

# UW-GREEN BAY FACULTY SENATE ACTIONS AND RESOLUTIONS

## ACADEMIC YEAR 2019-20

<u>Number</u>	<u>Name</u>	<u>Date Approved</u>
<a href="#">#19-01</a>	Learning Outcomes for Writing Emphasis Courses	9/13/2017
<a href="#">#19-02</a>	Reorganization of the Austin E. Cofrin School of Business	10/16/2019
<a href="#">#19-03</a>	A Resolution in Support of Shared Governance in the UWGB Chancellor Search and Screen Committee Selection Process	10/16/2019
<a href="#">#19-04</a>	Resolution to Extend the Deadline for Annual Reviews from November 30, 2019, to Coincide with the February 7, 2020 Deadline for Merit Reviews	10/16/2019
<a href="#">#19-05</a>	Memorial Resolution for Professor Emeritus Richard E. “Dick” Sherrell	10/16/2019
<a href="#">#19-06</a>	Request for Authorization to Implement a Collaborative Online Master of Science in Cybersecurity	11/13/2019
<a href="#">#19-07</a>	Joint Resolution on the Composition of the Search and Screen Committee for the University of Wisconsin System President	11/13/2019
<a href="#">#19-08</a>	Resolution on the Granting of Degrees	12/11/2019
<a href="#">#19-09</a>	Nominees for 2020-2021 Faculty Elective Committees	2/26/2020
<a href="#">#19-10</a>	Request for Authorization to Implement a Bachelor of Science in Electrical Engineering	2/26/2020
<a href="#">#19-11</a>	Revised Faculty Reviews Procedures <b>and</b> the University of Wisconsin-Green Bay Twenty-Four Credit Hour Teaching Load Policy for Tenured/ Tenure-track Faculty effective Fall Semester 2019	4/8/2020
<a href="#">#19-12</a>	Resolution in Support of Equitable and Accommodating Academic Grading in Light of the Unprecedented COVID-19 Emergency	4/8/2020
<a href="#">#19-13</a>	Resolution in Support of the Guidelines for the Administration and Use of Student Evaluations of Teaching in Spring 2020 Recommended by the Co-Chairs of the Evaluating Teaching Effectiveness Working Group	4/8/2020
<a href="#">#19-14</a>	Request for Authorization to Implement B.B.A. Degrees in Finance, Marketing, Management, and Human Resource Management at UW-Green Bay	5/6/2020

<u>#19-15</u>	A “Surprise” Resolution Expressing Gratitude for Sheryl Van Gruensven’s Service as Interim Chancellor	5/6/2020
<u>#19-16</u>	Resolution on the Granting of Degrees	5/6/2020

**Faculty Senate Document #19-01**

**Learning Outcomes for Writing Emphasis Courses**

1. Students will state important points and support them with illuminating details and examples.
2. Students will demonstrate an ability to write in clear and lucid academic prose and to properly employ academic conventions (writing style, transitions, source integration, etc.)
3. Students will demonstrate an advanced understanding of academic citation (if required by assignment).
4. Students will demonstrate the ability to analyze logically and consistently and to draw meaningful implications.
5. Students will demonstrate a clear and strong command of English grammar with regard to correctness, sentence structuring, and proper punctuation.

**Faculty Senate New Business 6c 9/11/2019**

A grade of “F” indicates multiple aspects of writing that are unacceptable for college-level work (logical reasoning, sentence structure, grammar, mechanics, research quality, citation).	
A grade of “D” indicates at least one aspect of writing that is unacceptable for college-level work (see above).	
A grade of “C” must meet these criteria:	<ol style="list-style-type: none"><li>1. Meet all the basic requirements of the assignment.</li><li>2. Employ a structure that adequately organizes the writing.</li><li>3. State basic points, although the points may lack development or support.</li><li>4. Integrate ideas, although implications may be imprecise or inconsistent.</li><li>5. Control grammatical/mechanical errors to a degree that they do not interfere with reading.</li></ol>

<p>A grade of “B” must meet all the “C” criteria plus these criteria:</p>	<ol style="list-style-type: none"> <li>1. State important points; support most points with details and examples.</li> <li>2. Demonstrate appropriate if not perfect academic prose (vocabulary, writing style, quote/paraphrase integration).</li> <li>3. Demonstrate a basic understanding of academic citation (if required by assignment).</li> <li>4. Analysis is logical and solid but may not be insightful.</li> <li>5. Contain few grammatical/mechanical/spelling errors.</li> </ol>
<p>A grade of “A” must meet all the “B” and “C” criteria plus these criteria:</p>	<ol style="list-style-type: none"> <li>1. State important points; supports points with illuminating details and examples.</li> <li>2. Demonstrate an ability to write in clear and lucid academic prose and properly employ academic conventions (writing style, transitions, source integration, etc.)</li> <li>3. Demonstrate an advanced understanding of academic citation (if required by assignment).</li> <li>4. Analysis is logical, consistent, and insightful; draws meaningful implications.</li> <li>5. Be nearly perfect grammatically and mechanically.</li> </ol>

**FORM K**

**09/5/2019**

**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 younger* 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. First, 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. Second, 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. Finally, 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:

		<b>BUS ADM</b>	<b>MKTG/MGMT</b>	<b>ACCTG/FIN</b>
<i>Name</i>	<i>Title/Classification</i>	<i>Effort (%)</i>	<i>Effort (%)</i>	<i>Effort (%)</i>
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:

<p>52: BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES: <b>Business Administration (32-1000)</b></p>	<p>52: BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES: <b>Marketing &amp; Management (32-3000)</b></p>	<p>52: BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES: <b>Accounting &amp; Finance (32-1500)</b></p>
<p>BUS ADM, DS Business Administration (major and minor);</p> <ul style="list-style-type: none"> <li>• International Business (minor)</li> <li>• Certificate in Entrepreneurship</li> <li>• Certificate in Supply Chain Management</li> <li>• MS Data Science (32-1030)</li> </ul>	<p>MGMT; HRM; MKTG</p> <ul style="list-style-type: none"> <li>• Business Administration (major)</li> <li>• Management emphasis</li> <li>• Human Resources Management emphasis</li> <li>• Marketing emphasis</li> <li>• MS in Management (32-3XXX)</li> </ul>	<p>ACCTG; FIN</p> <ul style="list-style-type: none"> <li>• Accounting (major and minor)</li> <li>• Professional Accounting (undergraduate certificate)</li> <li>• Business Administration (major); finance emphasis</li> </ul>

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 Loebel  
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**

**Faculty Senate Document #19-03 – Approved 10/16/2019**

**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 Document #19-05

### 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 3<sup>rd</sup> 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**

**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.<sup>1</sup> 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

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

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**

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**

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

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**

<b>Course Number</b>	<b>Course Title</b>	<b>Number of Credits</b>	<b>Campus</b>
<b>Core Courses</b>			
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
<b>Track 1 – Digital Forensics</b>			
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
<b>Track 2 – Cyber Response (Defense, Incident &amp; Attack Response)</b>			
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
<b>Track 3 - Governance &amp; Leadership (Communication, Management, Policy, Compliance)</b>			
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
<b>Track 4: Security Architecture (Systems, Software, Data)</b>			
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
<b>Capstone Courses</b>			
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.<sup>2</sup>

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.<sup>3</sup>

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.<sup>4</sup>

#### **Faculty Senate Old Business 4a 11/13/2019**

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<sup>2</sup> 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.

<sup>3</sup> 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/>.

<sup>4</sup> 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>.

**Joint Resolution on the Composition of the Search and Screen Committee for the University of Wisconsin System President**

*Whereas*, the Board of Regents (hereafter “Regents”) of the University of Wisconsin System (hereafter “System”) formed a Search and Screen Committee for the University of Wisconsin System President on November 1, 2019, that consists of five Regents, one former Regent, two Chancellors, and one Provost, and includes no faculty, academic staff or university staff members, and no students, other than the non-traditional student Regent;

*Whereas*, just one week after UW System President Cross announced his retirement, the Regents announced the search and screen committee with no outreach to faculty, academic staff, university staff, or students regarding the composition of the committee;

*Whereas*, the composition of the Search and Screen Committee represents a significant departure from past practice, as past Search and Screen committees have included faculty, academic staff, university staff and student members consistent with the value of shared governance;

*Whereas*, the System President makes decisions that impact all aspects of life on the campuses;

*Whereas*, under the direction of the UW System President, the UW System Administration, according to its mission statement, “[m]odels and leads organizational learning and transformation through inclusive excellence, equity, and diversity, by engaging with students, faculty, staff, and a wide variety of external stakeholders, whose diverse viewpoints and experiences enrich the university’s impact;”

*Whereas*, faculty, academic staff, university staff, and students are key stakeholders in the University of Wisconsin System, and can provide valuable perspectives on the role of the President that are distinct from those of the Regents and System administrators; and

*Whereas*, an inclusive and diverse search committee and process provides the incoming UW System President with the support of multiple stakeholder groups;

*Now, Therefore*, the Faculty Senate, Academic Staff Committee, University Staff Committee, and the Student Senate of the University of Wisconsin-Green Bay do hereby:

Object to the existing composition of the Search and Screen Committee for the new UW System President, and

Call on the University of Wisconsin System Board of Regents to restore representation of faculty, academic staff, university staff, and students, other

than the non-traditional student Regent, on the new UW System President Search and Screen Committee before the committee begins its work.

**Faculty Senate Old Business 5b 11/13/2019**

**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 Interim 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 2019 Commencement.

**Faculty Senate New Business 5a 12/11/2019**

**NOMINEES FOR 2020-2021 FACULTY ELECTIVE COMMITTEES**

The Committee on Committees and Nominations, the University Committee, and the Personnel Council have prepared the following slate of candidates for open 2020-2021 faculty elective committee positions. Further nominations can be made by a petition of three voting faculty members. These nominations must have consent of the nominee and must be received by the Secretary of the Faculty and Staff no later than 1 March 2020.

**UNIVERSITY COMMITTEE**

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

*Continuing members are:*

*Jim Loebel, PS; Julie Wondergem, NS; Jon Shelton, at-large, SS; Heidi Sherman, AH; Mark Klemp, Additional Locations*

***Nominees for two tenured faculty slots (2020-23)***

One from At-Large: Devin Bickner, NS and Christin DePouw, PS

One from SS: Alison Staudinger and Aaron Weinschenk

**COMMITTEE OF SIX FULL PROFESSORS**

Six full professors: one from each voting district plus two at-large (with no more than two from a single voting district). Members are elected by voting districts, except for the at-large members who are elected by the faculty as a whole.

*Continuing members are:*

*Greg Aldrete, AH; Dean VonDras, SS; Berel Lutsky, at-large, AH; Gaurav Bansal, PS*

***Nominees for two full-professor faculty slots (2020-23)***

One from At-Large: John Stoll, SS and Christine Vandenhouten, PS

One from NS: Patricia Terry and Amy Wolf

**ACADEMIC AFFAIRS COUNCIL**

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

*Continuing members are:*

*Michael McIntire, NS; Amulya Gurtu, PS; Woo Jeon at-large, NS*

***Nominees for two tenured faculty slots (2020-23)***

One from AH: William Sallak and David Voelker

One from SS: Kimberley Reilly and Georjeanna Wilson-Doenges

**PERSONNEL COUNCIL**

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

*Continuing members are:*

*Tim Kaufman, PS; Brian Merkel, NS; Dana Atwood, at-large, SS*

***Nominees for two tenured faculty slots (2020-23)***

One from AH: Michelle McQuade Dewhirst and Randy Meder

One from SS: Jason Cowell and Eric Morgan

**GENERAL EDUCATION COUNCIL**

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

*Continuing members are:*

*Rebecca Stone Thornberry, at-large, AH; Lisa Grubisha, NS; David Helpap, SS*

***Nominees for three tenured faculty slots (2020-23)***

One from at-large: Jagadeep Thota, NS and Tetyana Malysheva, NS

One from PS: Mark Kiehn and Matt Raunio

One from AH (2-year replacement term, 2020-2022): Alison Gates and Mark Karau

**GRADUATE ACADEMIC AFFAIRS COUNCIL**

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

*Continuing members:*

*Christine Vandenhouten, At-Large, CHESW; Kristin Vespia, CAHSS; Gail Trimberger, CHESW; Megan Olson Hunt, CSET*

***Nominees for one tenured graduate faculty slot (2020-23)***

One from AECSOB: Allen Huffcutt and ???????????

**COMMITTEE ON COMMITTEES AND NOMINATIONS**

Six faculty: one from each voting district, one at-large, and one from the Additional Locations. Members are elected by voting districts; at-large members are elected by the faculty as a whole; Additional Location members are elected by the Additional Location faculty.

*Continuing members are:*

*Janet Reilly, PS; Tetyana Malysheva, NS; Devin Bickner, Additional Locations; Dinesh Yadav, AH*

***Nominees for two faculty slots (2020-23)***

One from at-large: Courtney Sherman, AH and Karen Stahlheber, NS

One from SS: Illene Cupit and Kerry Kuenzi

**COMMITTEE ON RIGHTS AND RESPONSIBILITIES**

Five tenured faculty: one from each voting district plus one at-large. Members are elected by voting districts, except for the at-large members who are elected by the faculty as a whole.

*Continuing members are:*

*PS; Hye-Kyung Kim, AH; Rebecca Abler, NS; Jolanda Sallmann, PS*

*Nominees for two tenured faculty slots (2020-23)*

One from at-large: J P Leary, AH and Brenda Tyczkowski, PS

One from SS: Illene Cupit and Christine Smith

**Faculty Senate New Business 5a 2/26/2020**

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A  
BACHELOR OF SCIENCE  
IN ELECTRICAL ENGINEERING  
AT UNIVERSITY OF WISCONSIN-GREEN BAY  
PREPARED BY UW-GREEN BAY**

**ABSTRACT**

A Bachelor of Science degree in electrical engineering at UW-Green Bay would be housed in the Richard J. Resch School of Engineering in the College of Science, Engineering and Technology (CSET). The electrical engineering program would be designed to meet Accreditation Board for Engineering and Technology (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 electrical engineering program at UW-Green Bay would follow the constructs of most undergraduate electrical engineering degrees, which include required courses on electrical circuits, electronic devices, signals and systems, and energy conversion. Elective courses can include subject areas on advanced programmable logic controllers and automation, electrical power systems, and communications. 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, utility companies, research and development, and communication technologies. With the large manufacturing sector in northeastern Wisconsin, students completing the degree in electrical 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.

## **PROGRAM IDENTIFICATION**

### **Institution Name**

University of Wisconsin – Green Bay

### **Title of Proposed Program**

Electrical Engineering

### **Degree/Major Designation**

Bachelor of Science

### **Mode of Delivery**

Single Institution - degrees for the Electrical Engineering program will be awarded by UW-Green Bay. The program will be primarily face-to-face, with internships and capstone projects completed at surrounding businesses in Northeast Wisconsin.

### **Department or Functional Equivalent**

Richard J. Resch School of Engineering

### **College, School, or Functional Equivalent**

College of Science, Engineering, and Technology

### **Proposed Date of Implementation**

Fall 2021

### **Projected Enrollments and Graduates by Year Five**

Table 1 depicts an expected enrollment pattern for electrical engineering based on our experience with mechanical engineering, engineering technology, local demand, a decade-long pattern of demand for engineering among applying students, analysis of transfer preparation at our partner university NWTC, and other factors. In this projection, the initial enrollment of 16 new and transfer students in fall 2021 increases by 50% in years 2 and 3 followed by 10% growth in years 4 and 5 resulting in a total student enrollment of approximately 106 FTE in year 5.

The new electrical engineering program would be in addition to the existing electrical engineering technology program. The existing electrical engineering technology program at UWGB has a calculus-based curriculum (Calculus I and II are currently required), which would allow students to start the lower level engineering curriculum (mathematics, physics, and basic engineering courses like Electrical Circuits I and II, Introduction to Electronic Devices, etc.). Subsequently, students would determine if they prefer the applied and hands-on curriculum of electrical engineering technology or the more theoretical curriculum of electrical engineering. Therefore, we anticipate that there could be a flow of students in either direction when both programs are fully implemented. Given that there are different accreditation requirements for electrical engineering technology and electrical engineering, there would need to be distinct curriculum for each program at the upper level that students would need to meet to fulfill graduation requirements.

The enrollment model for the electrical engineering program provided in the budget narrative demonstrates financial viability over the 5-year implementation period. Importantly, electrical engineering technology and electrical engineering are both revenue-based programs (131 funding, as opposed to 102 funding), so having students move from one program to the other would not affect the overall revenue for the Resch School of Engineering and the management of faculty resources for upper level courses will reflect enrollment dynamics of each program.

**Table 1: Five-Year Projected Student Enrollments**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>New students admitted including transfer students</b>	16	24	36	40	44
<b>Continuing students</b>	0	14	32	58	73
<b>Enrollment total</b>	16	38	68	98	117
<b>Graduating students</b>	0	0	0	10	15

## **Tuition Structure**

Tuition is calculated as total student FTE (based on 12 hour load) per year. The current UW-Green Bay tuition is \$263 for resident students and \$515 for non-resident students. No tuition increase is anticipated. The cost and revenue model presented here anticipates 100% residential students. Additionally, similar to the engineering technology programs at UW-Green Bay and UW-Oshkosh and the mechanical engineering programs at UW-Green Bay and UW-Stout, we propose a \$700/semester fee for all students in the program.

## **DESCRIPTION OF PROGRAM**

### **Overview of the Program**

For the expected enrollment model that has been presented, 106 new FTE in electrical engineering would require the delivery of approximately 3300 SCH/Year to matriculate to graduate in 4 years ( $125 \text{ credits}/4 \text{ years} = 31.25 \text{ credits/year}$  and  $106 \text{ FTE} \times 31.25 \text{ credits/year} = 3313 \text{ SCH}$ ). Based on the proposed curriculum for electrical engineering, this would include the following: 36 credits in general education; 32 credits in supporting courses like mathematics, science, and engineering (several of these courses would also meet general education requirements), and 57 credits in electrical engineering. Some capacity exists in general education, where class sizes are also significantly larger, so the additional faculty included in this proposal would be hired in electrical engineering and supporting areas in the sciences like mathematics and physics. Given the total of 89 credits in supporting courses and electrical engineering, and typical faculty teaching loads, approximately six new faculty would need to be hired to meet program needs at the projected 5-year enrollment target. It should be noted that credit hours and contact hours are not equal due to the prevalence of laboratory based courses in the electrical engineering curriculum where the credit hours are lower than the contact hours. Under this scenario, there would be a need for approximately 144 new faculty contact hours by year 5, which accounts for the need for multiple sections of some courses. This also accounts for instructional efficiencies obtained through larger lecture sections in the electrical engineering courses, although laboratory sections would still be capped at 24 students. These new faculty hires in electrical engineering would be done at a frequency of one/year in year 2 through year 5 of the program, with additional faculty hires mathematics and physics hired in year 3 and year 5. This corresponds to the credit hours listed in the table (increase of 24 credit hours/year for each new faculty member).

### **Student Learning and Program Outcomes**

In addition to the UW-Green Bay Institutional Learning Outcomes that were adopted in 2017 (<https://www.uwgb.edu/provost/institutional-learning-outcomes/>), the curricular learning outcomes will be closely related to the ABET program criteria specific to Electrical Engineering,

which states (<https://www.abet.org/wp-content/uploads/2019/12/E001-20-21-EAC-Criteria-Mark-Up-11-24-19-Updated.pdf>):

“The curriculum must include probability and statistics, including applications appropriate to the program name; mathematics through differential and integral calculus; sciences (defined as biological, chemical, or physical science); and engineering topics (including computing science) necessary to analyze and design complex electrical and electronic devices, software, and systems containing hardware and software components.

The curriculum for programs containing the modifier “electrical,” “electronic(s),” “communication(s),” or “telecommunication(s)” in the title must include advanced mathematics, such as differential equations, linear algebra, complex variables, and discrete mathematics.”

Additional employment and career related learning outcomes would be as follows:

1. Graduates in electrical engineering will secure and maintain employment in a position appropriate for education and training that they received.
2. Graduates will apply their knowledge and expertise in electrical engineering and related disciplines to the design, development and implementation of electrical systems.
3. Graduates will exhibit a desire for life-long learning through higher education, training, membership in professional societies, and other activities appropriate for their long-term career development.
4. Graduates will demonstrate a high level of communication skills, critical thinking, responsible and ethical behavior, teamwork, and appreciation for diversity and leadership.

### **Program Requirements and Curriculum**

	<b>BSE Major in Electrical Engineering</b>	
	General Ed	36 credits
	Math	17 credits
	Science	15 credits
	Engineering	9 credits

	Electrical Engineering	48 credits
	<b>Total</b>	<b>125 credits</b>
	<b>Math</b>	<b>Credits</b>
<b>MATH 202</b>	Calculus I	4
<b>MATH 203</b>	Calculus II	4
<b>MATH 209</b>	Multivariable Calculus	4
<b>MATH 260</b>	Introduction to Statistics	4
<b>MATH 305</b>	Differential Equations	4
	<b>Total credits</b>	<b>20 (including 3 contributing to Gen Ed)</b>
	<b>Science</b>	<b>Credits</b>
<b>ET 206</b>	Chemistry for Engineers *	5
<b>PHY 201</b>	Principles of Physics I *	5
<b>PHY 202</b>	Principles of Physics II *	5
	<b>Total credits</b>	<b>15</b>
	<b>Engineering</b>	<b>Credits</b>
<b>ENGR 142</b>	Introduction to C/C++ Programming	3
<b>ENGR xxx</b>	CAD Drawing	3
<b>ENGR xxx</b>	Engineering Project Management	3
	<b>Total credits</b>	<b>9</b>
	<b>Electrical Engineering</b>	<b>Credits</b>
<b>ENGR xxx</b>	Intro to Electrical Engineering (First Year Seminar)*	3
<b>ENGR xxx</b>	Electrical Circuits 1	3

<b>ENGR xxx</b>	Electrical Circuits 1 Lab	1
<b>ENGR xxx</b>	Electrical Circuits 2	3
<b>ENGR xxx</b>	Electrical Circuits 2 Lab	1
<b>ENGR xxx</b>	Introduction to Electronic Devices	3
<b>ENGR xxx</b>	Introduction to Electronic Devices Lab	1
<b>ENGR xxx</b>	Energy Conversion	3
<b>ENGR xxx</b>	Energy Conversion Lab	1
<b>ENGR xxx</b>	Digital Logic Design	3
<b>ENGR xxx</b>	Digital Logic Design Lab	1
<b>ENGR xxx</b>	Microcontroller and PLCs	3
<b>ENGR xxx</b>	Microcontroller and PLCs Lab	1
<b>ENGR xxx</b>	Electrical Codes, Safety, and Standards	2
<b>ENGR xxx</b>	Signals and Systems	3
<b>ENGR xxx</b>	Signals and Systems Lab	1
<b>ENGR xxx</b>	Electromagnetic Fields	3
<b>ENGR xxx</b>	Senior Design	3
<b>ENGR xxx</b>	EE Elective 1	3
<b>ENGR xxx</b>	EE Elective 2	3
<b>ENGR xxx</b>	EE Elective 3	3
<b>ENGR xxx</b>	EE Elective 4	3
	<b>Total Credits</b>	<b>51 (including 3 contributing to Gen Ed)</b>

	<b>Electives</b>	<b>Credits</b>
<b>ENGR xxx</b>	Advanced PLCs*	3
<b>ENGR xxx</b>	Supervisory Control and Data Acquisition (SCADA) *	3
<b>ENGR xxx</b>	Power Electronics	3
<b>ENGR xxx</b>	Electrical Power Transmission and Distribution Systems	3
<b>ENGR xxx</b>	Electrical Power System Analysis	3
<b>ENGR xxx</b>	Control Systems	3
<b>ENGR xxx</b>	Communications Systems	3
<b>ENGR xxx</b>	Wireless Communications Systems and Networks	3
<b>ENGR xxx</b>	Current Topics in EE	3

Courses titles, in the above table, that are followed by \* require a laboratory component. Costs associated with new laboratories and equipment is delineated in the accompanying Budget Narrative.

### **Assessment of Outcomes and Objectives**

The chair of the program, in collaboration with the program faculty, will have responsibility for the assessment of student learning. As documented in the ABET accreditation for general program outcomes, the engineering program has documented student outcomes that prepare graduates to attain the program’s educational objectives. The curriculum committee of the program will set specific learning goals for each course that are designed to address identified core competencies related to ABET. The assessment plan will outline how each of the ABET competencies are assessed throughout the program. Direct and indirect assessments of program learning outcomes will take place throughout the students’ enrollment in the program. A more detailed assessment plan will be created as the courses are implemented during the next two years that is aligned to the ABET assessment matrix. The assessment plan will be evaluated for the clarity of the learning outcomes, the appropriate alignment of assessment tools and the learning outcomes, the process used to collect, analyze and interpret data and the use of data to inform program changes and continuous improvement decisions.

## **Diversity**

The College of Science, Engineering, and Technology (CSET) currently has a student population that includes 19.7% (233/1185) underrepresented students, which is consistent with the entire university population that is also 19.27% underrepresented; however, this is much less than our goal to better mirror the current Green Bay Public School demographics that has a minority-majority student population. It should also be noted that CSET has a student population that is 49.8% (590/1185) female and that the vast majority of the students in CSET (84.1%) are full-time students. Given the changing demographics of northeastern Wisconsin, attracting a diverse student population is a critical goal for this program, with long-standing efforts like Phuture Phoenix already providing a solid foundation for student recruitment. Since the formation of CSET in July of 2016, several other initiatives have also been implemented to enhance student recruitment and diversity, which should be easily transferrable to the new electrical engineering program. This includes a science open house held each fall, as well as structured visits by students from high schools in the region. Green Bay West would be one example of a high school with a high level of diversity that has taken advantage of these opportunities, particularly for students in their International Baccalaureate (IB) program that has now been in place for several years, as well as a Serious About Science program that has been implemented for female students interested in STEM. A Diversity Committee has also recently been established in CSET.

## **Collaborative Nature of the Program**

The program would seek to collaborate with the electrical engineering programs in UW System, as this partnerships would leverage investments in regional engineering training, allow student 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 Time to Degree**

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

## **Program Review**

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 UW-Green Bay's Academic Program Review and Student Learning Outcome Policy and Procedure, the BS in Electrical Engineering program will be reviewed on a five-year cycle by the department, the Dean of the College of Science, Engineering, 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). Accreditation by ABET requires that at least one class has graduated from the program before accreditation may be pursued. We anticipate pursuing accreditation approximately two years after the program implementation date.

## **JUSTIFICATION**

### **Rationale and Relation to Mission**

This proposal for a new electrical engineering degree at UWGB is part of an intensive and coordinated transformation of the University to meet the needs of the third largest urban area in the State of Wisconsin, as well as the three communities associated with the branch campuses. The new Urban Serving Vision of the University is designed to: (a) significantly increase access to post-secondary 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 thought leader in meeting social, economic, and educational challenges in the region. To operationalize this new imperative, the Resch School of Engineering was founded in 2018 with a significant endowment from regional industry and manufacturing companies. It offers programs in Mechanical, Electrical, and Environmental Engineering Technology and a program in Mechanical Engineering. This new school is part of the College of Science, Engineering, and Technology, which was originally launched on July 1, 2016 as the College of Science and Technology.

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 has taken a leadership role in the strategic planning that was 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 at 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 trend, growth in that age group must be increased via recruitment if the region is to have continued opportunities for economic expansion. It is well recognized in the Green Bay region that to

attract and retain individuals of this age category will require the development of more vibrant economic and social 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. There is a clear recognition that this will require UWGB to quickly develop and deploy more relevant programs in science, math, business, and engineering and, importantly, it must position itself to be a value-added partner in nurturing a sustainable entrepreneurship and innovation 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 transformation.

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, the 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 UWGB 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, which will be entering their fifth full year during 2019-20. Most recently, a Mechanical Engineering program was launched in fall 2018. Enrollments in these programs are at or above expectation, and job placement for graduates in Engineering Technology are nearly 100%. The Engineering Technology Programs will apply for ABET accreditation in 2019. To support these programs and future expansion, UW-Green Bay renovated two spaces on campus in summer 2018 to create new lower level and upper level electronics labs. More significantly, a new STEM innovation Center on campus is under construction and will house labs for Mechanical Engineering, student research, maker spaces, and faculty offices for Mechanical Engineering.

### **Institutional Program Array**

UW-Green Bay currently provides pre-engineering courses that transfer to other accredited engineering schools within UW System and other public and private universities in the region. UW-Green Bay also has as BS in Mechanical Engineering program that started in Fall 2018 and three Engineering Technology programs in electrical, mechanical, and environmental that started in Fall 2015. These programs have demonstrated strong enrollment growth since their inception and have been providing a strong source of talent for the workforce in northeastern Wisconsin. In addition to general education and Electrical Engineering courses, other coursework will be drawn from chemistry, mathematics, and physics. This program aims to retain students from

northeastern Wisconsin and furthers program development in the Resch School of Engineering, which also includes computer science and mathematics and statistics.

### **Other Programs in the University of Wisconsin System**

There are several other UW System institutions with Electrical Engineering programs, with the closest one being the UW-Platteville-UW Fox Valley-UW Oshkosh partnership.

### **Need as Suggested by Current Student Demand**

During review of the Notice of Intent to Plan for mechanical engineering, the question was raised whether a new mechanical engineering program at UW-Green Bay would diminish the very strong enrollments in the three currently existing engineering technology programs already there (mechanical, electrical and environmental). At that time, two approaches were used to examine that possibility: (1) the graduation rates of twenty-three universities outside the UW System that established engineering programs where previously only engineering technology programs existed were examined<sup>5</sup> and (2) a survey of current UW-Green Bay mechanical engineering technology students was conducted to determine the likelihood those student would have chosen the mechanical engineering degree instead of one of the three engineering technology degrees had the mechanical engineering degree been available at the time of their enrollment.

Twenty-three universities with engineering technology degrees in 2004-2005 introduced engineering degrees after 2004-2005. Between 2004-2005 and 2014-2016 the number of engineering technology graduates and the number of engineering graduates increased on average across the universities. In 2004-2005 (prior to the introduction of engineering), the average percent of graduates with engineering technology degrees was 3.8%. In 2014-2015, the average percent of graduates with engineering technology degrees was 3.0% and the average number of engineering degrees was 1.6%. These results suggest enrollments in engineering technology remained stable and the overall percent of engineering graduates increased because of the new engineering majors.

From the fall of 2018 to the fall of 2019, enrollments in mechanical engineering and the three engineering technology programs increased from 154 declared majors to 226 (47% increase). When combined, enrollments in mechanical engineering and mechanical engineering technology increased from 85 to 149 (75% increase), with some decrease in mechanical engineering technology, which was consistent with the student survey data. However, enrollments in electrical engineering technology and environmental engineering technology also both increased during this time period by 4% and 27%, respectively. Similar trends have also been seen in

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<sup>5</sup> Vermont Technical College, University of Maryland Eastern Shore, SUNY Polytechnic Institute, Western Illinois University, Purdue University-North Central Campus, Ferris State University, Missouri State University, Bowling Green State University, The University of West Florida, Georgia Southern University, Morehead State University, University of Southern Mississippi, East Carolina University, Western Carolina University, Middle Tennessee State University, Norfolk State University, Marshall University, Texas A&M University – Corpus Christi, Texas Southern University, Central Washington University, Eastern Washington University, Western Washington University

enrollment data for the spring semester in 2020. Therefore, it is expected that, after an initial redistribution of students, engineering and engineering technology programs will continue to experience strong growth.

### **Need as Suggested by Market Demand**

As demonstrated by the NCHEMS report, the need for the next generation of engineers is not being met by the current schools and programs in the UW System. That report indicates the need for electrical engineers in Wisconsin and in the New North in particular, where electrical engineers are imported from other states.<sup>6</sup> This is also true of Mechanical and Civil Engineering, where Wisconsin lags behind national and regional educational production trends. The New North region in particular demonstrates need for several types of engineers, especially electrical engineers, while lacking the educational programs to develop them locally. The Greater Green Bay Chamber Economic Development Strategic Plan also emphasized the need for more engineers in the region and called for the expansion of engineering education programs, specifically at UW Green Bay.<sup>7</sup> National projections for growth in electrical engineering also remain strong at 8.6% through 2026.<sup>8</sup> In Wisconsin, growth in electrical engineering is projected to be 24%.<sup>9</sup>

These reports demonstrate a need for local access to engineering education. Many students who may wish to pursue a career in electrical engineering may not have the wherewithal to leave the area to pursue that education, being place-bound to Green Bay or Brown County due to financial limitations, family obligations, or the need to maintain local employment while pursuing their educational goals.

- 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 this large and important sector fully support the expansion of engineering at UWGB and have pledged and provided internships for students, helped recruit new students and hired graduates from the programs. The boards

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<sup>6</sup> National Center for Higher Education Management Systems (NCHEMS), “Baccalaureate and Master’s Engineering Degree Supply and Demand in Wisconsin” submitted to the University of Wisconsin System (2015).

<sup>7</sup> Greater Green Bay Chamber, “Economic Development Strategic Plan” (May 2017), <https://www.greatergbc.org/media/3045/strategic-plan-booklet-web.pdf>.

<sup>8</sup> Bureau of Labor Statistics, Employment Projections, <https://www.bls.gov/emp/tables/occupational-projections-and-characteristics.htm>.

<sup>9</sup> U.S. Department of Labor, Career Onestop, Projected Employment for Electrical Engineers in Wisconsin, <https://www.onetonline.org/link/wages/17-2071.00?e=1&st=WI&g=Go>.

of the New North and the NEW Manufacturing Alliance are also fully supportive and eager to assist in the establishment and expansion of engineering programs at UW Green Bay, which has been demonstrated through significant financial contributions to date.

- Local businesses, particularly in manufacturing, and local business organizations (Chamber, New North, Manufacturing Alliance, etc.) strongly support the expansion of engineering programs at UWGB. This support extends beyond simple words. All of the companies and organizations we have worked with have committed to fund scholarships, develop paid internships, and provide space, equipment, or engineering expertise or help recruit students to the program.
- Companies with strong needs for electrical engineers such as Faith Technologies, Georgia-Pacific, Paper Converting Machine Company, etc., strongly advocated for UW Green to renovate space to provide more opportunities for electrical engineering technology and electrical engineering programs.
- Through its new vision and recently approved mission statement, UWGB is committed to becoming an access-oriented university in a dynamic and diverse urban area, which now goes from Marinette in the north to Sheboygan in the south. To accomplish this, the University has reshaped its operations to focus both on recruiting and supporting under-represented groups in local schools. The results of these efforts speak for themselves – the freshman cohort diversity continues to increase exponentially, the University is attracting more first generation college students, many of whom are from disadvantaged socioeconomic backgrounds. For example, this year’s freshman class is 24% non-White compared to last year’s 13%, and 53% is first generation college-goer compared to last year’s 49%. Approximately 34% are Pell-grant eligible students. For a high percentage of our students, attending an institution of higher education is not a typical choice, and often comes with a need to balance complex work-life circumstances. The place-bound circumstances of our under-represented minority students, coupled with the strong local need for electrical engineers, supports UW-Green Bay’s desire to serve its local community with a new Electrical Engineering bachelor degree option. In fact, the University’s student body is very local – 20% of the fall 2019 freshman class being from Brown County alone, and 93% of them being Wisconsin residents.
- 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.

- Currently, the population of the City of Green Bay includes over 22% people of underrepresented minority background. The poverty rate in the city is 17%.<sup>10</sup> The Green Bay Area Public Schools is a minority-majority school district, with 54% of its student body being of non-White.<sup>11</sup> The proportion of both Hispanic and non-white, non-Hispanic populations is increasing and the White, non-Hispanic populations are decreasing. These students are also economically disadvantaged and thus, many are place-bound and have 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.
- 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 would be expected.
- NWTC is a full partner with UWGB in engineering technology and mechanical engineering and has committed to continuing this partnership with new engineering programs. UWGB faculty and staff are collaborating with NWTC personnel as they build and equip new engineering spaces. These spaces will be available for UWGB programs. Close collaboration with NWTC has led to the development of an electrical engineering technology program that will be implemented at UW Green Bay's Marinette campus.

The program will offer local students a more affordable way to obtain an engineering degree. In concordance with the Green Bay area's increasing diversity, and clearly indicating that the Electrical Engineering profession is of interest to local students, is the fact that our Electrical Engineering Technology program enrollments are 27% non-White compared to the 18% minority of our overall student body. Another support for local need for this degree program comes from the 2016 IPEDS Fall Enrollment Report, indicating that Wisconsin students make up roughly 11% of the freshman class at Michigan Tech University. If that percentage is reflected in the number of electrical engineering majors at Michigan Tech we would expect 39 of the 351 Michigan Tech EE majors to be from Wisconsin.

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<sup>10</sup> United States Census Bureau, Quick Facts, Green Bay, Wisconsin, <https://www.census.gov/quickfacts/fact/table/greenbaycitywisconsin/PST045218>.

<sup>11</sup> Green Bay Area Public Schools, Our District, [https://www.gbaps.org/our\\_district](https://www.gbaps.org/our_district).

## **BUDGET NARRATIVE UW – GREEN BAY B.S. IN ELECTRICAL ENGINEERING**

One table accompanies this narrative: (1) Table 1- *Cost & Revenue Projections for Newly Proposed UW-Green Bay Program in Electrical Engineering*.

### **The Green Bay –UWGB Partnership**

UW-Green Bay has delivered engineering courses for over fifty years and the UW-Green Bay proposal for Electrical Engineering is a community partnership. With the support of the community, the Richard J. Resch School of Engineering was established on July 1, 2018, and currently hosts mechanical engineering and three engineering technology programs (electrical, mechanical, and environmental) whose enrollments have expanded rapidly. A strong foundation for engineering (facilities, faculty, preparatory curriculum, support services) exists at the University. Thus, UW-Green Bay is not starting from scratch in developing electrical engineering. Nevertheless, there are startup costs (mostly new equipment) required for the electrical engineering program. Because of the urgency of the need for engineering programs at UW-Green Bay (for both talent development and economic transformation), the Green Bay, Brown County and New North communities joined in a partnership with the University to secure the mechanical engineering program. Community partners also pledged to fund a significant portion of the startup costs for the program through financial, material and other types of support (e.g., internships) and to secure the future of the program through endowment support. It is a testament to the very strong desire of the Green Bay community to have engineering at UW-Green Bay that these pledges were made prior to approval of the Resch School of Engineering and the mechanical engineering program. Based on similarly strong interest in electrical engineering, it is anticipated that community support will also be provided for this program.

In addition, as part of the plan for mechanical engineering program, the Brown Count STEM Innovation Center was successfully designed, constructed, and became operational on September 4, 2019. The facility was funded in part from the state budget, in part from Brown County, and in part from private sources. However, this once again demonstrates the strength of the community partnership and the strong desire for engineering programs in northeastern Wisconsin. This facility now houses the UWGB mechanical engineering program along with units of the UW Extension, the Einstein Project, and other community partners.

The System *Cost & Revenue Projections* template does not anticipate community partnerships such as this. Therefore, we have added “Program Revenue – Other Community Investment” to the template.

### **Enrollment Implications on Existing UW-Green Bay Engineering Programs**

During review of the Notice of Intent to Plan for mechanical engineering, the question was raised whether a new mechanical engineering program at UW-Green Bay would diminish the very strong enrollments in the three currently existing engineering technology programs already there

(mechanical, electrical and environmental). At that time, two approaches were used to examine that possibility: (1) the graduation rates of twenty-three universities outside the UW System that established engineering programs where previously only engineering technology programs existed were examined<sup>12</sup> and (2) a survey of current UW-Green Bay mechanical engineering technology students was conducted to determine the likelihood those student would have chosen the mechanical engineering degree instead of one of the three engineering technology degrees had the mechanical engineering degree been available at the time of their enrollment.

Twenty-three universities with engineering technology degrees in 2004-2005 introduced engineering degrees after 2004-2005. Between 2004-2005 and 2014-2016 the number of engineering technology graduates and the number of engineering graduates increased on average across the universities. In 2004-2005 (prior to the introduction of engineering), the average percent of graduates with engineering technology degrees was 3.8%. In 2014-2015, the average percent of graduates with engineering technology degrees was 3.0% and the average number of engineering degrees was 1.6%. These results suggest enrollments in engineering technology remained stable and the overall percent of engineering graduates increased because of the new engineering majors.

From the fall of 2018 to the fall of 2019, enrollments in mechanical engineering and the three engineering technology programs increased from 154 declared majors to 226 (47% increase). When combined, enrollments in mechanical engineering and mechanical engineering technology increased from 85 to 149 (75% increase), with some decrease in mechanical engineering technology, which was consistent with the student survey data. However, enrollments in electrical engineering technology and environmental engineering technology also both increased during this time period by 4% and 27%, respectively. Similar trends have also been seen in enrollment data for the spring semester in 2020. Therefore, it is expected that, after an initial redistribution of students, engineering and engineering technology programs will continue to experience strong growth.

## **Facilities**

The State of Wisconsin has approved an appropriation of \$5.7 million for the renovation of a portion of the Instructional Services building at UW-Green Bay. This renovation will provide approximately 12,000 sq. ft. of instructional space for electrical engineering technology, electrical engineering, physics, and communications, which is part of the College of Arts, Humanities and Social Sciences. It should be noted that two laboratories for electrical engineering technology were previously constructed in this space on a temporary basis, with the

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<sup>12</sup> Vermont Technical College, University of Maryland Eastern Shore, SUNY Polytechnic Institute, Western Illinois University, Purdue University-North Central Campus, Ferris State University, Missouri State University, Bowling Green State University, The University of West Florida, Georgia Southern University, Morehead State University, University of Southern Mississippi, East Carolina University, Western Carolina University, Middle Tennessee State University, Norfolk State University, Marshall University, Texas A&M University – Corpus Christi, Texas Southern University, Central Washington University, Eastern Washington University, Western Washington University

renovation providing additional space to accommodate growth in engineering and engineering technology. It is anticipated that this project will be initiated in spring 2021 and be completed by January 2022, which coincide well with the implementation of the proposed Electrical Engineering program.

## **Cost & Revenue Projections – Expected Enrollment (Table 1)**

### **Enrollment (Table 1; I.a-f)**

Table 1 depicts an expected enrollment pattern for electrical engineering based on our experience with mechanical engineering, engineering technology, local demand, a decade-long pattern of demand for engineering among applying students, analysis of transfer preparation at our partner university NWTC, and other factors. In this projection, the initial enrollment of 16 new and transfer students in fall 2021 increases by 50% in years 2 and 3 followed by 10% growth in years 4 and 5 resulting in a total student enrollment of approximately 106 FTE in year 5.

The new electrical engineering program would be in addition to the existing electrical engineering technology program. The existing electrical engineering technology program at UWGB has a calculus-based curriculum (Calculus I and II are currently required), which would allow students to start the lower level engineering curriculum (mathematics, physics, and basic engineering courses like Electrical Circuits I and II, Introduction to Electronic Devices, etc.). Subsequently, students would determine if they prefer the applied and hands-on curriculum of electrical engineering technology or the more theoretical curriculum of electrical engineering. Therefore, we anticipate that there could be a flow of students in either direction when both programs are fully implemented. Given that there are different accreditation requirements for electrical engineering technology and electrical engineering, there would need to be distinct curriculum for each program at the upper level that students would need to meet to fulfill graduation requirements.

The enrollment model for the electrical engineering program provided in the budget narrative demonstrates financial viability over the 5-year implementation period. Importantly, electrical engineering technology and electrical engineering are both revenue-based programs (131 funding, as opposed to 102 funding), so having students move from one program to the other would not affect the overall revenue for the Resch School of Engineering and the management of faculty resources for upper level courses will reflect enrollment dynamics of each program.

### **Credit Hours**

The pattern of new credit hour introduction is shown in **Table 1; II.a-b**. For the expected enrollment model that has been presented, 106 new FTE in electrical engineering would require the delivery of approximately 3300 SCH/Year to matriculate to graduate in 4 years (125 credits/4 years = 31.25 credits/year and 106 FTE x 31.25 credits/year = 3313 SCH). Based on the proposed curriculum for electrical engineering, this would include the following: 36 credits in general education; 32 credits in supporting courses like mathematics, science, and engineering (several of these courses would also meet general education requirements), and 57 credits in

electrical engineering. Some capacity exists in general education, where class sizes are also significantly larger, so the additional faculty included in this proposal would be hired in electrical engineering and supporting areas in the sciences like mathematics and physics. Given the total of 89 credits in supporting courses and electrical engineering, and typical faculty teaching loads, approximately six new faculty would need to be hired to meet program needs at the projected 5-year enrollment target. It should be noted that credit hours and contact hours are not equal due to the prevalence of laboratory based courses in the electrical engineering curriculum where the credit hours are lower than the contact hours. Under this scenario, there would be a need for approximately 144 new faculty contact hours by year 5, which accounts for the need for multiple sections of some courses. This also accounts for instructional efficiencies obtained through larger lecture sections in the electrical engineering courses, although laboratory sections would still be capped at 24 students. These new faculty hires in electrical engineering would be done at a frequency of one/year in year 2 through year 5 of the program, with additional faculty hires mathematics and physics hired in year 3 and year 5. This corresponds to the credit hours listed in the table (increase of 24 credit hours/year for each new faculty member).

## **FTE**

UW-Green Bay currently offers most of the foundation courses for electrical engineering and has two tenure-track electrical engineers and a lecturer with a MS in electrical engineering on staff that are currently assigned to the electrical engineering technology program. Based on contact hour analysis for the electrical engineering degree, to serve the students will require the addition of four electrical engineers and two additional STEM related faculty. The plan is to recruit electrical engineering faculty in years 2–5 and non-engineering STEM related faculty in years 3 and 5 (**Table 1; III.a-d**). No new administrative support will be needed for this program.

## **New Revenue**

Tuition is calculated as total student FTE (based on 12 hour load) per year (**Table 1; IV.a**). The current UW-Green Bay tuition is \$263 for resident students and \$515 for non-resident students. No tuition increase is anticipated. The cost and revenue model presented here anticipates 100% residential students. Additionally, similar to the engineering technology programs at UW-Green Bay and UW-Oshkosh and the mechanical engineering programs at UW-Green Bay and UW-Stout, we propose a \$700/semester fee for all students in the program (**Table 1; IV.b**).

Pledged community investment to initiate the program is shown in line **IV.c** in the table. Based on UW-Green Bay Foundation experience in Green Bay (most recently for mechanical engineering), we expect the default rate on pledges to be very low. However, to be conservative, Table 1 presents the following scenario:

- (1) We present a total amount in gifts and pledges roughly equal to 95% of the total received reflecting a 5% pledge default rate. The default rate is consistent with the current capital campaign for mechanical engineering.

The university reallocation (**Table 1; IV.d**) is primarily related to adjusting capacity in the general education program to accommodate the growth in engineering students. Currently, capacity exists in the general education program to accommodate engineering student growth in the early years of this program. Thus, this projection is higher than expected for the early years of this program.

### **New Expenses**

Faculty and instructional staff expenses are accumulated across the five years of the projection (**Table 1; V.a**) (different than the template instructions). Salary and fringe benefits are set at \$150,000 for engineering faculty and \$120,000 for non-engineering STEM faculty. These levels greatly exceed the salary levels for recently recruited engineers and non-engineering STEM faculty at UW-Green Bay, so this is a conservative estimate.

Electrical engineering faculty that are currently on staff, as well as the new faculty and instructional staff hired for the electrical engineering program, would teach courses in both electrical engineering technology and electrical engineering. This would allow for greater diversity of faculty and staff expertise, which would be particularly important for teaching upper level courses required for program accreditation or aligned with regional electrical engineering needs. The program staffing presented in the proposal indicate that new electrical engineers will be added on an incremental basis as enrollments increase during the first five years of program implementation. In the model, no new faculty are added in the first year, which accounts for existing instructional capacity and the potential to increase section sizes in some lower level courses in general education, mathematics, physics and basic engineering. Existing electrical engineering faculty would also be able to teach a limited number of upper level electives in the first year of the program. Therefore, the numbers for current faculty included in the model do not all come from existing engineering staff. Also, as noted under enrollment dynamics, both electrical engineering technology and electrical engineering are revenue based programs, so any growth beyond the numbers provided in the enrollment model would be supported by additional program revenue.

The UW-Green Bay electrical engineering program will be housed in current facilities (some under renovation) or in the STEM Innovation Center adjacent to UW-Green Bay science facilities (Brown County-UW-Green Bay-Community Partnership). New expenses related to facilities and other new expenses (**Table 1; V.c and V.e**) are included to provide flexibility regarding facilities and other needs during program development. Projected revenue balances shown in **Table 1: VI.a** are also available for program development. Similar to mechanical engineering, excess revenue or donations from the community could be placed in an endowment to provide long-term support for scholarships, equipment, and faculty support for research.

AMENDED TABLE 1							
University of Wisconsin - Green Bay							
Cost and Revenue Projections For Proposed BS in Electrical Engineering							
		Items	Projections				
			2021	2022	2023	2024	2025
			Year 1	Year 2	Year 3	Year 4	Year 5
<b>I</b>	<b>a</b>	<b>Enrollment (New Student) Headcount</b>	16	24	36	40	44
	<b>b</b>	<b>Enrollment (Continuing Student) Headcount</b>	0	14	32	58	73
	<b>c</b>	<b>Enrollment (New Student) FTE</b>	14	22	32	36	40
	<b>d</b>	<b>Enrollment (Continuing Student) FTE</b>	0	12	29	52	66
	<b>e</b>	<b>TOTAL FTE</b>	14	34	61	88	106
<b>II</b>	<b>a</b>	<b>Total New Credit Hours (# new sections x credits per section)</b>	0	24	48	24	48
	<b>b</b>	<b>Existing Credit Hours</b>	30	30	54	102	126
<b>III</b>	<b>a</b>	<b>FTE of New Faculty/Instructional Staff</b>	0	1	2	1	2
	<b>b</b>	<b>FTE of Current Fac/IAS</b>	3	3	4	6	7
	<b>c</b>	<b>FTE of New Admin Staff</b>	0	0	0	0	0
	<b>d</b>	<b>FTE Current Admin Staff</b>	2	2	2	2	2
<b>IV</b>		<b>New Revenues</b>					
	<b>a</b>	<i>From Tuition (new credit hours x FTE)</i>	\$88,368	\$214,608	\$385,032	\$555,456	\$669,072
	<b>b</b>	<i>From Fees</i>	\$19,600	\$47,600	\$85,400	\$123,200	\$148,400
	<b>c</b>	<i>Program Revenue - Other Community Investment</i>	\$350,000	\$350,000	\$200,000	\$150,000	\$150,000
	<b>d</b>	<i>Reallocation</i>	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
<b>e</b>	<b>Total New Revenue</b>	\$507,968	\$662,208	\$720,432	\$878,656	\$1,017,472	
<b>V</b>		<b>New Expenses</b>					
		<b>Salaries plus Fringes</b>					
	<b>a</b>	<i>Faculty/Instructional Staff</i>	\$0	\$150,000	\$420,000	\$570,000	\$840,000
	<b>b</b>	<i>Other Staff</i>	\$0	\$0	\$0	\$0	\$0
		<b>Other Expenses</b>					
	<b>c</b>	<i>Facilities</i>	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	<b>d</b>	<i>Equipment</i>	\$300,000	\$300,000	\$250,000	\$200,000	\$100,000
<b>e</b>	<i>Other:</i>	\$5,000	\$15,000	\$25,000	\$35,000	\$45,000	
	<b>Total Expenses</b>	\$315,000	\$475,000	\$705,000	\$815,000	\$995,000	
<b>VI</b>	<b>a</b>	<b>Net Revenue</b>	\$192,968	\$187,208	\$15,432	\$63,656	\$22,472

## Laboratory Space and Equipment

### Laboratory Space

A newly renovated space in the Instructional Services building will be scheduled for occupancy in January of 2022. This space will be shared by Electrical Engineering Technology program, Electrical Engineering, and the supporting program in Physics, as well as Communications.

The Electrical Engineering Technology and Electrical Engineering program space will include the following laboratory facilities:

- Circuits Lab
- Electronics Lab
- Electrical Machines Lab
- PLCs and SCADA Lab
- Computer Lab
- Senior Design Lab

### Identification of Required Laboratory Equipment.

A summary of the initial equipment costs for the electrical engineering laboratories is summarized below. The expenditures are in relation to the laboratories and facilities that would be included in the renovation of the space in the Instructional Services building as discussed previously.

<b>LABORATORY</b>	<b>COST ESTIMATE</b>	<b>COMMENTS</b>
Circuits Lab	<b>N/A</b>	Existing space and equipment from ET program's Circuit Laboratory will be shared by the proposed EE program. The existing equipment is located in IS building (IS-1067).
Electronics Lab	<b>\$50,000</b>	New Electronics Laboratory will be built, which is expected to be located in IS Building.
Electrical Machines Lab	<b>\$300,000</b>	New Electrical Machines Laboratory will be built, which is expected to be located in IS Building.
PLCs and SCADA Lab	<b>\$40,000</b>	Existing space and equipment from ET program's Automation Laboratory will be shared by the proposed EE program. The existing equipment is located in IS building (IS-1048). However, some additional units will be added in order to increase the capacity of the current laboratory.
Computer Lab	<b>\$70,000</b>	New Computer Laboratory for the proposed EE program will be built, which is expected to be located in IS Building.
Senior Design Lab	<b>\$25,000</b>	New Students Design Laboratory for the proposed EE program will be built, which is expected to be located in IS Building.
<b>TOTAL COST</b>	<b>\$485,000</b>	

Detailed information on the equipment for the individual laboratories can be found in the following tables, while noting that the estimates have been increased in the summary table to account for potential cost increases at the time of program implementation. As noted previously, similar to mechanical engineering, investments from the community would be used to support initial equipment needs, primarily in years 1 and 2 of the program.

**Circuits Laboratory:**

The existing Electrical Circuits Laboratory has the following equipment, which will be shared by the proposed electrical engineering program.

<b>Existing Equipment</b>	<b>Vendor</b>	<b>Qty</b>
Workstation Computers	HP	9
Digital Storage Oscilloscope	GWInstek	8
Analog oscilloscope	BK Precision	8
Function Generator	BK Precision, Tektronics	12
Digital Multimeter	Fluke	15
Digital Multimeter	BK Precision	4
Trainer Board	Knight Electronics	10
DC Power Supply	BK Precision, Keithley	12
Required electrical components to conduct the laboratory (resistors, capacitors, inductors, breadboards, wires, cables, etc.)		

**Additional existing equipment:**

<b>Equipment</b>	<b>Vendor</b>	<b>Unit Cost (\$)</b>	<b>Qty</b>
Used AC Machines (for demonstration purposes)	Various	Received donated from industry.	5

**Electronics Laboratory:**

The following list of equipment is needed to set up a new Electronics Laboratory.

<b>Equipment</b>	<b>Vendor</b>	<b>Unit Cost (\$)</b>	<b>Qty</b>	<b>Total Cost (\$)</b>
2231A-30-3 Keithley Triple-Channel DC Power Supply	ValueTronics	\$535	9	\$4,815
AFG1022 Tektronix Arbitrary /Function Generator	ValueTronics	\$670	9	\$6,030
2121C BK Precision Analog Oscilloscope	ValueTronics	\$525	9	\$4,725
DS1054Z 50 MHz Digital Oscilloscope	ValueTronics	\$350	9	\$3,150
115 Fluke True-RMS Digital Multimeter	ValueTronics	\$160	12	\$1,920
ML2010 Analog Digital Trainer Board	Knight Electronics	\$600	9	\$5,400
Miscellaneous electrical/electronic components to conduct labs (Example: Resistors, capacitors, semiconductor kits)				\$10,000

etc.)				
Workstation Computers with monitors Specifications: Xeon processor, 16 GB memory, 512 GB PCIe SSD, Nvidia Quadro P620	HP	\$1,500	9	\$13,500
<b>Total Budget</b>				<b>\$49,540</b>

### Electrical Machines Laboratory

The following list of equipment is needed to set up a new Electrical Machines Laboratory.

Equipment	Vendor	Unit Cost (\$)	Qty	Total Cost (\$)
Workstation	Festo-LabVolt	\$2,700	9	\$24,300
DC Motor/Generator	Festo-LabVolt	\$3,000	9	\$27,000
Squirrel Cage Induction Motor	Festo-LabVolt	\$1,225	9	\$11,025
Three-Phase Synchronous Motor/Generator	Festo-LabVolt	\$1,750	9	\$15,750
Resistive Load	Festo-LabVolt	\$625	9	\$5,625
Inductive Load	Festo-LabVolt	\$1,000	9	\$9,000
Capacitive Load	Festo-LabVolt	\$775	9	\$6,975
Single-phase transformer	Festo-LabVolt	\$750	27	\$20,250
Synchronizing Module / Three-Phase Contactor	Festo-LabVolt	\$1,125	9	\$10,125
Three-Phase Power Supply	Festo-LabVolt	\$3,500	9	\$31,500
Timing Belt	Festo-LabVolt	\$25	9	\$225
Connection Leads	Festo-LabVolt	\$300	9	\$2,700
Data Acquisition and Control Interface	Festo-LabVolt	\$5,300	9	\$47,700
Four-Quadrant Dynamometer / Power Supply (including the following functions ...)	Festo-LabVolt	\$4,800	9	\$43,200
Instructor and students lab manuals	Festo-	\$400	9	\$3,600

	LabVolt			
Storage Cabinet	Festo-LabVolt	\$2,000	2	\$4,000
Festo Installation, Commissioning, & Training Services	Festo-LabVolt	\$2,000	1	\$2,000
Estimated Freight				\$5000
Workstation Computers with monitors Specifications: Xeon processor, 16 GB memory, 512 GB PCIe SSD, Nvidia Quadro P620	HP	\$1,500	9	\$13,500
<b>Total Budget</b>				<b>\$283,475</b>

### PLCs and SCADA Laboratory:

The existing Automation Laboratory has the following equipment, which will be shared by the proposed EE program.

Existing Equipment	Vendor	Qty
Data Acquisition System Specification: NI myDAQ	NI	6
Microcontroller Unit Specification: Arduino Uno	Arduino	8
PLC Allen-Bradley MicroLogix 1200 with Case	Festo-Labvolt	3
PLC Allen-Bradley MicroLogix 1100 with Case	Festo-Labvolt	2
Traffic Light System: includes Push-Buttons and Lights.	Festo-Labvolt	1
Level Process System: includes Push-Buttons and Lights, Toggle Switches and Lights, Rotary Switches, Emergency Switch and Level Sensor.	Festo-Labvolt	1
Bottling Process System: includes Air Compressor, Conditioning Unit, Push-Buttons and Lights, Toggle Switches and Lights, Rotary Switches and Emergency Switch.	Festo-Labvolt	1
Wind Turbine System: includes Push-Buttons and Lights and Analog Expansion Kit.	Festo-Labvolt	1
Electro-Mechanical System Using Stepper Motor: includes Push-Buttons and Lights, Toggle Switches and Lights, Rotary Switches, Emergency Switch and Optical Encoder.	Festo-Labvolt	1
Workstation computers with monitors Specifications: Xeon processor, 16 GB memory, 512 GB PCIe SSD, Nvidia Quadro P620	HP	5

In addition to the existing equipment, the following list of equipment is requested to upgrade the capacity of the laboratory.

<b>Equipment</b>	<b>Vendor</b>	<b>Unit Cost (\$)</b>	<b>Qty</b>	<b>Total Cost (\$)</b>
Data Acquisition System Specification: NI myDAQ	NI	\$400	20	\$8,000
Microcontroller Unit Specification: Arduino Uno	Arduino	\$150	12	\$1,800
PLC Allen-Bradley MicroLogix 1200 with Case	Festo-Labvolt	\$3,100	3	\$9,300
PLC Allen-Bradley MicroLogix 1100 with Case	Festo-Labvolt	\$3,300	3	\$9,900
Estimated Shipping cost from Festo- Labvolt				\$250
Workstation computers with monitors	HP	\$1,500	5	\$7,500
<b>Total Budget</b>				<b>\$36,750</b>

### **Computer Laboratory:**

The following list of equipment is needed to set up a new Computer Laboratory.

<b>Equipment</b>	<b>Vendor</b>	<b>Unit Cost (\$)</b>	<b>Qty</b>	<b>Total Cost (\$)</b>
Workstation Computers Specifications: Xeon processor, 16 GB memory, 512 GB PCIe SSD, Nvidia Quadro P620	HP	\$1,300	30	\$39,000
24-inch Monitors Specifications: 1920x1200 resolution	HP	\$210	30	\$6,300
<b>Software List</b>				
Matlab and Matlab Simulink (site licence)	Mathworks	\$15,500		\$15,500
Multisim (site licence)	NI	\$6,000		\$6,000
IGSS SCADA	Schneider Electric	Free Version		0
CodeBlocks	CodeBlocks	Free Version		0
<b>Total Budget</b>				<b>\$66,800</b>

### **Senior Design Laboratory:**

The following list of equipment is needed to set up a new Senior Design Laboratory

<b>Equipment</b>	<b>Vendor</b>	<b>Unit Cost (\$)</b>	<b>Qty</b>	<b>Total Cost (\$)</b>
2231A-30-3 Keithley Triple-Channel DC Power Supply	ValueTronics	\$550	4	\$2,200
AFG1022 Tektronix Arbitrary /Function Generator	ValueTronics	\$700	4	\$2,800
2121C BK Precision Analog Oscilloscope	ValueTronics	\$525	4	\$2,100
DS1054Z 50 MHz Digital Oscilloscope	ValueTronics	\$350	4	\$1,400
115 Fluke True-RMS Digital Multimeter	ValueTronics	\$160	8	\$1,280
ML2010 Analog Digital Trainer Board	Knight Electronics	\$600	4	\$2,400
Workstation Computers with monitors Specifications: Xeon processor, 16 GB memory, 512 GB PCIe SSD, Nvidia Quadro P620	HP	\$1,500	4	\$6,000
Miscellaneous electrical/electronic components to conduct labs (Example: Resistors, capacitors, semiconductor kits etc.)				\$3,000
<b>Total Budget</b>				<b>\$20,180</b>

**Identify the funding to cover the costs of the new equipment and space, as well as the plan for renewal and replacement of that equipment.**

As noted previously, a \$5.7 million renovation is scheduled for the Instructional Services building, with an estimated completion date of January 2022. Community support has been included in the budget to cover the initial equipment costs, with projected revenue on ongoing community support being available for future equipment needs.

**Faculty Senate New Business 5c 2/26/2020**

**Revised Faculty Reviews Procedures  
(and the accompanying Twenty-four Credit Hour Teaching Load Policy)**

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

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

1. Annual Review Procedures for All Faculty

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

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

This review is distinct from any post-tenure review or merit review. In the event that the executive committee (or chair) of the faculty member's interdisciplinary unit designates the faculty as "Meets Expectations," the review process is over. If the faculty is designated as "Improvement Needed," the faculty member has the right to make a written request for reconsideration to the Dean, the Committee on Rights and Responsibilities, and the Provost, in that order. In the event that a request results in the finding that the faculty member "Meets Expectations," the designation has been overturned, and the faculty member does not need an improvement plan.

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

**Faculty Senate Old Business 4a 4/8/2020**

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

**4 February 2019**

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

### **Defining Responsibilities and Expectations**

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

### **Faculty Expectations**

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

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

Service." As per the post-tenure policy, tenured faculty must meet certain expectations in the areas of teaching, scholarship, and service.

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

### **Instructional Workload Credit**

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

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

Examples of activities considered for workload credit include:

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

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

**Faculty Senate Old Business 4a 4/8/2020**

**ANNUAL EVALUATION FORM  
(Faculty)**

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

**Employee Name** \_\_\_\_\_ Click here to enter text. **Date of Evaluation** Click here to enter text. \_\_\_

**Title** \_\_\_\_\_ Click here to enter text. \_\_\_ **Unit** \_\_\_\_\_ Click here to enter text. \_\_\_\_\_

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

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

Review Period	Rating	Comments

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

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

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

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

SUPERVISOR NAME [Click here to enter text.](#) \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Director/Dean Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Faculty Senate Old Business 4a 4/8/2020**

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

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

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

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

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

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

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

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

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

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

- 1) Establishing a minimum passing grade in a course that is higher than what is offered by our grading scale
- 2) Curving upward all passing grades in a course by an entire letter grade
- 3) Offering students a choice of different concluding assignments and making sure that students have ample time in advance to work on a final assignment

- 4) Giving students the choice of more heavily weighting their performance from the first half of the semester when in-person instruction was available

**Faculty Senate New Business 5a 4/8/2020**

**Faculty Senate Document #19-13 – Approved 4/8/2020**

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

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

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

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

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

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

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

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

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

- 1) To administer a simplified, online Qualtrics survey similar to the one presented to the Faculty Senate on Wednesday, April 8, 2020 (see attached) for students to evaluate their instructors, their courses, and their experiences in Spring 2020,
- 2) That faculty exclude data from the student surveys for Spring 2020 in their PAR for the 2019-2020 Academic year, and

- 3) That, at their option, if faculty members would like to include information concerning their teaching in Spring 2020, they would provide a self-reflection indicating the teaching challenges they faced and the adaptations they made.

**Faculty Senate New Business 5b 4/8/2020**

## **DRAFT Guidelines for Faculty on Student Evaluations for Spring 2020**

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

### **What we're doing:**

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

### **Why we're doing this:**

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

### **Key points to consider:**

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

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

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

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

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

**Faculty Senate New Business 5b 4/8/2020**

## **DRAFT Student Feedback Form, Spring 2020**

### **[Qualtrics Survey]**

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

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

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

**Faculty Senate New Business 5b 4/8/2020**

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

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

**ABSTRACT**

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

**PROGRAM IDENTIFICATION**

**Institution Name**

University of Wisconsin – Green Bay

**Title of Proposed Program**

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

**Degree/Major Designation**

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

**Mode of Delivery**

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

**Projected Enrollments and Graduates by Year Five**

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

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

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

**Tuition Structure**

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

**Department or Functional Equivalent**

Department of Accounting and Finance

**College, School or Functional Equivalent**  
Cofrin School of Business

**Proposed Term and Year of Implementation**  
Fall 2020

## **DESCRIPTION OF PROGRAM**

### **Overview of the Program**

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

### **Student Learning Outcomes and Program Objectives**

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

All existing and proposed undergraduate programs within the Cofrin School of Business (CSB) share the same four Association to Advance Collegiate Schools of Business (AACSB)

vettted Degree-Level Learning Goals. These learning goals were initially adopted in 2013, and are drawn from the CSB’s Mission and Values, and a philosophy that adaptability in the workforce is maintained by instilling a strong foundation of core attributes within students. The CSB Assurance of Learning Committee oversees assessment and continual improvement for the School by providing annual analyses and recommendations to the appropriate program and School leadership. The four Degree-level Learning Goals for the CSB are:

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

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

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

### **Program Requirements and Curriculum**

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

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

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

BUS ADM 202: Business and Its Environment	3
BUS ADM 205: Legal Environment of Business	3
BUS ADM 220: Business Statistics OR MATH 260: Statistics (or 4 cr)	3 (4)
BUS ADM 371: Entrepreneurship	3
BUS ADM 380: Project Management	3
BUS ADM 3XX: Sustainable Organizations - <b>PROPOSED</b>	3
FIN 343: Corporation Finance	3*
HRM 262: Introduction to Human Resource Management	3
MGMT 389: Organizational Behavior	3
MGMT 482: Capstone in Strategic Management	3
MKTG 222: Principles of Marketing	3
<b>Finance Required Core Courses (12 credits)</b>	
FIN 347: Financial Markets and Institutions	3 credits
FIN 442: Principles of Investment	3 credits
FIN 445: International Financial Management	3 credits
FIN 446: Advanced Corporation Finance	3 credits
<b>Finance Required Elective Courses (6 credits)</b>	
ACCTG 410: Introduction to Income Tax Theory and Practice	3 credits
FIN 344: Real Estate Principles	3 credits
FIN 345: Risk Management and Insurance	3 credits
FIN 447: Derivatives	3 credits
FIN 450: Bank Administration	3 credits
FIN 415: Employee Benefits and Retirement Planning- <b>PROPOSED</b>	3 credits
FIN 425: Estate and Trust Planning- <b>PROPOSED</b>	3 credits
FIN 475: Financial Plan Development- <b>PROPOSED</b>	3 credits
<b>TOTAL</b>	<b>75</b>

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

### Assessment of Outcomes and Objectives

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

### Diversity

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

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

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

### **Collaborative Nature of Program**

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

### **Projected Time to Degree**

The projected time to degree is eight semesters (4 years), although existing college credit in high school offerings, established transfer agreements with Wisconsin Technical Colleges, and

J-term and summer offerings can reduce the time to graduation or required enrollment at UW-Green Bay. Courses and staffing are set to provide a course offering periodicity to maximize student degree completion.

### **Program Review**

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

### **Accreditation**

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

## **JUSTIFICATION**

### **Rationale and Relation to Mission**

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

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

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

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

The proposed B.B.A. in Finance meets this responsibility by providing a local, cost efficient option that responds to both student interest and employer demand. For example, as of fall 2019, student enrollment already sits at 168 within the Finance emphasis of the existing Business Administration major, highlighting an existing demand for which we are neither providing the full credentialing owed to these students or upon which enhanced professional opportunities can be built. Upon approval of this majors, the Finance program will immediately be the top ten largest undergraduate majors at UW-Green Bay. Our access oriented (online and face-to-face), flexible delivery model provides the flexibility essential for non-traditional students to both begin and complete degrees, and which is demanded by traditional students seeking to capitalize on the rich internship and professional experiences available within the NE Wisconsin economic ecosystem. This flexible delivery model is also essential to fully integrate our four campus locations and realize our vision of a single University of Wisconsin-Green Bay serving NE Wisconsin. Expansion of programmatic offerings by the Cofrin School of Business is essential to developing our regional workforce, and to promoting economic development. Our charge is clearly articulated within the Greater Green Bay Economic Development Strategic Plan (<https://www.greatergbc.org/economic-development/greater-green-bay-economic-development-strategic-plan/>). This proposal will build upon ongoing partnerships with regional and national employers, relationships exemplified by our growing partnership with TitleTown Tech. Finally, this proposal represents the natural maturation and evolution of business at UW-Green Bay from a department, to an endowed school, to the stand-alone, endowed college created in July 2016, and identified in our revised select mission.

### **Institutional Program Array**

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

administration emphasizes to majors: Finance, HR Management, Management, and Marketing. This proposal addresses our intent to elevate the Finance emphasis to a major.

### **Other Programs in the University of Wisconsin System**

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

### **Need as Suggested by Current Student Demand**

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

### **Need as Suggested by Market Demand**

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

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

**Introduction**

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

**Section I - Enrollment**

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

**Section II - Credit Hours**

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

**Section III - Faculty and Staff Appointments**

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

Associate position (0.75 FTE during the academic year) to the newly established Department of Accounting & Finance, half of this position will be charged to the Finance major; additional support staff is provided by the Cofrin School of Business as part of general overhead (e.g. Advising, Dean's Office support, etc). Additional instructional support includes chair effort during the academic year (2 course releases) and summer support spread across the summer; chair expenses and time are shared equally with the Accounting program.

#### **Section IV - Program Revenues**

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

#### **Section V - Program Expenses**

##### Expenses - Salary and Fringe

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

##### Other Expenses

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

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

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

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

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

#### **Section VI - Net Revenue**

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

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

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A  
BBA OF MARKETING**

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

**ABSTRACT**

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

**PROGRAM IDENTIFICATION**

**Institution Name**

University of Wisconsin – Green Bay

**Title of Proposed Program**

Marketing

**Degree/Major Designation**

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

**Mode of Delivery**

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

**Projected Enrollments and Graduates by Year Five**

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

5.0% annual growth (the actual 3-year mean annual growth rate for the CSB is 6.3%).  
 Converting existing students enrolled in the emphasis to the major and incorporating the parameters described above, we expect 447 students to have enrolled and 352 students to have graduated by the end of the fifth year of the new major.

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

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

**Tuition Structure**

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

**Department or Functional Equivalent**

Department of Marketing and Management

**College, School or Functional Equivalent**

Austin E. Cofrin School of Business

**Proposed Term and Year of Implementation**

Fall 2020

**DESCRIPTION OF PROGRAM**

**Overview of the Program**

The proposed B.B.A. in Marketing has existed as an emphasis within the B.B.A. in Business Administration since the 2014-2015 academic year, and has been offered in both face-to-face and online modalities since fall 2019. The emphasis supported 253 students as of early fall 2019. Majors will require approximately 39 credits of lower-level supporting courses (e.g. ethics, statistics, an introductory business course, economics, etc.) that includes MKTG 222: Principles

of Marketing, 18 credits of shared upper-level core courses (providing cross-disciplinary breadth in business), and 18 credits of upper-level disciplinary specialization for approximately 75 total credits. Curricular experiences within the Marketing major will be enforced with a rich suite of extra-curricular and co-curricular activities, such as business week, internships, capstone projects and high-impact business practices.

### **Student Learning Outcomes and Program Objectives**

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

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

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

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

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

### **Program Requirements and Curriculum**

In alignment with our access focus, the Cofrin School of Business does not impose additional admission requirements on interested students; all students admitted to UW-Green Bay can declare a major within the School of Business. However, once a student has declared her/his major program, they must maintain a GPA of 2.5 or higher to enroll in upper-level courses. The program requires students to complete 75 credits of coursework (Table 2). All

programs within the Cofrin School of Business (CSB) share a foundational set of courses (meta-major) accounting for 57 credits. This meta-major forms the foundation of our lower-level offerings in Green Bay, Sheboygan, Manitowoc, and Marinette, and is a core component of our transfer agreements with the state technical colleges (e.g. Northeastern Wisconsin Technical College, Lakeshore Technical College, Fox Valley Technical College, Gateway Technical College, and Northcentral Technical College). The program carries an additional 12 credits within the disciplinary core, and 6 credits of elective offerings. This program will be part of the regular teaching load of the CSB faculty.

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

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

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

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### **Assessment of Outcomes and Objectives**

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

### **Diversity**

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

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

The AACSB accrediting body has defined the ability to work effectively in diverse environments as a General Skills Area, and training in social responsibility, including sustainability, diversity and ethical behavior and approaches to management as a General Business Knowledge Area that should be present within all accredited business curricula. The

program in Marketing addresses these directly in MKTG 428: Consumer behavior and MKTG 222: Introductory marketing, respectively. Additional co-curricular and extra-curricular opportunities and coursework associated with MKTG 421: International marketing further address the imperative to prepare our students for success in today's multi-cultural and multi-national workforce.

### **Collaborative Nature of Program**

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

### **Projected Time to Degree**

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

### **Program Review**

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

### **Accreditation**

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

## **JUSTIFICATION**

### **Rationale and Relation to Mission**

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

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

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

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

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

### **Institutional Program Array**

The stand-alone Austin E. Cofrin School of Business (CSB) was created in July 2016 following its formal separation from the College of Professional Studies. As of early fall 2019 academic

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

### **Other Programs in the University of Wisconsin System**

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

### **Need as Suggested by Current Student Demand**

Student demand for business programs is growing rapidly, with student enrollment increasing by 5.3% and student credit hours increasing by 5.5% over the last three years, the highest levels of any of UW-Green Bay's colleges. Evaluating our combined request to elevate four existing emphases to majors, and including the redefined Business Administration major and existing Accounting major, the CSB is expected to support three of the top ten and six of the top twenty largest undergraduate majors at UW-Green Bay. Over the last three years, an average of roughly 60, 30, 60, and 60 students per year graduate from the Finance, Human Resource Management, Management, and Marketing emphases, respectively. This proposal responds directly to UW-

System's recent call for Program Monitoring (Wis. Stats. 36, RPD 4-12), which ultimately seeks to strengthen programs and allocate resources toward institutional priorities. With specific regard to the proposed major in Marketing, three-year trends in declared emphases made in early fall 2019 suggested growth from 236 to 279 student between fall 2016 and fall 2021; in reality we met our fall 2020 projected enrollment of 266 by late fall 2019.

### **Need as Suggested by Market Demand**

The bureau of Labor Statistics predicts that nationally, Professional and Business Services will grow at the fifth highest rate of any industry sector between 2016 and 2026 at 1.0% per year. Growth in Financial activities will grow at roughly the national average, or 0.6% annually. For reference, the Health Care and Social Assistance industry has the highest project growth during this period, at 1.9% annually. Marketing position are expected to increase by 8.5%, management positions by 8.5%, financial managers by 18.7% and financial specialists by 10%. The 2018 median pay for advertising and marketing managers was \$132,620 per year with median pay per hour of \$63.76. The typical entry-level education was a bachelor's degree. Number of jobs available as on 2018 was 286,800 with a projected increase in jobs in 2028 being 21,800. Careers like market research analysts have a median starting salary of \$63,120 per hour an 20% annual growth rate per year. The typical entry level education is a bachelor's degree.

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

**Introduction**

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

**Section I - Enrollment**

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

**Section II - Credit Hours**

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

**Section III - Faculty and Staff Appointments**

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

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

#### **Section IV - Program Revenues**

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

#### **Section V - Program Expenses**

##### Expenses - Salary and Fringe

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

##### Other Expenses

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

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

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

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

*Indirect Expenses:* UWGB has adopted an Incentive-Based Budget model. Following this new model, and simplifying for the purposes of this document, we assume a central tax of 45% of Gross Tuition Revenue as a conservative estimate of expected expenses. This appropriation will cover indirect institutional costs associated with library subscriptions, facilities, administration, and systems support.

#### **Section VI - Net Revenue**

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

University of Wisconsin - Green Bay						
Cost and Revenue Projections For BBA in Marketing						
	Items	Projections				
		2020	2021	2022	2023	2024
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>I</b>	<b>Enrollment (New Student) Headcount</b>	81	85	89	94	98
	<b>Enrollment (Continuing Student) Headcount</b>	185	194	204	214	224
	<b><i>Enrollment (Total Student) Headcount</i></b>	266	279	293	308	323
	<b>Enrollment (New Student) FTE</b>	67	70	73	77	81
	<b>Enrollment (Continuing Student) FTE</b>	152	160	168	176	185
	<b><i>Enrollment (Total Student) FTE</i></b>	219	230	241	253	266
<b>II</b>	<b>Total Marketing Credit Hours</b>	3245	3428	3622	3826	4042
	<i>Marketing Credit Hours for "Other Business" Majors</i>	1254	1337	1426	1520	1621
	<i>Marketing Credit Hours for Marketing Majors</i>	1992	2091	2196	2306	2421
<b>III</b>	<b>FTE of New Tenure Track Faculty</b>	2.00	0	0	1.00	0
	<b>FTE of Current Tenure Track Faculty</b>	1.00	3.00	3.00	3.00	4.00
	<b>FTE of New Instructional Staff (Permanent Lecturers)</b>	2.00	0	0	0	0
	<b>FTE of Current Instructional Staff (Permanent Lecturers)</b>	0.00	2.00	2.00	2.00	2.00
	<b>FTE of Associate Lecturers (Temporary)</b>	1.25	1.50	2.00	1.00	1.50
	<b>FTE of New Admin Staff</b>	0	0	0	0	0
	<b>FTE Current Admin Staff</b>	0.13	0.13	0.13	0.13	0.13
<b>IV</b>	<b>Revenues</b>					
	<b>Total Tuition Revenue</b> (assumes \$262.43 per credit @ 30 cr per FTE)	<b>\$1,721,122</b>	<b>\$1,807,179</b>	<b>\$1,897,537</b>	<b>\$1,992,414</b>	<b>\$2,092,035</b>
<b>V</b>	<b>Expenses</b>					
	<b>Salaries plus Fringes</b>					
	<i>Tenure Track Faculty w/ fringe @ 43%</i>	\$499,805	\$509,802	\$519,998	\$707,197	\$721,341
	<i>Instructional Staff (Permanent Lecturers) w/ fringe @ 43%</i>	\$197,246	\$201,191	\$205,214	\$209,319	\$213,505
	<i>Associate Lecturers (Temporary) w/ fringe @ 20%</i>	\$81,000	\$99,144	\$134,836	\$68,766	\$105,212
	<i>Chair</i>	\$7,300	\$7,446	\$7,595	\$7,747	\$7,902
	<i>Admin Staff (ADA) w/ fringe @ 60%</i>	\$8,224	\$8,389	\$8,557	\$8,728	\$8,902
	<b>Other Expenses</b>					
	<i>Startup</i>	\$5,000	\$5,000	\$0	\$0	\$0
	<i>Marketing</i>	\$5,000	\$5,100	\$5,202	\$5,306	\$5,412
	<i>Accreditation, travel, and general department expenses</i>	\$4,433	\$4,522	\$4,612	\$5,622	\$5,735
	<i>Profesional development:</i>	\$13,250	\$13,643	\$14,175	\$16,581	\$17,184
	<i>Indirect Expenses @ 45% of Gross Tuition Revenue:</i>	\$774,505	\$813,230	\$853,892	\$896,586	\$941,416
	<b>Total Expenses</b>	<b>\$1,595,764</b>	<b>\$1,667,465</b>	<b>\$1,754,081</b>	<b>\$1,925,852</b>	<b>\$2,026,608</b>
<b>VI</b>	<b>Net Revenue</b>	\$125,359	\$139,713	\$143,457	\$66,562	\$65,427
<b>Provost's Signature:</b>			<b>Date:</b>			
<b>CBO's Signature:</b>			<b>Date:</b>			

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A  
BBA OF MANAGEMENT**

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

**ABSTRACT**

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

**PROGRAM IDENTIFICATION**

**Institution Name**

University of Wisconsin – Green Bay

**Title of Proposed Program**

Management

**Degree/Major Designation**

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

**Mode of Delivery**

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

**Projected Enrollments and Graduates by Year Five**

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

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

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

**Tuition Structure**

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

**Department or Functional Equivalent**

Department of Marketing and Management

**College, School or Functional Equivalent**

Austin E. Cofrin School of Business

**Proposed Term and Year of Implementation**

Fall 2020

## DESCRIPTION OF PROGRAM

### Overview of the Program

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

### Student Learning Outcomes and Program Objectives

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

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

5. Students will be effective communicators.
6. Students will be effective critical thinkers.

7. Students will be effective team members.
8. Students will consider corporate social responsibility (CSR) in their decisions.

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

**Leadership**

Goal: Students will be effective leaders.

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

**Program Requirements and Curriculum**

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

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

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

HRM 262: Introduction to Human Resource Management	3
MGMT 389: Organizational Behavior	3*
MGMT 482: Capstone in Strategic Management	3*
MKTG 222: Principles of Marketing	3
<b>Management Required Courses (12 credits)</b>	
MGMT 370: Data Science for Managers	3
MGMT 452: Teams	3
MGMT 460: Leading Innovation and Change	3
MGMT 472 :Leadership Development	3
<b>Management Elective Courses (6 credits)</b>	
MGMT 380: International Business Management	3
MGMT 461: Diversity in Organizations	3
MGMT 489: Organizational Culture and Design	3
<b>TOTAL</b>	<b>75</b>

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

### Assessment of Outcomes and Objectives

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

### Diversity

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

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

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

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

### **Collaborative Nature of Program**

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

### **Projected Time to Degree**

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

### **Program Review**

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

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

### **Accreditation**

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

## **JUSTIFICATION**

### **Rationale and Relation to Mission**

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

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

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

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

The proposed B.B.A. in Management meets this responsibility by providing a local, cost efficient option that responds to both student interest and employer demand. For example, as of late fall 2019 student enrollment already sat at 265 within the Management emphasis of the existing Business Administration major, highlighting an existing demand for which we are neither providing the full credentialing owed to these students or upon which enhanced professional opportunities can be built. Upon approval, this will immediately be one of the largest major on the UW-Green Bay campus. Our access oriented (online and face-to-face), flexible delivery model provides the flexibility essential for non-traditional students to both begin and complete degrees, and which is demanded by traditional students seeking to capitalize on the rich internship and professional experiences available within the NE Wisconsin economic ecosystem. This flexible delivery model is also essential to fully integrate our four campus locations and realize our vision of a single University of Wisconsin-Green Bay serving NE

Wisconsin. Expansion of programmatic offerings by the Cofrin School of Business is essential to developing our regional workforce, and to promoting economic development. Our charge is clearly articulated within the Greater Green Bay Economic Development Strategic Plan (<https://www.greatergbc.org/economic-development/greater-green-bay-economic-development-strategic-plan/>). This proposal will build upon ongoing partnerships with regional and national employers, relationships exemplified by our growing partnership with TitleTown Tech. Finally, this proposal represents the natural maturation and evolution of business at UW-Green Bay from a department, to an endowed school, to the stand-alone, endowed college created in July 2016, and identified in our revised select mission.

### **Institutional Program Array**

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

### **Other Programs in the University of Wisconsin System**

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

### **Need as Suggested by Current Student Demand**

Student demand for business programs is growing rapidly, with student enrollment increasing by 5.3% and student credit hours increasing by 5.5% over the last three years, the highest levels of any of UW-Green Bay's colleges. Evaluating our combined request to elevate four existing emphases to majors, and including the redefined Business Administration major and existing Accounting major, the CSB is

expected to support three of the top ten and six of the top twenty largest undergraduate majors at UW-Green Bay. Over the last three years, an average of roughly 60, 30, 60, and 60 students per year graduate from the Finance, Human Resource Management, Management, and Marketing emphases, respectively. This proposal responds directly to UW-System's recent call for Program Monitoring (Wis. Stats. 36, RPD 4-12), which ultimately seeks to strengthen programs and allocate resources toward institutional priorities. With specific regard to the proposed major in Management three-year trends in declared emphases calculated in early fall suggested growth from 194 to 246 student between fall 2016 and fall 2021. However, as of late fall 2019, enrollment within the emphasis had hit 265 students; demand is strong for this program.

### **Need as Suggested by Market Demand**

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

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

**Introduction**

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

**Section I - Enrollment**

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

**Section II - Credit Hours**

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

**Section III - Faculty and Staff Appointments**

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

reorganization in fall 2019 reassigned half of a 0.5 FTE Academic Department Associate position to the newly established Department of Marketing & Management, 1/4<sup>th</sup> of this position will be charged to the Management major; additional support staff is provided by the Cofrin School of Business as part of general overhead (e.g. Advising, Dean's Office support, etc). Additional instructional support includes chair effort during the academic year (2 course releases) and summer support spread across the summer; this effort is split in three ways with other programs supported by the Chair.

#### **Section IV - Program Revenues**

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

#### **Section V - Program Expenses**

##### Expenses - Salary and Fringe

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

##### Other Expenses

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

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

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

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

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

#### **Section VI - Net Revenue**

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

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

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

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

**ABSTRACT**

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

**PROGRAM IDENTIFICATION**

**Institution Name**

University of Wisconsin – Green Bay

**Title of Proposed Program**

Major in Human Resource Management

**Degree/Major Designation**

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

**Mode of Delivery**

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

**Projected Enrollments and Graduates by Year Five**

Table 1. presents a combination of past enrollment in the existing Human Resource emphasis (fall 2016-2019) and projections (2020-2024) for the proposed B.B.A. in Human Resource Management across the first five years of the program. Projections were made using the UWGB-wide retention rate of 73%, the B.B.A. of Business Administration annual graduation rate of 24%, and a conservative estimate of 4.7% annual growth (the actual 3-year mean annual growth rate for the CSB is 6.3%). Converting existing students enrolled in the emphasis to the major and incorporating the parameters described above, we expect 258 students to have enrolled and 203 students to have graduated by the end of the fifth year of the new major.

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

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

**Tuition Structure**

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

**Department or Functional Equivalent**

Department of Marketing and Management

**College, School or Functional Equivalent**

Austin E. Cofrin School of Business

**Proposed Term and Year of Implementation**

Fall 2020

**DESCRIPTION OF PROGRAM**

**Overview of the Program**

The B.B.A. in Human Resource Management provides a comprehensive education in all human resource management (HRM) functions to prepare students for a career in human

resources. Notwithstanding the pervasive misconception of HRM as being restricted to functions carried out by HR departments, many of the HRM functions are also often carried out by non-HR managers. The HRM major will therefore also provide a valuable and practical education for students seeking any position that involves managing people.

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

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

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

### **Student Learning Outcomes and Program Objectives**

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

developed an understanding of and appreciation for environmental and cultural **sustainability**.; and 7) demonstrated the ability to **identify and address problems from an interdisciplinary perspective**.

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

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

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

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

### **Program Requirements and Curriculum**

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

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

<b>Foundational Courses - the B.B.A. Meta-major (57 credits)</b>	
ENG COMP 200: Professional Writing for Business Majors OR ENG COMP 105: Expository Writing	3
ECON 202: Macroeconomics	3
ECON 203: Microeconomics	3

PHILOS 227: Business Ethics	3
ACCTG 201: Principles of Financial Accounting	3
ACCTG 202: Principles of Managerial Accounting	3
BUS ADM 130: Spreadsheets and Information Systems	3
BUS ADM 200: Principles of Supply Chain Management	3
BUS ADM 202: Business and Its Environment	3
BUS ADM 205: Legal Environment of Business	3
BUS ADM 220: Business Statistics OR MATH 260: Statistics (or 4 cr)	3 (4)
BUS ADM 371: Entrepreneurship	3
BUS ADM 380: Project Management	3
BUS ADM 3XX: Sustainable Organizations - <b>PROPOSED</b>	3
FIN 343: Corporation Finance	3
HRM 262: Introduction to Human Resource Management	3
MGMT 389: Organizational Behavior	3
MGMT 482: Capstone in Strategic Management	3
MKTG 222: Principles of Marketing	3
<b>Human Resource Management Required Courses (21 credits)</b>	
HRM 460: Employee Development	3
HRM 465: Recruitment and Selection	3
HRM 466: Employment Law	3
HRM 467: Compensation and Benefits	3
HRM 4XX: Employee Relations - <b>PROPOSED</b>	3
HRM 469: Performance Management and Job Analysis	3
HRM 470: Human Resource Management Analytics	3
<b>TOTAL</b>	<b>78 credits</b>

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

### Assessment of Outcomes and Objectives

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

### Diversity

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

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

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

### **Collaborative Nature of Program**

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

### **Projected Time to Degree**

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

## **Program Review**

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

## **Accreditation**

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

## **JUSTIFICATION**

### **Rationale and Relation to Mission**

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

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

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

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

The proposed B.B.A. in Human Resource Management meets this responsibility by providing a local, cost efficient option that responds to both student interest and employer demand. For example, as of fall 2019 student enrollment already sits at 169 within the Human Resource Management emphasis of the

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

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

### **Institutional Program Array**

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

### **Other Programs in the University of Wisconsin System**

While these proposed majors are offered at most UW-System schools, they are standard offerings expected of most regional comprehensive campuses serving a large urban population. Specifically, Human Resource Management is offered at approximately 30.8% of the existing UW campuses. The University of Wisconsin-Green Bay argues that this program expansion should be viewed no differently than the institutional right as a regional comprehensive to offer biology or political science programs.

Furthermore, the proposed program in Human Resource Management is already strongly enrolled by existing UW-Green Bay students as an emphasis within the Business Administration major, thus documenting an internal market for this program. Importantly, this proposal seeks to improve the workforce competitiveness of our students by allowing them to more accurately credential the skills they are gaining here at UW-Green Bay, and to do so with a higher disciplinary competency level. We continue to evaluate our other existing emphases for potential alterations, eliminations, or repurposing in an attempt to develop a more dynamic and responsive curricular culture within the Austin E. Cofrin School of Business.

### **Need as Suggested by Current Student Demand**

Student demand for business programs is growing rapidly, with student enrollment increasing by 5.3% and student credit hours increasing by 5.5% over the last three years, the highest levels of any of UW-Green Bay's colleges. Evaluating our combined request to elevate four existing emphases to majors, and including the redefined Business Administration major and existing Accounting major, the CSB is expected to support three of the top ten and six of the top twenty largest undergraduate majors at UW-Green Bay. Over the last three years, an average of roughly 60, 30, 60, and 60 students per year graduate from the Finance, Human Resource Management, Management, and Marketing emphases, respectively. This proposal responds directly to UW-System's recent call for Program Monitoring (Wis. Stats. 36, RPD 4-12), which ultimately seeks to strengthen programs and allocate resources toward institutional priorities. With specific regard to the proposed major in Human Resource Management, enrollment has surpassed our three-year trends in declared emphases, reaching 169 by the end of fall 2019, with previous projections suggesting growth from 107 to 161 students between fall 2016 and fall 2021.

### **Need as Suggested by Market Demand**

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

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

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

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

**Introduction**

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

**Section I - Enrollment**

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

**Section II - Credit Hours**

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

**Section III - Faculty and Staff Appointments**

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

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

#### **Section IV - Program Revenues**

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

#### **Section V - Program Expenses**

##### Expenses - Salary and Fringe

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

##### Other Expenses

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

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

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

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

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

#### **Section VI - Net Revenue**

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

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

Faculty Senate Old Business 4a 5/6/2020

**Faculty Senate Document #19-15 – Approved 5/6/2020**

**A “Surprise” Resolution Expressing Gratitude  
for Sheryl Van Gruensven’s Service as Interim Chancellor**

A silent conspiracy to recognize and thank Sheryl Van Gruensven for her dedicated efforts as Interim Chancellor culminated in UC Chair Jim Loebel reading aloud the following resolution:

Whereas, UW-Green Bay was one of only two campuses in the UW System to register enrollment growth in Fall 2019,

Whereas, UW-Green Bay began the 2019-20 academic year with a brighter financial outlook after a lengthy and difficult process of reducing structural deficits,

Whereas, strong leadership by a Chancellor and administration who would communicate openly and work closely with faculty, academic staff, university staff, and students would be needed to continue these favorable trends,

Whereas, Sheryl Van Gruensven had gained respect in her role as Vice Chancellor of Business and Finance on campus, across the UW System and in the community and was the ideal choice to lead UW-Green Bay in the 2019-2020 academic year,

Whereas, Sheryl Van Gruensven pursued policies that would ensure the university’s continued growth in an environment of transparency and open communication and cooperation with the university’s stakeholders,

Whereas, leaders possessing experience, sound judgment, compassion and vision have become critical to ensure the well-being and future of the University, its faculty, academic staff, university staff, and students in a time of an unprecedented health crisis,

Whereas, Sheryl Van Gruensven and the administration have acted decisively, effectively, and compassionately in dealing with this crisis and have inspired confidence in all the stakeholders of UW-Green Bay that it will weather this crisis and continue to carry out its educational mission for years to come,

Therefore, be it resolved, that the faculty, academic staff, and university staff of UW-Green Bay express their tremendous gratitude to Sheryl Van Gruensven for her outstanding service as Interim Chancellor in the 2019-2020 academic year and the continued efforts she will make on the university’s behalf as Senior Vice Chancellor of Institutional Strategy in the years to come.

**Faculty Senate Document #19-16 – Approved 5/6/2018**

**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 2020 Commencement.

**Faculty Senate New Business 5a 5/6/2020**