AGENDA

UW-GREEN BAY FACULTY SENATE MEETING NO. 2
Wednesday, October 16, 2019
1965 Room, 3:00 p.m.
Presiding Officer: Mark Klemp, Speaker
Parliamentarian: Steve Meyer

1. **CALL TO ORDER**

2. **APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 1**
   September 11, 2019 [page 2]

3. **INTERIM CHANCELLOR'S REPORT**

4. **OLD BUSINESS**
   a. Reorganization of the Austin E. Cofrin School of Business (second reading) [page 9]
      Presented by Dean Matt Dornbush

5. **NEW BUSINESS**
   a. Request for Authorization to Implement a Master of Science Degree in Cybersecurity (first reading) [page 15]
      Presented by Computer Science Chair and Associate Dean Mike Zorn
   b. A Resolution in Support of Shared Governance in the UWGB Chancellor Search and Screen Committee Selection Process [page 32]
      Presented by Prof. Jon Shelton
   c. Resolution to Extend the Deadline for Annual Reviews from November 30, 2019, to Coincide with the February 7, 2020 Deadline for Merit Reviews
      Presented by UC Chair Jim Loebl [page 33]
   d. Unit Nomenclature
      Presented by Clif Ganyard
   e. Memorial Resolution for Richard Sherrell [page 34]
      Presented by Prof. Jeff Entwistle
   f. Request for Future Business

6. **PROVOST'S REPORT**

7. **OTHER REPORTS**
   a. University Committee Report – Presented by UC Chair Jim Loebl
   b. Academic Staff Report – Presented by Lynn Niemi
   c. University Staff Report – Presented by Kim Mezger [page 37]
   d. Student Government Report – Presented by Abbie Wagaman

8. **ADJOURNMENT**

[draft]
UW-GREEN BAY FACULTY SENATE MEETING NO. 1
Wednesday, September 11, 2019
1965 Room, University Union

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

PRESENT: Mike Alexander (Provost, *ex-officio*), Bryan Carr (ALTERNATE-CIS), Jason Cowell (HUD), Christin DePouw (EDUC), Janaina Fogaca (PSYCH), Joan Groessl (SOCW), Richard Hein (NAS), Maruf Hossain (NAS), Amy Kabrhel (NAS), Mark Klemp (NAS-UC), Jim Loebl (BUA-UC), Kaoime Malloy (THEATRE), Tetyana Malysheva (RSE), Mike McIntire (ALTERNATE-NAS), Gary Miller (Chancellor, *ex-officio*), Eric Morgan (DJS), Paul Mueller (HUB), Val Murrenus-Pilmaier (HUS), Dianne Murphy (BUA), Rebecca Nesvet (HUS), Megan Olson Hunt (NAS), Laurel Phoenix (ALTERNATE-PEA), Uwe Pott (HUB), Sampath Ranganathan (BUA), Matthew Raunio (BUA), Stephanie Rhee (SOCW), Bill Sallak (MUSIC), Jon Shelton (DJS-UC), Courtney Sherman (MUSIC), Heidi Sherman (HUS-UC), Christine Smith (PSYCH-UC), Gail Trimberger (SOCW-UC), Christine Vandenhouten (NURS), David Voelker (HUS), Sam Watson (AND), Aaron Weinschenk (PEA), Brian Welsch (NAS), and Julie Wondergem (NAS-UC)

NOT PRESENT: Stefan Hall (HUS)

REPRESENTATIVES: Guillermo Gomez (SGA), Holly Keener (USC), and Lynn Niemi (ASC)

GUESTS: Scott Ashmann (Assoc. Dean, CHESW), Matt Dornbush (Dean, AECSOB), Clifton Ganyard (Assoc. Provost), Paula Ganyard (Director, Cofrin Library), Doreen Higgins (Assoc. Prof., SOCW), John Katers (Dean, CSET), Vince Lowery (Director, Student Success), Ryan Martin (Assoc. Dean, CAHSS), Mark Norfleet (Asst. Prof., RSE), Mary Kate Ontaneda (SOFAS Asst.), Jennie Young (Director, Writing Center), and Mike Zorn (Assoc. Dean, CSET)

1. CALL TO ORDER.
Perhaps fearful of damaging the fancy new Plexiglas lectern, rookie Speaker Mark Klemp daintily gaveled the first Faculty Senate meeting of the 2019-2020 academic year to order at 3:04 p.m. (remember Mark, you break it, you bought it).

2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 8, May 1, 2019
With over four months time having elapsed since the last Faculty Senate meeting of the 2018-2019 academic year, Speaker Klemp's request for approval of the minutes was met with a resounding, "yeah, whatever" (um, I mean, they passed convincingly via consensus).

3. SENATOR INTRODUCTIONS
As is tradition with the first senate meeting of the year, each senator introduced himself/herself and stated the unit they represented. Then, in a breach of protocol, they traded units for the next two hours just to see how that would work (not really, but wouldn't that be interesting?).

4. CHANCELLOR'S REPORT

Chancellor Miller addressed Faculty Senate for the last time before leaving to become President of **THE** University of Akron. As he looked out upon the group, he noted both the geographic integration of the Marinette, Manitowoc, and Sheboygan campuses in our senate body, as well as the representation from the first School of Engineering founded in American higher education in the last twenty years. He used these two recent accomplishments as examples of how proud he was of the Faculty Senate's work over the five years he served UWGB as Chancellor.

Chancellor Miller continued, stating that UWGB is uniquely positioned in the UW System. As Green Bay is the fastest growing, youngest, and one of the most diverse and economically comprehensive regions of Wisconsin, it sets itself apart from our Wisconsin-based regional comprehensive competitors. Thus, UWGB administration will continue to argue for an increased share of the UW higher education base-funding.

In a "Call to Arms," the Chancellor urged UWGB to embrace the urban imperative for continued growth. This is the only institution in the state for which the System projects double digit enrollment growth over the next 5-7 years. We have the opportunity to leverage the three additional campuses for additional growth in virtually every academic area we offer at UW-Green Bay. With no disrespect intended toward the Humanities and the Social Sciences, Chancellor Miller stated that if Green Bay focuses on Engineering and the Health Sciences, UWGB will be the third largest UW institution within 20 years. And in doing so, every unit will grow larger.

Finally, the Chancellor shared that earlier in the day he attended an advocacy meeting with a very animated Council of Trustees. Their primary topic of discussion centered on the purpose of higher education funding in the state of Wisconsin: Is higher education funding for the University of Wisconsin System, or, is higher education funding for the state of Wisconsin? Those are two very different resource distributions. If the answer is "the state of Wisconsin," then this university should be funded at a higher level. The Regents (especially Regent Atwell), the community's legislative leaders, and the Council of Trustees are trying their best to convince the state's legislature that UWGB needs a higher level of funding. This is based on the fact that "Green Bay and the region is the fastest economic growing area in the state, it's got the broadest economy, the youngest population, the highest wages (outside of Madison), and the least higher education funding by several measures. So, that's not good for Wisconsin."

With that, the Chancellor thanked the Faculty Senate for a great five-year run. To express their appreciation, the Faculty Senate spontaneously burst into a rousing round of applause. With other business to attend to, the Chancellor left the senate chamber; however, we all saw the tear trickle down his cheek as he walked out the door.

5. OLD BUSINESS
Once again this year, last year's Faculty Senate wisely left no old business to attend to and so the 2019-20 Faculty Senate was able to start with a clean slate of new business.

6. NEW BUSINESS
a. Election of a Deputy Speaker of the Senate for 2019-20

Speaker Klemp called for nominations for a Deputy Speaker of the Senate. **Senator Loebl nominated Senator Trimberger (seconded by Senator C. Sherman).** Based on her outstanding work as Speaker of the Senate last year (as well as her well-timed glare at any impending challengers – which obviously intimidated any potential competition for this coveted role in Faculty Senate), Senator Trimberger's nomination passed **unanimously 32-0-0.**

b. Call for Self-Nominations to Serve on the Campus Master Plan Work Group
SOFAS Meyer apparently spent the summer sipping lemonade and watching clouds as he forgot about (then) Vice Chancellor Van Gruensven's request for names of faculty to be considered for membership on the Campus Master Plan Working Group. Hence, "Silver Lining SOFAS" took the opportunity of Faculty Senate to announce that anyone interested in serving on this working group should feel free to email their desire to serve through a self-nomination process. Senators were also asked to make their unit constituents aware of this opportunity.

c. Learning Outcomes for Writing Emphasis Courses
Associate Provost Clif Ganyard and Writing Center Director Jennie Young came forward to present to the newly developed learning outcomes for writing emphasis courses. Led by Jennie Young and Kevin Kain, a group of faculty secured a grant last year to work on developing the learning outcomes. In April 2019, the outcomes were scrutinized through shared governance and were approved by the General Education Council. Initially, the outcomes were designed for online courses, but are applicable to any course whether it be an online or in-person. Previously, we had only defined outcomes in terms of quantity, which did not do enough to guide students toward producing quality academic writing, nor did it help faculty to communicate expectations to students or help with assessment. The challenge was coming up with one rubric and one set of outcomes that applied to any writing assignment in any discipline. After going through several iterations, the final product is presented on pages 8 and 9 of the agenda.

The presentation generated discussion from Faculty Senate, which is briefly summarized here:
- The outcomes do not have to be added to syllabi, rather the outcomes and rubric are geared more toward specific assignments.
- Faculty do not have to use the rubric, but they may want to embed it in assignments.
- Not all outcomes will apply to every writing emphasis course. For example, perhaps the use of citations is not appropriate for some courses.
- Writing emphasis is an undergraduate requirement, so these learning outcomes do not apply to graduate courses (unless the instruct desires).
- This is a holistic rubric, not an analytic rubric, which does make it difficult to apply to some courses (e.g., math).

d. Reorganization of the Austin E. Cofrin School of Business (first reading)
Dean Matt Dornbush presented the proposal (Form K) for the reorganization of the School of Business. The rationale behind the proposed reorganization starts with the fact that the current enrollment in the School of Business is 1200-1400 students, it has been growing at the rate of about 5.5% per year for the last three years, and yet it remains a single department. The proposed reorganization attempts to create a structure that reflects the unit's status as a College at a regional comprehensive institution – it currently looks like a department at a smaller liberal arts school. So the Business Unit would like to diversify its portfolio of departments by creating

a structure that allows the faculty to do their job more efficiently. The process began last year with conversations at faculty meetings, there were multiple readings and discussions within the School culminating in its approval; it was approved by the Student Advisory Board; it was approved by the Advisory Board (made up of outside stake holders); it was endorsed by the accrediting agency; and it has gone through the internal approval process.

The Business Unit believes it is on the verge of even greater growth. To do so will require a new structure of shared leadership across the College (there is currently only one chair for the entire College), so leadership development is part of the reorganization plan. We must also take advantage of the external opportunities that exist in Green Bay – the 3rd largest economy in the state. Only two other schools can offer the external opportunities that Green Bay can offer – Milwaukee and Madison.

Questions for Dean Dornbush included "Do you have the resources – course reassignments – to move faculty into more administrative positions and still teach the needed courses?" More summer stipends would need to be provided, but the course reassignments would remain essentially the same (the reassignments Jim Loebl was receiving would be allocated to the chairs of the new programs). One added cost would be an Associate Dean, a position which Business has never had, but that should alleviate some of the administrative roles that the chairs were having to shoulder. "Were there any faculty who had concerns with this proposal?" Of course, but in the end the unit went through multiple iterations of the proposal and passed it unanimously. One of the concerns was what to do with the new MBA program; it will be pulled out of a department and will be handed to the (yet to be hired) Associate Dean so that it will truly be a College-wide program. With 6-8 faculty FTE in each business unit, the faculty-to-student ratio is higher than desired. "What will executive committee look like for people on the tenure track?" Permanent lecturers and tenured faculty will be reviewed in the new departments. Probationary faculty will be reviewed by a College-wide executive committee. "Is reorganization advantageous to the accreditation process?" Yes, it was vetted with the accrediting body and they supported it, as did the Student Advisory Board, and the Cofrin School of Business Advisory Board.

e. Introduction to the Academic Affairs Strategic Priorities Document
New Provost Mike Alexander made his way to lectern, for what is bound to be the first of many addresses to Faculty Senate, to introduce the Academic Affairs Strategic Priorities Document on which the Administration Council has been working. With no academic plan in place, this campus has not received a capital-funded project in the last 20 years – we are, unfortunately, the only campus that can make that claim. Without a plan in place to articulate our academic mission, we have not been able to advocate System for building projects. Thus, Chancellor Miller assigned the task of creating an academic plan to Provost Alexander. This plan will also provide a means of expressing the academic goals of the institution from which the decision making process of our university's cabinet will be driven. Finally, the plan will communicate our strategies to the Council of Trustees and our external constituents (i.e., the community).

Over the summer, Provost Alexander assembled the Administrative Council to revamp the Academic Affairs Strategic Priorities document started under former Provost Davis. So the Provost and Administrative Council created a document identifying seven core values that

establish a set of standards we set for ourselves at the UW-Green Bay. At this point, we have a document that reflects the views of the administration. What the Provost desires now is the input that reflects the views of faculty and staff. In the end, the document should provide a road map for the Provost to advocate for faculty and staff. The Provost has spoken with the University Committee about forming working groups who could look at the document and respond to the Administrative Council. Then at the end of academic year the faculty/staff suggestions could be merged into the document.

At this point, the Provost fielded questions about the Strategic Priorities Document. Some of the questions included:
- When we speak of fostering community relationships, to what extent have we invited the "average" citizen (not just business leaders) to participate in shaping this document? The plan centers on our students, especially on the changing demographic of Green Bay and our community, which is (hopefully) going to be reflected in our student body. There are actions plans under several categories we think we can use to try to connect with the underrepresented communities – especially the Spanish-speaking community – including, but limited to, the hiring and marketing processes we use.
- What will be the process for faculty providing input? The Provost thought it important that he not tell faculty how they should provide input, he would prefer that faculty (i.e., the UC) come up with what they feel is the best way to provide input. The UC is not set on how best to receive faculty input, but faculty should feel free to contact UC Chair Jim Loebl (loeblj@uwgb.edu) with their thoughts.
- After the "Reinventing the Future" campaign of five years ago, there is a "lack of an appetite" for an exhaustive set of working groups to deal with something like this. Perhaps the best approach would be a listening session (similar to those used for the Mission statement) at a faculty senate meeting. After people have spent some time with the document, shared it with their respective units, and gotten feedback, senate could share those insights with the Provost and Administrative Council.

f. Request for future business
The start of the semester is here
Let's give it a thunderous cheer
A new sculpture in place
Start the paper chase
With fresh, eager students to endear
(there was no new business brought forward by the senators this month)

7. PROVOST'S REPORT
Provost Alexander expressed his excitement to be here (at UWGB, not necessarily Faculty Senate – although he seemed pretty stoked to be at his first senate meeting) and is proud of the accomplishments that have been made after only two months. He acknowledged that he knows of few regional comprehensives that have made the progress that UWGB has made and have put themselves in the position in which we find ourselves. We have "good" problems, they are still problems, but good problems. We must deal with how we control our growth, which is better than having to control a decline. We must catch up with the resources we need for the direction the university is going, which is better than figuring out which resources we need to cut to solve

a decline. Coming in from the outside, the Provost also acknowledged that Project Coastal was a challenge, but commended all four institutions for how successfully it was handled. He looks forward to the opportunities that will present themselves when the strengths of the four institutions are combined.

In terms of updates, Provost Alexander mentioned the Associate Vice Chancellor of Graduate Studies position is being restructured, this individual will only work in the Graduate Studies Office (as opposed to the extraneous duties Matt Dornbush was assigned when he served in this role). Dean Katers is chairing this search. We hope to have candidates on campus in October. Another search that is underway is for the Assistant Vice Chancellor in Enrollment Services, chaired by Eric Arneson. Candidates will be brought to campus in November.

Initial projections of enrollment look good, there is a small increase in head count but an increase in student FTE, meaning students are taking more credit hours which helps them get their degrees faster.

With the Mechanical Engineering program having started last year, we are pushing forward with trying to establish an Electrical Engineering program – with, of course, pushback from the other UW's who currently offer engineering degrees.

One of the things the Provost has been working hard at in his first two months on the job is figuring out what resources the Colleges, faculty, and staff need to successfully complete their job done and how to get those resources distributed as quickly as possible. Two new hires to support the Provost's strategic initiatives include the hiring of a Distance Education Coordinator to coordinate the online courses we are teaching and a videographer. $100K has been invested to support sustainability efforts (our campus has fallen into the "silver status" category and we are only one point away from falling into "bronze status" – given our mission and reputation we should be "gold status"). The Provost has put money into scholarships – creating ten $5,000, 4-year awards – as a recruiting tool, as well as four new TA positions. $100K per year for the next four years has been invested in Communications and Marketing to specifically market our academic degrees.

8. OTHER REPORTS
a. University Committee Report. UC Chair Loebl shared that Prof. Jon Shelton will serve as UWGB's new Faculty Representative this year, replacing Chrisine Vandenhouten who served in that role for the past four years (a deafening round of applause spontaneously broke out at this point). The UC provided a diverse list of faculty nominees from which President Cross could choose two to serve on the Chancellor search and screen committee. The Provost's Strategic Plan has also been discussed extensively in recent weeks – please get your feedback to any UC member. Looking forward, the UC will discuss potential Faculty Handbook changes/updates and consistent naming of units (aka, unit nomenclature).

b. Academic Staff Committee Report. Lynn Niemi, Chair of the ASC, stated there were no additions to the written report she provided on page 16 of the agenda.

c. <u>University Staff Committee Report</u>. Holly Keener, representing the USC, also stated there were no additions to the written report she provided on page 16 of the agenda.

d. <u>Student Government Association Report</u>. Guillermo Gomez, representing SGA, informed faculty senate that the first student senate meeting is this Monday. SGA is moving forward with the composter, that will be here very soon. The first draft of a Student Bill of Rights, a written guarantee of equal access to resources (childcare is one of the resources being discussed) and education for students, should be before the student senate in a month or so. There was a good turnout for the Phoenix sculpture dedication was last week. There is a UW System Representatives meeting on Saturday. SGA has been trying to reach out to some of the Branch Campuses, trying to get input from their student governments, but only one has been in constant communication with Green Bay. Guillermo Gomez and Abbie Wagaman have been trying to attend student government meetings at the Branch Campuses as often as possible.

9. ADJOURNMENT at 4:24 p.m.

Respectfully submitted,

Steve Meyer, Secretary of the Faculty and Staff

UW-Green Bay
Academic Unit Actions

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): Business Administration, Accounting

Proposer: Matt Dornbush

Form Prepared By: Matt Dornbush

Action(s) Requested:

1. Divide the Department of Business Administration into three Departments: the Department of Accounting and Finance, the Department of Business Administration, and the Department of Marketing and Management.

New Unit Information:

1. Department of Accounting and Finance will be composed of the Accounting (ACCTG) major and minor and the certificate in professional accounting. The Department will also house the current Finance emphasis within the Business Administration major (FIN), which is currently completing an authorization to implement for elevation to a major.
2. Department of Business Administration will be composed of the Business Administration (BUS ADM) major and minor, with emphases in Business Analysis, Entrepreneurship, General Business, and Supply Chain Management. It will house the MS in Data Science (DS). It will also house the minor in International Business and certificates in Entrepreneurship and in Supply Chain Management. The Impact MBA program will be housed as a college-wide program, but generalist faculty hires to offset college-wide effort toward the program will be assigned to this Department.
3. Department of Marketing and Management will be composed of the Marketing (MKTG) emphasis within the Business Administration major, the Management (MGMT) emphasis within the Business Administration major, and the Human Resources (HRM) emphasis within the Business Administration major. All three of these emphases are currently completing authorizations to implement for elevation to majors. The Department will also house the MS in Management Program (MGMT).

Rationale:
The stand-alone Austin E. Cofrin School of Business (AECSB) was created in 2016 following its formal separation from the College of Professional Studies. As of fall 2018, the AECSB was approximately equal in size to the College of Science, Engineering, and Technology, representing the second/third largest College(s) at UW-Green Bay. The AECSB supported a combined 1,388.5 declared undergraduate majors and graduate masters' students across the 2018-2019 academic year. Student demand has grown

rapidly over the last three years, with student credit hours increasing by 5.5%, the highest level of any of UW-Green Bay's colleges.

Prior to its change to a stand-alone college, and continuing to present, all programs within the school have been administered within a single academic department, the Department of Business Administration. As of fall 2018, the AECSB supported two undergraduate majors, a BBA in Accounting and a BBA in Business Administration, three graduate programs, a MS in Data Science (excluded from AACSB accreditation), a MS in Management, and an Executive Impact MBA (expected start date January 2020). The excluded MS in Data Science was moved to the AE Cofrin School of Business in the 2017-2018 academic year to reflect the ever-increasing importance of big data and data science within modern business enterprises.

Business Administration is the single largest major on campus, approximately 168% that of the second largest major at UW-Green Bay (Psychology). Accounting is currently the ninth largest major on campus. These two undergraduate programs support a series of minors, and numerous large emphases. More specifically, the eight emphases offered within the Business Administration major, include General Study (online/F2F), Marketing, HR Management (online/F2F), Management (online/F2F), Finance, Supply Chain Management, Business Analysis, and Entrepreneurship. The department has done an exceptional job of strategically converting its multi-section undergraduate courses in a way to offer both face-to-face and online degree options for students. Recent growth within the AECSB has come principally from these online offerings, reflecting internship and employment concerns of our student body. Several of the other emphases presently offered in face-to-face modalities lack only a course or two to provide fully online options for students (e.g. Marketing, Accounting, Finance, Supply Chain, and Entrepreneurship); many of these course additions are expected in the near future. The AECSB remains underdeveloped with graduate offerings, particularly in specialty areas generally developed for online markets.

The current structure of the A.E. Cofrin School of Business suggests that it has not yet fully emerged from its former state as an embedded School within the College of Professional Studies. The new four College model implemented for fall 2016 provided the administrative freedom for the A.E. Cofrin School of Business to more fully control its own direction, yet the academic diversification expected of a College has not yet emerged. The opportunity to more directly own responsibility for, and successfully engage with the economic community in NE Wisconsin has also been significantly improved by the recent internal (UW-Green Bay) approval of a revised select mission (i.e. fall 2018), and the addition on July 1, 2018 of three new branch locations in Sheboygan, Manitowoc, and Marinette. The Green Bay metropolitan area is also one of only two areas in the state of Wisconsin expected *to both grow and to grow you*nger in coming years; although with notably distinct demographics from UW-Green Bay's current student body. In response, the AE Cofrin School of Business is undergoing steps to re-organize into a more transparent, responsive, and growth oriented organization better prepared to meet the needs of the third largest economic center in the state of Wisconsin. Specifically, the AE Cofrin School of Business seeks: **1) to reorganize into three departments**, 2) to elevate a subset of existing Business Administration emphases to majors and add a limited number of regionally-aligned undergraduate programs to the AECSB, 3) to expand graduate programs and certificate offerings within each new department, and 4) to build intentional conduits for increasing impactful community engagement and partnerships.

The intent of this new alignment is to create a dynamic structure to capture emerging technologies and innovation in the business ecosystem, and as supported by growth, these departments may themselves later divide into specialized departments. For example, Emphasis X may initially reside within the general Business Administration major until enrollment grows to a level justifying its own unique designation, or a move to an alternative home department. Thus, if Emphasis X grows to justify a stand-alone major, its departmental home will require re-evaluation. Alternatively, if Emphasis X declines in demand, or contemporary relevance, consideration would be given to a re-merging, or re-organization of its departmental home.

Overall, this structure seeks to accomplish three additional goals. <u>First</u>, chair responsibilities, while diminished by the appointment of the Associate Dean, would be further divided among multiple disciplines, building several lanes for leadership development and allowing for a diversification of cultures within the AECSB. <u>Second</u>, a disciplinary-based AECSB provides greater external clarity. For example, the current size of the department muddles relationships between student enrollment and instructional staffing needs (i.e. tenure track lines, lecturer lines, and associate lecturers) within disciplines, complicated hiring arguments with the broader university community. More importantly, students and external partners seek disciplinary collaborations and degrees; a process of discovery the AECSB faculty believe is hindered by the non-descript nature of a general business administration department. <u>Finally</u>, disciplinary units provide for greater specialization and energy within select fields, allowing individual areas of study to more fully develop and implement a suite of academic programs, student experiences, and scholarly infrastructure to meet student demand and create partnership opportunities.

Implications for Tenure Considerations:

- Review for promotion to Associate Professor for tenure-track junior faculty will follow the organizational structure in place at the time of their hire. Following this approach, current, untenured faculty will be review by the entire AECSB executive committee; equivalent to the current Business Administration executive committee.
- Annual reviews for un-tenured faculty will follow the organizational structure in place at the time of their hire until the process for consideration to promotion to tenure is complete.
- Review for promotion to Full Professor will move to the new department structure effective the date of department reorganization.
- Annual reviews for tenured faculty and lecturers will move to the new department structure effective the date of department reorganization.

Personnel:

Tenure and Appointment Assignments:

Name	Title/Classification	BUS ADM Effort (%)	MKTG/MGMT Effort (%)	ACCTG/FIN Effort (%)
Albers, Patty	Senior Lecturer			70
Bansal, Gaurav	Professor	87	13	
Burke, Katie	Lecturer			70
Carr, Tara	Dir SBDC		22	
Chandna, Vallari	Associate Professor	14	86	
Choi, Jae Hoon	Assistant Professor	100		
Christens, Gary	Lecturer			74
Clarke, Heather	Assistant Professor		100	
Geimer, Matt	Lecturer	100		
Gurtu, Amulya	Associate Professor	100		
Huffcutt, Allen	Associate Professor		100	
Jiao, Wei	Assistant Professor			100
Kaminski, Heather	Assistant Professor			100
Kauth, Ryan	Lecturer	78	22	
Loebl, Jim	Associate Professor		14	86
Murphy, Dianne	Assistant Professor		100	
Radosevich, Dave	Associate Professor		100	
Ranganathan, Sampath	Associate Professor	14	86	
Raunio, Matt	Associate Professor UWGB @ Sheboygan			100
Schindl, Karl	Professor UWGB @ Manitowoc	14		86
Teclezion, Mussie	Associate Professor			100
Tiwari, Praneet	Lecturer	100		

** Default home department based on location of majority effort.

Program Assignments:

52: BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES: Business Administration (32-1000)

BUS ADM, DS
Business Administration (major and minor);
- International Business (minor)
- Certificate in Entrepreneurship
- Certificate in Supply Chain Management
- MS Data Science (32-1030)

52: BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES: Marketing & Management (32-3000)

MGMT; HRM; MKTG
- Business Administration (major)
- Management emphasis
- Human Resources Management emphasis
- Marketing emphasis
- MS in Management (32-3XXX)

52: BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES: Accounting & Finance (32-1500)

ACCTG; FIN
- Accounting (major and minor)
- Professional Accounting (undergraduate certificate)
- Business Administration (major); finance emphasis

Program Chair Assignments:

Business Administration: VACANT
Marketing and Management: Vallari Chandna
Accounting and Finance: Mussie Teclezion

Reviews and Recommendations:

Business Administration/Accounting

    Date: March 13, 2019
    Chair: Jim Loebl
    Recommendation: BUS ADM votes unanimously (13-0-0) in support.

Academic Affairs Council

    Date: April 18, 2019
    Chair: Mimi Kubsch
    Recommendation: The AAC voted unanimously (9-0-0) in support.

Graduate Academic Affairs Council

    Date: April 18, 2019
    Chair: Franklin Chen
    Recommendation: The GAAC voted unanimously (9-0-0) in support.

Personnel Council

    Date: April 18, 2019
    Chair: Heidi Sherman
    Recommendation: The PC voted unanimously (9-0-0) in support.

Authorizations:

Dean AECSOB – Matt Dornbush

    Date: March 13, 2019
    Approved: __X_
    Denied: _____

University Committee

       Date: April 24, 2019
       Chair: Courtney Sherman
       Approved: __X__
       Denied: _____

Faculty Senate

       Date: XXX
       Speaker: XXX
       Approved: _____
       Denied: _____

Provost – Michael Alexander

       Date: XXX
       Approved: ___
       Denied: _____

Chancellor – XXX

       Date: XXX
       Approved: __ _
       Denied: _____

Faculty Senate Old Business 4a 10/16/2019

REQUEST FOR AUTHORIZATION TO IMPLEMENT A

COLLABORATIVE ONLINE
MASTER OF SCIENCE
IN
CYBERSECURITY

ABSTRACT

The University of Wisconsin-River Falls, as lead campus and on behalf of the defined academic partners, UW-Green Bay, UW-La Crosse, UW-Oshkosh, UW-Parkside, UW-Platteville, UW-River Falls, UW-Stevens Point, and UW-Superior, proposes to establish a collaborative online Master of Science in Cybersecurity (M.S. in Cybersecurity). The development of this program responds to the recognized shortage of cybersecurity professionals throughout the state and region. This program represents a comprehensive, multidisciplinary curriculum that prepares students to advance their careers and pursue their academic ambitions through leadership and management positions within the cybersecurity field. The program will equip students with the skills needed to effectively develop, implement and maintain a security strategy within diverse organizations and industry sectors. Core courses provide students with a solid foundation in data and network security, compliance, strategic planning, program design and management, legal and ethical issues in cybersecurity, cryptography, risk management and technical communications. In addition, the program offers four unique tracks to assist students in tailoring their coursework to meet their career goals: digital forensics, cyber response, governance and leadership, and security architecture. The M.S. in Cybersecurity represents a fully online, asynchronous curriculum comprised of 34 credits to include a culminating, project-based Capstone experience. Graduates of the program will gain the core competencies required to assume a variety of roles across a wide range of industries to include cybersecurity analyst, security consultant, cybersecurity manager, computer system analyst, security application analyst, and information technology specialist. The curriculum was developed in alignment with defined requirements of the Center for National Centers of Academic Excellence in Cyber Defense (CAE-CD) and several established and recognized industry certifications to include the Certified Information Security Manager (CISM), Certified Information Systems Security Professional (CISSP), Certified Ethical Hacker (CEH) and CompTIA Security+ certifications.

PROGRAM IDENTIFICATION

Institution Name
University of Wisconsin-Green Bay
University of Wisconsin-La Crosse
University of Wisconsin-Oshkosh
University of Wisconsin-Parkside
University of Wisconsin-Platteville
University of Wisconsin-River Falls
University of Wisconsin-Stevens Point
University of Wisconsin-Superior
With administrative and financial support from the University of Wisconsin Extended Campus

Title of Proposed Program
Master of Science in Cybersecurity

Degree/Major Designations
Master of Science

Mode of Delivery
Collaborative and Distance Education (100% Online)

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

Table 1: Five-Year Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	35	70	75	80	80
Continuing Students		31	83	126	152
Total Enrollment	35	101	158	206	232
Graduating Students	0	0	4	16	28

Tuition Structure
      Program tuition for the M.S. in Cybersecurity program will be set at $850/credit for 2020–2021 and will be identical at all eight partner institutions. The tuition rate is based on market demand estimates as well as comparisons with other master's level online programs offered by the University of Wisconsin (UW) System and nationally, and will be charged outside the credit plateau, if approved by the Board of Regents. The pricing structure will follow the UW System pricing guidelines for distance education programs provided in UW System Administrative Policy (SYS) 130.[1] Segregated fees for students enrolled in this program would be waived by all of the partner institutions. Students will not be required to pay any additional fees as part of the program, except for the cost of their books. There is no tuition differential for out-of-state students.

Department or Functional Equivalent

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[1] University of Wisconsin System (2001). UW System Administrative Policy 130: Programming for the Non-Traditional Market in the University of Wisconsin System. Retrieved from

https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/programming-for-the-nontraditional-market-in-the-uw-system/.

The schools/colleges and departments that will offer courses for this program at each institution are as follows:

- UW-Green Bay, College of Science, Engineering and Technology, Resch School of Engineering, Department of Computer Science
- UW-La Crosse, College of Arts, Social Sciences, & Humanities, Department of Communication Studies
- UW-Oshkosh, College of Letters and Science, Department of Computer Science
- UW-Parkside, College of Business, Economics, and Computing, Department of Computer Science
- UW-Platteville, College of Engineering, Math and Science, Department of Computer Science and Software Engineering
- UW- River Falls, College of Business and Economics, Computer Science and Information Systems Department
- UW-Stevens Point, College of Letters and Science, Department of Computing and New Media Technologies
- University of Wisconsin-Superior, Mathematics and Computer Science Department

UW Extended Campus will provide administrative and financial support for the program. UW-River Falls is seeking authorization from UW System and program accreditation through the Higher Learning Commission (HLC) on behalf of the academic partners.

Proposed Date of Implementation
September 2020 pending approval of the Higher Learning Commission (HLC)

DESCRIPTION OF PROGRAM

Overview of the Program
The M.S. in Cybersecurity represents a fully online, asynchronous curriculum comprised of 34 credits to include seven core courses, 3 concentration or track courses, a Capstone preparation course and a project-based Capstone course. Students will be able to complete more than one program track. Graduates of the program will gain the core competencies required to serve in a variety of cybersecurity roles within diverse organizations. UW-Green Bay, UW-La Crosse, UW-Oshkosh, UW-Parkside, UW-Platteville, UW-River Falls, UW-Stevens Point, and UW-Superior will offer the program jointly. The required capstone course, which represents the culminating experience in the program will provide students with the opportunity to apply skills acquired from coursework through a project-based experience in their track/concentration area.

Student Learning Outcomes and Program Objectives
Students completing the M.S. in Cybersecurity degree will gain the following core competencies and learning outcomes:
Competency A – Analyze and resolve security issues in networks and computer systems to secure an IT infrastructure
Upon completion of the program, students will be able to:

- Interpret and analyze operating system and machine level structures
- Interpret and analyze network protocols
- Design, evaluate, and test systems including networks, computers, and hardware for security requirements

Competency B – Design, develop, test, and evaluate secure software
  Upon completion of the program, students will be able to:
  - Implement best practices in secure software development
  - Implement effective cryptographic systems and assess their vulnerabilities
  - Assess security implications for emerging software technologies

Competency C – Develop policies and procedures to manage enterprise security risks
  Upon completion of the program, students will be able to:
  - Conduct security risk management assessments
  - Develop and implement threat management framework
  - Evaluate and create security policies and processes for an organization and apply appropriate security frameworks
  - Implement identity and access management controls

Competency D - Evaluate and communicate the human role in security systems with an emphasis on ethics, social engineering vulnerabilities, and training
  Upon completion of the program, students will be able to:
  - Assess trends in computer criminology and social behaviors related to technology use including physical security
  - Engage in ethical decision-making and apply ethical principles to cybersecurity
  - Engage in professional collaboration and communication with technical and nontechnical stakeholders on issues related to security

Competency E – Interpret and forensically investigate security incidents
  Upon completion of the program, students will be able to:
  - Develop and implement an incident response strategy
  - Identify and assess attacks through forensics
  - Interpret legal implications of security incidents and conduct investigations using industry best practices

Program Requirements and Curriculum

Admission requirements for the M.S. in Cybersecurity program will include a Bachelor's degree and a 3.0 undergraduate GPA. Program prerequisites will include the following:
  - Introduction to Computer Science
  - Calculus or Statistics

It is expected that this program will draw students from diverse backgrounds. The intent of the program prerequisites is to ensure students have the necessary knowledge and mathematical / programming maturity to be successful across all courses. It is assumed that most students coming from a technical background will have completed a course in either Calculus or Statistics as part of their prior education. In addition, course sequencing and internal prerequisites within the MS in Cybersecurity program will enable students to build sufficient knowledge before they enroll in advanced courses. The Introduction to Computer Science course prerequisite should show evidence of programming and database competencies.

Students will be required to satisfy all program prerequisites prior to formal admission into the program. There will be no required aptitude tests for admission in the program (e.g. GRE, GMAT, other). Students must maintain an overall cumulative GPA of 3.0 or better to graduate.

Table 2 illustrates the 34 credit curriculum for the proposed M.S. in Cybersecurity program, Students will complete 7 core, 3 track, and 2 capstone courses (a one-credit capstone preparation course and a 3-credit capstone course) to satisfy degree requirements. There are four tracks offered within the curriculum. Students must complete one track, however, may choose to complete more than one track. The 3-credit capstone course requirement, which represents the culminating experience for relevant students, must be taken in the final semester of study. A capstone preparation course (1-credit) will be taken the semester prior to the capstone course and will provide the student the opportunity to prepare a capstone proposal for an applied project-based, self-directed experience.

The proposal will be reviewed and approved by the capstone instructor and home campus academic director for implementation in the capstone course. Students may implement and complete capstone projects within their current place of employment or through another host organization. The Program Advisory Board, made up of industry representatives, will have a significant role and responsibility for recommending possible projects and possibly hosting capstone students at their organizations.

Table 2: M.S. in Cybersecurity Program Curriculum

Course Number	Course Title	Number of Credits	Campus
Core Courses			
CYB 700	Fundamentals of Cybersecurity	3	UW-Superior
CYB 703	Network Security	3	UW-Green Bay
CYB 705	Sociological Aspects of Cybersecurity	3	UW-Stevens Point
CYB 707	Cybersecurity Program Planning and Implementation	3	UW-Parkside
CYB 710	Introduction to Cryptography	3	UW-Oshkosh
CYB 715	Managing Security Risk	3	UW-Platteville
CYB 720	Technical Communication in Cybersecurity	3	UW-La Crosse
Track 1 – Digital Forensics			
CYB 725	Computer Forensics and Investigations	3	UW-Stevens Point
CYB 730	Computer Criminology	3	UW-Stevens Point
CYB 735	Network Forensics	3	UW-Parkside
Track 2 – Cyber Response (Defense, Incident & Attack Response)			
CYB 740	Incident Response and Remediation	3	UW-River Falls
CYB 745	Secure Operating Systems	3	UW-Oshkosh
CYB 750	Offensive Security and Threat Management	3	UW-River Falls
Track 3 - Governance & Leadership (Communication, Management, Policy, Compliance)			
CYB 755	Security Administration	3	UW-River Falls
CYB 760	Cybersecurity Leadership and Team Dynamics	3	UW-La Crosse

CYB 765	Cybersecurity Management	3	UW-River Falls
Track 4: Security Architecture (Systems, Software, Data)			
CYB 770	Security Architecture	3	UW-Platteville
CYB 775	Applied Cryptography	3	UW-Superior
CYB 780	Software Security	3	UW-Green Bay
CYB 785	Cyber Physical System Security	3	UW-Platteville
Capstone Courses			
CYB 789	Cybersecurity Pre-capstone	1	UW-Superior
CYB 790	Cybersecurity Capstone	3	UW-Superior

Assessment of Outcomes and Objectives

The assessment of student learning outcomes for the M.S. in Cybersecurity degree program will be managed by the academic program directors from each partner campus as well as the UW Extended Campus (UWEX) program manager. This assessment team will identify and define measures and establish a rubric for evaluating how well students are meeting the program's five competency areas. The team will also identify what data will be needed and serve as the collection point for the data. As a part of the course development process, the assessment team will determine which examples of student work will be most appropriate to demonstrate competency.

The team will receive data collected from institutions by UWEX each semester. UWEX will also monitor data on new enrollments, retention rates, and graduation rates. The assessment team will compile these various sources of data and complete annual reports summarizing the data, the assessment of the data, and decisions regarding improvements to the curriculum, structure, and program delivery. The report will be shared with the faculty of the program and other stakeholders at each partner institution. The assessment team is responsible for ensuring that recommendations for improvement are implemented.

Diversity

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

UWEX has several initiatives currently underway to attract more students from underrepresented groups into the UW System. Through UW HELP, brochures and materials specific to Hispanic and Hmong students are sent to those respective potential students groups. The program manager for the M.S. in Cybersecurity program employed by UWEX will conduct outreach, working with employers to encourage and support the education of their employees, especially focusing on underrepresented minorities. In addition, a dedicated program advisory board (described below) will provide support in this area by helping the program extend its reach to diverse prospective students and communities.

Ensuring that diverse student populations enter the M.S. in Cybersecurity program is important, but equally important is providing the support services that enable all students to feel comfortable and to succeed. The UWEX success coach will work closely with all students to self-identify barriers to their success to either help them overcome those barriers directly or to point them to home campus and other resources that will be of assistance to them. UWEX will maintain online student environments that will allow individuals from diverse ethnic backgrounds to connect with other students over both cultural similarities and programmatic interests to help build points of commonality and understanding. The Student Resource Lounge serves to connect students with a wealth of resources and information to support their persistence in the program. Social media opportunities for student connection will be made available through Facebook, Twitter, and LinkedIn, to name a few. Simply put, an essential goal of this program is to increase both the access for diverse audiences to this degree and the success of those students once they enter the program.

While the proposed degree does not project a significant number of new faculty and staff, the partner institutions will continue to be committed to recruiting a culturally diverse campus community. The program will work toward achieving equity in the gender distribution of faculty, and faculty of color will be encouraged to participate in this program.

Collaborative Nature of the Program

The M.S. in Cybersecurity is a collaborative degree program that benefits from the shared academic and administrative resources of all partnering institutions. UW System encourages and supports system-wide cooperative and collaborative efforts among institutions as a means to develop need-based programs of mutual interest, benefit, and value to all partners; add to the existing base of quality academic offerings within the System; leverage limited resources; and more effectively and efficiently address the needs of both traditional and nontraditional learners, as well as employers within the state. This degree, like other collaborative programs currently offered within the System, provides each of the participating academic institutions the ability to offer a high-quality, sustainable graduate program without a requirement to extend significant local resources or a risk of compromising existing programs.

Faculty and staff from eight partner institutions (UW-Green Bay, UW-La Crosse, UW-Oshkosh, UW-Parkside, UW-Platteville, UW-River Falls, UW-Stevens Point, and UW-Superior) collectively developed and approved the program curriculum, program competencies, student learning outcomes, and admission requirements. These partner institutions will be responsible for identifying qualified faculty and instructional staff to deliver coursework, assess student learning and conduct program review.

Each partner institution will appoint an academic program director who will work with their respective academic units to implement the program. Collaboratively, these directors along with a designated campus continuing education representative or designate and the UWEX program manager will comprise the program workgroup. This team will oversee the ongoing growth, development and performance of the M.S. in Cybersecurity degree program. The committee will meet quarterly in person and via teleconferencing, as needed. Instructional development and delivery of the online courses will be supported and hosted by UWEX. This cohesive development and offering of courses will ensure students have a consistent experience even though the faculty reside at multiple partner institutions.

Students will choose a home institution from where their degree will be conferred. All courses will be listed in each of the partner institutions course catalog and registration system. The student record will be maintained in the student information system of the home institution. Local program stakeholders, to include academic directors, continuing education staff, host department representatives, academic support office leads, and business office personnel from each institution will also meet biannually to review local processes and concerns, and to make adjustments as necessary. Program evaluation regarding the collaborative nature of the model will help assess processes critical to the success of the collaboration, such as the financial model, marketing, student recruitment and advising, admission and enrollment processes and trends, and curriculum and course design. UWEX will regularly report on program performance. All partners will share equally in the net revenues from the program, once realized.

UWEX will coordinate external engagement, input, and advice through a Program Advisory Board consisting of 12 to 15 representatives from industry who will also serve as advisors, ambassadors and referral agents to the program. The academic directors from each of the eight partner institutions will also hold seats on the board. The M.S. in Cybersecurity Advisory Board will meet biannually. The board members will play a critical role in ensuring that the program and curriculum stays relevant to trends in the field. They will be asked to help host students working on capstone projects, and to help create school-to-work transitions so that as students graduate from the program, they will move to gainful employment. The program manager will provide assistance to the board, coordinate meetings, and so on. The academic directors of the program and program manager will engage with board members and ensure that the board is connected to the program in constructive and positive ways. Board meetings will provide opportunities to present program progress and successes, and to gather feedback regarding changes in the industry and how those changes may affect program graduates.

One of the many recognized and significant benefits of the collaborative program model is the extended reach or scope of contacts provided through the involvement of multiple academic partners located within unique markets throughout the state. Our academic partners have established significant relationships, reputation, and strength-of-brand within their individual regions, which has proven valuable in identifying regional interest in the program and will help raise awareness of this opportunity throughout the state and expand program reach. This will ultimately result in greater success in reaching and serving students throughout the state, supporting student and regional business needs and interests, promoting program growth, and positioning the program for sustainability.

Projected Time to Degree

This program represents a non-cohort based offering where students may enter the program for the spring, summer, or fall semester and advance at their own pace. Based on experience with similar collaborative offerings within the System and the typical adult online student profile, it is assumed that most students will enroll part-time and take an average of three to four courses per year. At this rate, the majority of students would complete the program within 3 to 4 years. Students will be encouraged to take courses in sequence and as influenced by defined internal course prerequisites. The capstone, which represents the culminating experience for students, must be taken in the final semester of study.

Program Review

Program review and evaluation occur on a more frequent schedule than in traditional academic programs. As previously discussed, assessment relative to student learning will be reviewed each academic semester and annually. The M.S. in Cybersecurity program will go through an internal 3-year review focusing on program, administrative and fiscal matters. In addition, the program will conduct a comprehensive 5-year review. Academic directors, faculty, and administrators from all partners will have input into programmatic changes and upcoming needs. UWEX, as the fiscal agent for this program, will manage resources to ensure that funds are available to support scheduled program reviews and to invest in the program as deemed necessary and valuable. The decision about how to invest in the program will be made collaboratively by all partners, as will recommendations related to the continuation of the program. Data collected, analyzed, and reported as part of the above-defined processes will be shared with each of the partner institutions for inclusion in their unique local comprehensive academic program review processes.

Accreditation

Partners will be securing authorization to offer this program as a consortial online degree from the Higher Learning Commission, the regional accrediting body for all eight partner institutions. The program will also be pursuing external accreditations from organizations such as the National Centers of Academic Excellence in Cyber Defense (CAE-CD). This program is intended to provide the necessary background for students to achieve certifications such as the following:
- Certified Information Security Manager (CISSP)
- Certified Information Systems Security Professional (CISSP)
- Certified Ethical Hacker (CISM)
- CompTIA Security+

JUSTIFICATION

Rationale and Relation to Mission

The online M.S. in Cybersecurity degree program contributes directly to the institutional mission of the University of Wisconsin System which clearly defines a commitment *to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its institutions*. Students will develop advanced knowledge and skills that will enable them to serve an important function and role within the cybersecurity workforce. It is a degree targeted at adult

and nontraditional students possessing a bachelor's degree and thus broadens access for alumni and others to advanced study within the UW System. The M.S. in Cybersecurity also supports the institutional missions of the eight academic partner institutions by building upon the undergraduate experience of working adults in the state and region by advancing proficiencies in communication, critical thinking, problem solving, analytical, leadership, teamwork, and collaboration skills. Furthermore, this multidisciplinary degree will serve to build bridges between disciplines and develop students' abilities to think in terms of systems and interrelationships, and within complex organizations. Strong support for the degree has already been realized through interactions with leaders from over 30 state, regional and national companies, government agencies and professional associations.

Institutional Program Array

There is consensus among the eight academic partners that the M.S. in Cybersecurity degree program will serve as a valuable complement to the existing graduate program array at each of their institutions and will not compete with any program currently offered. Statements of support have been provided by each of the partner campuses as follows:

"At UW-Green Bay, the MS in Cybersecurity would be the first graduate program in the newly formed Resch School of Engineering. This degree provides a natural progression for undergraduate students in our rapidly growing computer science program, particularly those with an emphasis in cybersecurity."

"At UW-La Crosse, the proposed M.S. in Cybersecurity strongly aligns with its current graduate program array. UW-La Crosse has a strong history of academic success with its current graduate programs. With professional communication being one part of the core of the M.S. in Cybersecurity program, the Communication Studies department at UW-La Crosse will be a strong partner in this multi-disciplinary degree."

"At UW Oshkosh, the proposed M.S. in Cybersecurity aligns with the current program array within the College of Letters and Science, and the College of Business. UWO has successfully offered graduate programs in the STEM and professional fields, including existing graduate programs in Biology, Psychology, Data Science, and new graduate programs in Applied Biotechnology and Information Technology Management."

"At UW-Parkside, the proposed M.S. in Cybersecurity complements the current graduate programs offered by the Department of Computer Science in the College of Business, Economics, and Computing. The Computer Science department offers an MS in Computer Information Systems (MSCIS) and also an MS in IT Management (MS-ITM, a collaborative online degree). MSCIS is offered in the face-to-face delivery mode. MSCIS has a track in Cybersecurity; though it exposes students to concepts in cybersecurity, the curriculum is not as extensive as the proposed MS in Cybersecurity. MS-ITM has one course in cybersecurity. Because MS in Cybersecurity is delivered completely online and provides a rigorous curriculum with 34 credits for students who want a specialized, advanced degree in Cybersecurity, it is expected that this program will complement rather than compete with our existing programs."

"At UW-Platteville, the proposed M.S. in Cybersecurity aligns very well with its current and future program setting within the Department of Computer Science and Software Engineering (CSSE). The CSSE department currently offers a Bachelor of Science in Computer Science and an ABET-accredited Bachelor of Science in Software Engineering major. Starting from spring 2021, a new Bachelor of Science in Cybersecurity will also be offered by the department. The proposed M.S. in Cybersecurity will provide the graduates from CSSE with a great opportunity to further their study in an area of computing this fast-growing and in high demand."

"At UW-River Falls, the proposed M.S. in Cybersecurity both complements and aligns with the current program array within the Department of Computer Science and Information Systems. UWRF has undergraduate programs in Computer Science, Information Systems, and Data Science that prepare students for career entry and graduate education. UWRF also has a Master of Science in Computer Science (MSCS) graduate program that provides students with skills in leading technologies such as Machine Learning, Data Science, Software Engineering, Cloud Computing, Mobile Computing and Information Security. The institution does not currently offer graduate level programs in Cybersecurity."

"At UW-Stevens Point, the proposed Master of Science in Cybersecurity program will complement the existing program array offered by the Computing and New Media Technologies department, which includes a traditional on-campus B.S. in Computer Information Systems with a track in Networking and Information Assurance, and the online programs in B.S. in Applied Computing, B.S. in Health Information Management and Technology, M.S. in Data Science, and M.S. in Information Technology Management. The institution does not currently offer online graduate programs for students to specialize in cybersecurity."

"At UW-Superior, the proposed Masters in Cybersecurity is a welcome addition to the suite of graduate programs offered by the campus community. UW-Superior serves a large geographic region in northern Wisconsin and contributing to this program establishes a resource for professionals to enhance their career prospects and build upon existing expertise. The online program also enables faculty to extend their expertise to a broad range of individuals seeking an advanced post-baccalaureate degree."

Other Programs in the University of Wisconsin System
There are currently no graduate degree programs in Cybersecurity offered within the UW System. In June 2019, UW-Whitewater distributed a Notice of Intent (NOI) to develop and offer a M.S. in Cybersecurity. They received responses from several of the UW institutions involved in the development of the collaborative online M.S. in Cybersecurity program expressing concerns regarding potential duplication with the developing collaborative offering which was introduced to campuses for interest in participation in January 2019. Based on follow-up discussions resulting from the NOI process, institutions from the two developing programs agreed to work together to distinguish the two degrees. Since that time, the two groups have engaged in formal communications to include the following:
- A presentation from the UW-Whitewater faculty to the collaborative online M.S. in Cybersecurity Curriculum Planning Workgroup (July 2019) on initial plans for the program to include core courses, specialty tracks/concentrations, program learning

outcomes, faculty specializations, target audience(s), external partners, and additional program details.
- A follow-up teleconference in August 2019 following the conclusion of the curriculum planning process for the collaborative online M.S. in Cybersecurity where partners shared similar information on the proposed program to include program competencies and student learning outcomes, course titles and descriptions, external and internal prerequisites, campus assignments, admission requirements and other information, and responded to questions from UW-Whitewater faculty and administrators on the program. There was also consensus established that the programs are presenting as unique and will serve to expand the UW's influence and reach, and provide prospective students with options in this high need and growing career field.

As expected, there are some similarities between the two proposed academic programs with the primary overlap occurring in the core courses which represents the common body of knowledge in the cybersecurity field. Based on the above discussions and planning to date, the primary differentiators between the two proposed offerings include the following:
- *Unique Professional Tracks:* The UW-Whitewater program will offer two primary specialization tracks for students; Security Engineering (technology track) or Cyber Resilience (management track). The collaborative online program offers four track options for students: Digital Forensics, Cyber Response, Governance and Leadership, and Security Architecture. Though the Governance and Leadership and Security Architecture tracks have some overlap with UW-Whitewater tracks, Digital Forensics and Cyber Response tracks offer curricular aspects that are distinct from UW-Whitewater programs.
- *Unique Target Audiences*: The UW-Whitewater program will serve both professionals and recent college graduates. The collaborative online program will primarily serve working adults/professionals with a statewide focus consistent with the geographical locations of the eight academic partners. The collaborative program will also allocate significant resources toward recruiting women into the program.
- *Unique Campus Specializations and Internal Resources*: UW-Whitewater serves as home to a specialty center, the Cyber Security Center for Small Business (CSCSB), which provides the institution with a unique connection to this niche audience and will likely translate to increased interest from professionals working in the small business environment.

Many of the UW campuses, to include those participating and those choosing not to participate in the collaborative online M.S. in Cybersecurity program, have resources and other non-M.S degree offerings in the area of cybersecurity. As demonstrated in the established curriculum for the collaborative online program, the comprehensive and combined resources of eight campuses participating in the collaborative online program have provided partners the opportunity to offer prospective students from throughout the state and region with unique options for professional specialization in this area.

Need as Suggested by Current Student Demand

It is anticipated that the online M.S. in Cybersecurity will predominantly attract adult and nontraditional students who possess a minimum of a completed bachelor's degree, currently work in the field, and have a desire to continue their education toward a master's degree

primarily to expand knowledge and specialized skills in the field and for career advancement. Student demand for this degree is greatly influenced by market demand as indicated by current and future employment opportunities within the Cybersecurity field (see Market Demand data below). The degree addresses a recognized high-need area as supported by research that included extensive input from employers and industry representatives throughout the state. Similar to other need-based collaborative online programs developed and administered through UWEX, the M.S. in Cybersecurity represents a program designed to satisfy a recognized workforce gap within the state and region as defined through research conducted and/or commissioned by UWEX to include industry focus groups and interviews with cybersecurity professionals, some of whom self-identified as prospective students for a M.S. in Cybersecurity degree program.

Need as Suggested by Market Demand

In fall 2018, UWEX commissioned the *Center for Research and Marketing Strategy* at the University Professional and Continuing Education Association (UPCEA) to conduct a Feasibility Analysis for the possible development of an online Master of Science in Cybersecurity. The analysis included a review of industry trends, occupational demographics, internet and library scans, an analysis of the competitive marketplace, and in-depth interviews with key opinion leaders from the cybersecurity industry representing a variety of organizations in several different states. Key findings from the report include the following:

- There is a strong demand for qualified cybersecurity professionals and that the University of Wisconsin is well positioned to develop a graduate degree program that responds accordingly.
- The state of Wisconsin is projected to experience a 9% increase in cybersecurity-related jobs over the next decade.
- Information security analysts have the highest forecasted growth between 2018 and 2028 with predictions of 25% growth in both the state and region.
- There is a significant shortage of women in global cybersecurity, accounting for only 11% of the global cybersecurity workforce.
- There is consensus among the opinion leaders interviewed that there is a significant need for a master's in cybersecurity that prepares working professionals to succeed in leadership and management positions within the industry and noted that it is often difficult to find qualified applicants for cybersecurity positions.
- A majority of opinion leaders surveyed do not feel that colleges, universities or others are meeting the current cybersecurity educational needs of students.
- Opinion leaders identified support for an online program based, in part, on its accessibility and flexibility for working professionals.
- The current competitive marketplace for a master's degree in cybersecurity is growing rapidly due to the job shortage of cybersecurity professionals.
- A favorable environment exists for launching the online graduate degree program in Cybersecurity.[2]

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[2] University Professional and Continuing Education Association (UPCEA), Center for Research and Marketing Strategy (February 2019). *Feasibility Analysis: Online Master of Science in Cybersecurity*. Commissioned by the University of Wisconsin Extended Campus.

A recent real-time labor market report from Burning Glass Technologies on the current state of cybersecurity jobs identified a growing number of positions and a persistent talent shortage in this area. The report recognized that the number of cybersecurity job postings has grown 94% since 2013, compared to only 30% for IT positions overall. Nationally, the number of unfilled cyber security jobs grew to over 300,000 in 2018. Cybersecurity jobs account for 13% of all information technology jobs. On average, however, cybersecurity jobs take 20% longer to fill than other IT jobs, and they pay 16% more. [3]

Finally, the Bureau of Labor Statistics reports that employment of information security analysts is projected to grow 28 percent from 2016 to 2026, much faster than the average for all occupations. Employment of information security analysts is projected to grow 56 percent in computer systems design and related services from 2016 to 2026. The median annual wage for information security analysts was $98,350 in May 2018.[4]

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[3] Burning Glass Technologies (June 2019). *Recruiting Watchers for the Virtual Walls: The State of Cybersecurity Hiring.* Retrieved from https://www.burning-glass.com/research-project/cybersecurity/.

[4] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Information Security Analysts, Retrieved from https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm.

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**A Resolution in Support of Shared Governance
in the UWGB Chancellor Search and Screen Committee Selection Process**

Whereas, the search for a new chancellor represents an event of momentous importance for a university's community of students, scholars, teachers, and workers,

Whereas, the Association of American University Professors (AAUP) standards for shared governance emphasize the vital role of faculty, in conjunction with university trustees or regents, in the search for new university chancellors or presidents,

Whereas, the AAUP's 1981 Statement on Faculty Participation in the Selection, Evaluation, and Retention of Administrators emphasizes that "in a joint [search] committee, the numbers from each constituency should reflect both the primacy of faculty concern and the range of other groups, including students, that have legitimate claim to some involvement. Each group should select its own members to serve on the committee, and the rules governing the search should be arrived at jointly."

Whereas, the updated Board of Regents policy on Chancellor Search and Screen process in 2017 changed the process from one in which faculty and staff voice had been robust to one in which faculty now only have two voting representatives on a committee of 10 members, leaving campus stakeholders anxious about their voice in the process of the selection of the next UWGB chancellor,

Whereas, the duly elected University Committee of UWGB sought recommendations from across campus and suggested four diverse, senior faculty members to UW System President Ray Cross to serve on the search committee,

Whereas, President Cross did not fully honor the recommendations of the duly elected University Committee,

Whereas, the process President Cross used at UWGB has followed a similar pattern of ignoring recommendations from faculty governance selections for the chancellor search committee at UW-Whitewater,

Whereas, this ongoing attack on shared governance harms faculty, staff, and student voices and damages the reputation of the UW System in the wider community in Wisconsin,

Whereas, this resolution represents a defense of shared governance and indicates nothing but complete confidence in the members of the UWGB chancellor search and screen committee as it is currently constituted,

Therefore, be it resolved that the faculty of the University of Wisconsin-Green Bay demands that President Cross restore democratic shared governance in future chancellor search and screens in the UW System.

Faculty Senate New Business 5b 10/16/2019

Resolution to Extend the Deadline for Annual Reviews from November 30, 2019, to Coincide with the February 7, 2020 Deadline for Merit Reviews

Background:

Under "UW-Green Bay Provost Area Annual Unclassified Personnel Processes, I. Performance Reviews, B. Tenured Faculty" (pages 90-92 of the Faculty Handbook), Annual Reviews are to be completed for all tenured faculty by November 30 each year. However, a separate Annual Review need not be completed for faculty members: (1) for whom a merit review is being conducted; (2) seeking promotion to the rank of Associate Professor with tenure; (3) seeking promotion to the rank of Full Professor; (4) due for a post-tenure review in the academic year; or (5) being reviewed for a contract renewal. Accordingly, if a department is conducting merit reviews for its faculty in 2019-2020, the merit reviews can serve as the annual reviews for those faculty, eliminating the need for two separate reviews to be conducted in the current academic year. However, while the merit review may serve as an annual review, the deadline for merit reviews is more than 2 months after the deadline for annual reviews. If the merit review can satisfy the requirement for an annual review, it would be logical for the two reviews to have the same deadline.

The problem of having to perform two separate reviews arises when the Colleges make the determination under the Workload Policy adopted by the Provost in December 2018 of whether a faculty member has been "research active" or "research and service active" (depending upon the College's policy). The Workload Policy requires the determination to be based upon the annual review. Thus, for units that were scheduled for merit reviews in the current academic year, there would also be the need to conduct a separate annual review more than two months earlier. The problem of two reviews also could arise with salary increases under a Pay Plan or Performance Based Funding Guidelines approved by the Joint Committee on Employment Relations. Merit reviews are more useful for determining the performance rating necessary to obtain the increases.

Proposed Solution

For the current year only, the University Committee proposes that the deadline be February 7, 2020, for both Annual Reviews and Merit Reviews. The UC plans to further examine the issue of performance reviews to determine the frequency and scope of such reviews in the current academic year and propose changes to existing policies.

Faculty Senate New Business 5c 10/16/2019

Memorial Resolution for Professor Emeritus Richard E. "Dick" Sherrell

Thirty-five years ago this fall, I arrived on this beautiful campus to begin teaching in the UWGB Theatre Program as well as in the Aesthetic Awareness curriculum in Communication and the Arts. Admittedly, in those early months I thought that Interdisciplinarity was possibly an administrative justification to have four different departments but only one Office Assistant. One of my new Theatre colleagues, quite distinguished, with an easy smile and demeanor, Dick Sherrell, set me straight on that one, however, and thus began my personal education about what it takes and what it means to be a University Professor both on campus and in the community. I did not even know at the time that Dick had been brought to this campus with tenure in 1972 as the Director of the National Center for Innovative Higher Education, housed on this campus after his arrival. Dick freely and humbly shared his expertise and guidance regarding our Interdisciplinary curriculum and how the Aesthetic Awareness courses could make our Theatre education deeper and more meaningful for our students. He was so right. Alumni from those years here never fail to mention that education and they never fail to mention Dick Sherrell either. He was beloved and respected by students and colleagues from all over campus. While recently looking at Dick's Professor Emeritus Citation I realized I was not the only lucky one as he was recognized for serving 21 years "as Mentor and Role Model for younger faculty as well as students." I was obviously not Dick's first mentee nor was I his last. I can only hope that all colleagues could be as blessed as I was to count the likes of Chuck Matter, Cliff Abbott, Don Larmouth and Dick Sherrell as my most important mentors and role models on this campus. Obviously, I spent the most time with Dick, almost daily in our theatre program. After his retirement, I had a hard time NOT stopping at Dick's 3rd floor office right near the Lighting Booth whenever his door was open, and it was always open, I would stop in.

In those early days, we shared our personal stories and I loved to hear that while I was growing up about 40 miles from Plymouth, Mass., a favorite and very regular family destination, that Dick Sherrell had actually been a Parish Minister in Plymouth during the 1950's as well. I remember sharing that coincidental news in the fall with my Mom and Dad when calling home to talk about my new teaching position here at UWGB and how I felt so much more like a College Professor than I did in my three years at Illinois State. Dick Sherrell had so much to do with that feeling I had and yet we never once spoke about my teaching in the scenic or lighting areas we talked all the time about interdisciplinarity or a production. When we talked early on about me taking over his course in Aesthetic Awareness: Creation, I felt challenged, and yet he got me ready to take on, what I think, has been the most important and most rewarding teaching I have ever done here. It shaped me.

During my first season of shows right before the opening of a production of _Arms and The Man_ by Shaw, that Dick was directing, I got word of my own Father's passing. Much of the next few days is a blur of disjointed memories. Dick Sherrell, happened to be a man, the most like my

father, I had ever met…A leader in his church with a social conscience and a possessor of genuine wisdom with a calm and gentle demeanor that people respected and adored. It is not a far stretch to understand that after that I relied on Dick as both a treasured colleague and father figure, which makes this moment for me somewhat difficult.

In addition to his Theatre History and Aesthetic Awareness: Styles courses, from 1985 until his retirement, Dick proudly served as the Secretary of the Faculty and Academic Staff, in those years before the SOFAS moniker was established. In the early 90's Dick and I spent many months together working in Weidner Center planning meetings. Dick Sherrell was always dedicated to the life and future of this special university.

"Dick and his wife, Virginia, were also committed to the causes of social justice and peace throughout their lives. They were active in the civil rights movement and protests against the Viet Nam war. They befriended and welcomed students and immigrants into their homes." On my first family visit to Massachusetts after Dick retired I visited the new Sherrell home in Scituate, Mass., where Dick happily woke to read the New York Times "every day, cover to cover" and he got back to his love of water color painting, no doubt inspired by his view of the Atlantic Ocean from his kitchen table. Dick walked us across the street between his two neighbors' homes and as we stood on the cliffs along the Scituate shore he pointed out toward the vastness of the Atlantic Ocean and asked me if I could see what was out there, I had no answer…His answer to his own question with a smile on his face…FRANCE. He and Virginia later moved from Scituate to be closer to grandchildren in Pennsylvania where Dick once again immersed himself in community theatre. During our annual phone conversation, just a few years before Virginia passed, he told me he was acting on stage when for the first time in his life he heard the call "Is there a Doctor in the house?" He suddenly learned the reason for the call was Virginia's collapse in the theatre. They both eventually went back to the theatre, Dick on stage or directing and Virginia in the audience. As noted in his obituary, "In the end, they will remain side by side eternally."

As I looked in the mirror today I don't think I can ever forgive myself for passing around a picture during Dick's last faculty meeting before retirement. It was taken from the jacket of Dick's book, *The Human Image: Avant-Garde and Christian,* and I asked if anyone at the table knew who this man was with dark hair and beard. When I looked in the mirror today I just saw a guy that looked older on the outside than on the inside and anything but distinguished. Dick Sherrell on the other hand, looked distinguished to the end with dark or white hair. My wife once had an image of her bearded husband as the quintessential distinguished Professor but she had visions of Dick Sherrell and Don Larmouth…not me. Another of Dick's colleagues once noted, "Dr. Sherrell's own sense of what a University and its Faculty should be leaves a lasting imprint on what we are and what we will become. PROFESSOR SHERRELL has served this university and this community with distinction." Dick Sherrell retired in 1993 after 21 creative, positive, and influential years at UW-Green Bay.

For so many of us in Theatre, at occasions like these, there is no more appropriate source to turn to than a well-known quote from William Shakespeare, and even though I have always enjoyed great memories and a good cry, I can only hope this is the last time I will have to prepare this kind of memorial. From Shakespeare's Hamlet, Act V Scene 2. Horatio speaks: "Now cracks a noble heart. Good-night, sweet prince; And flights of angels sing thee to thy rest!"

Respectfully Submitted Jeffrey Paul Entwistle

Faculty Senate New Business 5e 10/16/2019

USC Report for Faculty Senate Meeting
October 16, 2019

- University Staff Fall Conference will be held Friday, Oct. 18th at the Hyatt Regency Green Bay. There are 123 registered attendees, 32 from UWGB, with representation from UW Fox Valley, Eau Claire, Lacrosse, Madison, Oshkosh, Parkside, Platteville, Stevens Point, Stout, Shares Services, Whitewater, NWTC and FVTC.
- At our next meeting, 10/17 Provost Alexander will speak about the Academic Affairs Strategic Priorities.
- HR invited to next meeting to discuss attrition of University Staff and degree requirements for internal movement.

Respectfully submitted,

Kim Mezger, Chair
University Staff Committee