

## **The Final Report from the Innovation and Growth Working Group**

The charges of I & G Working Group are:

1. Recommend a university growth philosophy and suggest process and targets for such growth.
2. Provide the key elements for a university-wide eLearning strategy and suggest a process for achieving the strategy.
3. Investigate university capacity for evidence-based decision making at all levels and suggest approach to increase this capacity.
4. Suggest approaches for the university to take advantage of growing opportunities and markets in areas such as health care, smart manufacturing, resource recovery, and data analytics.

### **Philosophy of Growth**

**Statement:** The key values of our proposed philosophy of growth are effectiveness and economy. We propose growth---the recruitment of students, the greater utilization of existing resources, the development of new programs, forging stronger ties with the community, and the development of university programs---within fiscal, demographic, and competitive parameters.

**Background and Rationale.** The University of Wisconsin—Green Bay has a number of strengths and is uniquely situated, both geographically and academically. However, we face a number of challenges. These challenges can be grouped under three broad headings: (1) competition from a number quarters, including for-profit universities, other nonprofit universities, and sectors of career training not associated with higher education; (2) rapidly changing needs of students and the society, including environmental needs, a high demand for expertise in health care, electronic and information-related technology, racial, ethnic, and gender diversity, and the requirement to educate students to be able to re-educate themselves in rapidly and unpredictably changing social and circumstances; (3) the parameters of a limited and not-likely-to-expand resources, monetary and otherwise. Sustaining and growing as a university must take into account our strengths and the three areas of concern just mentioned. Our aims, as always, are the intellectual growth, career preparation, and social responsibility and good citizenship of our students.

In accord with this, needed are:

- (a) Much increased efforts for the recruitment of more students, traditional, non-traditional, online, and international. Aggressive recruitment is a vital step in growth,

and should be pursued in as efficient a way as possible, preferably through electronic media, word of mouth, and in-person recruitment as much as possible.

- (b) The expansion of online programs. There is a strong need for online programs, regionally, nationally, and globally. Our school online programs are affordable, accessible, and of high quality. To attract more online students, we must establish better online services by centralizing all necessary student services, respond to existing educational demand with both already-existing programs and new on-line programs, and improve student engagement by setting up interactive and engaged platforms for all online courses. More highly ranked online programs will further attract students, regionally, nationally, and globally. Going global is necessary. All sustainable universities, no matter what their orientation, have gone global. To survive and grow, we must as well. But we need to first establish a strong infrastructure and expand online programs, while actively differentiating our online programs, in terms of content, approach, and quality, from those of other universities, and especially from those of for-profit universities and corporations.
  
- (c) The development of programs that utilize existing resources and strengths, programs that fill in gaps or make up for weaknesses in other educational settings. In this regard we think of such innovations as a College of Health Sciences, a Master's program in Applied Leadership for Teaching and Learning, and an increased emphasis on First Nations Education and other programs listed in this report.
  
- (d) More extensive involvement in and coordinated activity with the Wisconsin business community, including the industrial, financial, and service communities. Many more student internships is a vital first step in this direction. The desirability of UWGB as a community institution is inherently connected to its economic role in the community. Strengthening connections, becoming an integral and vital player in the expanding economic life of the community, is vital to UWGB's growth and health as well.
  
- (e) Creation of a culture that inspires people to generate novel solutions with measurable value for UWGB and other stakeholders. We need a process to encourage experimentation with new ways to solve work problems and seize opportunities that result in unique and differentiated solutions. This involves: inspiring curiosity by having people talk together across the campus and community, challenging people to think differently about problems, encouraging people to experiment with new ideas, removing barriers by providing resources, and having leadership personally advocate for viable ideas to push them forward.
  - a. Modeled after the popular TEDx Talks series, UWGB hosted a series of Phoenix Talks 2014. We need to expand the series as an annual event to drive innovative ideas and draw people from the community onto campus, utilizing UWGB faculty and staff and community leaders to.

- b. Regional problem solving competition modeled on Hult Prize Competition: Have campus common themes focused on solving a regional problem and have awards and a modest grant for the department team and/or student team that comes up with the best idea or innovation.
- c. Student employment as a learning activity and resources for student-led innovation: there are lots of opportunities on campus where we could utilize the activities that student workers are performing at work as learning tools and resources for innovative ideas generated by students.
- (f) Flexibility and Nimbleness in administrative and academic decision-making. Needed is the creation of a standardized templet for creating new academic programs and marketing academic programs.
- (g) The creation of a standing committee/office to take the pulse of present and future industries' need, of future societal needs, student internship opportunities, emerging career prospects, and student career objectives. This committee/office should contact and travel to regional and state-wide industries to collect data for student career preparation, and inform students, faculty and academic programs of their findings and recommendations. Students and faculty can then keep pace with the present while inventing the future.

### **On eLearning**

Re: The charge of "Provide the key elements for a university-wide eLearning strategy and suggest a process for achieving the strategy":

The I & G Working Group eLearning subcommittee focused on online programs and Adult Degree Programs, examining the key elements for ADP and online programs needed to grow and stay more competitive. On overall eLearning on campus, the I & G Working Group suggests that we need to find a way to accommodate our course offering by utilizing more hybrid/flipped classes or any other modes of classes.

I & G Working Group finds that the ADP and online programs at UWGB will recruit more students, and increase its national ranking and prestige, by

- 1) Providing better student services,
- 2) Increasing student satisfaction in engagement, and
- 3) Offering more new programs in demand.

I & G Working Group recommends the following strategies.

1) Centralize online services for students on a web portal. Student eServices which are needed for online program students are as follows.

- a) Library
- b) Advising
- c) Bursar/Financial
- d) Tutoring
- e) Mental/Physical Health
- f) Disability Services
- g) Writing Center
- h) Career Services
- i) Tech Support
- j) Registrar

2) Establish a universal platform for online courses with National Quality Standard. Cutting edge delivery is necessary. In addition to eService for students, online student engagement is crucial. It reflects student satisfaction and is a factor in determining the national ranking of online programs. In order to increase online student engagement, students should feel connected to the classroom environment and to the instructor. Instructors' quick responses and frequent feedback to students will increase online student engagement. Also, online student engagement is enhanced by hearing their instructors' voices and lectures, and through engagement in "fun activities" related to the content knowledge and its application. There should also be more faculty tech training and workshops on engagement enhancing programs and methods of delivery. Current QM certification for online courses, which improves the design of on-line courses, is going well, but we also need focus on delivery of on-line courses.

3) Create an **Online Course Development Committee** in conjunction with interested or invited academic program chairs/representatives and the Academic Incubator, identify promising on-line programs, and create new programs. The identification of the needed online programs should be determined by market research and through a decision-making committee involving all key players. New programs in demand can be divided into three categories as follows.

- i) More baccalaureate programs (e.g., Criminal Justice)
- ii) More master programs (e.g., Professional Science Master's)
- iii) More baccalaureate and post-baccalaureate stackable online certificate programs.

Creating new online programs needs an ongoing collaboration between academic programs and ADP. Traditional programs should provide a roadmap for a new online program, and help staffing. Close collaboration and good will for the common good are essential for the flourishing of the on-line programs and our university as a whole.

- 4) In order for growth in the online environment, we must first secure a base of solid student support services (advising, tutoring, help desk, library, etc.) to be available off-hours (e.g., in the evening and on weekends). Whether we accomplish this by centralizing our online student support and staffing from a central office on campus, or we hire an outside agency to handle matters for us off-hours, we must accommodate in order to grow our online student body while maintaining quality. We need to establish a long term and overarching vision of UWGB online education and develop a strategic plan to implement the vision. The I & G Working Group recommends a campus wide discussion for setting up a clear online education vision/strategic plan to decide:

- (1) How can we provide eServices?
- (2) What kind of universal platform our online courses should have?
- (3) Should we be 24/7 and go global?
- (4) What infrastructure do we need?
- (5) How should we budget?
- (6) How much growth should we aim at?
- (7) Through what processes a new online program can be created?
- (8) How should ADP and academic programs cooperate to create new programs and new courses?

- 5) For creating the vision and strategic plan for online programs, we should create an **Online Collaborative Committee** that brings together key players to make decisions and set the vision and direction for online growth. The committee should comprise the following membership:

- (1) Chair (or another representative) from each of the 8 fully online majors
- (2) Chairs (or another representatives) from academic programs which are interested in creating online programs
- (3) Director of Access and Adult Degree
- (4) Library
- (5) Tech
- (6) ATS
- (7) Course Design
- (8) Tutoring Services
- (9) Academic Advising
- (10) Career Services
- (11) Enrollment
- (12) Admissions
- (13) Budgeting
- (14) Advertising/Marketing
- (15) Web Design

- 6) The I & G Working Group recommends re-examining the cost-recovery model of the ADP and online programs to forge a reasonable and consistent budget model for their growth. The online programs can grow to meet the demand from students, industry, region, and the world. And the growth will surely generate revenue for our school. If our school aims at such growth, we should invest in creating a better infrastructure for student services and engagement, increasing the quality of online programs, and creating new programs.

### **I&G Decision-Making**

Re: The charge of investigating “university capacity for evidence-based decision making at all levels” and suggesting approach to increase this capacity”:

The following is the report for the Steering Committee, with our recommendations and recommended strategies to develop and increase university capacity for evidence-based decision-making. These recommendations resulted from several meetings and research on behalf of the Decision-Making subcommittee, which the I & G Working Group discussed and agreed to put forward to the Steering Committee.

While decision-making processes exist on campus, the processes do not appear to have campus-wide integration, nor does there appear to be a strategic or universal use of evidence in making decisions. As such, it is difficult to determine if the decisions are made within the context of university strategies, goals or priorities. The working group believes that this stems from having no clarity on institutional goals or strategic direction. Without measurable, communicated, understandable goals, it is difficult to determine a process or processes that can integrate and align these goals for the entire campus community. To create processes to support evidence-based decision making, the campus must first start with long-term strategic goals that can be incorporated into the goals and strategies of the Colleges and Departments at UW-Green Bay.

- a) The University relies on several databases that capture on time and relevant data, including the Student Information System, Talisma, WISDM, and surveys/data from Institutional Research.
  - b) Pockets of expertise in using these databases exist; nonetheless, the campus community may not know what information is already captured, which reports are easily accessible, and how the information is shared.
- 2) Explore decision-making models that accommodate innovation and growth.
- a) Several universities are moving to evidenced-based decision making processes and with the help of a subcommittee member, the following universities are shown to be at the forefront. The university may continue to investigate these models.

- (1) Morgan State University
  - (2) University of Texas-El Paso
  - (3) Metro State University-Denver
- b) The subcommittee also learned of an evidence-based decision making rubric that is being developed by the Association of Institutional Research and National Association of System Heads. Opportunities to participate, perhaps as a pilot campus, should be explored.
- c) The Academic Incubator developed by the Office of Outreach and Adult Access should be supported as a process for developing new programs and innovation. While in its infancy, the Academic Incubator has already shown progress by determining a process for reviewing ideas and by the beginning stages of two new programs such as Fermentation Science and Data Analysis for the University.
- d) It is important to the long-term viability of the institution that more evidence-based decisions be made. The first step in the successful implementation is to increase the University's capacity in this area by training faculty and staff on how to make evidence-based decisions.
- i) Key campus members should be identified to oversee the capture of data and its dissemination. This will be an important group because they will determine the priority of what data is collected and why as well as determine how the data and reports are best utilized to support long-term strategies.
  - ii) Additional questions to be answered will help develop the process(es):
    - 1. How do we collect data?
    - 2. What is already being collected?
    - 3. What queries/reports should be canceled or deleted?
    - 4. What is the timeline for collection and publishing?
    - 5. Who needs the data?
  - iii) Key Performance Indicators (KPIs) must be determined and defined within specific categories/areas to develop both a baseline and a comparison to help with decision-making. For example, specific KPIs can be measured each semester to measure the size, effectiveness, and efficiency of operations in such areas as retention, recruitment, and admissions.
- 3) Connect decision-making processes to Innovation, and Growth recommendations.
- a) The decision making process should employ an established process or the AIR/NASH rubric. Also, any new committees or groups should start discussion in relation to previous and relevant reports and decisions. This way, we can build our decision on previous findings and decisions. Also established process such as the Academic

Incubator process should be clearly open to the campus and a relevant committee in relation to the Academic Incubator process should formulate the correct priorities and processes for their recommendations.

- b) Materializing innovative ideas requires flexibility, nimbleness and consistency in decision-making process. They can be institutionalized by establishing standardized templates for decision-making processes for innovation and growth such as for creation of new academic program and for marketing academic programs.
  - c) Develop a clearinghouse or web portal where reports and queries are published that can be utilized by departments and groups for evidenced-based decision-making. Currently, data and reports are published in several areas, such as the graduation survey on the Career website or national data on the Provost's website. By one access point to data and reports, new findings and continuing reports are easily found and communicated.
- 4) The subcommittee has also identified a challenge to increasing the use of evidence-based decision making. Currently, staff for providing data from our databases is limited. Requests for data usually go to IR or key pockets of expertise are developed within a department.
- a) Add trained staff to institutional research and/or statistical analysis capacities.
  - b) Develop experts that can be used by the entire campus for specific databases, such as SIS, Hyperion, surveys, etc. and/or identify campus members who can help with statistical analysis and report writing.

### **On Markets and Opportunities**

Re: The Charge of "Suggest approaches for the university to take advantage of growing opportunities and markets in areas such as health care, smart manufacturing, resource recovery, and data analytics":

The I & G Working Group thinks that our university should make an effort to create new programs in health care, smart manufacturing, resource recovery, and data analytics in strong collaboration with industries and other colleges in region. For the creation of successful new programs:

- 1) Our school should establish a clear decision-making process for creating new programs in these areas. One suggestion is to have a team of market researcher/Academic incubator/faculty which collects the necessary data for market research, builds a close partnership with industries in the region, and helps students with internship opportunities.

As a way to build a close partnership with industries, the team runs a citizen advisory board of 10 – 12 people in various fields around the region. The market research officer can collect information on what needs they have and how we can facilitate existing programs or start new programs with their assistance.

- 1) The team needs to work with industries, and for-profit and not-for-profit organizations, in the region to find and create internship opportunities for students. Students and the faculty do not have a clear idea of where to go to find internship opportunities. It is a near necessity for a college student, regardless of her major and minor, to have an internship while she is in school. If our school provides students with ample opportunities for internships, we would recruit more students, and more qualified students, and serve our region better. Finding large or small industries or organizations for student internships is not easy without an ‘Internship officer.’ To give an example of what is needed: there is a small organization, *Bridge-Between Retreat Center*, in Denmark, which shares our values of sustainability and education. It is a 501(c)3 organization that needs support in health education programming (curriculum design, working with students grades 3-8 on activities/programming), and also needs business/marketing support, sustainability support, permaculture/organic gardening, etc. A partner such as this, though it cannot offer us paid internships, could serve as an “incubator” or “test site” for many potential disciplines. If we have an internship finder or internship officer in our school, and find student internship opportunities, our university will be benefited.

Ideas for high demand programs that the I & G Working Group and Markets and Opportunities subcommittee thought UWGB worth pursuing, either because they extend existing programs or can be pursued in collaboration with other schools, industries, or organizations, include:

- 1) A College of Health Sciences (CHS) – to function alongside the current Liberal Arts & Sciences and Professional Studies colleges. This college would provide students with an array of academic majors, from traditional nursing, social work, laboratory sciences and nutrition programs to interdisciplinary programs such as public health, gerontology, and integrative health, addressing current and future needs in health sciences that include high tech, high touch and high growth areas. Health care continues to expand in terms of new knowledge, new fields of practice, and jobs. The CHS will open up opportunities for undergraduate and graduate students in these new areas of growth, including work with our aging population, the use of technology in rural communities, new roles in health care, and other exciting growth trends.
  - a. List of possible undergraduate degree programs in Human biology and Nursing, and Health Sciences. These programs are expected to be in very high demand. There are existing programs at Marquette, MSOE, Madison, Concordia, which need collaboration with Engineering and Human Biology, and Nursing.

- i. Biomolecular engineering - existing program at Milwaukee school of engineering, developing program at Medical College of Wisconsin (possible collaboration)
- ii. Medical Laboratory Scientist – expected high demand, existing programs at UW Milwaukee, UWO, UWSP.
- iii. Food safety specialist – existing programs at UW Madison, UW Stout, most curriculum already in place –require internships
- iv. Building health specialist - existing expertise in environmental microbiology
  
- v. Bachelor of Science in Nursing – “Traditional” nursing program – either in conjunction with Bellin (would be strong benefit to this model) or competing against it; RNs are the #1 in-demand healthcare professionals (HRSA)
- vi. Bachelor’s and Master’s in Integrative Health – expected high demand, includes nutrition science, psychology, nursing, human biology, physical education
- vii. Bachelor of Science in Health and Wellness (there is already a group working on this with UW Extension)
- viii. Bachelor’s in Public Health - existing programs at Eau Claire, La Crosse, Madison
- ix. RN to MSN -- “benefit of this program is that it moves the student more seamlessly from an associate’s degree to a master’s degree, and can be delivered in a completely online or face-to-face format.
- x. Food sciences – existing programs at UW Madison, UW Stout already in place – will require affiliation with internship sites
  
- b. List of Graduate degree programs
  - i. MS Occupational & Environmental health specialist (nursing) - existing expertise
  - ii. Masters Athletic Training – existing programs - none in state, has been proposed as new master degree
  - iii. Masters Pathologists Assistant - expected high demand– existing programs – none in state, 10 in country
  - iv. Masters Anesthesiology Assistant - expected high demand– existing programs – none in state
  
  - v. Masters Certified Registered nurse anesthetist - existing program at UW Madison

- vi. Masters Physician's Assistant – could be in affiliation with Madison – no new program accreditations will be allowed in near future
- vii. Master's Nurse Practitioner – strong demand, existing programs at Madison, Eau Claire, Milwaukee, Oshkosh - recommend **Gerontology** focus, high demand with only one program (Madison) concentrating on gerontology (again, either in conjunction with Bellin that currently offers a Family NP program, or competing against it)
- viii. Graduate Gerontology Health Care Certificate Program (18 credits) – existing programs at Madison, Parkside, Milwaukee – this is an educational goal of the Institute on Aging, designed to provide students with a broad, multidisciplinary overview of the field of aging for majors in various departments, including, but not limited to, nursing, occupational therapy, social work, interior design, psychology, sociology, public policy, economics, population health, human development and family studies, urban planning, environment, textiles and design, dietetics, and physical therapy
- ix. Master's in Public Health –existing programs at Eau Claire, La Crosse, Madison; again, strong demand
- x. Physical therapy – exiting programs in Marquette, Milwaukee, Madison, La-Crosse - projected job growth of 27% over next two years, strong need

## 2. Non degree Programs

- i. Certified nursing assistant training - commonly completed by premed Human Biology majors, nursing students generally required to take this
- ii. Home Health Aide – very high demand (considered the #2 in-demand healthcare occupation)
- iii. Pharmacy Technician – currently no formal training requirements, but things seem to be moving in this direction
- iv. Massage Therapy -- requires national certification, courses in anatomy, physiology and hands on courses. Often an “add on” course for health

promotion, nursing, physical therapy, and physical education majors....strong market potential

3. Entrepreneurial Certificate Programs: A review of potential stackable certificate programs should be undertaken in those fields that meet the needs of students and the workplace. A list of some potential stackable certificates are provided below, although it should be emphasized that these are simply examples. A more detailed undertaking should be to consider the possibility of such programs across the campus, and then select those with the most demand and with university leaders committed to moving them forward. These entrepreneurial certificate programs could attract more nontraditional students with interest in specific topic areas to lead to small business creation. These certificate programs also have a potential to “add on” additional certificates that would enable them to expand their businesses and create a unique undergraduate or master’s program in entrepreneurial studies, and to include business, marketing and other skills essential to today’s small business entrepreneurs.

- i. Coffee roasting – perhaps partner with a local roaster such as Luna in De Pere, bring a roasting facility here with the folks from Luna having an on-campus location to sell coffee that would be roasted by those in the program.
- ii. Craft brewing – again, partner with a local brewer such as Hinterland or Tiletown, bring a facility on campus to provide internship opportunities for those interested in becoming brewmasters. Maybe the beer would be for sale at the golf course on campus, etc.
- iii. Fermentation science – this is huge right now in terms of nutrition, natural health, etc.! Offer a program to help people understand how to properly ferment foods, use of/selection/maintenance of equipment needed for fermentation, and learn the science behind the healthy properties of these foods/beverages

4. Recommendation for a creation of Master’s program in other area.

- a. Master’s program in Applied Leadership for Teaching and Learning – emphasis in First Nations Education: Our First Nation Studies has a unique place in the UW system. We have dedicated faculty members who have established a center for the teacher education of First Nation teachers on Wisconsin Act 31. UWGB can gain national recognition and can become a center for the First Nation Studies that collaborates with students in the Master’s program in Applied Leadership for Teaching and Learning. The Education and First Nations Studies faculty involved in this partnership are currently planning an Ed.D. in First Nations Education. We must act fast. Other universities both in and outside of the UW System are interested in

our faculty expertise and seek to draw our faculty resources away with the aim of establishing premiere First Nations education programs on their campuses. UWGB needs First Nations graduate education to serve and forge partnerships with school districts and First Nations communities. Doing so elevates our reputation a state, national and international institution of education.

- b. Masters of Public Administration – with the only undergraduate program in this area within the state, it seems a natural extension to offer a graduated MPA and to seek accreditation in this area. Wisconsin has an MPA program at UW-Milwaukee and another at UW-Oshkosh. UW-Madison has a related program in Public Policy. We lag behind other states in having programs and graduates in this area. UW-Green Bay has a long history in this area at the undergraduate level and also is the state’s primary source of Outreach programming for governmental affairs at the local and county level.