the CSB AOL Committee maps the curriculum relative to each learning goal, identifies target courses for direct, embedded assessment, and prepares standard rubrics for evaluations. Assessment is conducted and results compiled and disseminated following a schedule set by the committee. This approach is supplemented with indirect assessment approaches, such as surveys of active students, graduates, and alumni.

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 CSB Diversity, Equity, and Inclusivity Committee advises the Dean on diversity and inclusivity related issues, including, but not limited to, the recruitment and retention of students, faculty, and staff from underrepresented groups, the creation of an inclusive and supportive student environment within the CSB, to work with other CSB committees to ensure the integration of diversity and inclusivity topics into curriculum and CSB events, and to coordinate the committee’s efforts with ongoing efforts by the UWGB Council on Equity, Diversity, and Inclusivity. The larger 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 University Inclusivity and Student Affairs 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. This includes setting strategic goals to achieve a more diverse student body and action steps to achieve these goals. In specific alignment with the program, college, and university strategic priorities, the MS in SCM will “develop and sustain meaningful partnerships that facilitate the exchange of knowledge and resources with key stakeholders, including students, alumni, faculty, businesses, and other organizations and individuals that comprise our

community.” This will be specifically and particularly applied in the formation of the applied projects during the capstone experience, and be fostered through interactions with the extensive network of SCM and logistics companies and professionals in Northeast Wisconsin.

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. To support our current graduate students, we have a broadly representative and cross-disciplinary Graduate Student Council, which aims to address the unique needs and concerns of the diverse learners across the universities wide ranging graduate programs. 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 diversity, equity, and inclusion. Finally, the Office of International Education facilitates international student success while at UW-Green Bay.

The UW-Green Bay graduate student applicant review process embraces diversity and inclusion by taking a holistic approach to student admission. No single metric serves as the sole basis for campus admission at the graduate level. This approach is a proven best practice for accurately predicting student readiness and academic success, and more importantly, for instilling the diversity of life and work experiences into the classrooms to build a rich graduate-level pedagogical environment for the students. Further, the Cofrin School of Business, in collaboration with the Office of Graduate Studies, is committed to attracting diverse applicants by recruiting from professional networks that reflect the communities they serve.

The MS in SCM degree also specifically emphasizes diversity, equity, and inclusion, as these are explicitly targeted in the Cofrin School of Business Mission Statement. Through coursework and engagement events, students will learn how to engage with diverse, multicultural communities like those found in Northeast Wisconsin. Diversity, equity, and inclusion is/will also be an explicit component of multiple program courses such as HUM STUD 620 and SCM 796, and encourage inclusive work environments as future leaders and managers of SCM-focused organizations.

Projected Time to Degree

The projected time to degree is three to four semesters (18 months-2 years) for traditionally enrolled, full-time students. These students will take three separate courses (9 credits) each 14-week session (Fall and Spring semesters). For full-time students in the accelerated program, their project time to complete is 3 semesters taking 6-9 graduate credits each term. Students will be admitted on a rolling basis and need not complete classes in any specific order. Course rotation will alternate between Fall and Spring semesters, with some summer offerings on an irregular periodicity.

Program Review

The UW-Green Bay Graduate Academic Affairs Council (GAAC) is charged with oversight of all graduate programs, including review and approval of all new programs, and all graduate-level credit courses. The GAAC will formally review the MS-SCM program on a five-year cycle beginning in 2027-2028. 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 and organizations after each class to ensure the courses are having their intended impact on the various stakeholders.

Accreditation

The Austin E. Cofrin School of Business is undergoing an accreditation review by the Association to Advance Collegiate Schools of Business (AACSB), but the MS SCM is not yet included within the scope of our accreditation request. The CSB and UWGB already offer MS degrees in face-to-face and online modalities. As such the Higher Learner Commission will be notified, but no new approvals should be required.

JUSTIFICATION

Rationale and Relation to Mission

The Austin E. Cofrin School of Business (CSB) was created in July 2016 and immediately began to align its curriculum with regional strengths and needs. In support of this strategic goal, the Supply Chain Emphasis of the BBA in Business Administration was also initiated in fall 2016. As of fall 2022 the CSB supported roughly 1,500 undergraduate and graduate students, with the relatively young Supply Chain Emphasis already supporting roughly 100 students. Regionally, the UWGB and CSB recognize the mission aligned need to expand professional graduate offerings to a region supporting the third largest metropolitan area and economic engine in the state. Graduate enrollment at UWGB has more than doubled, both in terms of enrollment and graduate program offerings, in the past six years. There is still much capacity in CSB and the university to support further growth, and a distinct need in Northeastern Wisconsin to prepare the next leaders in this large and continually growing industry sector. Within the CSB, Supply Chain management is the most regionally-aligned next step to better meet the region's graduate education needs.

UW-Green Bay approved an internal revision of its Select Mission in Fall 2018, expanding upon efforts during the 2015-2016 academic year to redirect the strategic vision of our campus to one embracing our role as the urban-serving campus for the third-largest metropolitan and economic region in the state (<https://www.uwgb.edu/chancellor/mission/vision.asp>). This campus re-alignment was further strengthened in July 2018 with the integration of campuses in Sheboygan, Manitowoc, and Marinette. We now recognize our responsibility to serve NE Wisconsin's collective coastal region. The revised mission and strategic vision emphasize our responsibility as an anchor institution to promote civic engagement, cultural enrichment, economic growth, and environmental sustainability through, in part, the realignment of our undergraduate and graduate programs with regional strengths and needs. The revised mission states, "Our commitment to a university that promotes access, career success, cross-disciplinary collaboration, cultural enrichment, economic development, entrepreneurship, and environmental sustainability is demonstrated through a wide array of programs and certifications offered in four colleges..." Expansion of programmatic offerings by the Austin E. Cofrin School of Business is essential to developing our regional workforce and to promote economic development. Specifically, preparing graduate-trained leaders in our regional workforce is not only a largely underutilized market for our region, but aligns with the pressing needs of the area's industries searching for their next leaders and innovators. This proposal builds upon ongoing partnerships with regional and national employers in the transportation and logistics industries, and are exemplified by our key role in the UW-System, UW-Green Bay, Green Bay Packers, and Microsoft collaborations at Titledown. This proposal represents the natural maturation and evolution of Business at UW-Green Bay from a department, to an endowed school, to a stand-alone, endowed college. This program aligns with the growth of the undergraduate population at UW-Green Bay, and provides a valuable local pathway for

learners looking to attain the credentials necessary to lead in the area's cutting-edge transportation and logistics industries.

University Program Array

Building on the existing foundation of the undergraduate Supply Chain Emphasis of the BBA in Business Administration at UWGB, the proposed graduate program will leverage existing courses and faculty expertise. For example, multiple upper-level elective courses will be cross-listed as both undergraduate and graduate-level courses (e.g., SCM 534, SCM 581). Courses from other UW-Green Bay graduate programs also will be available to MSSCM students (e.g., MGMT 780), and leverage resources from different disciplines across the university (e.g., HUM STUD 620). In particular, the program will leverage existing faculty who currently teach in the undergraduate BBA program, as well as graduate faculty teaching in the MS-Management and MBA programs at UWGB. Additionally, several courses developed for the MS-SCM program would be well suited as electives for students across other programs at the university, particularly those focused on management. By using a combination of existing courses and courses developed specifically for the MS-SCM program, our strategy balances the need to offer discipline-specific courses in a cost-efficient manner while, at the same time, also offering students the opportunity to collaborate with graduate students across multiple other programs across UWGB, contributing to valuable transdisciplinary exposure.

Other Programs in the University of Wisconsin System

The UW system currently offers degree programs with some relation to SCM at UW-Madison (in-person MS in Supply Chain Management), UW-Platteville (online MS in Integrated Supply Chain Management), and UW-Stout (in-person MS in Operations and Supply Management). Additionally, UW-Parkside and UW-Whitewater offer different degrees with some overlap- online MBAs each with an emphasis or concentration in Supply Chain Management.

Our program is built upon existing strengths and growth in our undergraduate SCM emphasis in our BBA in Business Administration program, as well as our involvement and collaboration with the Greater Green Bay Chamber of Commerce's Transportation and Logistics Taskforce. We are the largest university in Northeast Wisconsin, and this program leverages our strengths to meet the employment demand of the logistics and transport industries abundant in this region to serve these industries. Our curriculum is uniquely founded on our partnerships with area organizations, and our foundational courses were built with our industry partners to serve this region.

Our program leans into best practices by offering a 30-credit degree in an online asynchronous format at an accessible value, and leverages our partnerships for the culminating professional project. The UW program offering with the seemingly closest overlap on those components differs fundamentally in course array, and offers only ~9 credits of similar coursework (6 of those 9 are electives in our program). For example, our program builds on our history as Eco-U and our connection to the region's strengths and professional needs by incorporating courses such as "Sustainability in Supply Chains", "Global Cultures and Trade Laws", "Supply Chain and Operations Analytics", "Inventory Management", "SCM Strategies and Financing", and "Technologies in SCM".

Need as Suggested by Current Student Demand

The regional concentration in transportation and logistics companies in northeastern Wisconsin prompted the CSB to initiate its undergraduate emphasis in Supply Chain Management (SCM) for the BBA in Business Administration for the 2016-2017 academic year. As of August 2022, this emphasis has

grown to roughly 100 students, averaging roughly 17-18 new students per year across this five-and-a-half-year period; growth has and remains strong¹. During the 2020-2021 and 2021-2022 academic years the SCM emphasis graduated 36 and 21 students respectively, providing solid and growing population of students for the proposed accelerated degree option. The majority of student demand will come from working professionals working in NE Wisconsin's transportation and logistics industry, as detailed in the next section.

Need as Suggested by Market Demand

The Greater Green Bay area has at least 11,000 jobs in logistics and transport industries alone, and seeks qualified professionals to manage their business needs. As transportation and logistics is the #1 industry for job growth in the region, this number will continue to increase over time. At the moment, 1 in every 100 transportation and logistics jobs in the country are located just in the greater Green Bay region, driven by the currently 642 different transportation and logistics companies which call this region their home. The region supports the 18th largest transportation and logistics employment concentration in the United States—a notable achievement for a metropolitan area under 400,000 people².

The CSB is ideally suited to meet this industry demand. With recent growth, educational pathways, and partnerships, the college has positioned itself as a regional leader in preparing industry leaders in Northeastern Wisconsin. Now representing about 1 in every 4 graduate students across our university through programs such as the MS in Management and Executive Impact MBA, the college is positioned with the faculty and curriculum to support a program that matches this critical regional need. Graduates with an MS in SCM will not only be prepared to face the increasing complexity and challenges associated with creating multi-dimensional sustainable supply chains, but will help fill the need for qualified Professionals in these organizations throughout our region. The skills obtained through both the coursework and applied research experiences are highly sought-after from these robust local and global industries, and are transferrable between industries. Additionally, our flexible and convenient delivery model allows professionals currently working in these organizations to gain specialized training while continuing to work and advance their careers.

Career trajectories for those with an MS in Supply Chain Management include those focused on areas ranging from Operational perspectives (e.g., Operations supply chain manager, operational analyst, quality assurance specialist, warehouse manager), to logistics (e.g., Research analyst, logistics consultant, master scheduler), and Global Supply Chain Management (e.g., International supply chain manager or analyst, international logistics consultant). Employment outcomes in these positions are also promising, both in terms of job availability and salary: Wisconsin yields near the highest concentration of jobs, per state, in areas on the production spectrum (with mean wages ~\$110,000/year), and the Green Bay metropolitan area specifically has multiple opportunities available for Transportation, Storage, and Distribution Managers (mean wages ~\$103,000/yr; predicted to grow at 8% nationally over the next 10 years³). The Bureau of Labor Statistics forecasts a 30% growth in the area of logistics over the next 10 years, representing a rate much higher than average for all occupations⁴. Depending on courses taken within the curriculum and capstone projects chosen, learners in this ~ 1.5-year program may be able to further focus on such broad-ranging SCM issues as those related to food supply distribution, packaging and transportation, operations management, or warehousing technologies.

¹University of Wisconsin-Green Bay Office of Institutional Strategy & Effectiveness: <https://www.uwgb.edu/ise/>

²Greater Green Bay Chamber – Transportation and Logistics. <https://www.greatergbc.org/economicdevelopment/transportation-and-logistics>

³Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Transportation, Storage, and Distribution Managers, on the Internet at <https://www.bls.gov/ooh/data-for-occupations-not-covered-in-detail.htm> (visited 7/12/2022).

⁴Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Logisticians, on the Internet at <https://www.bls.gov/ooh/business-and-financial/logisticians.htm> (visited 7/12/2022).

**COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN-GREEN BAY
MASTER OF SCIENCE IN SUPPLY CHAIN MANAGEMENT**

Introduction

The University of Wisconsin (UW)-Green Bay proposes to establish a Master of Science in Supply Chain Management (SCM). This MS in SCM is a 30-credit professional degree offered solely online that prepares students for leadership roles in the manufacturing, logistics, and transportation industries. This is a logical fit with the UW-Green Bay select mission, as it notes that the University will provide “a problem focused educational experience” with a commitment to “service to the community.” As the transportation and logistics sector is both critical to Northeastern Wisconsin and the largest area for job growth in the region, this degree and our institution are ideally suited to provide future leaders in SCM with these highly sought-after and transferrable skills. An MS in SCM also fits with the strategic vision of the university, including connecting with community partners, distinctive programs, expanding professional graduate programs, and professional growth. In particular, an MS in SCM would extend the graduate offerings of UW-Green Bay, provide local industries with essential additional skills and trainings, allow community partners the opportunity to work with students on applied projects beyond those completed by students at the undergraduate level, and provide opportunities for professional growth for researchers, managers, and specialists across operational perspectives, logistics, and global supply chain management. The program can be completed in as little as 18 months and will also offer an accelerated option for undergraduate students with a BBA.

Section I – Enrollment

Enrollment projections assume an annual matriculation of 10 students in year one, growing to 20 new students annually by each year by year four. A retention rate of 93% from start to finish is assumed, based on retention rates for other graduate programs. Based on these parameters, we expect the entire program to have enrolled 77 students and graduated 53 students by the end of year five.

Section II – Credit Hours

Students are required to complete 30 credits to complete the program. This includes the creation of six new 3-credit core-courses for the first year of offering, followed by a combination of electives drawing from four currently existing graduate or newly cross-listed 3-credit electives to be developed and offered in the program. In addition, one repeatable 3-credit “Professional Project” capstone course will be created and offered starting in year two, with a max number of students capped at 15 (and so number of sections based on total enrollment). Wherever possible, existing capacity and overlapping graduate-level or cross-listed offerings will be used to meet demand.

Section III – Faculty and Staff Appointments

Instructional needs will be met with a combination of existing tenure track faculty FTEs and one additional teaching faculty FTE, teaching at least 15 credits in the program per year. Depending on meeting/exceeding target enrollment goals, we will assess the need to hire an additional FTE in future years of the program. It is anticipated that at least one FT faculty engaged in the MS-SCM will teach across both the undergraduate and graduate levels, and be engaged in three 3-credit graduate courses over every two years. One current faculty member will take over program chair leadership responsibilities associated with this graduate program.

Section IV – Program Revenues

Tuition Revenues

Program revenue projects are primarily tuition-focused, and based on expected tuition generated at an MS-SCM-specific graduate tuition rate of \$625 per credit. We assume a modest 2% tuition rate increase every two years. This amount is unique to this program, and was determined based upon a fair market value analysis (table below). Given the distance format of this program, there is also a \$25 per credit DE fee imposed by UWGB. This brings the total cost to traditional students for the degree to \$19,500, and \$15,600 for accelerated students. It is expected that after a year of modest startup costs and a minimal revenue shortfall, by year two of the program revenues will fully support the program and provide financial stability.

Program	Total Cost to student (\$/credit)
UW Platteville	\$21,450 (\$715)
Marquette U.	\$37,50 (\$1,245)
UW-Stout	\$21,024 (\$657)
UW-Parkside (MBA)	\$18,000 (\$600)
UW-Madison	\$24,833 (in-state)
Purdue University	\$30,564
University of Houston	\$25,983
Michigan State University	\$57,600
University of Minnesota	\$51,520 (\$1,610)

For each accelerated student in the program, we expect a three credit per year reduction in graduate course work (i.e., they would take SCM 534 and SCM 581 or FIN 646 at the UG tuition rate). The financial difference between 6 graduate and 6 undergraduate credits will result in a revenue reduction of \$2,175.42 over the two-year program per student. We also assume a GPR (re)allocation for total salary and fringe for a portion of a 27-credit load lecturer position, based on their teaching in the undergraduate vs graduate curriculum.

Section V – Program Expenses

Salary and Fringe Expenses

Direct FT faculty and instructional staff costs for program delivery are estimated using an average annual teaching faculty salary of \$87,419 plus fringe (39% of salary), reflecting an AACSB average teaching faculty salary in this area. Annual increases of 2% of overall salary and fringe are included in all estimates. Additionally, costs for existing faculty are based upon current rates for tenure track CSB faculty in this area, using a proportional estimate of \$120,000 annually plus 41% fringe.

Other Expenses

Marketing: Assumes an average annual investment of \$44,000 for marketing across all 5 years, with an annual 2% increase in assumed costs. The UWGB Office of University Marketing and Communications recommended an initial investment of \$50K in both year one and two. The year one investment will support messaging and strategy work, the development of a multiyear plan, as well as concept, creative development, and initial media execution. The year two investment will support creative revisions and optimizations, as well as media execution. This investment is reduced to \$40K per year from year three onward, constraining the focus to creative versioning for and execution of tactics identified in the multiyear plan.

Program Chair Costs: Chair costs are estimated to include one annual course reassignment (estimated at \$6,000/year) and a \$7,500 stipend (with 2% increase/year). Includes student recruitment, curricular organization, establishment and contact with internship providers, scheduling, engagement with ad hoc faculty, and overall program coordination, including engagement in summer work. Rate is in keeping with other recently launched graduate programs.

Indirect Expenses: A central administrative 30% tax on salaries and fringe that will be charged beginning in year four. The tax will cover general university facilities and administrative costs.

Section VI – Net Revenue

Assuming enrollment targets are met, the program should be in a position of positive revenue beginning year 2, with increasing financial sustainability by year 3 of the program. Net revenues will be reinvested in the program, and aid in ensuring curricular relevancy, expanding placement opportunities for students, and building partnerships with statewide organizations and governments. Additionally, we will reinvest in additional faculty if the program exceeds the anticipated growth trajectory.

University of Wisconsin - Green Bay
Cost and Revenue Projections For MS Supply Chain Management

	Items	Projections				
		2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	10	12	15	20	20
	Enrollment (Continuing Student) Headcount	0	9	11	14	19
	Enrollment (New Student) FTE	10	12	15	20	20
	Enrollment (Continuing Student) FTE	0	9	11	14	19
II	Total Program Specific New Credit Hours	15	15	18	18	21
	Existing/Borrowed Credit Hours	3	6	3	6	3
	Program Specific New Sections	5	5	6	6	7
	Borrowed Sections	1	2	1	2	1
III	FTE of New Faculty	1.0	1.0	1.0	1.0	1.0
	FTE of Current Fac	0.14	0.29	0.14	0.29	0.14
	FTE of Current IAS					
	FTE of New Admin Staff					
	FTE Current Admin Staff					
IV	Revenues					
	<i>From Tuition</i>	\$93,750	\$196,875	\$248,625	\$325,125	\$380,396
	<i>From Fees</i>	\$3,750	\$7,875	\$9,750	\$12,750	\$14,625
	<i>Program Revenue (Grants)</i>	\$0	\$0	\$0	\$0	\$0
	<i>Program Revenue - Other</i>	\$0	\$0	\$0	\$0	\$0
	<i>GPR (re)allocation</i>	\$67,507	\$68,857	\$84,281	\$85,966	\$102,300
	Total New Revenue	\$165,007	\$273,607	\$342,656	\$423,841	\$497,321
V	Expenses					
	Salaries plus Fringes					
	<i>New Faculty Salary</i>	\$87,419	\$89,167	\$90,950	\$92,769	\$94,625
	<i>Existing Faculty</i>	\$17,143	\$34,286	\$17,143	\$34,286	\$17,143
	<i>Chair Support (Salary and Course Reassignment)</i>	\$13,500	\$13,770	\$14,045	\$14,326	\$14,613
	<i>New Faculty Fringe</i>	\$34,093	\$34,775	\$35,471	\$36,180	\$36,904
	<i>Existing Faculty Fringe</i>	\$7,029	\$14,057	\$7,029	\$14,057	\$7,029
	<i>Instructional Staff Fringe</i>					
	<i>Chair Fringe</i>	\$3,105	\$3,167	\$3,230	\$3,295	\$3,361
	Other Expenses					
	<i>Marketing</i>	\$50,000	\$50,000	\$40,000	\$40,000	\$40,000
	<i>Central Allocation (30% of total tuition plus fees)</i>	\$0	\$0	\$0	\$101,363	\$118,506
	Total Expenses	\$212,288	\$239,222	\$207,868	\$336,276	\$332,180
VI	Net Revenue	-\$47,282	\$34,385	\$134,787	\$87,565	\$165,141

Submit budget narrative in MS Word Format

Provost's Signature:

Date:

Chief Business Officer's Signature:

Date:

Memorial Resolution for Associate Professor Emeritus Sylvia (Mimi) Kubsch



Associate Professor Emeritus **Dr. Sylvia (Mimi) Kubsch** (1945 - 2022) was a California girl, born in Hollywood and raised in Los Angeles along with her identical twin sister, Cynthia. She earned her bachelor's in nursing from Cal State-Long Beach, Master of Science in Nursing from UCLA, and Ph.D. from UW-Milwaukee.

She began her career as a registered nurse at St. Mary's Hospital in Long Beach, CA, where she met and married Dr. Kenny Kubsch in 1970. They moved to Green Bay in 1975 (Mimi reluctantly) and she initially taught at Bellin Hospital's nursing diploma program. Soon after, she was recruited to develop the curriculum and teach at a new Associate Degree in Nursing program at Northeastern Wisconsin Technical College (NWTC).

Following a statewide survey of Registered Nurses which found a low percentage of nurses in northeastern Wisconsin prepared at the baccalaureate level, Mimi was hired in 1980 at UW-Green Bay to develop and implement the initial nursing program, a BSN Completion program on campus. The first nursing students enrolled for fall 1981.

Mimi was one of the first faculty members at UW-Green Bay to request and receive an office computer, a novel event in 1994! She was a pioneer in distance learning, teaching courses initially via interactive compressed video in 1996 and online courses in 1998.

Dr. Kubsch was the **“hands” and “heart”** of the Nursing Program at UW-Green Bay for nearly four decades as it grew from a small campus program to a nationally recognized campus and online program reaching from Green Bay to the ends of the United States. She was instrumental in building all aspects of the nursing program including on-going accreditation processes, and development of multiple RN-BSN Completion tracks: 1) an in-person campus curriculum, 2) BSN@Home program (online track for Wisconsin nurses in collaboration with UW System nursing programs), 3) Northwoods outreach track (face to face courses offered in the Marinette and Rhinelander areas), and 4) BSN-LINC (national online track). She also assisted in development of the MSN Leadership and Management, an online program.

Teaching

Mimi loved teaching. She was passionate about nursing research, nursing theories, alternative therapies, and holistic healing. Her enthusiasm for teaching never diminished.

She taught hundreds of nursing students and was always working to improve her course to make them more engaging and meaningful to students. No matter what the course, Dr. Kubsch received **outstanding course evaluations** from students over her years of teaching at UW-Green Bay.

One student shared in a course evaluation, *“Mimi is an excellent, excellent professor!! . . . I feel like she really knows how to connect with her students even through a computer (this was an online course)”*.

Another student described Dr. Kubsch as *“a wealth of knowledge. She is sensitive to student needs and provides a great learning environment.”*

Her sustained record of excellence in teaching was recognized with several awards including a Founders Award for Excellence in Teaching in 2014, Featured Faculty Member Award in 2003, and Teaching at its Best Award in 1998.

Scholarship & Service

Dr. Kubsch has an outstanding record of scholarship and involved students in many research projects and manuscripts written for publication. She actively engaged students in the research process in her *NURS 434 Nursing Research* course and fostered a love and understanding of nursing research.

Some of her favorite research projects addressed the themes of transpersonal caring, professional values and ethics in nursing, and holistic nursing practice.

Mimi’s service was extraordinary She likely served on every committee at UW-Green Bay! She was also generous with her service to the nursing profession and greater Green Bay community.

She was instrumental in creating in 1983 and serving in leadership roles of Kappa Pi Chapter-at-Large of Sigma Theta Tau International Nursing Honor Society, a shared Chapter with UW-Green Bay and Bellin College.

In Conclusion

Dr. Sylvia Kubsch **inspired her students** to be seekers of new knowledge and to understand the full scope of professional nursing practice. She was steadfast in her dedication to student excellence and growth, and passionate about the profession of nursing.

Dr. Kubsch was a **mentor** to numerous nursing faculty and was always available to support other faculty and engage in conversation about nursing and program improvement. She **developed deep relationships** with many faculty and staff colleagues across campus and at nursing education programs in the region.

In Mimi's retirement letter in 2019, she said, "My employment at the University of Wisconsin Green Bay for the past 39 years has been a journey of growth, job satisfaction, career enrichment, and most of all pride." Dr. Kubsch was **caring** and **intensely committed** to the Nursing Program and UW-Green Bay. Even after her retirement, she taught nursing courses.

Mimi **was one-of-a-kind**, and a true **nursing leader**. She was a cherished colleague.

Dr. Kubsch's extraordinary legacy will live on through our memories, through her children (Kristin, Kimberly, and Kevin) and grandchildren, through the many nursing alumni who have learned from her, and through current nursing students who receive the Mimi and Ken Kubsch Endowed Nursing Scholarship at the UW-Green Bay.

Respectfully submitted by
Chris Vandenhouten and Susan Gallagher-Lepak

Faculty Senate New Business 5a 2/22/2023

Faculty Senate Document #22-14 – Approved 2/22/2023

NOMINEES FOR 2023-2024 FACULTY ELECTIVE COMMITTEES

The Committee on Committees and Nominations, the University Committee, and the Personnel Council have prepared the following slate of candidates for open 2023-2024 faculty elective committee positions. Further nominations can be made by a petition of three voting faculty members. These nominations must have consent of the nominee and must be received by the Secretary of the Faculty and Staff no later than 5 March 2023.

UNIVERSITY COMMITTEE

Seven tenured members: one from each of the four voting districts, two at-large, and one from the Additional Locations; no more than two from a single voting district (unless the third is one from the Additional Locations). Members are elected by voting districts; at-large members who are elected by the faculty as a whole; the Additional Locations member is elected by the Additional Locations faculty.

Continuing members are:

Clifton Ganyard, AH; Joan Groessl, PS; Dan Kallgren, Additional Locations; Patricia Terry, NS; Christine Vandenhouten, at-large, PS

Nominees for two tenured faculty slots (2023-26)

One from at-large: William Dirienzo, NS; Rebecca Nesvet, SS

One from SS: Ray Hutchison; Christine Smith

COMMITTEE OF SIX FULL PROFESSORS

Six full professors: one from each voting district plus two at-large; no more than two from a single voting district. Members are elected by voting districts; at-large members are elected by the faculty as a whole.

Continuing members are:

Mark Karau, AH; Sampath Kumar, PS; Aaron Weinschenk, SS; Amy Wolf, at-large, NS

Nominees for two full-professor faculty slots (2023-26)

One from at-large: Katia Levintova, SS; David Voelker, AH

One from NS: Woo Jeon; John Luczaj

ACADEMIC AFFAIRS COUNCIL

Five tenured members: one from each of the four voting districts and one at-large member. Members are elected by voting districts; the at-large member is elected by the faculty as a whole.

Continuing members are:

Rebecca Abler, NS; Heather Clarke, PS; Vince Lowery, at-large, AH

Nominees for two tenured faculty slots (2023-26)

One from AH: Heidi Sherman; Dinesh Yadav

One from SS: Andrew Austin; Melvin Johnson

PERSONNEL COUNCIL

Five tenured members: one from each of the four voting districts and one at-large member. Members are elected by voting districts; the at-large member is elected by the faculty as a whole.

Continuing members are:

David Helpap, at-large, SS; Maruf Hossain, NS; Jolanda Sallmann, PS

Nominees for one tenured faculty slot (2023-26)

One from AH: Kaoime Malloy; Sam Watson

One from SS: Dana Atwood; Morrisey/Wheat/Wilson-Doenges

GENERAL EDUCATION COUNCIL

Six tenured members: one from each of the four voting districts, plus two at-large members; no more than two from a single voting district. Members are elected by voting districts; at-large members are elected by the faculty as a whole.

Continuing members are:

Kerry Kuenzi, SS; Breeyawn Lybbert, NS; Michael Rector, AH; Dean VonDras, at-large, SS

Nominees for two tenured faculty slots (2023-26)

One from at-large: Jared Dalberg, NS; Michael Holly, NS

One from PS: Mary Gichobi; Mark Kiehn

GRADUATE ACADEMIC AFFAIRS COUNCIL

Five tenured members of the graduate faculty, one from each college housing a graduate program and one at-large.

Continuing members:

Jenell Holstead, CAHSS; Jeremy Intemann, CSET; Lisa Poupart, CHESW

Nominees for two tenured graduate faculty slots (2023-26)

One from at-large (Alan Chu replacement, 22-25): David Helpap, SS; Kerry Kuenzi, SS

One from AECSOB: Heather Clarke; Thomas Nesselin

COMMITTEE ON COMMITTEES AND NOMINATIONS

Five faculty: one from each voting district and one at-large. Members are elected by voting districts; the at-large member is elected by the faculty as a whole.

Continuing members are:

Sarah Detweiler, AH; Tim Kaufman, PS; Karen Stahlheber, NS

Nominees for one faculty slot (2023-26)

One from at-large: Ann Mattis, AH; Keir Wefferling, NS

One from SS: Elif Ikizer; Melvin Johnson

COMMITTEE ON RIGHTS AND RESPONSIBILITIES

Five tenured faculty: one from each voting district, plus one at-large. Members are elected by voting districts; the at-large member is elected by the faculty as a whole.

Continuing members are:

Gaurav Bansal, PS; Amy Kabrhel, NS; Sarah Detweiler, AH

Nominees for two tenured faculty slots (2023-26)

One from at-large: Mike McIntire, NS; William Sallak, AH; Jennie Young, AH

One from SS: Alise Coen, Jenell Holstead, Elizabeth Wheat

Faculty Senate New Business 5b 2/22/2023

Faculty Senate Document #22-15

Memorial Resolution for Professor Emeritus William Laatsch

Professor William Laatsch spent 43 years at UW-Green Bay as the Professor of Geography and Department Chair, and postponed retirement to fill the position of Interim Provost and Vice Chancellor for Academic Affairs. In the nomination for emeritus status, colleagues noted “Dr. Laatsch has excelled in the classroom, field trips, and other educational activities. His dedication to teaching is evidenced by his total identification with students and their learning process which is unparalleled. His effective teaching style and communication skills made him highly popular within the classroom and outside. His field trips are legendary for their scope, substantive contents, and first-hand experience gained by the students involved.”

He also served as a consultant for the U.S. Department of Defense, Wisconsin Department of Transportation and the Wisconsin Department of Development. He was a member of the Editorial Board of the “Voyageur” Historical Review, former chairman of the State of Wisconsin Historic Preservation Review Board, Chairman of the Midwest division of the Association of American Geographers and Fellow of the American Geographical Society. He is a former President of the Heritage Hill Corporation, which operates the Heritage Hill State Historical Park for the Department of Natural Resources.

For decades, he hosted the Bill Laatsch Wine and Cheese Classic each fall, where he – dressed as six-foot-four gray mouse would welcome students back to campus with his signature warmth and good humor. Bill retired in 2009, and became the first faculty member to have a classroom named in their honor. During the course of his career, he earned numerous prestigious awards for teaching excellence, both locally and nationally. Bill inspired generations of students to pursue careers in teaching, urban planning, cartography, GIS, remote sensing, and other professions related to cultural geography’s focus on the Earth and how humans interact with it. About his students, he remarked “I don’t expect them all to become geographers. I just expect them to be better stewards of the Earth and its people.”

In addressing students at the May 2005 commencement, Bill Laatsch summed up his teaching philosophy and advice, “...the educational experience is a process, a journey, not a prescribed four- or five-year encounter—Learning is a lifelong enterprise. Be passionate about all that you do. Embrace life with enthusiasm, have intense and positive feelings for your family, job, volunteer activities and recreation... Find a career about which you can have a passion... Follow your bliss... Deal effectively with change. Understand change and be part of positive change. You have the tools.” He closed his remarks by acknowledging a debt of gratitude to the graduates, “We work to teach better, seek answers through research, and test our theories and content in service to our community. So, to you I say, thank you.”

Above all his professional accomplishments which were impressive and inspirational, I would like to give you a personal account of my remembrance of our colleague Bill most for his kindness and generosity and empathy that was real and genuine. When I arrived to UWGB

coming from UCLA and the metropolis that is Los Angeles, I was a tad having second thoughts about my decision coming here. It was Bill who sensed my disorientation and took me under his wing. His genuine sincerity and honesty made me gravitate to him as a mentor in the department. His straightforward guidance helped to build my confidence that UWGB was the right place for me. It was Bill that guided me to create a niche for myself at this institution. I think what I remember with such fondness was his sense of humour and humanity. His positive outlook when dealing with students and colleagues. We would have our geography faculty meetings at a local pub/eatery on Settlement Road that gave a human feel to our academic bureaucracy.

His love for Northeastern Wisconsin and his passion for European ethnic history in the region, gave me an appreciation of the region and I took over his course City and Its Regional Context now under geography as Urban Geography and I discovered Milwaukee through Bill. His generosity and genuine concern for me to so succeed at UWGB will always make me feel in debt to my dear colleague. His research and appreciation for European ethnic landscapes in Northeast Wisconsin, particularly on Belgian settlement patterns in Door County, really encouraged me to look at Latino ethnic enclave formations in urban Wisconsin. This at a time when Latinos started to arrive in significant numbers to Green Bay. This became another reason I stayed her was to have the unique opportunity to look at Latino urban enclave formations in Northeast Wisconsin.

The many long discussions we had on cultural geography and cultural landscapes led to this new line of research for me which has defined me in my career here at UWGB. Highlighting in my participation in the national award-winning exhibit at the Neville Museum “Estamos Aqui: a history of Latinos in Northeast Wisconsin.” Once the award was publicized, Bill reached out to me to congratulate me. I told him that if it weren’t for our long discussions and his encouragement at the beginning of my career here, I would not have found that niche. Bill was a true colleague and mentor to me and I will always remember his warm demeanor and smile. He embodied UWGB in so many ways, and through Bill that UWGB welcomed me.

My colleague Dr. Georjeanna Wilson-Doenges graciously contributed to memorial resolution by stating that: Bill was larger than life to me, not only in his stature but in the size of his heart. He inspired me by leading with compassion and teaching with genuine care for the whole student not just their test grade. He showed us all how to live an authentic and inspiring life as an academic, sharing his passion for the topics he taught and for life on this planet. He was a welcoming and gentle spirit, one who lead with an ethic firmly rooted in the belief that all humans are valuable and deserve our very best every day. He served as a rudder for me in my early years at UWGB, gently guiding me toward important service that would help guide this institution for many years to come. Mostly though, his mere presence would light up any room he walked into. His smile and laugh brought joy, his passion for life sparked enthusiasm, and his strong ethical code empowered advocacy. I aspire to bring these same qualities to my work at UWGB and, in many ways, aspire to that because of Bill.

Submitted by Marcelo Cruz and Georjeanna Wilson Doenges

Faculty Senate New Business 5a 3/29/2023

Faculty Senate Document #22-16

Memorial Resolution for Associate Professor Peter Breznay

On August 24, 2022, Associate Professor Peter T. Breznay passed away. Peter was a long-time member of Information and Computing Science and Chair of Computer Science. During his tenure here, Peter helped form partnerships with software companies, taught one of the first LOOCs with Ben Geisler and was regularly consulted by the media on topics dealing with cybersecurity and computer systems. Colleagues remember that he always insisted on a very rigorous curriculum for computer science giving it one of the highest number of required credits. While always kind and gentle, he was not afraid of being a contrarian, either in his department or in Faculty Senate, where he served several terms.

Born in Hungary, Peter studied Latin and Mathematics and worked as a programmer in his native country before becoming an instructor and then an Assistant Professor of Mathematics at the University of Economics in Budapest. Peter was unhappy and uncomfortable under the communist regime and moved to the U.S. to pursue a masters and then a PhD in Computer Science at the University of Denver and worked as a software engineer before joining the faculty at UW-Green Bay.

While Peter was a talented computer scientist, those who knew him knew that his real love was in arts, culture and the humanities. Peter was a gifted classical pianist who loved reading, traveling and discussing philosophy. He had a baby grand piano in his home and an organ in his basement, reflecting his love of music. Together with his life-partner Edith Valentine, he was a regular in the community at reading groups and dinner clubs. He loved languages, travelling, socializing and film and vacationing on Washington Island with his partner Edith.

Submitted by David Coury

Faculty Senate New Business 5b 3/29/2023

Faculty Senate Document #22-17 – Approved 5/3/23

RESOLUTION ON THE GRANTING OF DEGREES

Be it resolved that the Faculty Senate of the University of Wisconsin-Green Bay, on behalf of the Faculty, recommends to the Chancellor and the Provost and Vice Chancellor of Academic Affairs of the University that the students certified by the Registrar of the University as having completed the requirements of their respective programs be granted their degrees at the Spring 2023 Commencement.

Faculty Senate New Business 5a 5/3/2023