

UW-GREEN BAY FACULTY SENATE ACTIONS AND RESOLUTIONS

ACADEMIC YEAR 2017-18

<u>Number</u>	<u>Name</u>	<u>Date Approved</u>
<u>#17-01</u>	Formation of the Institutional Biosafety Committee (Committee Charge)	9/13/2017
<u>#17-02</u>	UW-Green Bay Faculty Senate Resolution on DACA	9/13/2017
<u>#17-03</u>	Request for Authorization to Implement a Bachelor of Science in Mechanical Engineering at UW-Green Bay	10/11/2017
<u>#17-04</u>	Request for Authorization to Implement a Master of Science in Nutrition and Integrated Health at UW-GB	10/11/2017
<u>#17-05</u>	UW-Green Bay Faculty Senate Resolution on Regent Policy 6-4	10/11/2017
<u>#17-06</u>	Proposal to Establish a School of Engineering at the University of Wisconsin-Green Bay	12/13/2017
<u>#17-07</u>	Proposal to Change the Name of the College of Science and Technology at the University of Wisconsin-Green Bay to the College of Science, Engineering, and Technology	12/13/2017
<u>#17-08</u>	UW-Green Bay UC Proposal to Change Undergraduate Graduation Requirements	12/13/2017
<u>#17-09</u>	Resolution on the Granting of Degrees	12/13/2017
<u>#17-10</u>	Graduate Degree Credits	1/24/2018
<u>#17-11</u>	Resolution on a “Shared Governance Transition Year” to Accommodate Our Faculty Colleagues at UW-Marquette, UW-Manitowoc, and UW-Sheboygan to Participate in Shared Governance during the 2018-19 Academic Year	2/21/2018
<u>#17-12</u>	Resolution on Administration Following Proper Protocol	2/21/2018
<u>#17-13</u>	Proposed Change to the International Education Committee’s Charge	4/25/2018
<u>#17-14</u>	Request for Authorization to Implement an Impact MBA at UW-Green Bay	4/25/2018
<u>#17-15</u>	Request for Authorization to Implement an Entry Level Bachelor of Science in Nursing at UW-Green Bay	4/25/2018
<u>#17-16</u>	Proposal to Dissolve of the Learning Technology Collaborative Committee	4/25/2018

<u>#17-17</u>	Form K: Discontinuation and Reconstitution of Information and Computing Science (ICS)	4/25/2018
<u>#17-18</u>	Resolution on the Granting of Degrees	4/25/2018

Faculty Senate Document #17-01 – Approved 09/13/2017

Institutional Biosafety Committee Charge

1. The Institutional Biosafety Committee (IBC) shall be composed of no fewer than five (5) members. It will include (1) the University Safety Manager as an *ex officio*, voting member, two (2) appointed members of the faculty, and two (2) community members unaffiliated with the University. Collectively, the committee should possess expertise in recombinant and synthetic nucleic acids, plants and animals, assessment of risk to environment and public health, knowledge of institutional commitments and policies, applicable law, professional standards, community attitudes, and environment, biological safety, and physical containment. Ad hoc consultants can provide subject area expertise for select submissions. All members, with the exception of the University Safety Manager, will serve three-year, staggered terms to assure continuity.
2. The Provost and Vice Chancellor for Academic Affairs, or designee, is the designated Institutional Official responsible for matters pertaining to research involving the use of human subjects.
3. Nomination of faculty candidates for appointment to the IBC is the responsibility of the Committee on Committees and Nominations. The IBC chair is responsible for nominating community candidates when replacements are necessary. Final appointments are made by the Provost and Vice Chancellor of Academic Affairs, or designee.
4. IBC activities are coordinated by a chairperson elected by Committee members prior to the end of each academic year for the succeeding fiscal year. The term of the chair begins on July 1 and concludes on June 30.
5. The IBC serves the following functions:
 - a) Is the UW-Green Bay Institutional Biosafety Committee as defined in the policies set forth by the National Institute of Health.
 - b) Develops and makes recommendations to the Institutional Official regarding guidelines and procedures for the review of research proposals, submitted by UW-Green Bay faculty, staff and students, involving recombinant or synthetic nucleic acids and other investigations that involve other applicable biohazardous materials (e.g. blood borne pathogens, select agents and toxins).
 - c) Reviews and approves or denies the conduct of all proposed research, to be conducted by UW-Green Bay faculty, staff and students, involving recombinant or synthetic nucleic acids and other investigations that involve other applicable biohazardous materials (e.g. blood borne pathogens, select agents and toxins).
 - d) Investigates allegations of research misconduct of UW-Green Bay faculty, staff or students when the misconduct is associated with research proposals previously approved by the Committee. The Committee may suspend approval of previously approved research if allegations are substantiated.
6. The chair of the IBC has the following governance responsibilities:

- a) Maintain official records of submitted research proposals reviewed by the Committee, indicating approval or denial of all proposals.
- b) Maintain active registration of the UW-Green Bay IBC with the National Institute of Health (NIH).
- c) Report the results of investigations of research misconduct, when the misconduct is associated with research proposals previously approved by the Committee, to the Institutional Official (or designee).
- d) Notify the Institutional Official when the Board suspends approval of previously approved research and make recommendations for actions to be taken as a result of the suspension.
- e) Submit a report of all Board activities at the end of each academic year to the Provost and Vice Chancellor for Academic Affairs, or designee.

Faculty Senate New Business 7e 9/13/2017

Faculty Senate Document #17-02 – Approved 9/13/2017

UW-Green Bay Faculty Senate Resolution on DACA

WHEREAS on Tuesday, September 5, the US Department of Justice, under the direction of President Trump, announced that it is ending Deferred Action for Childhood Arrivals (“Dreamers”), or DACA, a program that allows undocumented immigrants who come to the United States as children to remain in our country to pursue their dream of a better life;

WHEREAS for many of these Dreamers, some of whom are now adults, the United States is the only home they have known;

WHEREAS despite a six-month window giving a divided Congress an opportunity to reestablish the policy in law, this action has produced considerable fear and anxiety among those who look to the United States as a beacon of hope and freedom;

WHEREAS the Administration’s action, whatever its intentions, is fuel for animosity and resentment directed at one of our most vulnerable populations;

BE IT RESOLVED that UW-Green Bay Faculty Senate affirms its commitment to support and serve enrolled UW-Green Bay students regardless of their immigration status; and

BE IT FURTHER RESOLVED that the UW-Green Bay Faculty Senate calls on the federal government to continue and strengthen DACA.

Faculty Senate New Business 7i 9/13/2017

Faculty Senate Document #17-03 – Approved 10/11/2017

REQUEST FOR AUTHORIZATION TO IMPLEMENT A

BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING AT UW-GREEN BAY

PREPARED BY UW-GREEN BAY

ABSTRACT

The proposed Mechanical Engineering program is a business and community based program designed to meet a critical talent need in Northeast Wisconsin, while increasing the college attainment rate (one of the lowest in Wisconsin) and realigning regional higher education assets for a growing economy. A recent community-wide economic strategic plan sponsored by the Greater Green Bay Chamber of Commerce strongly argued for the introduction of highly focused engineering programs, including the creation of an engineering school at UW-Green Bay (UWGB). This need for engineering also was recognized by the Joint Finance Committee, who included a provision for a School of Engineering at UWGB when they approved the UW System budget proposal. It should be noted that the proposed Mechanical Engineering program is not a completely new start-up, as UWGB has taught the first two years of engineering since nearly the beginning of its existence 51 years ago. Therefore, nearly all courses required in the first two years of the ME degree already exist and have been taught regularly at UWGB. The University also currently offers three engineering technology programs (mechanical, electrical and environmental), which have experienced rapid growth in enrollment, with the Mechanical Engineering Technology program having more than half of the total students in Engineering Technology.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin – Green Bay

Title of Proposed Program

Mechanical Engineering

Degree/Major Designation

Bachelor of Science

Mode of Delivery

Single Institution - degrees for the Mechanical Engineering program will be awarded by UWGB. The program will be primarily face-to-face, with internships and capstone projects completed at surrounding businesses Northeast Wisconsin. However, the program would also seek to collaborate with the UW-Platteville-UW Fox Valley mechanical engineering program, as this partnership would leverage UW College investments in regional engineering training, allow students access to some courses in an on-line format, and provide some flexibility, cost reduction and risk mitigation during the early years of the new program.

Projected Enrollment by Year Five

Table 1: Five-Year Projected Student Enrollments

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment (New Freshmen Student) Headcount in state	20	34	45	80	110
Enrollment (New Freshmen Student) Headcount out of state	1	2	3	6	8
Enrollment (Transfer Students) Headcount	5	8	11	17	25
Enrollment (Continuing Students) Headcount	0	20	33	45	77
Enrollment (Graduating Students) Headcount	0	0	18	30	40
Enrollment total	26	64	74	117	180
Students subject to external costs (first time students)	26	39	52	91	126

The number of declared majors in the Mechanical Engineering Technology program at UWGB was 10 in the first full year, 54 in the second year, and is currently at 68 for the third year (fall of 2017). It should be noted that additional students declare during the semester, so the projected student enrollment numbers are consistent with our experience to date with the Mechanical Engineering Technology program.

Tuition Structure

Similar to the Engineering Technology programs at UWGB and other recently approved engineering programs in UW System (ex: UW-Stout), in addition to the base tuition a \$700/semester program fee would be included.

Department, College, School or Functional Equivalent

The proposed program will be housed in the College of Science and Technology. As noted previously, a proposal for a School of Engineering at UWGB has been approved by the Joint Finance Committee as part of the UW System budget, and pending final approval of the state budget initially would be housed in the College of Science and Technology.

Proposed Date of Implementation

The program would officially be implemented in the fall of 2019, although given the fact that the lower level courses for the program are already available, new freshman could be recruited to the program as soon as the fall of 2018 pending all necessary program approvals.

INTRODUCTION

Rationale and Relation to Mission

This proposal for a new mechanical engineering degree at UW-Green Bay is part of an intensive and coordinated transformation of the University to meet the needs of one of only three urban areas in the State of Wisconsin. The new Urban Serving Vision of the University is designed to (a) significantly increase access to postsecondary education in an area with one of the lowest degree attainment rates in the country, (b) reshape academic programs to meet the current and future workforce needs in the region particularly in the areas of technology, manufacturing, health care, and global business; and (c) become a major regional leader in meeting social, economic, and educational challenges in the region. To operationalize this new imperative, in July 2016 the University began operating with four colleges designed to articulate with the major sectors of the region's economy. The new College of Science and

Technology, which now houses the programs in Mechanical, Electrical and Environmental Engineering Technology, will host the new program in Mechanical Engineering.

The new institutional focus of UWGB complements and is being closely coordinated with intensive efforts in the Green Bay region to significantly shift the historical mill culture economy to an innovation economy focused in advanced manufacturing, health care and professional sports with a more nurturing entrepreneurial ecosystem. UWGB is taking a leadership role in the strategic planning being conducted by the Greater Green Bay Chamber with assistance from Tip Strategies of Austin, Texas. That process has clearly demonstrated the need for engineering degree programs as UWGB.

Northeast Wisconsin is one of two places in the state where the population of 25 to 55 year olds is expected to increase in the next ten years (see need section below). Despite this, the growth in that age group must be supplemented even more via recruitment if the region is to have a chance to expand economically. It is recognized in the Green Bay region that to attract and retain individuals of this age category will require the development of more vibrant social and commercial opportunities. This is the primary goal of the Green Bay Packers Titletown Development now under way west of Lambeau Field, a project in which UWGB is involved. To meet these challenges, UWGB will need to develop and deploy relevant programs in science, math, business, and engineering and importantly, it must position itself to be a valuable partner in nurturing a sustainable entrepreneurial and innovative culture in the region. The long-term prospects of some of the most important local business partners, including the Green Bay Packers, depend on this institutional transformation. Engineering programs are key to this requirement.

Engineering is not new to UWGB. Historically, UWGB has offered pre-professional programs in engineering, with students transferring to other regional institutions offering Bachelor of Science degrees in engineering including UW-Madison, UW-Milwaukee, UW-Platteville, Milwaukee School of Engineering, Marquette University and Michigan Technological University. UWGB also has a formalized cooperative program (the NEW Program) providing for direct, upper-level transfer into the College of Engineering and Applied Sciences at UW-Milwaukee. The two institutions also collaborate on a 3+2 dual degree program in which students can earn two bachelor's degrees over five years of study: a Bachelor's of Science in Environmental Sciences from UW-Green Bay and a Bachelor's of Science in civil/environmental engineering from UW-Milwaukee. The current proposal is expected to enhance general interest in these programs and provide other avenues for inter-institutional collaboration. In spring 2015, UWGB established three new programs in Electrical, Environmental, and Mechanical Engineering Technology; they will be entering their third full year during 2017-18. Enrollments in these programs are much larger than expected, especially in mechanical engineering technology.

In summary, UW-Green Bay's mission is based on a commitment to provide a problem-focused educational experience that enhances critical thinking skills to address complex issues. The proposed plan for a BS in Mechanical Engineering is consistent with that mission in that it will enable students to address problems using knowledge gained through course instruction, internships and capstone projects. This program also aligns with UWGB's strategic plan, which emphasizes enrollment growth (particularly in the areas of science and technology), promoting opportunities for innovation, and establishing distinctive partnerships with the community.

Need as Suggested by Current Student Demand

For reasons outlined below, we believe a new mechanical engineering program at UWGB will attract enrollments exceeding 200 total students within five years.

- Potential UWGB students have long wanted opportunities for engineering. Between 2006 and 2015 (prior to the establishment of the three engineering technology programs) nearly 750

students applied to UWGB stating a desire to become an engineer. The average annual number of these applicants is roughly three times the number of freshmen engineering students we use to model the financials for this program.

- Over one quarter of this year's UWGB freshman class have declared interest in a STEM degree.
- Wisconsin technical colleges in the Northeast Region [Brown County (NWTC); Outagamie County (FVTC); Oneida County (Nicolet)] produced 22% of all associates degrees (2013-2015) and 29% of all non-health related STEM associates degrees in Wisconsin (2013-2015) suggesting extremely strong interest in engineering and technical fields in the region.
- At the beginning of 2016, NWTC had 313 students enrolled in its engineering technology associates degree programs 48% of whom had completed more than 31 credits. This pipeline of engineering-ready students portends a much higher annual transfer population than we currently model.

Need as Suggested by Market Demand

What are the sources of these students? The majority of these students already reside in Northeastern Wisconsin. However, there is significant potential for out-of-state and international enrollment as the program matures. We note the following in support of this:

- Unlike nearly every other county in Wisconsin, the Brown County population is growing and getting younger. The Wisconsin Department of Administration (DOA) predicts Brown County will grow by over 25% between 2010 and 2040 (average state growth is 14%). The percentage of 25 to 55 year olds is projected to grow only 2% statewide. This cohort is expected to grow by more than 10% in only Kenosha and Brown counties.
- NWTC and FVTC are the third and fourth largest technical colleges in Wisconsin. Madison Area Technical College and Milwaukee Area Technical College are the largest. However, the engineering programs at NWTC and FVTC are the largest in the state. Engineering associates at NWTC represent 9% of all associates at the College (highest in the state). Engineering Associate degrees at FVTC represent 8.8% of all associates at that college. Engineering associates at Madison Area Technical College and Milwaukee Area Technical College represent 5.4% of all associates degrees.
- Currently, the population of the City of Green Bay includes over 27% people of underrepresented minority background. The Green Bay Area Public Schools is a minority-majority school district with the proportion of both Hispanic populations and non-white, non-Hispanic populations increasing and White, non-Hispanic populations decreasing. These students are also economically disadvantaged and, thus, many are place-bound and no access to engineering degrees.
- Northeast Wisconsin accounts for 12% of the Wisconsin population but has one of the lowest degree attainment rates in the state. With respect to STEM degrees, UWGB delivers only 2% of the state's non-health STEM degrees and 3% of the state's health-related STEM degrees. This deficiency in meeting regional needs is a direct result of a mismatch between the program array at UWGB, a legacy array not revised in decades, and the workforce and talent needs of the region.

- The region is the leading manufacturing area in Wisconsin and the third largest business sector in Wisconsin. Among regional companies are some of the largest in the state many with multinational operations. There are 90 engineering companies in Brown and Door Counties. The leaders of these companies support the expansion of engineering at UWGB and have pledged to provide internships for students, help recruit new students, and hire graduates from the program. The boards of the New North and the NEW Manufacturing Alliance likewise are supportive and eager to assist in the establishment and continuation of the program.
- Although we include only a small number (<7%) of out of state or international students in our enrollment model there is enormous potential for the recruitment of out of state or international students. Because of the Green Bay Packers, the City of Green Bay has an international brand and is widely known nationally and internationally. Additionally, UWGB is the only comprehensive university in the system with a NCAA Division I athletic program. This program gives the University reach and recognition in all upper Midwestern cities and into 90 million homes via ESPN3. This name recognition and access to large population pools coupled with low out-of-state tuition (relative to in-state tuition in many neighboring states) provides a strong foundation for a productive recruitment program for out-of-state students.
- UWGB is a member of the NEW ERA higher education alliance, which includes UW Oshkosh, UW Fond du Lac, UW Fox Valley, UW Manitowoc, College of Menominee Nation, Fox Valley Technical College, Lakeshore Technical College, Marine Park Technical College and NWTC. An innovative feature of this alliance is the multiple entry strategy whereby students interested in engineering technology degrees at UWO and UWGB may enter those programs through any of the alliance member institutions. The new engineering program at UWGB will employ this model thereby increasing access to the program.
- The program will offer local students a more affordable way to obtain an engineering degree. As an example, Wisconsin students make up roughly 10% of the freshman class at Michigan Tech University. If that percentage were reflected in the number of mechanical engineering majors at Michigan Tech, we would expect 137 of the 1,373 Michigan Tech ME majors to be from Wisconsin. One quarter of that number (37) exceeds the freshman enrollment number of the model presented here. In addition, an out-of-state undergraduate student at Michigan Tech can be expected to pay approximately \$32,900 per year in tuition and fees (Michigan Tech Cost Calculator) compared to \$19,084 at UWGB (difference of \$13,816 annually; \$55,254 total for the degree).

DESCRIPTION OF PROGRAM

General Structure

A Bachelor of Science degree in mechanical engineering at the University of Wisconsin-Green Bay would be housed in Natural and Applied Sciences in the College of Science and Technology. The mechanical engineering program would be designed to meet ABET accreditation, as ABET accredits college and university programs in the disciplines of applied science, computing, engineering and engineering technology. Accreditation by ABET provides confidence to employers that the program meets the quality standards that produce graduates prepared to enter the global workforce. Students completing the program would also be eligible to sit for the Principles and Practices of Engineering Examination required one to become a Professional Engineer (PE) in the United States.

Due to ABET accreditation requirements, the mechanical engineering program at the University of Wisconsin-Green Bay would follow the constructs of most undergraduate mechanical engineering degrees, which include required courses on the principles of motion, energy, force and materials. Elective courses can include subject areas such as biomechanics, energy conversion, thermodynamics, fluid mechanics, heat transfer, combustion and air pollution, shock and vibration analysis, acoustics and noise control, robotics and mechatronics, and heating, ventilation and air conditioning (HVAC). These areas of specialized expertise serve as examples of the skills that faculty and students can apply to a range of businesses in the areas of manufacturing, research and development and material testing. With the large manufacturing sector in northeastern Wisconsin, students completing the degree in mechanical engineering would likely have many opportunities to participate in high impact experiences such as internships and capstone projects done collaboratively with business and industry. In an effort to maximize the economic impact of graduates from the program, businesses in the region would be actively engaged to determine the most relevant elective course offerings for the program.

Institutional Program Array

UW-Green Bay currently provides pre-engineering courses that transfer to other accredited engineering school within UW System and other public and private universities in the region. UW-Green Bay also has three Engineering Technology programs that have demonstrated strong enrollment growth since their inception in the fall of 2015. In addition to general education and Mechanical Engineering courses, other coursework will be drawn from chemistry, mathematics, and physics. This program aims to retain NE Wisconsin students in NE Wisconsin.

Other Programs in the University of Wisconsin System

There are several other UW System institutions with Mechanical Engineering programs, with the closest one being the UW-Platteville – UW Fox Valley partnerships.

Student Learning Outcomes

The ABET program criteria specific to Mechanical Engineering states:

Curriculum – The curriculum must require students to apply principles of engineering, basic science, and mathematics (including multivariate calculus and differential equations); to model, analyze, design and realize physical systems, components or processes; and prepare students to work professionally in either thermal or mechanical systems while requiring topics in each area.

Assessment of Objectives

A very rigorous assessment process is required by ABET in order to achieve accreditation. This assessment process will be the primary driver for program assessment.

Program Curriculum

	BSE Major in Mechanical Engineering	
	General Ed	36 credits
	Math	18 credits
	Science	15 credits
	Engineering	11 credits
	Mechanical Engineering	46 credits
	Total	126

		credits
	Math	Credits
MATH 202	Calculus I	4
MATH 203	Calculus II	4
MATH 320	Linear Algebra I	3
MATH 260	Statistics	4
MATH 305	Differential Equations	3
	Total credits	18
	Science	Credits
ET 206	Chemistry	5
PHY 201	Physics I	5
PHY 202	Physics II	5
	Total credits	15
	Engineering	Credits
ENGR 213	Statics	3
ENGR 214	Dynamics	3
ET 130	Fundamentals of Electrical Engineering (or Circuits I)	3
	Introduction to Programming (Matlab)	2
	Total credits	11
	Mechanical Engineering	Credits
	Introduction to Mechanical Engineering	2
ET 207	Parametric Modeling	3
	Numerical Methods	3
ET 220	Mechanics of Materials	3
	Mechanics of Materials Lab	1
	Fluid Dynamics	3
	Fluids Lab	1
	Thermodynamics	3
	Heat Transfer	3
	Thermal Lab	1
	Engineering Measurements & Instrumentation	3
	Measurements Lab	1
	Analysis of Dynamic Systems	3
	Automatic Controls	3
	Controls Lab	1
	Materials & Manufacturing Processes	3
ET 221	Design of Machine Elements	3

ET 360	Project Management	3
	Senior Design Project	3
	Total Credits	46
	Electives	Credits
ET 308	Finite Element Analysis	3
	Kinematics & Dynamics of Machines	3
	Manufacturing Systems	3
	Mechanical Vibrations	3
	Acoustics	3
ET 390	Mechatronics	3
	Introduction to Composite Materials	3
	Robotics	3
	Experimental Mechanics	3

Projected Time to Degree

Students who apply to the Mechanical Engineering program and have adequate preparation in mathematics will be able to complete the degree in four years, which could be accelerated by taking summer courses.

Program Review Process

UW-Green Bay's Academic Affairs Council (AAC) is charged with oversight of all undergraduate programs on campus, including review and approval of all coursework and academic program development at the undergraduate level. In compliance with UWGB's Academic Program Review and Student Learning Outcome Policy and Procedure, the B.S. in Mechanical Engineering program will be reviewed on a seven-year cycle by the department, the Dean of the College of Science and Technology, the AAC, and the Provost. The AAC forwards all recommendations and decisions to the Faculty Senate, and provides advice regarding issues of undergraduate-level education policy and implementation. In addition, program chairs (or designees) are responsible for coordinating an annual student learning outcome assessment and submitting a report for review by the Academic Program Assessment Subcommittee of the University Accreditation and Assessment Committee.

Accreditation

The program will seek accreditation by the Accreditation Board for Engineering and Technology (ABET). ABET requires that at least one class has graduated from the program before accreditation may be pursued. We anticipate pursuing accreditation two years after the program implementation date.

Faculty Senate Old Business 5a 10/11/2017

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
MASTER of SCIENCE IN NUTRITION AND INTEGRATED HEALTH AT UW-GB
PREPARED BY UW-GB**

ABSTRACT

The Department of Human Biology at the University of Wisconsin – Green Bay proposes to establish a Master of Science in Nutrition and Integrated Health (MSN) degree. This graduate program will build upon our long-standing, accredited, strong undergraduate nutrition program by meeting the new entry-level master’s degree requirement recently established by our national accrediting agency, the Commission on Dietetic Registration. Our proposed master’s program is designed to effectively meet the graduate level educational needs of future generations of Dietitian Nutritionists. Food systems and nutrition-related health problems are increasingly complex and require Nutritionists with more interdisciplinary, and functional nutrition medical knowledge to be effective members of healthcare teams in clinical settings, and to address community, public health and food system challenges.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin – Green Bay

Title of Proposed Program

Nutrition and Integrated Health

Degree/major Designation

Master of Science

Mode of Delivery

The program will be delivered from a single institution, UW-GB. Courses will be delivered using a combination of face-to-face, online, or hybrid formats. Supervised practicum/clinical rotations will occur at a number of community, clinical and food service sites with our established Northeast and Central Wisconsin community partners.

Projected Enrollment by Year Five

The 5-year projection assumes full admission in year four (24 students annually), and full enrollment by year 5 (46 students), and 22 students graduating annually (assumes annual retention rates of 92%). By the end of the fifth year it is expected that 96 students will have enrolled and 62 students will have graduated. Higher student demand will be addressed based on demand and capacity.

	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
# New Admitted Students	12	16	20	24	24
# Continuing Students	0	11	15	18	22
Total Enrollment	12	27	35	42	46
# Graduating Students	0	11	15	18	22

Tuition Structure:

During the transitional years of the program, students will be separately enrolled in either the master's program, the master's with the Dietetic internship, or only the Dietetic internship. As such, a separate fee for the dietetics internship will be assessed in addition to standard tuition.

Internships	1st Year	2nd Year	3rd Year	4th Year	5th Year
Non-MS Seeking	9	5	1	0	0
MS Seeking	9	15	21	24	24
Total	18	20	22	24	24

Students enrolled in the program will pay standard graduate tuition rates (i.e., \$424.47/credit for in-state students) per existing UW-Green Bay policies. Student segregated fees, or distance education fees for online offerings, will also follow existing UW-Green Bay policies. Internship fees follow existing pricing at \$8,663.00 per student experience.

Department, College, School or Functional Equivalent

The proposed program will be housed in the Department of Human Biology within the College of Science and Technology.

Proposed Date of Implementation

The first class to be admitted to the master's program will be Fall 2019.

INTRODUCTION**Rationale and Relation to Mission**

The mission of the University of Wisconsin - Green Bay emphasizes an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues in a multicultural and evolving world. The field of nutrition is by its very nature interdisciplinary and, as such, embodies the select interdisciplinary mission of UWGB. Nutrition is an applied science that intersects with major disciplines in the biological sciences, psychology, behavioral sciences, and environmental sciences and sustainability. Future job opportunities will increasingly require nutrition experts who possess interdisciplinary skills in behavioral psychology, public health, lifestyle and functional medicine, business management, leadership, environmental sciences and sustainability. Effective application of nutrition science quite literally enriches the quality of life of individuals and communities. Healthy food systems, which are inextricably tied to nutrition, promote environmental sustainability. These are all additional foundation principles of UWGB's select mission. The history, expertise and mission of UWGB positions our campus to continue serving as a leader in educating and training the next generation of nutritionists with an interdisciplinary problem-focused perspective. The proposed graduate program in Nutrition and Integrated Health aligns well with the mission of the University in that it will incorporate multiple disciplines to prepare students for problem-solving and critical thinking skills related to nutrition as applied in healthcare, research, and leadership.

As UWGB strategically looks forward to better serving the northeast region of Wisconsin (and beyond), growing healthcare needs and demands, nutrition-related public health problems, and agriculture-related environmental degradation are major identified issues (both locally and nationally). The extensive 2011 LIFE study detailed several health statistics of northeast

Wisconsin residents, including Brown County. Similar to health/disease trends nationwide, Brown County continues to see disturbing trends in obesity and diabetes. The report also states the need for developing and strengthening existing programs that; improve access to healthy foods (i.e., farmers' markets, a local food cooperative located in the downtown "food desert" region), and increase access to physical activities (i.e., more trails and walk-able communities). Our proposed master's program will help our university to position itself as an effective leader and partner with local communities. Our current nutrition program already has strong partnerships with several community organizations and businesses (i.e., LIVE 54218, Boys and Girls Club, Bellin Health, Oneida Community Health Center, Aging and Disability Resource Center of Green Bay and the Green Bay Packers) that we have been collaborating with on innovative projects to address these regional nutrition and health needs.

This program supports the campus strategic vision to provide a world-class education and promote economic growth, sustainability, as well as health, wellness, and social equity in Green Bay and the surrounding areas. Specifically, this program aligns with the campus goal of growing its graduate program offerings to better serve the Green Bay metropolitan area, and aligns directly with three of the eleven initiatives identified in the 2017 Greater Green Bay Chamber Economic Development Strategic Plan: respond to the needs of existing employers and industries, expanding the size and scope of higher education assets, and developing regional talent. As evidence of community support for this program the Provost has received several letters of support from external partner organizations.

Need as Suggested by Current Student Demand

Our current programs (the undergraduate nutrition/dietetics curriculum and our dietetic internship) have an extensive record of student/intern success and enrollment growth, with undergraduate enrollment doubling and internship enrollment tripling over the last ten years. Students and faculty in the program have garnered statewide awards and scholarships from our external accrediting body, the Academy of Nutrition and Dietetics. Our student acceptance rate into dietetic internships far exceeds the national average (nationally, 50% acceptance rates), hovering at 93% over the last few years. The success of our program and students is reflected in the large number of student transfers into the program. Finally, the Academy of Nutrition and Dietetics recently mandated that the minimum requirements to become a Registered Dietitian Nutritionist (RDN) move from a baccalaureate to a master's degree as of 2024. This necessitates that our nutrition program move to the graduate level, building student demand for our program. In addition, historically approximately 45% of all RDNs have voluntarily obtained a master's degree.

Internal student surveys provide additional support for this programmatic transition. In the fall of 2012 (**before** the new graduate degree mandate), the Nutrition/Dietetics program sent an MS-level interest survey to current UWGB nutrition students, dietetic interns, program alumni, and regional RDNs. Forty-two percent of respondents indicated interest in pursuing a master's degree. A spring 2016 survey sent to current Human Biology majors found that 84 to 100% of student respondents in the Exercise Science, Nutritional Science, and Health Science emphases favored the addition of a Master's in Nutritional Science at UW-Green Bay. Human Biology is consistently within the top five majors, by enrollment, at UWGB.

Need as Suggested by Market Demand

National, regional, and state

The new degree requirement for RDNs set by the Academy of Nutrition and Dietetics identifies a clear need for well-trained nutritionists. The Bureau of Labor Statistics predicts the demand for RDNs is expected to increase 21% from 2012 to 2022. This increase is greater than the average growth (11%) for all occupations.² Locally, the demand for RDNs has already outpaced the number of available practitioners. RDNs specialize in lifestyle medicine and preventative care, and provide the critical health and wellness skills deemed necessary by the recent UW Listening Sessions.

The University of Wisconsin – Green Bay has a long-standing, strong undergraduate program and a successful, well-established dietetic internship. Virtually all members of the health care team (i.e., physical therapists, occupational therapists, pharmacists) have moved their academic requirements to a post-baccalaureate level, and the increasing complexity of the nutrition field demands the same of our field. To maintain our already successful and well-recognized programs, and to meet the new minimum degree requirements for RDNs, we must move our programs to the master's level by 2024.

Emerging Knowledge and Advancing New Directions

We seek to build on our existing foundation by expanding to the master's level, and increase coursework in genetics, nutrigenomics (nutrient – gene interactions in disease risk), biochemistry, and research literature analysis, as highlighted by the Academy of Nutrition and Dietetics for master's-level programs. As with all graduate-level programs, the addition of MS students will directly contribute to expanding faculty scholarship.

Locally and nationally, we are at a tipping point in understanding and acting upon the impacts of poor food choices: nutrition-related health concerns constitute the largest portion of disease burden in the U.S. and Wisconsin. According to the Centers for Disease Control and Prevention (CDC), much of this is preventable. Approximately 70% of premature deaths^{3,4} and 75% of health care costs are due to unhealthy nutrition and lifestyle factors.³ Pilot programs across the country that integrate nutrition and healthy food education in applied programs are effectively improving food habits and health outcomes. Our master's program will train the next generation of nutrition dietitians to provide integrated, functional nutrition medicine to help patients and communities reclaim their health.

DESCRIPTION OF PROGRAM

General Structure

The proposed Master's in Nutrition and Integrated Health will partner with our existing nutrition undergraduate program and dietetic internship practicum experiences to create a five-year (3+2) program that allows students to earn their B.S., Master's degree, and become a RDN. Both the master's program and dietetics internship will also have stand-alone options, particularly during program implementation. Other practitioners may enroll as graduate special students to meet continuing education requirements for RDNs. Students admitted into the 3+2 program would complete their undergraduate nutrition coursework during the first three years, and their internship practicum and graduate coursework during the last two years of the program. These last two years would involve year-round coursework and practicum rotations.

Coursework consists of graduate-level nutrition courses with select elective offerings. Students will complete a master's thesis or capstone project under the direction of the UWGB faculty in Human Biology, Natural and Applied Sciences, or a collaborating discipline. Supervised practicum experiences will be provided through the infrastructure built for UW-Green Bay's existing Dietetic Internship program. Our program provides interns with 1200 practicum hours through a network of more than 120 clinical and community sites in northeast and central Wisconsin. There is also opportunity to create new practicum experiences on-site at UW-Green Bay by utilizing the campus dining facilities, the Kress Events Center, and the counseling and health center.

Following successful completion of these requirements, students can sit for the Registration Examination for RDN certification.

Institutional Program Array

The current Nutrition Sciences emphasis in the Department of Human Biology consists of the necessary array of prerequisite undergraduate courses needed to enroll into the proposed Master's Nutrition program. This includes foundation science courses in chemistry, anatomy and physiology, microbiology, nutrient metabolism, genetics, food science, and courses in mathematics and statistics, communication and psychology. Faculty currently meet HLC accreditation requirements to teach at the graduate level and several already teach at the graduate level through our partnership with the Medical College of Wisconsin. UW-Green Bay has strong undergraduate programs in nursing, psychology, environmental sciences and sustainability, and graduate programs in Nursing Leadership and Management in Health Systems, Health and Wellness Management, and Sustainable Management. Expertise from these programs has been important in the development of our current successful program and will play a role in the curricular development of our master's program. Northeast Wisconsin has a growing health care economy and our campus must be positioned to meet its workforce needs through expansion of our graduate offering in Health Sciences.

Other Programs in the University of Wisconsin System

Nutrition-related master's programs coupled with a dietetic internship program currently exist at UW-Stout (Science and Technology, Human Nutrition, Food Packaging) and Mount Mary (Dietetics). UW-Stevens Point offers a nutrition master's program (Community Nutrition with a Sustainability emphasis), but does not offer the internship program needed to become an RDN. UW-Madison (Biochemical and Molecular Nutrition, Human Nutrition, and Animal Nutrition) offers nutrition-related masters programs, but the dietetic internship is not integrated into their master's program. Recently though, UW-Madison received approval for an MS in Clinical Nutrition. Viterbo University offers a coordinated undergraduate nutrition program with a dietetic internship. Although there are existing nutrition-related master's programs in the state, our proposed program will offer a unique array of interdisciplinary courses that emphasize integrative and functional nutritional medicine and will prepare students for the RDN credential. Additionally, if approved, our program would be the only ACEND-accredited 3+2 nutrition program (terminating in a MS degree) in the state of Wisconsin. The proximity of our program to the Green Bay metropolitan area provides essential access to working professionals and a significant number of regional health care providers.

Collaborative Nature of the Program

The University of Wisconsin – Green Bay will be the single institution to deliver the didactic (classroom and laboratory) instruction. The supervised practicum experiences of the dietetic internship are provided through the infrastructure and strong community connections supporting our current Dietetic Internship program. The collaborative nature of this program is evident in the over 120 clinical and community sites in northeast and central Wisconsin, including a long-standing, strong relationship with Bellin, St. Vincent and St. Mary's Hospitals, the Green Bay Public School System, and the Brown County UW Extension Office.

Diversity

UW-Green Bay is dedicated to expanding the diversity of the campus community. Our campus engages in several strategic initiatives to recruit a more diverse student population, and offer a wide range of experiences and perspectives throughout a student's undergraduate years. As part of this process, the Chancellor's Council on Diversity and Inclusive Excellence initiated a certificate program designed to develop and recognize commitment to the UW-Green Bay Inclusive Excellence Initiative. The first Level 1 Inclusivity and Equity Certificates were awarded in August 2016. Workshops and seminars for the program are ongoing. In fall 2016, the campus added a Director of Student Success and Engagement in the Provost's Office charged with improving student retention and degree completion. The Office of Admissions also supports recruiters specialized in working with multicultural, bilingual, and international students.

The American Intercultural Center (AIC), the Pride Center, and the Center for Advancement of Teaching and Learning (CATL) all offer resources and services that promote academic success and personal growth of students. For example, the AIC supports a number of student organizations (e.g. Black Student Union, Intertribal Student Council, Women of Color, etc.) by offering an environment for students to share their own culture, gain leadership skills, and participate in co-curricular activities. In addition, UW-Green Bay's Multicultural Academic Centers (e.g. Center for First Nation Studies, Veterans Pad, Pride Center, Upward Bound, TRIO and Precollege Programs, etc.) promote better understanding of diverse communities and serve as resources for students, faculty, and staff. The CATL also offers regular workshops and panel discussions (e.g. "How Inclusive Classroom Experiences Can Enhance Academic Equity?") addressing the complexities of inclusivity and diversity. Finally, the Office of International Education facilitates international student success while at UW-Green Bay.

Our nutrition program, and our accrediting agency, establishes learning outcomes, knowledge and skills benchmarks that programs must embed in their curricular programming. Historically, diversity content and preparing students for working in a multicultural society has been (and will continue to be) an important part of the learning outcomes. A number of existing courses at the undergraduate level (i.e., Community Nutrition, Life Cycle Nutrition, and Medical Nutrition Therapy) and proposed courses at the graduate level, as well as practicum experiences include multicultural awareness, diversity and sensitivity content. Increasing the diversity of RDNs is an important ongoing goal for our program and the AND. The UWGB graduate student applicant review process embraces these goals by taking a holistic approach to student admission. This approach is a proven best practice for accurately predicting student readiness and academic success, and importantly, for instilling the diversity of life and work experiences into our classrooms to build a rich graduate-level pedagogical environment for our students; no single

metric serves as the sole basis for campus admission at the graduate level. The College of Science and Technology, 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.

Student Learning Outcomes and Program Objectives

The Academy's accreditation branch for nutrition education (the Accreditation Council for Education in Nutrition and Dietetics (ACEND)) is in the process of finalizing graduate learning outcomes, skills and program objectives for the new master's degree requirement. All accredited programs must meet these competencies and performance indicators, and may develop additional, complementary learning outcomes and program objectives. Below are ACEND's proposed categories of competencies, which are the basis for development and evaluation of the curriculum.

Students must demonstrate knowledge and skills in the following areas:

- 1) Foundational Knowledge: students should be able to apply foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations.
 - students should be able to apply an understanding of foundational knowledge (knowledge in environmental, and molecular factors, food, statistics, anatomy, physiology, pathophysiology, biochemistry, microbiology, genetics, social and psychological factors) in the development and management of disease for individuals, groups and populations, and in food product development.
- 2) Client/Patient Services: students should be able to apply and integrate client/patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes.
 - students should be able to evaluate, develop and implement nutritional screening tools and programs, utilize the nutrition care process and prescribe nutrition-related pharmacotherapy.
- 3) Food Systems Management: students should be able to apply food systems principles and management skills to ensure safe and efficient delivery of food and water.
 - Students should be able to direct the production and distribution of quantity and quality food products, oversee purchasing through storage of food products, apply principles of food safety and sanitation, and demonstrate an understanding of agricultural practices.
- 4) Community and Population Health Nutrition: students should be able to apply community and population nutrition health theories when providing support to community or population nutrition programs.
- 5) Leadership, Business, Management and Organization: students should be able to demonstrate leadership, business and management principles to guide practice and achieve operational goals.
- 6) Critical Thinking, Research and Evidence-Informed Practice: students should be able to integrate evidence-informed practice, research principles and critical thinking into practice.
- 7) Core Professional Behaviors: students should be able to demonstrate professional and effective communication in all nutrition and dietetics interactions

Assessment of Objectives

ACEND requires that the program director, in collaboration with the nutrition faculty, develop measurable performance indicators for each competency, collect data on a regular ongoing basis

to assess student outcomes relative to each competency, and when needed, develop measurable steps to improve outcomes.

Program Curriculum

Upon completion of a baccalaureate degree, which includes prerequisite courses, our proposed master's program requires 37 credits of graduate coursework.

Prerequisite Undergraduate Coursework (51 credits in Biology, Chemistry, Psychology, Nutrition and related STEM fields)	Credits	
	Existing	New

Combined Undergraduate coursework	51	0
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Required Graduate Courses

Fall 1 (9 credits)	Credits	
	Existing	New

Nut Sci 750 Micronutrient Metabolism across the Lifespan		3
Nut Sci 421/621 Community and Public Health Nutrition	3	
Nut Sci 485/685 Health Coaching and Nutrition Counseling	3	

Spring 1 (10 credits)	Credits	
	Existing	New

Nut Sci 427/627 Nutrigenomics and Advanced Nutrient Metabolism	3	
Hum Bio 753 Biostatistics, Research Methods		4
Nut Sci 486/686 Functional Nutrition in Disease Prevention & Treatment	3	

Summer 1	Credits	
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480 hours of clinical rotations (40hrs/wk for 12 wks) (for those pursuing RD credential)		
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Fall 2 (9 credits)	Credits	
	Existing	New

Nut Sci 787 Advanced Nutrition Assessment and Counseling		3
Nut Sci 712 Culinary Medicine		3
MS Elective (or in summer 1)		3
280 hours of clinical rotations (20 hrs/wk for 14 weeks) (for those pursuing RD credential)		

Spring 2 (9 credits)	Credits	
	Existing	New

Nut Sci 799 Capstone Project/Thesis		3
Nut Sci 796 Special Topics in Nutrition		3
MS Elective	3	
280 hours of clinical rotations (20 hrs/wk for 14 weeks) (for those pursuing RD credential)		

Summer 2	Credits	
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160 hours of clinical rotations (for those pursuing RD credential) (total 1200 hours clinical rotations)		
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Electives	Credits	
	Existing	New
<u>Electives: (choose 2)</u>		
Hum Biol 360/560 Exercise in Health and Disease Prevention	3	
Psych 450/650 Health Psychology	3	
Nut Sci 790 Nutrition Support in Critical Care		3
Nut Sci 760 Prevention and Treatment of Childhood Obesity	3	
Nut Sci 754 Nutritional Epidemiology		3
PU EN AF 762 Food Policy		3
Nut Sci 312/512 Quantity Food Production and Management	3	

For those pursuing a registered dietitian nutritionist credential (RDN), in addition to the above listed courses, the curriculum includes required practicum rotations in clinical, community and food service areas (currently this is 1200 hours of rotations). These rotations would occur during the summer between the first and second graduate years and the summer after the second graduate year. During the summer students have the possibility of doing rotations on a full-time basis (40 hours per week). In addition, during graduate year 2 fall and spring semesters students will complete between 15 and 24 hours per week of rotations.

Projected Time to Degree

The proposed master's program and dietetic internship is designed to be completed in a 3+2 timeframe (including the last 2 summers for internship rotations) for those undergraduate students who declare a dietetics educational career goal at the beginning of their undergraduate career and are eligible to begin the appropriate undergraduate prerequisite courses without the need for remedial coursework. Persons who have already earned a bachelor's degree, or bachelor's degree and RDN credential (from UWGB or another institution), who have completed the required undergraduate prerequisite coursework and who desire the master's degree only can complete the master's program in 2 academic years.

Program Review Process and Institutional 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 MSN program on a seven-year cycle. In addition, the master's nutrition program will be formally reviewed on a five-year cycle, by the department, and the Dean of the College of Science and Technology. This five-year cycle coincides with the required self-study documents that our accrediting agency requires (see accreditation section below). As a requirement of our outside accrediting agency, ACEND, a graduate nutrition/dietetics steering committee which consists of faculty that participate in teaching the graduate courses, and preceptors from the clinical, community and food service rotation sites will be established, and convene at minimum 1 time per year to evaluate the master's curriculum, and how the curriculum is performing on meeting the program goals and competencies.

Accreditation

The master's program will seek accreditation from the Academy of Nutrition and Dietetics' accrediting agency, the Accreditation Council for Education in Nutrition and Dietetics

(ACEND). Our current bachelor's Nutrition/Dietetics undergraduate program and dietetics internship are both fully accredited and have remained in good standing since their inception. The accreditation process requires a lengthy and detailed self-study every 10 years that documents program outcomes relative to specified learning outcomes, describes plans for improvement in any deficient outcomes, and details changes and innovations to the curriculum in response to advances in the nutrition/dietetics field. In addition, an on-site visit by ACEND evaluators is part of the ten-year accreditation process. At the five-year midpoint between the ten-year accreditation cycles, a smaller self-study document is submitted to ACEND. In addition, the program will need to be approved through the Higher Learning Commission.

References:

- 1) Academy of Nutrition and Dietetics. Compensation and Benefits Survey 2011: Moderate Growth in Registered Dietitian and Dietetic Technician, Registered, Compensation in the Past 2 Years. Accessed at < <http://www.andjrnl.org/article/S2212-2672%2811%2901840-5/pdf> >.
- 2) Bureau of Labor Statistics. U.S. Department of Labor. Occupational Outlook Handbook, January 2014 edition. Dietitians and Nutritionists. Accessed at < <http://www.bls.gov/ooh/>>.
- 3) National Alliance for Nutrition and Activity. National Health Priorities: Reducing Obesity, Heart Disease, Cancer, Diabetes, and Other Diet- and Inactivity-Related Diseases, Costs, and Disabilities 2010. Accessed at < http://cspinet.org/new/pdf/cdc_briefing_book_fy10.pdf>.
- 4) Centers for Disease Control and Prevention (CDC). CDC National Health Report: Leading Causes of Morbidity and Mortality and Associated Behavioral Risk and Protective Factors – United States, 2005-2013. Accessed at < http://www.cdc.gov/mmwr/preview/mmwrhtml/su6304a2.htm?s_cid=su6304a2_w >

Faculty Senate Old Business 5b 10/11/2017

University of Wisconsin - Green Bay						
Cost and Revenue Projections For Newly Proposed Program in Integrated Health and Nutrition						
	Items	Projections				
		2019	2020	2021	2022	2023
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	12	16	20	24	24
	Enrollment (Continuing Student) Headcount	0	11	15	18	22
	Enrollment (New Student) FTE	12	16	20	24	24
	Enrollment (Continuing Student) FTE	0	11	15	18	22
II	Total New Credit Hours (# new sections x credits per section)	7	18	6	0	0
	Existing Credit Hours	12	19	31	37	37
III	FTE of New Faculty/Instructional Staff	0.29	0.75	0.25	0.00	0.00
	FTE of Current Fac/IAS	0.50	0.79	1.29	1.54	1.54
	FTE of New Admin Staff	0	0.17	0.17	0.17	0
	FTE Current Admin Staff	1.5	1.5	1.67	1.83	2.0
IV	New Revenues					
	<i>From Tuition (new credit hours x FTE)</i>	\$91,686	\$210,418	\$278,220	\$340,541	\$380,433
	<i>From Fees</i>					
	<i>Program Revenue - Grants</i>					
	<i>Program Revenue - Clinical Placement</i>	\$155,934	\$176,725	\$198,286	\$220,638	\$225,051
	<i>Reallocation</i>					
	Total New Revenue	\$247,620	\$387,143	\$476,505	\$561,179	\$605,483
V	New Expenses					
	Salaries plus Fringes					
	<i>Faculty/Instructional Staff</i>	\$48,688	\$105,651	\$108,408	\$111,233	\$114,128
	<i>Other Staff - Director of DPD</i>	\$163,285	\$177,757	\$203,621	\$219,307	\$223,339
	Other Expenses					
	<i>Startup</i>	\$20,000	\$15,000	\$0	\$0	\$0
	<i>Marketing</i>	\$5,000	\$5,100	\$5,202	\$5,306	\$5,412
	<i>Accreditation, travel, memberships, professional development, S&E:</i>	\$29,282	\$28,819	\$29,294	\$29,778	\$30,272
	<i>Central tax:</i>	\$0	\$0	\$117,731	\$125,136	\$127,907
	Total Expenses	\$266,255	\$332,327	\$464,256	\$490,761	\$501,059
VI	Net Revenue	-\$18,636	\$54,817	\$12,249	\$70,418	\$104,425
Narrative: Explanation of the Numbers and Other Ongoing Commitments that will Benefit the Proposed Program						
<p>I. Enrollment assumes admitting an annual cohort of 12 full-time students in year 1, increasing to 24 students by year 4, with ~92% student retention rate between years 1 and 2 of the program for each cohort. New students are those recently admitted students (1st year) to the program, not necessarily new students to the University.</p> <p>II. We are proposing 31 new graduate SCH, with the remaining SCH (12) pulled from cross-listed courses available in our large undergraduate Human Biology Program (Dietetics emphasis: 102 program), thus benefiting both programs and providing limited elective options. "Traditional," non-integrated graduate students take 9 credits during fall 1, 10 credits during spring 1, 3 credits during summer 2, 6 credits during fall 2 as they continue with their clinical placement in earnest, and 9 credits in spring 2. Following existing UWGB policies, all summer credits are charged on a per credit basis, with 3 & 4 new graduate (131-based) credits in fall & spring yr 1, and 3 & 3 new graduate (131-based) credits in summer 2 & 3, and 6 & 9 new graduate (131-based) credits in fall & spring yr 2, and 3 new graduate (131-based) credits in spring 3. This pattern repeats.</p> <p>III. The Clinical Director position will be transferred from the existing undergraduate to the new graduate program at the same level of effort (100%). We propose increasing the Clinical Coordinator position from the current 50% effort in our existing undergraduate program to 100% at the graduate level by year 4. Our existing Clinical Supervisor will transition from the undergraduate to the graduate level at the same effort level. These changes support a shift from 18 to 24 student cohorts within the clinical program. We have also budgeted a change from a current level of 33% effort to 50% effort by year 3 for general admin support. We also provide funding for an academic program chair commensurate with existing UWGB compensation policies. Instructional needs will be met with the addition of one new faculty FTE in year 2, use of existing nutrition faculty and lecturers, and use of practicing professionals for specific courses.</p> <p>IV. Accreditation requirements, coupled with clinical placement workload mandates a large administrative cost. Graduate tuition rates are held at the resident level for UW-GB. Summer tuition at UW-GB is charged on a per credit basis at \$424.47/cr. During the semester credit cost plateaus at \$3,820.23 for 9 or more credits (seg fees excluded), with 3 credits of additional summer tuition provided starting in year 2. We set the cost of clinical placement and supervision at the current undergraduate levels in year 1. Subsequent years assume annual increases 2% in tuition and clinical placements, offsetting projected annual business cost increases of 2%.</p> <p>V. Professional accreditation and association membership fees, travel to clinical sites, faculty and staff professional development costs, and miscellaneous office S&E costs are included. We also include a marketing and advertising budget of \$5,000 per year, expecting cost savings by bundling our marketing efforts with existing buys for Human Biology and other Health Care related programs. We suggest \$35,000 in startup fees to enhance existing facilities to accommodate the shift to the graduate level. Beginning year 3 we include a central tax of 40% on salaries, wages and fringe to cover general university facilities and administration costs. We identified support for chair, clinical placement teams, and instructional personal within our FTE discussion above; all salaries and wages included are commensurate with existing salaries and fringe rates at UWGB.</p>						
Provost's Signature:				Date:		

Faculty Senate Document #17-05 – Approved 10/11/2017

UW-Green Bay Faculty Senate Resolution on Regent Policy 6-4

Whereas, a successful chancellor must have a strong understanding of the campus mission, campus culture, and its place within the community; and

Whereas, leading an institution of public higher education is substantially different from leading a business or other private enterprise in that a close cooperative relationship with both internal and external constituencies is necessary for success; and

Whereas, the local stakeholders (faculty, staff, administrators, students, and community members) are best positioned to understand the characteristics of a successful chancellor for UW-Green Bay; and

Whereas, the current proposed committee composition inadequately represents the entire campus community of faculty, academic staff, university staff, and students and the interests of local stakeholders; and

Whereas, current policy encourages that the search committee include campus and community member representation from diverse groups including women, minorities, and other underrepresented groups; and

Whereas, the current proposed policy document states that, “the job description shall be inclusive of and encourage applicants from non-academic candidates”; and

Whereas, explicit encouragement of a given sub-group of candidates (in this case, non-academic candidates) could potentially be perceived as bias introduced into the hiring process;

Therefore, the Faculty Senate of UW-Green Bay hereby resolves:

To call upon the BOR to reject the proposed changes to Regent Policy Document 6-4;

To call upon the BOR to approve an alternative policy with the following principles:

Ensure that each chancellor search and screen committee is comprised of a majority of members from the campus community;

Ensure that every governance group on campus (faculty, university staff, academic staff, and students) has representation on chancellor search and screen committees; and

A campus faculty member should serve as chair of chancellor search and screen committees.

Faculty Senate New Business 6a 10/11/2017

Faculty Senate Document #17-06 – Approved 12/13/2017

**PROPOSAL TO ESTABLISH A
SCHOOL OF ENGINEERING
AT THE UNIVERSITY OF WISCONSIN – GREEN BAY
SUBMITTED BY THE UNIVERSITY OF WISCONSIN-GREEN BAY**

October 15, 2017

BACKGROUND

As part of a campus-wide reorganization at the University of Wisconsin-Green Bay that occurred during the 2015-16 academic year, the College of Science and Technology (CST) was established on July 1, 2016. The College of Science and Technology includes programs in Biology, Chemistry, Electrical Engineering Technology, Environmental Engineering Technology, Environmental Science, Geoscience, Human Biology, Mathematics, Mechanical Engineering Technology, and Physics.

At the Board of Regents meeting in Madison, Wisconsin, in February 2018, the University of Wisconsin-Green Bay is requesting approval for the authorization to implement a bachelor of science degree program in Mechanical Engineering, which would bring the total number of engineering related programs in the College of Science and Technology to four. In conjunction with the request for the authorization to implement for Mechanical Engineering, a request is also being made to establish a School of Engineering at the University of Wisconsin-Green Bay, which would be housed in the renamed College of Science, Engineering, and Technology.

REQUESTED ACTION

Adoption of proposal authorizing the establishment of a School of Engineering at the University of Wisconsin-Green Bay.

RELEVANT STATUTES AND REGULATIONS

A key goal of the UW System FWD2020 strategic plan is business and community mobilization to "...address the State's greatest needs and help Wisconsin business and communities become more successful." Past community leaders in Green Bay recognized that engineering was a key missing program array, with recent community-wide studies again highlighting this need and further intensifying the community desire for engineering.

UW System Administrative Policy 102 requires the UW System Administration and the Board of Regents to approve the establishment of a new college or school. This request is for approval to establish a School of Engineering at the University of Wisconsin-Green Bay, which will reside within the College of Science, Engineering, and Technology.

HISTORY

The University of Wisconsin-Green Bay has offered a Pre-Engineering program for many decades, dating back to the early years of the institution. The Pre-Engineering program includes courses mathematics, chemistry, physics, and several lower level courses in engineering. Students in the Pre-Engineering program have successfully transferred to the other universities in the region that offer engineering degrees, including UW-Madison, UW-Milwaukee, UW-Platteville, UW-Stout, Marquette University, the Milwaukee School of Engineering, and Michigan Technological University. In addition, the NEW Program provides for direct, upper-level transfer of courses into the College of Engineering and Applied Sciences at UW-Milwaukee. The two institutions also collaborate on a 3+2 dual degree program in which a student can earn two bachelor's degrees over five years of study: a bachelor's in Environmental Science from UW-Green Bay and a bachelor's in civil/environmental engineering from UW-Milwaukee. More recently, three engineering technology programs (electrical, environmental and mechanical) were added at UW-Green Bay and UW-Oshkosh and have seen rapid enrollment growth since implementation in the fall of 2015.

RATIONALE

Given the goals of UW System FWD2020 and the intensified local desire for engineering at UW-Green Bay, as well as several independent studies stating that engineering is critical to the long-term economic success of the region, now is the ideal time to move forward with the establishment of a School of Engineering at UW-Green Bay. It should be noted that the university is being asked by the community to play a key role in fundamentally transforming the economics of one of the State's most important regions, which goes beyond just producing degrees.

BUSINESS MODEL

The School of Engineering would be housed in the renamed College of Science, Engineering, and Technology. Under this model, the School of Engineering would be able to utilize the existing administrative infrastructure of the college (Dean, Associate Deans, and administrative support), as well as the existing Chair of Engineering. Therefore, the immediate incremental cost associated with the creation of the School of Engineering would be minimal and not require the redirection of campus resources for administration.

The engineering technology programs were established based on a tuition recovery model, which is similar to how the mechanical engineering program would be established. This business model also depends on contributions from the community in support of these programs, which have been outlined in detail in the Authorization to Implement document

DESIRED EFFECTIVE DATE

The desired effective date for the School of Engineering is July 1, 2018.

Faculty Senate Document #17-07 – Approved 12/13/2017

**PROPOSAL TO CHANGE THE NAME OF THE
COLLEGE OF SCIENCE AND TECHNOLOGY
AT THE UNIVERSITY OF WISCONSIN – GREEN BAY
TO THE COLLEGE OF SCIENCE, ENGINEERING, AND TECHNOLOGY**

SUBMITTED BY THE UNIVERSITY OF WISCONSIN-GREEN BAY

October 13, 2017

BACKGROUND

As part of a campus-wide reorganization at the University of Wisconsin-Green Bay that occurred during the 2015-16 academic year, the College of Science and Technology (CST) was established on July 1, 2016, as part of a new four-college model. The CST includes programs in Biology, Chemistry, Electrical Engineering Technology, Environmental Engineering Technology, Environmental Science, Geoscience, Human Biology, Mathematics, Mechanical Engineering Technology, and Physics.

At the Board of Regents meeting in Madison, Wisconsin, in February 2018, the University of Wisconsin-Green Bay will request approval for the authorization to implement a bachelor of science program in Mechanical Engineering and to establish a School of Engineering. In conjunction with the request to create a School of Engineering at the University of Wisconsin-Green Bay, a request is also being made to change the name of the College of Science and Technology to the College of Science, Engineering, and Technology, which would better reflect the diversity of programs being offered in the College.

REQUESTED ACTION

Adoption of Proposal authorizing changing the name of the College of Science and Technology at the University of Wisconsin-Green Bay to the College of Science, Engineering, and Technology.

Faculty Senate Old Business 4b 12/13/2017

Faculty Senate Document #17-08 – Approved 12/13/2017

UW-Green Bay UC Proposal to Change Undergraduate Graduation Requirements

The UW-Green Bay University Committee proposes the elimination of the graduation requirement that states: “Every student completes either an interdisciplinary major or a disciplinary major coupled with an interdisciplinary minor.”

The Student catalog will be edited to reflect these changes.

Faculty Senate Old Business 4c 12/13/2017

Faculty Senate Document #17-09 – Approved 12/13/2017

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 2017 Commencement.

Faculty Senate New Business 5a 12/13/2017

Faculty Senate Document #17-10 – Approved 1/24/2018

Graduate Degree Credits

DATE: 1/18/2018

TO: SOFAS

FROM: M. Dornbush, Dir Graduate Studies

SUBJECT: The below language provides a summary of work conducted by the graduate joint chairs, the Graduate Academic Affairs Council, the Registrar, and the Office of Graduate Studies to revise UW-Green Bay's policy regarding acceptable achievement levels in courses required to earn a graduate degree at UW-Green Bay. Specifically, this proposal seeks to set the minimum acceptable level for an end of semester grade at C or higher to fulfill post-baccalaureate graduation requirements. Note that this policy change does not address existing policies addressing cumulative student performance (e.g. good standing, probation, suspension, suspension waiver), but rather address performance expectations within a given graduate course.

PREVIOUS REVIEW:

- The Joint Graduate Chairs met on the afternoon of September 20, 2017. Chairs from the Environmental Science & Policy, Leadership and Management in Health Systems, Data Science, Sustainable Management, and Applied Leadership for Teaching & Learning were present. Chairs from Health and Wellness Management, Social Work, First Nations Education, Management, and the representative from Athletic Training were absent. During the Graduate Joint Chairs meeting the awarding of degree credits for D grades was discussed. All graduate chairs, present or absent from the meeting, were subsequently sent a draft version of this document for review, comment, and consultation with their graduate faculty. The graduate joint chairs provided a non-binding, unanimous vote in favor of limiting degree credits at the graduate level to C or higher.
- The Graduate Academic Affairs Council discussed this issue at the November meeting, and voted unanimously to approve this change at their December 2017 meeting.
- The proposed change is supported by Director of Graduate Studies.
- The proposed change is supported by the Registrar.

REQUEST:

As this policy change affects campus-wide graduation requirements, I am seeking formal support from the Faculty Senate regarding the proposed policy change. Recommendations regarding the specific graduate catalog language provided below are welcomed, but remain the shared responsibility of the Director of Graduate Studies and the Registrar.

Grades and Related Policies

Types of Credit

Attempted Credits

Attempted credits are the number of credits a student has originally enrolled in during a specific session or term before grades are awarded.

Degree Credits

Degree credits are those credits earned that fulfill graduation requirements for a graduate program. Students must earn a semester grade of C or higher in a graduate course for the credits to count towards fulfillment of graduate program requirements at UW-Green Bay.

Earned Credits

Earned credits are the number of credits where a final grade is assigned. Quality points are awarded for graded credits, which is then used to calculate grade point average for the semester and cumulatively. Courses that are graded with a letter or passing grade are calculated in this total; temporary grades of I = Incomplete or N = Not yet graded, are excluded.

Graduate Grading System and Grade Points

Grade point averages are a means of measuring the quality of a student's academic work. Grade point averages are computed on a 4.0 basis. See chart for letter grade point values.

Graduate Grade Point Values

Letter Grade		Grade Points per Credit
A	Excellent	4.0
AB	Very Good	3.5
B	Good	3.0
BC	Above Average	2.5
C	Average	2.0
CD	Below Average	1.5
D	Poor	1.0
F	Unacceptable	0.0
WF	Unofficial Withdrawal	0.0
P	A "C" grade or better for graduate courses	No effect
NC	No credit, letter grade of less than "C"	No effect
U	Unsatisfactory Audit	No effect
S	Satisfactory Audit	No effect
N	No acceptable report from instructor - temporary grade	No effect until an acceptable grade submitted
I	Incomplete, temporary grade	No effect until removed
PR	Progress in graduate thesis or internship	No effect
DR	Dropped Class	No effect
W	Withdrew	No effect

Faculty Senate New Business 5b 1/24/2018

Faculty Senate Document #17-11 – Approved 2/21/2018

Resolution on a “Shared Governance Transition Year” to Accommodate Our Faculty Colleagues at UW-Marquette, UW-Manitowoc, and UW-Sheboygan to Participate in Shared Governance during the 2018-19 Academic Year

WHEREAS, the two-year campuses at UW-Marquette, UW-Manitowoc, and UW-Sheboygan are scheduled to join UW-Green Bay (four campuses, one university) on 1 July 2018, and

WHEREAS, UW-Green Bay’s Committee on Committees and Nominations must send out the committee preference forms to all faculty in late January, thus our Colleges colleagues will miss the opportunity to identify their interests in serving on various committees during the 2018-19 academic year,

THEREFORE, be it resolved that the 2018-19 academic year shall be declared a “Shared Governance Transition Year”, and

Be it resolved that each of the three branch campuses shall elect one faculty member from their respective campuses to serve on the Faculty Senate for that academic year, and

Be it resolved that one of those three faculty members elected to serve on Faculty Senate shall be also selected to serve on the University Committee for that academic year, and

Be it resolved that one faculty member from among the three Colleges shall be elected to serve on each of the following committees: Academic Affairs Council, Committee on Committees and Nominations, General Education Council, Institutional Review Board, Institutional Biosafety Committee, and Institutional Animal Care and Use Committee, and

Be it resolved that one faculty member from among the three Colleges shall be elected to serve on the Committee of Six Full Professors and the Personnel Council (if promotion/tenure reviews occur at the four campus, one university level during the 2018-19 academic year).

Faculty Senate New Business 5b 2/21/2018

Faculty Senate Document #17-12 – Approved 2/21/2018

Resolution on Administration Following Proper Protocol

WHEREAS, Chapter 50.04 of the UW-Green Bay Faculty handbook defining Jurisdiction and Powers of the Faculty states:

B. Matters within the jurisdiction of the faculty include the following:

1. Educational interests or educational policies not clearly within the jurisdiction of a single academic unit; and

WHEREAS, the Early Alert System was put into place in the Fall 2017 semester without consulting the University Committee, Faculty Senate, or other appropriate shared governance body;

THEREFORE, be it resolved that the UW-Green Bay Faculty Senate reminds campus administration of the above governance rules and requests that proper protocol be followed in future initiatives.

Faculty Senate New Business 5d 2/21/2018

Faculty Senate Document #17-13 – Approved 4/25/2018

Proposed Change to the International Education Committee's Charge

International Education Committee Charge

1. The International Education Committee shall be composed of seven (7) appointed persons. It will include six (6) members of the faculty with no more than two from one voting district. The Director of the Office of International Education will serve as an *ex officio* non-voting member. Voting faculty members will serve three-year staggered terms to ensure continuity.
2. Nomination of candidates for appointment to the International Education Committee is the responsibility of the Committee on Committees and Nominations. Appointments are made annually by the Provost and Vice Chancellor for Academic Affairs.
3. The Committee chair will be appointed by the Provost for a three-year term.

Since IEC members are elected for a three year term, it is unlikely one would take on the role of chair in his or her first year of service. We proposed to the Committee of Committees and Nominations (CCN) and the University Committee (UC) the following change, which was endorsed.

3. The Committee chair will be selected by the IEC members and approved by the Provost ~~appointed by the Provost~~ for a renewable one ~~three~~-year term.

Faculty Senate Old Business 4a 4/25/2018

**REQUEST FOR AUTHORIZATION TO IMPLEMENT AN
IMPACT MBA
AT UW–GREEN BAY
PREPARED BY UW-GREEN BAY**

ABSTRACT

The University of Wisconsin-Green Bay proposes to establish an IMPACT Master of Business Administration (MBA) degree in the Austin E. Cofrin School of Business. The program is designed to satisfy all of the requirements specified by the Association to Advance Collegiate Schools of Business (AACSB) as well as the graduation requirements for UW-Green Bay. Additionally, UW-Green Bay will seek accreditation of the IMPACT MBA program through AACSB. The proposed Impact MBA will be a 17-month program and will provide a unique opportunity for UW-Green Bay students to obtain an IMPACT MBA that is differentiated from other traditional MBA programs. The IMPACT MBA will require 36 credits and will prepare graduates with an interdisciplinary knowledge that will enable them to understand the complexities of future challenges in the business environment in order to make a positive impact in not only their business but also their communities and industries.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin – Green Bay

Title of Proposed Program

IMPACT MBA / Master of Business Administration

Degree/Major Designation

Master of Business Administration

Mode of Delivery

The program will be delivered from a single institution, UW-Green Bay. Courses will be delivered using a combination of face-to-face instruction, independent work, and online course offerings.

Projected Enrollment by Year Five

The 5-year projection assumes full admission in year four (30 students annually), and full enrollment by year 5 (56 students), and annual retention rates of 92%. By the end of the fifth year, it is expected that 119 students will have enrolled and 89 students will have graduated. The model is based on annual retention rate of 85% and the assumption that all students who remain in the program after their first year will graduate.

Table 1: Five Year Degree Program Enrollment Projections (Headcount)

	1st Year	2nd Year	3rd Year	4th Year	5th Year
# New Admitted Students	25	27	28	30	30
# Continuing Students	0	21	23	24	26
Total Enrollment	25	48	51	54	56
# Graduating Students	0	21	23	24	26

Tuition Structure

The IMPACT MBA will consist of 36 credits. Tuition is set at \$45,000 for the 36 credit program (\$1,250 per credit). Student segregated fees will also follow existing UW-Green Bay policies.

Department, College, School or Functional Equivalent

The proposed program will be housed in the Austin E. Cofrin School of Business.

Proposed Date of Implementation

The first class to be admitted to the program will be Fall 2019.

INTRODUCTION

Rationale and Relation to Mission

The proposed IMPACT MBA program will serve UWGB’s mission and core strategies in several distinct ways. First, the program is consistent with UWGB’s mission: “The University of Wisconsin-Green Bay provides an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues in a multicultural and evolving world.” Second, the program is also consistent with the mission of the Austin E. Cofrin School of Business: “The Cofrin School of Business is a community of teachers and learners dedicated to the exchange of knowledge, skills, and values that enables them to serve their organizations and communities as engaged professionals.” Further, the program aligns with the first strategic goal of the School of Business: “To deliver transformative and thriving business programs responsive to state-of-the-art knowledge and the needs of learners and the community.” Finally, the proposed MBA aligns with Chancellor Gary L. Miller’s vision of UWGB’s future “in which the institution is energized ... and will thrive ... through the power of Innovation, the power of higher education as an agent of Transformation, and the power of Place – the idea that UW-Green Bay will serve its region.”

The IMPACT MBA program is **interdisciplinary** and **problem-focused** in its course array and its teaching/learning approach. Frontier-moving courses prepare students to lead in organizations through design thinking, working in the age of accelerating technology, disruptive business events, and the exponential enterprise. The program is applicable and transportable across business areas including information technology & security, manufacturing, healthcare, entrepreneurship, transportation, financial intermediaries, etc. Specific impact areas are: Creating the Learning Organization, Disruptive Innovation, Design Thinking & Leadership, Exponential Enterprises, Convergent/Divergent Industries, Artificial Intelligence and Machine Learning, Leading Transformational Change.

Need as Suggested by Current Student Demand

According to the 2015 survey of 645 UW-Green Bay alumni and students, there is a strong

demand for an MBA program offered at UW-Green Bay (Table 2). UW-Green Bay has offered top-quality undergraduate programs in accounting and business administration since its founding in 1965, as evidenced by outstanding post-graduate employment rates (consistently > 90%) and CPA pass rates (consistently among the highest in the State). Alumni are loyal to both UW-Green Bay and Northeast Wisconsin, as shown by their preference for staying in the area (> 70% continue to live in the area post-graduation).

Table 2. MBA Survey of UWGB Students and Alumni

Items on a 1-5 scale, where 1=Strongly Disagree, and 5= Strongly Agree

Item	Total	Mean	% Agree or Strongly Agree
UWGB should offer an MBA	645	4.43	90%
A UWGB MBA would be an asset to a person pursuing a career	639	4.31	87%
If UWGB offered an MBA, I would recommend it to others.	633	4.19	82%
I would prefer to have a UWGB MBA over one from another university in Northeast WI	624	4.14	76%
If UWGB offered an MBA, I would be interested in enrolling	597	3.73	64%

High demand for such an MBA program in Wisconsin is also evidenced by the several recent studies. For example, *Competitive Wisconsin* identified a 66% shortage of talent to drive global engagement in the Wisconsin manufacturing sector, 40% of companies lack the talent needed to drive sustainability, and 37% lack innovative leadership. Wisconsin is also deficient in mid-level, managerial, executive talent across industries, resulting in a job decline of about 20% in this area despite the high average wage of \$94,180. Nationally, in 2015, nearly three-quarters of employers planned to hire MBA graduates and planned to maintain or increase their hiring from 2014. The 2017 *Corporate Recruiters Survey Report* states that US-based employers are offering recent MBA graduates a median starting base salary of \$110,000, up from \$105,000 in 2016. The trend is similar, at the global scale as well. The same report suggests that worldwide 52% of employers plan to increase starting salaries for new MBA hires, and that MBA grads enjoy better employment prospects. According to *GMAC 2017 year-end employer poll* more employers expect to hire MBA and business master's graduates in 2018 compared with 2017. Similar sentiments are echoed by FT.com (2017). UWGB's MBA will differentiate itself in the market by providing an innovative curriculum aimed at current, frontier-breaking issues that are appealing to current MBA applicants as well as their employers.

Emerging Knowledge and Advancing New Directions

The UWGB IMPACT MBA positions itself to respond quickly to emerging knowledge and trends in business through its frontier-breaking curriculum. MBA aspirants are looking for non-traditional business type courses – such as data-driven decision making, and skills that help students make a social-impact (Infoworld.com, 2017, USNews.com 2017, WSJ 2017). For example, our students will learn how to think differently about issues from a multi-faceted perspective by demonstrating competence in areas of global acumen, driving innovation, design thinking, complex decision-making, building intellectual capital, teaming culture, leadership and personal mastery, market and customer focus, leading change, cultivating strategic partnerships

and strategic thinking as examples. The IMPACT MBA will be different from traditional programs in that the focus moves away from simply learning functional areas of business in a siloed fashion, instead of learning how to think critically about emerging business challenges in an integrated and impactful way that can yield exponential results to organizations.

The primary motivations of prospective students are preparing for a top leadership position, developing leadership skills, advancement, keeping up with industry changes, attainment of knowledge and skills, networking (USNews.com 2016) and increased salary potential (FT.com 2017). Eighty-three percent of responding employers plan to hire new business school graduates in 2018. More employers expect to hire MBA and business master's graduates in 2018 compared with 2017 (GMAC year-end employer poll 2017). Salary is going up (FT.com 2017). Nine in 10 survey respondents (86%) plan to hire recent MBA graduates in 2017 compared with 79 percent of employers who hired them in 2016. (Corporate recruiters survey report 2017).

Graduates of MBA programs confirm that their degree is boosting their careers; for example, 92% gave their degree credit for leadership preparation; 88% for career preparation; 87% for faster career advancement; and 86% for increased earnings potential. MBA degree helps students with practical leadership and management skills and not only with credentials that send signal to the marketplace (HBR.org 2014). Our purpose is to enhance the *impact* that our MBA graduates have on their organizations and on the region by providing a program that will cultivate a different way of thinking necessary to handle the complex and transformational changes facing the world regardless of industry or specialization. Our program will challenge our students to transform themselves, their organizations, and their industries.

DESCRIPTION OF PROGRAM

General Structure

The Impact MBA degree program will focus primarily on adult and nontraditional students who hold an undergraduate degree and have the desire to continue their education toward a graduate degree, primarily to expand knowledge and specialized skills in this area and for career advancement.

The requirements for admission include an undergraduate degree in business or demonstrated equivalent professional experience as determined by the graduate selection committee. Students enrolling in the proposed cohort program would complete 36 credits in an executive MBA style with classes to be held on Saturdays (i.e., morning and afternoon sessions). Each cohort matriculation will assume 30 new students. Students complete a pre-enrollment boot camp to ensure students without a business degree have the prerequisite business knowledge (e.g., finances, accounting, marketing, management) to succeed in the program. Then, students will complete six 10 week instructional sessions. The entire program is expected to start in late summer take roughly 1.5 years to complete and end prior to December graduation. We assume a retention rate of 90% from start to finish based on the level of direct corporate partnerships we anticipate. Coursework will consist of twelve graduate level business courses without any electives. The classes will be infused with a variety of business professionals as guest speakers to ensure the applicability of the material to the work setting. Students will take tours of regional businesses, and the occasional class will be held on-site of a business as it relates to the topic being covered. An emphasis will be placed on the student and faculty to ensure that the key learning outcomes for each class have a forward-looking component so that the students are better able to make a meaningful impact on their business.

Institutional Program Array

UW-Green Bay currently provides pre-professional, undergraduate prerequisite courses necessary to enroll in the proposed IMPACT MBA program drawn from the undergraduate accounting and business programs. Faculty currently meet HLC accreditation requirements to teach at the graduate level, and many already teach at the graduate-level in our Masters of Management program. Typically, UW-Green Bay students complete a B.S. in Business and apply to master's programs at other schools to obtain their MBA. UW-Green Bay has a strong undergraduate program in accounting and business, and many of our alumni desire an MBA. As Northeast Wisconsin is home to a strong business community, it is important that our campus meets this regional economic need by expanding our graduate offerings with an IMPACT MBA.

Other Programs in the University of Wisconsin System

Out of 12 other UW Universities – all but 4 have MBA programs. A brief overview is given below. Four Universities also offer MBA through the University of Wisconsin Consortium.

Campus	MBA Program	URL
UW-Madison	Offer full-time, evening and also executive-MBA programs	https://wsb.wisc.edu/
UW-Milwaukee	MBA flexible, 20 month MBA cohort, Executive MBA)	http://uwm.edu/business
UW-River Falls	Face to face program	https://www.uwrf.edu/CBE/MBA/
UW-Whitewater	Offer different formats: online , in a classroom on the Whitewater campus, and in classrooms in Madison.	http://www.uww.edu/cobe/oncampusgrad /
UW-Oshkosh	Offers two options— MBA Executive Program , or the part-time/online MBA Professional Program ; and also online through Univ of Wisconsin Consortium	http://www.uwosh.edu/cob/mba
UW-Parkside	Offer online MBA through Univ of Wisconsin Consortium	https://www.uwp.edu/learn/academiccatalog/2017-2019/mba.cfm
UW-La Crosse	Offer online MBA through Univ of Wisconsin Consortium	https://www.uwlax.edu/grad/mba/
UW-Eau Claire	Offer online MBA through Univ of Wisconsin Consortium	https://www.uwec.edu/academics/majors-minors/master-of-business-administration2/
University of Wisconsin Consortium	Online only (UW-Eau Claire • UW-La Crosse • UW-Oshkosh • UW-Parkside)	https://www.wisconsinonlinemba.org/
UW-Stevens Point; UW-Superior; UW-Stout; UW-Platteville	Currently, have no MBA offerings.	

Although there are existing MBA programs in the state, the proposed program will offer a unique IMPACT MBA program. The program will be taught by accomplished UWGB faculty members and highly experienced practitioners.

Collaborative Nature of Program

The University of Wisconsin – Green Bay will be the single institution to deliver the IMPACT MBA instruction. The program will engage industry leaders from Green Bay area and beyond in various capacity. The IMPACT MBA will engage business partners in not only curriculum development, adaption but also in delivering guest lectures. “Partnerships with business can support real-time curriculum adaptation to reflect the issues that companies are facing and can better prepare students—and faculty—to tackle real-world challenges” (Weybrecht, 2016). This partnership forms not only a strategic strength of the program but also highlights its collaborative nature.

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 offer a wide range of experiences and perspectives to our 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. In fall 2016, the campus added a Director of Student Success and Engagement in the Provost’s Office charged with improving student retention and degree completion. The Office of Admissions also supports recruiters specialized in working with multicultural, bilingual, and international students. In fall 2017, UWGB added a Vice Chancellor for Student Affairs and Campus Climate to the Chancellor’s Cabinet to improve, in part, campus initiatives on diversity and inclusivity. This position will play a critical role in furthering campus efforts to attract and support a diverse campus community reflective of the metropolitan area that UWGB serves. UW-Green Bay has a broad array of student organizations and institutional resources and offices that offer resources and services to promote academic success and personal growth of students. For example, a number of student organizations provide an environment for students to share their own culture, gain leadership skills, and participate in co-curricular activities. The UW-Green Bay’s Multicultural Academic Centers promote a better understanding of diverse communities and serve as resources for students, faculty, and staff. The CATL also offers regular workshops and panel discussions to address the complexities of inclusivity and diversity. Finally, the Office of International Education facilitates international student success while at UW-Green Bay.

The Impact MBA program and the accrediting agency (AACSB) establishes learning outcomes that programs must embed in their curricular programming. Historically, diversity content and preparing students for working in a multicultural society has been (and will continue to be) an important part of the learning outcomes. A number of proposed courses in the Impact MBA include multicultural awareness and diversity content.

The UW-Green Bay graduate student applicant review process embraces these goals by taking a holistic approach to student admission. This approach is a proven best practice for accurately predicting student readiness and academic success, and importantly, for instilling the diversity of life and work experiences into the classrooms to build a rich graduate-level pedagogical

environment for the students; no single metric serves as the sole basis for campus admission at the graduate level. 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.

Student Learning Outcomes

Competencies and associated learning outcomes for the program are represented as follows.

Impact Competency 1: Devise creative solutions to make an *impact* in their organization

- Students will be able to frame tasks in the context of organizational goals.
- Students will analyze issues in a more holistic perspective, by framing opportunities and issues in multiple terms that insinuate alternative ideas for solutions.
- Students will analyze how the use of cutting-edge technology, and artificial intelligence, in particular, is helping transform businesses the world over.
- Students will apply the steps of design thinking to solve problems through an iterative, learning process.
- Students will strategize and understand alternate future perspectives involving AI and megatrends.

Impact Competency 2: Understand the interconnectedness and global dimensions of today's organizational problems and how diversity can be leveraged for success.

- Students will develop an understanding of business as a part of a larger and more comprehensive environment.
- Students will recognize recurring themes, trends and points of consilience, the unity of knowledge where multiple disciplines merge creating new information.
- Students will appreciate the value of culture and diversity and how it can impact business success.

Impact Competency 3: Be an effective team player, to *impactfully* manage a team.

- Students will be able to understand the importance of teamwork, especially in diverse, cross-cultural and virtual environments.
- Students will be able to evaluate the importance of leading from the front and supporting from the back.
- Students will have a positive mindset and be more confident in their ability to make an impact than they have in the past.
- As the team leader, students can successfully manage interactions among high-performing, highly motivated individuals with diverse agendas and guide them toward a common objective.

Impact Competency 4: Leading by evidence-based decision making

- Students will be able to write, format, disseminate, and orally communicate strategic plans and tactical reports.
- Students will be able to facilitate data-informed discussions through listening, questioning, and presenting.

- Students will be able to analyze how big data can be used to make a big impact by generating innovative ideas and also by executing strategies creatively and effectively.

Impact Competency 5: Building a winning corporate culture to make an impact

- Students will be able to identify and appraise the leadership and management skills required to carry out the change in an organization.
- Students will understand the value of strong cultures and can implement plans to ensure their organization builds a winning corporate culture.
- Students will understand Human Capital ROI.
- Students will understand how to measure if their organization is a learning organization and identify needed changes.

Competency 6: Understand that being ethical makes both good business and social sense

- Students will be able to interpret the activities and choices of others within an ethical framework and determine an appropriate action based on standards of professional conduct.

Assessment of Student Learning Outcomes

The assessment of student learning outcomes for the Impact MBA degree program will be managed by the School’s Assurance of Learning (AoL) committee. The AoL committee will establish an assessment plan for evaluating how well students are meeting the program’s impact competency areas. The assessment will be carried out using an embedded assessment plan comprising of rubrics as well as the type of assignments that will be collected in each semester from instructors in various courses. The AoL committee is also responsible for suggesting the necessary curricular changes to the curriculum committee.

Program Curriculum

The Impact MBA program will require students to complete 36 credits of graduate coursework as indicated below in Table 3.

Table 3: Program Requirements

Required Graduate Courses (36 credits)	Existing	New
<i>Session 1 (10 weeks)</i>		
Humanities, Business, & Critical Thinking		3
The Learning Organization		3
<i>Session 2 (10 weeks)</i>		
The Exponential Enterprise & Abundance		3
Culture as a Sustainable Competitive Advantage		3
<i>Session 3 (10 weeks)</i>		
Purpose Driven Leadership		3
Leading Transformational Change		3
<i>Session 4 (10 weeks)</i>		
Evidence-Based Decision Making		3
Creating Brand Value		3
<i>Session 5 (10 weeks)</i>		

Artificial Intelligence & Technology Advances		3
Disruptive Innovation		3
<i>Session 6 (10 weeks)</i>		
The Path to Sustainability		3
Vision for What Better Looks Like		3
TOTAL CREDITS	0	36

Projected Time to Degree

The projected time to degree for proposed IMPACT MBA will be 1.5 years but may vary based on the student's academic pathway. Students who enter as a new first-year graduate students can complete the degree in 1.5 years as the program will involve a cohort, lock-step course sequencing. Students will take two separate courses each 10-week session, with one weekend off in between each 10-week session. Students failing to complete a course will need to wait for the next offering cycle, which will be associated with the next cohort of students.

Program Review Process and Institutional 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 IMPACT MBA program on a seven-year cycle. In addition, the IMPACT MBA program will be formally reviewed on a five-year cycle, by the department, and the Dean of the School of Business. This five-year cycle coincides with the required self-study documents that the accrediting agency requires. Informally, the program will reviewed by students and organizations after each class to ensure the courses are having their intended impact on the various stakeholders. As a requirement of the outside accrediting agency, AACSB, a graduate MBA steering committee which consists of faculty that participate in teaching the graduate courses and preceptors from the business community will be established and convene at minimum one time per year to evaluate the master's curriculum to determine how the curriculum is performing on meeting the program goals and competencies.

Accreditation

The master's program will seek accreditation from the Association to Advance Collegiate Schools of Business (AACSB) accrediting agency. The accreditation process requires a lengthy and detailed self-study every 10 years that documents program outcomes relative to specified learning outcomes, describes plans for improvement in any deficient outcomes, and details changes and innovations to the curriculum in response to advances in the nutrition/dietetics field. At the five-year midpoint between the ten-year accreditation cycles, a smaller self-study document is submitted to AACSB. In addition, the program will need to be approved by the Higher Learning Commission.

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MBA Budget Narrative

- I. **Enrollment.** Assumes a cohort matriculation of 30 new students into an executive style MBA program. Students complete a pre-enrollment boot camp, then complete six 10 week instructional sessions. The entire program is expected to start in late summer take roughly 1.5 years to complete, and end prior to December graduation. We assume a retention rate of 90% from start to finish based on the level of direct corporate partnerships we anticipate.

- II. **Credit Hours.** The program requires a total of 36 new credits of coursework, with 6 credits (2 courses) taken per 10 week session. Students failing to complete a course will need to wait for the next offering cycle, which will be associated with the next cohort of students.

- III. **Personnel.** This program requires an additional ~1.75 FTE equivalent to meet instructional demands. Instruction will initially come from existing program faculty, with a tenure track position added during the second cohort (i.e. once the program is established). We budget a 50% administrative support position to coordinate and support prospective and active graduate students.

- IV. **New Revenues.** *Tuition:* We set an executive MBA tuition rate of \$48,000, or approximately \$1,250/cr. As with UW-Milwaukee, UW-Oshkosh, and UW-Madison, this rate covers tuition, books, lunches, etc (i.e. all inclusive). This rate is lower than the \$59,500 offered by UWO, the \$69,500 at UW-M, and the \$95,000 at UW-Madison (all AACSB accredited). UW-Green Bay is in the process of receiving AACSB accreditation.

- V. **New Expenses.** *Program Marketing.* We include \$10,000 per year for print, radio, outdoor, and digital marketing of the MBA, and to build brand strength for the UWGB Cofrin School of Business. *Events, Lunches, refreshments, etc.* This line represents the all-inclusive nature of the program, as discussed above under tuition; we estimate costs for lunch and refreshments for approximately 32 individuals for each weekly meeting for every 10 week session. *Professional Development, travel, and S&E.* We estimate approximately \$3,000 per per session for travel, office S&E, and professional development. *Speaker Fee.* We seek inclusion of regional to national caliber speakers to enhance program content; we also include additional funds to support program participation in relevant conferences, meetings, etc. *Books.* We estimate the cost of books and related course materials at \$300 per course per session; this line again reflects the all inclusive nature of our program discussed within the tuition section. *Accreditation:* We estimate approximately \$5,000 per year, or roughly \$1,667 per session for AACSB accreditation. *Central Tax.* We assume a central tax of 30% of total tuition to cover indirect institutional costs associated with library subscriptions, facilities, administration, and systems support.

Budget by Session

University of Wisconsin - Green Bay						
Cost and Revenue Projections for Proposed M.B.A.						
Items	Projections					
	*Fall yr 1 Session 1	*J-term yr 1 Session 2	*Spring yr 1 Session 3	Summer yr 2 Session 4	*Fall yr 2 Session 5	*J-term yr 2 Session 6
Program Begins August 2019:						
I Enrollment (New Student) Headcount	30	0	0	0	0	0
Enrollment (Continuing Student) Headcount	0	29	29	28	28	27
Enrollment (New Student) FTE	30	0	0	0	0	0
Enrollment (Continuing Student) FTE	0	29	29	28	28	27
II Total New Credit Hours (# new sections x credits per section)	6	6	6	6	6	6
Existing Credit Hours	0	0	0	0	0	0
III FTE of New Faculty/Instructional Staff	0.00	0.00	0.00	0.00	0.00	0.00
FTE of Current Fac/IAS	0.29	0.29	0.29	0.29	0.29	0.29
FTE of New Admin Staff	0.50	0.00	0.00	0.00	0.00	0.00
FTE Current Admin Staff	0.00	0.50	0.50	0.50	0.50	0.50
IV New Revenues						
<i>From Tuition (revenue per session)</i>	\$ 240,000	\$ 232,000	\$ 232,000	\$ 224,000	\$ 224,000	\$ 216,000
Total New Revenue	\$240,000	\$232,000	\$232,000	\$224,000	\$224,000	\$216,000
V New Expenses						
Salaries plus Fringes						
<i>Faculty/Instructional Staff</i>	\$28,314	\$28,314	\$28,314	\$28,314	\$28,314	\$28,314
<i>Other Staff - Graduate Student Status Examiner</i>	\$10,962	\$10,962	\$10,962	\$10,962	\$10,962	\$10,962
Other Expenses						
<i>Marketing</i>	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333
<i>Events, lunches, refreshments, etc</i>	\$13,800	\$13,800	\$13,800	\$13,800	\$13,800	\$13,800
<i>Professional Development, travel, and S&E</i>	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
<i>Speaker and Conference fees</i>	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
<i>Books</i>	\$18,000	\$17,400	\$17,400	\$16,800	\$16,800	\$16,200
<i>Accreditation:</i>	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667
<i>Student Segregated Fees</i>	\$15,799	\$15,272	\$15,272	\$14,745	\$14,745	\$14,219
<i>Central tax: 30% of total tuition</i>	\$72,000	\$69,600	\$69,600	\$67,200	\$67,200	\$64,800
Total Expenses	\$170,874	\$167,348	\$167,348	\$163,821	\$163,821	\$160,294
VI Net Revenue	\$69,126	\$64,652	\$64,652	\$60,179	\$60,179	\$55,706
Narrative: Explanation of the Numbers and Other Ongoing Commitments that will Benefit the Proposed Program						
Note: Program is cohort-based lockstep. As is the case with the UW-Madison (\$95,000) and UW-Milwaukee (\$67,500) Executive MBA programs, this specialized MBA program will be fixed fee, all inclusive except any international travel. The program fixed fee cap is set at \$45,000, payable in three tranches at the beginning of each of three program segments. Initially, the fee will be less than the cap. See appended Budget Narrative for details on budget line-items.						

Budget by year

University of Wisconsin - Green Bay						
Cost and Revenue Projections for Imaact MBA Program						
Note: Program is cohort-based lockstep. As is the case with the UW-Madison (\$95,000) and UW-Milwaukee						
Items	Fiscal year	Projections				
		2020	2021	2022	2023	2024
Program begins August 2019:						
I Enrollment (New Student) Headcount	Year 1	29.3	0.0	29.3	0.0	29.3
Enrollment (Continuing Student) Headcount	Year 2	0.0	27.7	0.0	27.7	0.0
Enrollment (New Student) FTE	Year 3	29.3	0.0	29.3	0.0	29.3
Enrollment (Continuing Student) FTE	Year 4	0.0	27.7	0.0	27.7	0.0
II Total New Credit Hours (# new sections x credits per section)	Year 5	18	18	0	0	0
Existing Credit Hours		0	0	18	18	18
III FTE of New Faculty/Instructional Staff		0.00	0.00	1.00	0.00	0.00
FTE of Current Fac/IAS		0.86	0.86	0.75	1.75	1.75
FTE of New Admin Staff		0.50	0.00	0.00	0.00	0.00
FTE Current Admin Staff		0.00	0.50	0.50	0.50	0.50
IV New Revenues (one new cohort every two years)						
<i>From Tuition</i>		\$ 704,000	\$664,000	\$ 718,080	\$677,280	\$ 732,442
<i>Reallocation</i>		\$0	\$0	\$0	\$0	\$0
Total New Revenue		\$704,000	\$664,000	\$718,080	\$677,280	\$732,442
V New Expenses						
Salaries plus Fringes						
<i>Faculty/Instructional Staff</i>		\$84,942	\$84,942	\$86,641	\$86,641	\$88,374
<i>Other Staff</i>		\$32,885	\$32,885	\$33,542	\$33,542	\$34,213
Other Expenses						
<i>Marketing</i>		\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
<i>Events, lunches, refreshments, etc</i>		\$ 41,400	\$ 41,400	\$ 41,400	\$ 41,400	\$ 41,400
<i>Professional Development, travel, and S&E</i>		\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000
<i>Speaker and Conference fees</i>		\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000
<i>Books</i>		\$ 52,800	\$ 49,800	\$ 52,800	\$ 49,800	\$ 52,800
<i>Accreditation:</i>		\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
<i>Student Segregated Fees</i>		\$ 46,343	\$ 43,709	\$ 46,343	\$ 43,709	\$ 46,343
<i>Central tax: 30% of total tuition</i>		\$ 211,200	\$ 199,200	\$ 211,200	\$ 199,200	\$ 211,200
Total Expenses		\$505,569	\$487,936	\$507,926	\$490,293	\$510,330
VI Net Revenue		\$198,431	\$176,064	\$210,154	\$186,987	\$222,112

Note: Program is cohort-based lockstep. As is the case with the UW-Madison (\$95,000) and UW-Milwaukee (\$67,500) Executive MBA programs, this specialized MBA program will be fixed fee, all inclusive except any international travel. The program fixed fee cap is set at \$45,000, payable in three tranches at the beginning of each of three program segments. Initially, the fee will be less than the cap. See appended Budget Narrative for details on budget line-items.

Tuition and Fees

The UW Oshkosh MBA Executive Program's total cost of instructional tuition and fees is \$59,500. This includes tuition, books, class meals and refreshments, all classroom materials, orientation and residency events including lodging and meals and an international trip (excluding several meals).

UWM Executive MBA total program fee is \$69,500, which includes instruction, instructional materials, personal assessments and coaching, campus parking fees, airfare and hotel for the International Residency, program-sponsored meals, and administrative and graduation fees. A \$1,500 non-refundable enrollment deposit guarantees your seat in the program once you have been accepted.

UW- Madison has theirs set at \$95,000.

UW-Green Bay tuition set at \$45,000 for the 36 credit program or \$1,250 per cr (3.8 grad normal rate).

Instruction

Assume 3000 per credit plus fringe of 43%.

Assumes a 50%-time USA2 at \$16.61/hr with 70% fringe.

Faculty Senate Old Business 4b 4/25/2018

**REQUEST FOR AUTHORIZATION TO IMPLEMENT AN ENTRY LEVEL
BACHELOR OF SCIENCE IN NURSING AT UW-GREEN BAY**

ABSTRACT

The University of Wisconsin-Green Bay proposes to establish an entry-level Bachelor of Science in Nursing (BSN). The development of this program responds to data from the Wisconsin Hospital Association and Wisconsin Center for Nursing workforce report indicating a current and future shortage of registered nurses in Wisconsin. This program will provide students with a 4-year University of Wisconsin (UW) nursing program – a high quality BSN degree at a reasonable tuition cost. This program will complement existing UW entry-level nursing programs that cannot serve all students interested in nursing as a career.

Nursing graduates will be prepared to practice as Registered Nurses (RN) and provide healthcare in the region. The program will be comprised of 122 credits, which will include courses from physical, life, and social sciences, humanities, and fine arts, that complement the nursing curriculum. Required nursing courses will include lower and upper level courses such as nursing fundamentals, medical/surgical nursing, community/population health, and leadership courses. Anticipated graduation from the program will be at the conclusion of the fourth year.

The Nursing and Health Studies department at UW-Green Bay has a long history of providing an accredited BSN Completion program that provides a BSN education to RNs holding an associate degree or diploma in nursing. Both on-campus and online tracks are available to fulfill BSN Completion program requirements. In addition, the department offers a graduate nursing program. The proposed program will complement these academic offerings, as well as other health-related programs at UW-Green Bay.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Green Bay

Title of Proposed Program

Bachelor of Science in Nursing (BSN)

Degree/Major Designations

Bachelor of Science in Nursing (BSN)

Mode of Delivery

Single institution, residential, primarily face-to-face instruction

Projected Enrollments by Year Five

Table 1 represents enrollment and graduation projections for students over the first five years. Students will apply to the nursing major with a minimum of 30 credits and begin the nursing major in their sophomore year. Year 1 on Table 1 represents the first year in the nursing major (sophomore standing); Students will be in the nursing major for 3 years. A new cohort of students admitted to the nursing major will occur each fall semester.

Table 1: Nursing Enrollment and Graduation Projections*

	Year 1	Year 2	Year 3	Year 4	Year 5
New student admitted	48	48	48	48	48
Continuing students	0	43	84	84	84
Graduating students	0	0	41	41	41
Total enrollment	48	91	132	132	132

*Retention rate of 90% from year 1 to year 2 and 95% retention in the subsequent year

Tuition Structure

Students enrolled in the entry-level BSN program pay \$262.43 per credit (\$328.26 per credit with segregated fees). For 2017/18, UW-Green Bay residential tuition and segregated fees total \$7,878 for a full-time student enrolled in 12-18 credits for fall and spring terms. Other costs include books (estimate of \$800), meal plan (\$2,790), and housing (\$4,020).

In addition to tuition, students will pay a program fee of \$1000 per semester beginning sophomore year. This fee is to cover costs of clinical courses with lower instructor: student ratios, and expenses such as required skills lab disposable equipment and pre-licensure testing software. An additional clinical cost is applied in the UW-Milwaukee nursing program (i.e., additional \$31.52 per credit for nursing clinical courses). UW-Oshkosh charges course fees in nursing courses of \$100 for clinical courses, \$183 for select lecture courses, and \$1350 for NURS 204. Other programs in the UW System (e.g., engineering, physical therapy) charge additional fees.

Tuition costs for UW nursing programs are below. Bellin College, the closest private four year nursing program to UW-Green Bay, has a per credit cost for nursing courses of \$998 (\$324 for general education courses) with tuition of \$73,269 for the four year nursing program.

Institution	Semester tuition rate (without seg. fee)	Per Credit Undergrad Nursing Tuition (without seg fee)
UW-Green Bay	\$3,149.16	\$262.43
UW-Oshkosh	\$3,211.08	\$267.59
UW-Eau Claire	\$3,680.64	\$306.72
UW-Milwaukee	\$4,045.56	\$337.13
UW-Madison	\$4,636.68	\$386.39

Department or Functional Equivalent

The proposed program will reside within the department of Nursing and Health Studies.

College, School or Functional Equivalent

The proposed program will be within the College of Health, Education, and Social Welfare.

Proposed Date of Implementation

The program will launch Fall 2020.

INTRODUCTION**Rationale and Relation to Mission**

The proposal for an entry-level baccalaureate-nursing program will address the growing shortage of BSN-prepared nurses in Wisconsin and the nation. This program will directly address Wisconsin workforce needs since over 85% of all nursing school graduates live and practice in the state (WCN Workforce Report, 2016). Student demand for an entry-level nursing program at UW-Green Bay is very high with approximately 300 students applying as pre-nursing majors each year. UW-Green Bay loses many students who want nursing as a major and ultimately transfer to public, private, or technical entry-level nursing programs.

The proposed entry-level BSN program contributes directly to the mission of the UW System, UW-Green Bay, and the Nursing & Health Studies department by extending knowledge and its application to serve society and contributing to interdisciplinary problem-focused learning and engaged citizenship (UW-Green Bay 2009b; <http://www.uwgb.edu/chancellor/mission/>). Students will develop intellectual, scientific, technological, and professional knowledge and skills to contribute to healthcare systems, communities, and the evolving global society as professional nurses. The program helps meet the needs of the nursing profession and of society to improve health and healthcare delivery.

This program will enable students to address problems using knowledge gained through clinical experiences, didactic education, and research inquiry to improve healthcare outcomes. Students will develop skills in assessment, diagnosis, and intervention to improve clinical problems. Interdisciplinary communication and collaboration are core competencies for health professions students. Nursing students will have opportunities to engage with students from across the campus and learn to function effectively in health care teams.

The new urban serving vision of the University was designed to reshape academic programs to meet the current and future workforce needs in the region, particularly in the areas of technology, manufacturing, **health care**, and global business. The proposed entry-level BSN program strongly supports the University's strategic priorities including growing the size and diversity of the University, and instilling the benefits of interdisciplinary thinking and learning (access UW-Green Bay Strategic Vision at <http://www.uwgb.edu/chancellor/mission/vision.asp>).

Support for this program is present from many constituents. UW Deans of nursing responded positively to UW-Green Bay's Request to Plan document. The UW-Green Bay Council of

Trustees Program and Initiative Advisory Committee (PIAC) approved the Request to Plan document. Community leaders have agreed to be part of an Advisory Committee for this program, and leaders of healthcare organizations in the community support growth in the number of nursing graduates in Wisconsin.

Need as Suggested by Market Demand

Data from the Wisconsin Center for Nursing (WCN) RN Workforce Survey (2013; 2016), a comprehensive market demand report, estimates a nursing shortage both nationally and in Wisconsin due to insufficient numbers of new nurse graduates, retirement of nurses from the baby boomer generation, and growing healthcare needs of the aging population. A recent Wisconsin RN survey found that over 40% of the nursing workforce intends to continue to provide direct patient care for only 10 years or less. The result is that the estimated shortage of registered nurses in Wisconsin will increase to nearly 20,000 by 2035, representing a 35% shortfall. Currently, Wisconsin nursing schools graduate approximately 3,000 new nurses per year, with 55 percent earning baccalaureate degrees and the remainder earning associate degrees. By 2020, Wisconsin will need an additional 7,500 new nursing graduates to meet the demand; therefore, a doubling of the current number of nursing graduates is necessary. The recent Wisconsin Hospital Association report (2017) also indicates that the supply of nurses must grow to meet increasing demands for healthcare.

National initiatives are pushing for increased numbers of nurses with the B.S. in Nursing degree (versus an associate degree in nursing), and employers are increasingly requiring the BSN degree in Wisconsin and nationally. This follows the Institute of Medicine recommendation, in the *Future of Nursing* report, that 80 percent of the nursing workforce have a baccalaureate degree in nursing by 2020 (IOM, 2010). Research has shown that a higher percentage of baccalaureate nurses in a healthcare institution reduce morbidity and mortality.

Existing UW nursing programs are unable to meet student demand for nursing. Approximately 50-80% of qualified applicants to baccalaureate nursing programs are denied admission to UW System Nursing Schools primarily due to capacity issues (e.g., limited qualified faculty and clinical sites) (Young et al., 2016). This is consistent with national trends.

DESCRIPTION OF PROGRAM

General Structure

The entry-level BSN degree will be delivered primarily face-to-face (lecture and lab) with some online instruction and clinical rotations at healthcare settings in northeast Wisconsin and surrounding communities. The Green Bay area has a number of healthcare systems for clinical placements (i.e., Hospital Sisters Health System (HSHS), Bellin Health, Aurora BayCare Health System, and long-term care, rehabilitation, and community settings).

Consistent with the American Association of Colleges of Nursing (AACN) *Essentials of Baccalaureate Education for Professional Nursing Practice*, the 122 credits curriculum includes courses from the physical, life, and social sciences, humanities, and arts along with the nursing curriculum. Required didactic and clinical nursing courses include lower and upper levels

courses such as nursing fundamentals, medical/surgical, pediatric, community/population health, and leadership courses. The intended program duration will be 4 years.

Institutional Program Array

The proposed program complements the existing Nursing BSN Completion program, Master of Science in Nursing (MSN), and health studies programs. The existing BSN Completion program enrolls Associate Degree Nurses (ADN) desiring upper level nursing courses to complete a BSN degree. BSN Completion courses are delivered on campus, and online throughout the state (BSN@Home collaborative) and nationally (BSN-LINC). The UW-Green Bay MSN Leadership and Management in Health Systems program started in 2013. UW-Green Bay also participates in the following UW collaborative programs: Health Information Management and Technology (HIMT) and Master of Science in Health and Wellness Management (MSHWM). The Nursing and Health Studies department in the College of Health, Education, and Social Welfare administers all of these programs.

Departments that offer general education and science courses support these nursing programs. Relationships with these departments already exist through the BSN Completion program. The departments of Social Work and Nutrition/Dietetics are also available for interdisciplinary collaborations.

All UW-Green Bay students are required to take a first year seminar, which serves as an “on ramp” to the university. This seminar course incorporates development of communication skills (written and oral) and information literacy skills, and was designed to bridge the transition from high school to college. These courses maintain a lower student enrollment cap to allow the instructor to support students through this new transition. Academic support services (e.g., advising, library, tutoring, technology support) are in place at UW-Green Bay to foster student success.

Other Programs in the University of Wisconsin System

Only four UW nursing programs offer an entry-level undergraduate nursing degree (UW-Madison, UW Milwaukee, UW-Oshkosh, UW-Eau Claire). UW-Green Bay and UW-Stevens Point, along with the above programs, offer the BSN-completion programs (campus, BSN@HOME). UW nursing programs are supportive of UW-Green Bay’s proposed program, and opportunity it represents for growth in the number of registered nurses in Wisconsin.

Collaborative Nature of the Program

Collaborative efforts with other UW nursing programs are not underway given that growth in overall nursing enrollments are needed in the state. UW-Green Bay is exploring opportunities for efficiencies in program delivery (e.g., offering some courses with BSN Completion students), collaboration with health-related programs (e.g., nutrition/dietetics), and resource sharing options with clinical settings.

Diversity

Central to UW-Green Bay’s Strategic Vision and priorities is a commitment to a diverse university that reflects the community (see <http://www.uwgb.edu/chancellor/mission/vision.asp>). It is important that the nursing workforce in Wisconsin reflect the diversity within communities

and the state. The current nursing workforce is primarily female (93%) and White (95%) (WCN, 2016). Faculty and staff within the College of Health, Education, and Social Welfare represent diversity with respect to race/ethnicity, gender, age, religion, sexual orientation, academic background, and life experience. College initiatives over the past several years have prioritized inclusive excellence and faculty professional development supportive of inclusivity and diversity. The admission procedure for this program will use a holistic review of applicants that goes beyond GPA, ACT scores, and high school courses.

Program/Student Learning Outcomes

Nursing program learning outcomes will incorporate the American Association of Colleges of Nursing (AACN) *Essentials of Baccalaureate Education for Professional Nursing Practice* (2008). Graduates of the nursing program will be able to:

1. Use knowledge from liberal and interdisciplinary problem focused education as a basis for nursing practice.
2. Use knowledge and skills in leadership, quality improvement and patient safety to provide high quality healthcare.
3. Engage in a systematic process of evaluation, translation, and application of scientific evidence to inform nursing practice.
4. Recognize the role of information management and patient care technologies to improve patient care outcomes.
5. Examine how healthcare policies, including financial and regulatory, influence healthcare systems and nursing practices.
6. Integrate interprofessional communication and collaborative skills to optimize holistic patient care.
7. Apply health promotion, disease and injury prevention strategies to improve population health.
8. Promote professionalism and model the values of altruism, autonomy, caring, human dignity, integrity and social justice in nursing practice.
9. Synthesize previous and newly acquired knowledge, theory, skills, and attitudes to address health care needs of culturally diverse individuals and populations across the continuum of healthcare environments.

In addition to the nursing learning outcomes, the general education program allows students to strengthen academic skills, broaden intellectual horizons, explore new academic areas, reflect on personal values, and enhance ability to solve problems, think critically, and communicate effectively. Students take courses in six broad domains: fine arts, humanities, social sciences, natural sciences, ethnic studies, and world culture.

Assessment of Objectives

In accordance with UW-Green Bay, the Nursing & Health Studies department, and accreditation requirements, evaluation methods for this entry-level program are shown in Table 2. Data collection will be through the nursing program, as well as UW-Green Bay Office of Institutional Research & Assessment, and reviewed annually. Student learning outcomes will be assessed by performance in didactic, skills, and clinical courses (i.e., examinations, projects, papers, clinical performance measures). Nursing licensure information will be obtained after graduation from the National Council of State Boards of Nursing, and reported quarterly.

Table 2: Nursing Program Assessment Plan

Assessment Criteria/Frequency of Data Collection	Measures/Source	Expected Aggregate Outcomes
Application/Annual	Application numbers, demographics, admission application rubric scores	Quality of applicant pool meets or exceeds minimum requirements; Applicant pool demonstrates diversity (gender, race/ethnicity/other).
Student performance in courses	GPA meets program progression requirements /Student Information System	95% of students will progress from year 2 to year 4.
Graduation Rates/Annual	Percent of admitted students completing the degree (accreditation standard)/ University Assessment Dept.	90% of students will graduate in four years.
Performance on National Nursing Licensure Exam (NCLEX)/Annual	NCLEX percent pass rate/ WI State Board of Nursing	90% of graduates pass the NCLEX on first attempt; aggregate pass rate consistently at or above the national and state average NCLEX pass rate
Patterns of Employment/Annual	Employment rates within 6 months of graduation/ Alumni Surveys and other sources	90% of graduates secured employment within 6 months of graduation
Graduate Achievement of Program Outcomes & Satisfaction with program/ Annual	Graduate perception of degree to which s/he achieved the program outcomes/ Graduate survey	Mean of 3.75 on 5 point scale for each program outcome and satisfaction items
Admission/Attainment of Graduate Degrees/Annual	Admission or enrollment in graduate program/ Alumni survey, National Clearinghouse database	25% of alumni are enrolled or have attained a graduate degree within 5 years
Alumni Achievement of Program Outcomes/ Annual	Alumni perception of degree to which s/he achieved the program outcomes Alumni (1 year) survey	Mean of 3.75 on 5 point scale for each program outcome and satisfaction items
Employer Perception of graduate achievement of Program Outcomes/ Annual	Graduate/Alumni/Employer perception of degree to which graduate achieved the program outcomes/ Employer survey	Mean of 3.75 on 5 point scale for each program outcome and satisfaction items
Curriculum Development Committee Review/ Annual/ongoing	Regular review of courses, instruction, and curriculum	Curriculum revision/Action plans as needed

Program Curriculum

The program is composed of 122 credits and includes the below required courses.

General Education not completed via support courses	18 credits
Required Nursing Support Courses	39 credits
Expository Writing	3 credits
Intro to Psych	3 credits
Biology 201/202	4 credits
Intro to Human Development	3 credits
Chemistry 108/109	4 credits
Anatomy & Physiology	5 credits
Microbiology 302	4 credits
Adulthood & Aging	3 credits
Statistical Methods	4 credits
Nutrition Science	3 credits
Speech or Communication course	3 credits
Total Required Nursing Support & Gen Education Courses	57 credits

Nursing Major Courses:

Sophomore Spring Semester	9 didactic; 4 clin/lab
Foundations of Professional Nursing Practice	3 credits
Pathophysiology	3 credits
Foundations of Patient Centered Care-Healthy Aging & Chronic Care Management	3 credits
Foundational Nursing Skills	2 credits
Clinical/Lab/Simulation (Long Term Care)	2 credits
Junior Fall Semester	9 didactic; 4 clin/lab
Pharmacology for Nursing Practice	3 credits
Alterations in Health & Illness I	3 credits
Health Assessment (includes 1 cr. lab)	3 credits
Advanced Skills	2 credits
Clinical/Lab/Simulation: Alterations in Health & Illness I	2 credits
Statistical methods	
Junior Spring Semester	9 didactic; 2 clin/lab
Information Management and Health Care Technology	3 credits
Alterations in Health & Illness II	3 credits
Environmental Sustainability for Health Systems	3 credits
Clinical/Lab/Simulation: Alterations in Health & Illness II	2 credits
Gen Ed or Nursing Support	credits
Senior Fall Semester	12 didactic; 3 clin/lab
Research & Evidence-Based Practice	3 credits

Care of the Childbearing Family (Peds & OB)	3 credits
Clinical: Care of the Childbearing Family	1 credit
Mental Health Care Management	3 credits
Clinical: Mental Health Care Management	1 credit
Community Health Nursing	3 credits
Clinical: Community Health Nursing	1 credit
Senior Spring Semester	9 didactic; 4 clin/lab
Alterations in Health & Illness III: Complex Care	3 credits
Clinical/Simulation Immersion: Care Transitions	4 credits
Leadership in Professional Nursing Practice	3 credits
Selected Topics (Electives) in Nursing (genetics, complementary therapies)	3 credits
Total Nursing credits	65 credits

Six doctoral-prepared nursing faculty, and a number of master's and doctoral-prepared associate lecturers teach in the BSN Completion and Master of Science in Nursing (MSN) programs. A total of 9.5 FTE clinical faculty positions will be added for this program. Existing nursing advisors and a clinical coordinator will provide support to students from admission to graduation.

A number of the above courses for the proposed program already exist, including general education courses from the physical, life, and social sciences, humanities, and arts, as well as select upper level nursing courses such as Information Management and Healthcare Technology, and Community Health Nursing.

Agreements with regional health systems will be established for additional clinical instruction. As a member of the Green Bay Healthcare Alliance, the UW-Green Bay Nursing department is well positioned to establish needed clinical agreements. Creative solutions will be used to create additional clinical sites in the community given existing capacity and usage of clinical sites by other nursing and health-related programs in the region.

Campus facilities and resources are available for didactic and lab courses including the infrastructure for courses delivered via hybrid and online formats. The current nursing clinical lab contains 12 stations, simulation mannequins, and equipment for clinical skill development and learning related technologies. Clinical simulation experiences will be handled through upgrades to the existing nursing lab and rental or partnership for high fidelity clinical simulation with an area health systems or educational institution.

Projected Time to Degree

The program is full time and intended to be completed in four years.

Program Review Process

UW-Green Bay maintains a practice of regular program reviews of all academic programs every seven years. Program reviews evaluate the effectiveness of a program, as well as areas such as learning outcomes, results of annual student learning outcome assessments, and trends in program enrollment and graduation rates. Consistent with the UW-Green Bay Program Review

and Student Learning Outcome Policy and Procedure

(<http://www.uwgb.edu/provost/policies/APRSOA-Procedures-2015-2016.pdf>), the entry-level baccalaureate program review will be on a seven-year cycle by the department, Dean of the College of Health, Education, and Social Welfare, Academic Affairs Council (AAC), and Provost. The AAC forwards all recommendations and decisions to the Faculty Senate and provides advice regarding issues of undergraduate-level education policy and implementation. In addition, program chairs are responsible for coordinating an annual student learning outcome assessment and submitting a report for review by the Academic Program Assessment Subcommittee of the University Accreditation and Assessment Committee. Program review reports are available on a website maintained by the Provost's office.

Institutional Review

New program proposals are required to have approval by the respective department Executive Committee and College Dean. Additional campus governance approvals, including AAC, Faculty Senate, Provost and Chancellor, before submission to UW System. Review by two outside consultants with requisite expertise, is also a requirement.

Accreditation

Approvals for this program will be necessary from the Wisconsin Board of Nursing within the Department of Safety and Professional Services. Specialty accreditation from the Commission on Collegiate Nursing Education (CCNE) will be sought. Seeking accreditation requires completion of a program self-study, and hosting an on-site evaluation within two years of acceptance as a new program applicant. Also, the Higher Learning Commission (HLC) will be informed of the new program.

References

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Wisconsin Center for Nursing. (2016). *Wisconsin 2016 RN Workforce Survey*. Retrieved from http://www.wicenterfornursing.org/2016_Wisconsin_RN_Survey_Reports.html

Young, L., Adams, J.L., Lundeen, S., May, K.A., & Smith, R. (2016). Nurses for Wisconsin: A collaborative initiative to enhance the nurse educator workforce. *Journal of Professional Nursing*, 32(4), 292-299. <http://dx.doi.org/10.1016/j.profnurs.2015.11.002>

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University of Wisconsin - Green Bay						
Cost and Revenue Projections for Proposed B.S. in Nursing						
	Items	Projections				
		2019	2020	2021	2022	2023
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	48	48	48	48	48
	Enrollment (Continuing Student) Headcount	0	43	84	84	84
	Enrollment (New Student) FTE	48	48	48	48	48
	Enrollment (Continuing Student) FTE	0	43	84	84	84
II	Total New Credit Hours (# new sections x credits per section)	29	48	51	0	0
	Existing Credit Hours	0	29	77	128	128
III	FTE of New Faculty/Instructional Staff	1.50	2.50	2.50	0.00	0.00
	FTE of Current Fac/IAS	0.00	2.50	7.00	9.50	9.50
	FTE of New Admin Staff	1.00	0.25	0.00	0.00	0.00
	FTE Current Admin Staff	0.50	1.50	1.75	1.75	1.75
IV	New Revenues					
	<i>From Gen Ed & Nursing Support Courses Tuition</i>	\$ 551,103	\$ 551,103	\$ 562,125	\$ 562,125	\$ 573,368
	<i>From Nursing Tuition (new credit hours x FTE)</i>	\$ 151,160	\$ 421,987	\$ 693,823	\$ 693,823	\$ 707,699
	<i>From Nursing Fees</i>	\$ 48,000	\$ 134,000	\$ 216,000	\$ 216,000	\$ 216,000
	Total New Revenue	\$750,263	\$1,107,090	\$1,471,948	\$1,471,948	\$1,497,067
V	New Expenses					
	Salaries plus Fringes					
	<i>Faculty/Instructional Staff</i>	\$121,836	\$352,920	\$707,720	\$721,874	\$736,312
	<i>Other Staff - Director of DPD</i>	\$132,175	\$176,594	\$172,167	\$190,570	\$194,381
	Other Expenses					
	<i>Facilities costs (partnership/rental)</i>	TBD	TBD	TBD	TBD	TBD
	<i>Marketing</i>	\$15,000	\$15,300	\$15,606	\$15,918	\$16,236
	<i>Laboratory Disposables</i>	\$25,000	\$25,500	\$26,010	\$26,530	\$27,061
	<i>Professional Development, travel, and S&E</i>	\$13,750	\$28,250	\$43,000	\$43,000	\$43,000
	<i>Accreditation:</i>	\$2,800	\$10,856	\$8,913	\$2,971	\$3,031
	Total Expenses	\$310,561	\$609,420	\$973,416	\$1,000,864	\$1,020,021
VI	Net Revenue	\$439,702	\$497,671	\$498,532	\$471,084	\$477,046
Narrative: Explanation of the Numbers and Other Ongoing Commitments that will Benefit the Proposed Program						
See appended Budget Narrative						
Provost's Signature:				Date:		

Entry-Level Nursing Budget Narrative

- I. **Enrollment.** Assumes an annual matriculation of 48 new students during the students' Sophomore year. The model assumes a retention rate of 90% from Sophomore to Junior years and 95% retention from Junior to Senior year. We have omitted pre-nursing students taking general education coursework as Freshman and during fall of their Sophomore year.
- II. **Credit Hours.** The program requires 128 new credits of coursework, adding 29 new credits in year 1, 48 in year two, and 51 new credits in year three. No additional new courses are required.
- III. **Personnel.** This program requires the addition of 1.5 FTE lecturers, a half-time clinical/skills coordinator, and some additional *ad hoc* lecturers in year 1. During year 2, a tenure track faculty line is added, with an additional increase of 2.5 FTE of lecturers, expansion of 0.25 FTE for the clinical/skills coordinator, and some additional *ad hoc* lecturers. Expansion of teaching capacity is completed in year 3, with the addition of two more tenure track lines and an additional increase of 2.5 FTE of lecturers. In total the

program requires 3.0 FTE of tenure track faculty (all of which will be hired via a transfer of open 102 lines to nursing), 6.5 FTE of lecturers, some additional *ad hoc* lecturer capacity, and a 0.75 FTE clinical/skills coordinator.

- IV. **New Revenues.** *Gen Ed & Nursing Support Courses Tuition:* We model an enrollment of 66 new students in Pre-Nursing as Freshman during year 1 by applying conservatively UWGB's freshman retention rate of 73% (fall 2017 data for full-time, non-declared freshmen) (i.e. to enroll 48 Sophomore students into the program). This is likely an underestimation of actual interest, as we expect both higher retention rates, and higher interest based on market demand and experience with our 1-2-1 program. These students would take two semesters of general education and nursing support courses as freshmen, for a total of \$415,689 in tuition, plus an additional \$151,160 taken by the 48 sophomores. *Nursing Tuition:* Model with students enrolling in one semester of Nursing classes during their Sophomore year, and two semesters of Nursing classes each year as Juniors and Seniors. An additional \$1,000 per student fee per semester will be charged during their Sophomore, Junior, and Senior years to cover the costs of clinical courses that require low student:faculty ratios and the cost of NCLEX preparation assessments to prepare students for NCLEX licensure exam. We assume a 2% increase in tuition and fees in years 3 and 5. All calculations are based on a full-time single semester tuition rate of \$3,149.16 (UWGB spring 2018 rate).
- V. **New Expenses.** *Facilities Costs:* We budget TBD to cover the cost of renting high-fidelity simulation laboratory facilities from a healthcare or educational institution. *Program Marketing.* We include \$15,000 per year for print, radio, outdoor, and digital marketing of the new program, and to build brand strength for UWGB Health Science programs. *Laboratory Disposables.* The cost of equipment, maintenance and disposable supplies for clinical skills/simulation laboratories are estimated at \$25,000 per year. *Professional Development, travel, and S&E.* Ongoing professional development for faculty/staff is critical in a professional nursing program and amounts are estimated at \$1000 per faculty/staff per year. Additional costs are associated with travel to clinical sites. *Accreditation:* Membership in the American Association of Colleges of Nursing (AACN) and accreditation through the Commission on Collegiate **Nursing** Education (CCNE) is necessary for nursing programs and in place with UW-Green Bay's existing BSN Completion and Graduate nursing programs. The budget reflects a proportional share of the membership/accreditation expenses at an annual cost of \$2800, plus costs associated with required conference attendance (e.g., AACN Baccalaureate Education Conference) for \$3000 in year 2 and \$6000 in year 3. *Central Tax.* We assume a central tax of 30% of total tuition to cover indirect institutional costs associated with library subscriptions, facilities, administration, systems support beginning in year 4 of the program.

Faculty Senate Document #17-16 – Approved 4/25/2018

Proposal to Dissolve of the Learning Technology Collaborative Committee

The Learning Technology Collaborative Committee serves as an advisory group to the Director of Academic Technology Services and the Director of Adult Degree Programs on matters involving learning and instructional technology. The members will consult the faculty and solicit feedback on issues of instructional technology planning and policy, as well as other items of general interest. The Learning Technology Collaborative Committee is a Joint Governance Committee.

The charge of the Learning Technology Collaborative Committee is to:

1. Develop and promote channels of communication between the learning and instructional technology staff and the faculty and students.
 - The Center for the Advancement of Teaching and Learning and the Division of Information Technology will take on these duties.
2. Make suggestions regarding the operational support required for instructional technologies at UW-Green Bay at an institutional level.
3. IT Advisory Council will provide advice to the Division of Information Technology on this area of support Evaluate learning and instructional services to identify efficiencies and possible areas of improvement.
 - The Division of Information Technology will be responsible for these improvements and will look to the IT Advisory Council for advice, and in addition feedback from faculty through focus groups and surveys.
4. Explore and exchange ideas about new, existing, and maturing technologies.
 - The Division of Information Technology does this work and will continue to do so, and will also see out feedback and ideas from the University community.
5. Advocate for the support of the University's instructional technology budgetary, professional development, and support needs as necessary.
 - This duty of the committee has largely fallen by the wayside since Academic Technology Services has been relocated bureaucratically and no longer has to advocate under the budgetary structure that existed when the charge was written.
6. Act as an advisory group to the Director of Academic Technology Services and the Director of Adult Degree Programs.
 - Director of Adult Degree Programs is no longer a position at this University. In addition, the Division of Information Technology will now be obtaining feedback and advice through the new IT Advisory Council.
7. Provide policy recommendations to the Technology Council as needed.
 - The Technology Council is no longer in existence. Input on policy development will be sought out through established administrative bodies such as, the Provost's Administrative Council or the CBO's Director's Group, and the IT Advisory Council. Final approval of policies is done by the Chancellor's Cabinet.

Faculty Senate Document #17-17 – Approved 4/25/2018

FORM K

UW-Green Bay
Academic Unit Actions
11/21/2017

Note: Due to the complexity of the proposed action and the limitations and inaccuracies of the current, published Form K, this Form is being created to track governance actions and approvals.

Academic Unit(s): Information and Computing Science, Computer Science, Natural and Applied Sciences, Data Science, Business Administration

Proposer: Gregory Davis

Form Prepared By: Clifton Ganyard

Action(s) Requested:

1. Discontinue Information and Computing Science (ICS) in its current configuration
2. Reconstitute Communication and Information Science into a new interdisciplinary unit.
 - a. Suggested name: Communication and Information Sciences (CIS)
3. Move Computer Science (CS) to the College of Science and Technology (CST) as a department within Natural and Applied Sciences (NAS).
4. Move the MS in Data Science (MSDS) to the Austin E. Cofrin School of Business (AECSB).

New Unit Information:

1. Communication and Information Sciences (CIS) will be housed in the College of Arts, Humanities, and Social Sciences (CAHSS) and will begin operation July 1, 2018.

Current Unit Information:

1. ICS will be discontinued as of July 1, 2018.
2. Computer Science will become a part of NAS within the CST beginning July 1, 2018.
3. The MS in Data Science will become a part of AECSB beginning July 1, 2018.

Rationale:

The changes outlined above are being made to facilitate the movement of Computer Science from the College of Arts, Humanities, and Social Sciences to the College of Science and Technology. Computer Science is more closely aligned pedagogically with several of the disciplines and interdisciplines housed within CST (e.g. Math, Physics, Engineering). Likewise,

Data Science is well suited to the educational and professional goals of AECSB. In addition, the faculty who teach DS courses are housed in AECSB, so the move better aligns the faculty lines and professional expertise of the instructors with the School. Finally, the resources available in CST (with regard to Computer Science) and AECSB (with regard to Data Science) are better suited to promote the development and growth of those departments. Both Computer Science and Data Science are cutting-edge programs that are attractive to students. The University will benefit from their continued growth, and they are most likely to grow in this new configuration.

The reorganization of these programs into different units and colleges does not preclude collaboration across programs or colleges, and Computer Science faculty will be expected to contribute appropriate coursework to programs such as Information Science. Although the unit and/or college of tenure may change for some faculty, those faculty may still be part of appropriate disciplinary or interdisciplinary units, as determined by the faculty, units, and deans.

Personnel:

Tenure and Appointment Assignments:

Danielle Bina – Senior Lecturer – CIS/CAHSS [no change]
Bryan Carr – Assistant Professor – CIS/CAHSS [no change]
Phillip Clampitt – Professor – CIS/CAHSS [no change]
Ioana Coman – Assistant Professor – CIS/CAHSS [no change]
Shauna Froelich – Senior Lecturer – CIS/CAHSS [no change]
Katie Turkiewicz – Assistant Professor – CIS/CAHSS [no change]

Iftekhar Anam – Assistant Professor – NAS/CST [new assignment]
Ankur Chattopadhyay – Assistant Professor – NAS/CST [new assignment]
Benjamin Geisler – Lecturer – NAS/CST [new assignment]

Gaurav Bansal – Associate Professor – BUA/AECSB [no change]

Program Assignments:

Communication and Information Sciences (CIS)

Communication

Danielle Bina (Senior Lecturer)
Bryan Carr (Assistant Professor)
Phillip Clampitt (Professor)
Ioana Coman (Assistant Professor)
Shauna Froelich (Senior Lecturer)
Katie Turkiewicz (Assistant Professor)

Information Science

Iftekhar Anam (Assistant Professor)
Danielle Bina (Senior Lecturer)
Bryan Carr (Assistant Professor)
Ankur Chattopadhyay (Assistant Professor)
Phillip Clampitt (Professor)
Ioana Coman (Assistant Professor)
Shauna Froelich (Senior Lecturer)
Katie Turkiewicz (Assistant Professor)
Benjamin Geisler (Lecturer)

Natural and Applied Sciences (NAS)

Computer Science

Iftekhar Anam (Assistant Professor)
Ankur Chattopadhyay (Assistant Professor)
Benjamin Geisler (Lecturer)

Austin E. Cofrin School of Business

MS in Data Science

Gaurav Bansal (Associate Professor)

Program Chair Assignments:

Communication: Phillip Clampitt
Information Science: Phillip Clampitt
Computer Science: Mike Zorn
MS in Data Science: Gaurav Bansal

Reviews and Recommendations:

Information and Computing Science

Date: 12/20/2017
Chair: Phil Clampitt
Recommendation:

“We are good to go.”

Computer Science

Date: 12/20/2017
Chair: Phil Clampitt

Recommendation:

“We are good to go.”

Natural and Applied Sciences

Date: 12/21/2017

Chair: Mike Draney

Recommendation:

“We are excited about the prospect of Computer Sciences joining our unit, and feel that it is a natural fit. The only suggestion that our unit had was for the Computer Sciences faculty (2 untenured, 1 lecturer) should begin being reviewed by our unit this spring rather than waiting until after 1 July. However, during a meeting between Dean Katers and Phil Clampitt it was decided that Phil will conduct the reviews this spring, and the Computer Science faculty will be reviewed by NAS in future years.”

Business Administration

Date:

Chair: Jim Loebel

Recommendation:

No comments submitted.

Data Science

Date: Wed 11/29/2017 10:45 AM (email)

Chair: Gaurav Bansal

Recommendation:

“[I]t is fine with me. I have also informed other academic directors in the program about this change, and so far I haven’t heard anything from them (except for one campus – UW Superior, and they have no questions / comments).”

Academic Affairs Council

Date: 1/23/2018

Chair: Sylvia Kubsch

Recommendation:

“On 1-23-2018 the AAC approved the proposed restructuring of Information and Computing Science program currently housed in ICS. What is proposed is that the program will be split into three programs housed in different colleges. Computer Science will reside in CST, Information Science will remain in CAHSS, Communication will reside in CAHSS, and MS in Data Science will reside in ACSOB. There was discussion and agreement among AAC members that the Computer Science program should be strengthened in the future as there is significant student interest and current enrollment in the program is over 200.”

Graduate Academic Affairs Council

Date: 3/2/2018
Chair: Franklin Chen
Recommendation:

In our March 1 meeting, the GAAC members voted unanimously ‘supporting’ the Computer Science reorganization.

Personnel Council

Date:
Chair: Heidi Sherman
Recommendation:

No comments submitted.

University Committee

Date: 3/21/2018
Chair: Patricia Terry
Recommendation:

The UC met March, 21, 2019, to consider the Form K for the reorganization of Information and Computing Science and voted unanimously to support the proposal. It will be a new business item on the March 28, 2018, Faculty senate meeting for a first reading.

Authorizations:

Dean CAHSS – Chuck Rybak

Date: 3/4/2018
Approved: X

Denied: _____

Dean CST – John Katers

Date: 3/4/2018

Approved: X

Denied: _____

Dean AECSB – Doug Hensler

Date: 3/5/2018

Approved: X

Denied: _____

Requested clear identification of funding streams for each program, so that Deans understand the costs of the programs and prospects of supporting programmatic growth.

Faculty Senate

Date:

Speaker: Ryan Martin

Approved: _____

Denied: _____

Provost – Gregory Davis

Date:

Approved: _____

Denied: _____

Chancellor – Gary Miller

Date:

Approved: _____

Denied: _____

Faculty Senate Old Business 4e 4/25/2018

Faculty Senate Document #17-18 – Approved 4/25/2018

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 2018 Commencement.

Faculty Senate New Business 5a 4/25/2018