

Comprehensive Program Review: BBA in Management (launched in Fall 2020)

General and Overview

1. Describe your program's most significant opportunities and significant challenges. (Narrative)

The Management Major (MGMT) was launched in Fall 2020 but prior to that, as an emphasis of the Business Administration major (BUS ADM), it has been in existence since 2004. It has been offered in both face-to-face and online modalities since 2018. The Management emphasis supported 223 students as of fall 2019 (the major is too new, so no metrics are available). Starting 2019, work began on the restructuring of the Cofrin School of Business (CSB). It has now recently been structured into three departments: Marketing and Management, Accounting and Finance and Business Administration. Under the newly created Marketing and Management Department, three majors have been recently created: Management (MGMT), Marketing (MKTG) and Human Resource Management (HRM).

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 other changes in the workforce e.g. 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 certificates, undergraduate, graduate and e-MBA levels). This would ensure students can navigate increased complexity, be more agile and engage in data driven decision-making.

Thus, there are numerous opportunities for growth and success:

- a. **Certificates:** After Associate Degrees or non-business degrees, many entrants into the workforce desire to add specific skills related to business. This is an interesting opportunity for development in program offerings as basic certificates in business skills can be made available. Additionally, after years in specific field, due to changes in technology and industrial disruptions, higher-level executives may need to upskill their work and seek specific expertise in aspects like digital management or remote working or leadership. This would be an avenue of additional growth as well. Such certificates can be non-credit or stackable for credit.
- b. **Undergraduate:** Within our undergraduate program as well, we have introduced important and relevant courses starting Fall 2020 including: Diversity in Organizations, Data Science for Managers, Teams, International Business Management and Leading Innovation and Change. These courses make our program more attractive and our graduates better prepared for the workforce.
- c. **Graduate Programs:** many undergraduate students are continuing onto graduate programs from within UWGB itself but from elsewhere in the region as well, there is increasing demand for Graduate level programs. Our Masters in Management(MSM) program is well positioned to address this growth. Since 2019 we have update the course offerings significantly and starting Fall 2020 , we now have multiple “tracks” within the MSM. In addition to the general track that students without a business background can also succeed in, we also have an accelerated track for our own accounting students. In both tracks (as well as for future tracks), students complete a core of 7 classes including a capstone and have 3 classes specific to their track. For the general track the additional courses relate to entrepreneurship, basic finance and computer systems whereas for accounting students its

advanced corporation finance, research methods and advanced information systems. We have the opportunity to add additional tracks and are currently working on a sports track in MSM.

2. What are some things that would help make your program and its students more successful? (Narrative)

- a. Management faculty need to adjust to student needs by offering experiential learning, internships and high impact practices (tours, research opportunities, consulting projects). This process is underway and many MGMT courses have either high impact practices or high engagement experiences as explained later in this document. *Need:* additional resources for organizing tours or community projects.
- b. One-on-one or more personalized advising is critical to help with student success and retention and this is tricky to balance with faculty workloads. The CSB has one dedicated student success advisor and this model has been very successful. *Need:* A dedicated student success advisor for the MGMT program as we had 200+ students in 2019 (emphasis data) and are growing.
- c. 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. *Need:* Create distance education enabled classrooms to accommodate course delivery among UW-Green Bay's four campuses and bi-directional faculty-student interactions between in-person and remote learners, including those learning from non-UWGB facilities.
- d. With the increased community connections, formal spaces are needed for professional events such as student awards or scholarship ceremonies
Need: Create a semi-formal reception area for hosting professional luncheons, awards ceremonies, and community workshops.

3. What are some program accomplishments worth highlighting? (Narrative)

As the major is new, many of these program accomplishments are for business students in general, but some are more specifically related to MGMT.

- a) MGMT major available at Marinette- Students from UWGB-Marinette campus can now complete the MGMT major through on-site classes there along with some online options.
- b) Business Tours – in 2018-2019 the CSB began tours to area businesses open to interested students, faculty, and staff. MGMT faculty actively participate in this with Dr. Dianne Murphy's classes visiting Kohler, Schreiber and Schneider since 2018.
- c) Elevator Pitch Contests – each spring we have an elevator pitch content open to all UWGB students but the predominant contestants tend to be from MGMT. The contest is managed by MGMT faculty Dr. David Radosevich.
- d) Student rankings in global strategy competition- Each semester multiple teams from MGMT faculty Dr. Vallari Chandna's capstone class place in the top 100 ranking of the globus strategy simulation game from among thousands of teams globally. In the Capstone course's strategy simulation, student teams run a company that is racing for global market leadership in the wearable video cameras and camera-equipped copter drones industry. Each decision round, students make 20+ types of decisions from all business domains including design and performance, assembly operations, shipping and delivery, workforce compensation, pricing and marketing, corporate social responsibility and citizenship, and the financing of company operations among others.

- e) Business Week – each spring semester the CSB partners with UW-Green Bay’s Career Services to host a series of activities called Business Week. The series has been a huge success. The program was collaboratively created by MGMT faculty Dr. David Radosevich.
- f) Honors: Roughly one third of all Business Administration majors graduate with honors (≥ 3.50 GPA).

4. Have there been any significant changes that have affected your program?

(Narrative)

When it was part of the BUS ADM major as an emphasis, the Management emphasis was the one of the largest of all business emphasis. Now as a brand new program, the new curriculum has made it a competitive program. Being new, only very recent aspects have impacted our program:

- a) Pandemic: The COVID-19 situation has impacted many of the CSB programs. Being available as a 100% online option made the situation very manageable for our program. We anticipate more students to be interested in MGMT given its online nature, going forward. Additionally, the MSM (our grad-level MGMT program) has been impacted in two ways (1) the international exchange students from France that join us every Fall, were unable to join us which was a negative impact however (2) this has been offset by increased local enrollment in the program as many students are coming back to graduate school during the pandemic.
- b) Interest in Data Science: The growth in analytics and the interest in data sciences, has also impacted all business fields. The MGMT major wants to ensure our students are well prepared for the growing demand of data science in managerial decision making and have therefore introduced a new required course MGMT 370 Data Science for Managers.
- c) AACSB accreditation reentry: The CSB is re-entering the AACSB accreditation process in 20-21 and this allows the MGMT program to become even more attractive to potential students.

5. Where do you want your program to be 5 to 7 years from now? (Narrative)

- a. Growth: Based on past growth of the Management Emphasis which was part of the BUS ADM major, the MGMT major is expected to grow from 223 (emphasis students in 2019) to 285 in 2024 which is a significant growth of about 27% over 5 years. 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%).
- b. Sustainability focused course: While Corporate Social Responsibility (CSR) is a core program level goal of the CSB and covered in depth in the MGMT 482 course, a purely sustainability focused course does not exist as yet.
- c. Multiple specializations: Within the major, there are no specialized tracks. Based on their focus at multiple potential specializations can be developed and as this would need curriculum changes as well as collaborations with other programs, this is something we look forward to doing over the next 5-7 years. Some of the potential specializations can be OBHR (Organizational Behavior and Human Resources) as well as Strategic Management.
- d. Transformative Business Education through faculty development: Delivering a transformative business education requires faculty to remain current and engage in and continually enhance their teaching through reflective practices. Faculty achieve this goal

through active scholarship and participation in teaching-focused professional development opportunities and mentorship programs

- e. Impactful Experience: While obtaining core skills and relevant knowledge are essential to the professional success of our students, the MGMT program aims to increase the high impact practices throughout its curriculum as a tool to prepare our students to think critically while addressing complex problems. Over the next 5-7 years, we hope to actively ensure that our students have at least 4 HIPs or similar experiences.
- f. Non-credit options: We would seek to create certificates related to introduction to management, digital management as well as small business management.

Demand

All data in this area is provided with the materials. (Graduates, majors, minors, etc.) This space is for any commentary you would like to apply to that material. (Narrative)

As this is a new major, projections and general demand information may help illuminate the demand aspect of this major: 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. Over the last three years, an average of roughly 60 students per year graduate from the Management emphasis. This new MGMT program thus 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 suggest growth from 194 to 246 student between fall 2016 and fall 2021. 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. Table 1 presents a combination of past enrollment in the existing Management emphasis (fall 2016-2019) and projections (2020-2024) for the MGMT program.

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

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

Internal

1. Program goals (Mission, vision, learning outcomes; present as narrative/lists)

CSB Mission: The Austin E. Cofrin School of Business is a community of teachers, scholars, professionals, and learners dedicated to advancing the economic prosperity and entrepreneurial spirit of northeastern Wisconsin through partnerships, quality educational programs, and impactful research.

The MGMT program aligns with these integrated missions through its alignment with regional workforce needs through its extensive internship program and robust post-graduation employment rates, its commitment to access through its dual online and face-to-face offerings for all of its emphases, and its dedication to student engagement through the activities of Collegiate DECA and the Student Association of Management. All existing undergraduate programs within the 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 MGMT major, the additional program-specific learning goal is: *Leadership Goal: Students will be effective leaders.*

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

2. Curriculum development (Lists, brief narrative if appropriate)

For Fall 2020, when the new major was launched, many curriculum changes were made that have now gone live. The new curriculum is below in Table 2. The newest courses are:

- MGMT 198: First Year Seminar
- MGMT 370: Data Science for Managers
- MGMT 380: International Business Management
- MGMT 452: Teams
- MGMT 460: Leading Innovation and Change
- MGMT 461: Diversity in Organizations

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

Foundational Courses - the B.B.A. Meta-major (58 credits)	
BUS ADM 202: Business and Its Environment	3
ENG COMP 200 Prof Writing for Bus Majors (WE)	3
ECON 202 Macroeconomics	3

ECON 203 Microeconomics	3
BUS ADM 220 Business Statistics OR MATH 260 Statistics (or 4 cr)	3
ACCTG 201 Principles of Financial Accounting	3
ACCTG 202 Principles of Managerial Accounting	3
BUS ADM 130 Spreadsheets and Databases	3
PHILOS 227 Business Ethics	3
BUS ADM 305 Legal Environment of Business	3
MKTG 322 Principles of Marketing	3
HRM 362: Introduction to Human Resource Management	3
FIN 343 Corporation Finance	3
MGMT 389 Organizational Behavior	3*
MGMT 482 Capstone in Business Strategy	3*
SCM 371. Entrepreneurship	3
SCM 380 Project Management	3
BUS ADM 201: Sustainable Organizations	3
SCM 200: Principles of Supply Chain Management	3
Management Required Courses (12 credits)	
MGMT 472 Leadership Development (WE)	3
MGMT 460 Leading Innovation and Change Management	3
MGMT 452 Teams	3
MGMT 370 Data Science for Managers	3
Management Elective Courses (6 credits)	
MGMT 461 Diversity in Organizations	3
MGMT 479 Organizational Design and Culture	3
MGMT 380 International Business Management	3
TOTAL	76

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

3. Connections to other programs (Lists, brief narrative if appropriate)

- a) MGMT 482 Capstone in Business Strategy. The MGMT program offers one of the most critical business courses to all programs, the capstone. Students in Accounting (ACCT), Business Administration all emphasis i.e. entrepreneurship, supply chain and business analytics (BUS ADM), Finance (FIN), Human Resources Management (HRM), Marketing (MKTG) and Management itself (MGMT), all take this class in their senior year as part of their Capstone Experience. This is one of the major connections to all business programs.
- b) MGMT 370 Data Science for Managers:
 - a. A required class for the new BUS ADM Business Analytics emphasis
 - b. elective in BUS ADM Entrepreneurship emphasis.
 - c. elective in BUS ADM General emphasis.
 - d. Cross-listed version i.e. MGMT 570 is a required MSM course.

- c) MGMT 389 Organizational Behavior:
 - a. A required course for all business majors.
 - b. It's also an elective in programs in other colleges
 - i. All Organizational Leadership's Emphasis e.g. Applied Communication Emphasis, Emergency Management Emphasis, Self-Directed Emphasis
 - ii. Elective in in EMBI's Certificate in Sustainability
 - iii. Elective in Sustainability Minor
- d) MGMT 472 Leadership Development:
 - a. elective in BUS ADM Entrepreneurship emphasis
 - b. elective in BUS ADM General emphasis.
 - c. Elective in ORG LEAD program in their Business Administration Emphasis
- e) MGMT 380 International Business Management:
 - a. elective in BUS ADM Entrepreneurship emphasis.
 - b. elective in BUS ADM General emphasis.
- f) MGMT 452 Teams:
 - a. elective in BUS ADM Entrepreneurship emphasis.
 - b. elective in BUS ADM General emphasis.
- g) MGMT 460 Leading Innovation and Change:
 - a. elective in BUS ADM Entrepreneurship emphasis.
 - b. elective in BUS ADM General emphasis.
- h) MGMT 461 Diversity in Organizations:
 - a. elective in BUS ADM Entrepreneurship emphasis.
 - b. elective in BUS ADM General emphasis.
- i) MGMT 479 Organization Culture & Design:
 - a. elective in BUS ADM Entrepreneurship emphasis.
 - b. elective in BUS ADM General emphasis.
 - c. Elective in ORG LEAD program in their Business Administration Emphasis

4. Number of courses offered (Overall number provided in materials. Chairs: short commentary if appropriate. Provide a sub-grouping of various modalities by percentage. For example, what percentage of your program is available online, hybrid, etc.?)

The Management degree BBA in MGMT, can be both, completed 100% online or done in the more "traditional" format. Thus, while courses are offered in face-to-face formats usually, for all courses, online options become available frequently including over Jterm and Summer. All of these courses available below (except the FYS, independent studies, research assistantship-type courses) are offered online at least once a year online for required courses and once in two years it's online for electives.

- a) MGMT 198 First Year Seminar
- b) MGMT 298 Independent Study
- c) MGMT 389 Organizational Behavior
- d) MGMT 370 Data Science for Managers
- e) MGMT 380 International Business Management
- f) MGMT 452 Teams
- g) MGMT 460 Leading Innovation and Change

- h) MGMT 461 Diversity in Organizations
- i) MGMT 472 Leadership Development
- j) MGMT 479 Organization Culture & Design
- k) MGMT 478 Honors in the Major
- l) MGMT 482 Capstone in Business Strategy
- m) MGMT 496 Project/Research Assistantship
- n) MGMT 497 Internship
- o) MGMT 498 Independent Study

5. Diversity of students, faculty, and curriculum (Overall number provided in materials. Chairs: short commentary if appropriate; provide examples from curriculum if appropriate.)

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 UWGB Inclusive Excellence Initiative. The Office of Admissions also supports recruiters specialized in working with multicultural, bilingual, and international students. In fall 2017, UWGB added a Vice Chancellor for Student Affairs and Campus Climate to the Chancellor's Cabinet to improve, in part, campus initiatives on diversity and inclusivity. This position will play a critical role in furthering campus efforts to attract and support a diverse campus community reflective of the metropolitan area that UWGB serves. The CSB 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 UWGB.

The CSB recognizes its responsibility as a regional comprehensive university to provide access to a quality education for all students within NE Wisconsin. The Green Bay public schools are also now majority minority, emphasizing the need to engage with a diversifying student body. In response the CSB identified a faculty diversity lead during the 2018-2019 academic year to develop a comprehensive diversity and inclusivity plan for the CSB. The faculty lead, Dr. Mussie Teclezion helped form the Diversity and Inclusivity Committee in Fall 2020. Finally, the CSB recognizes that the majority of our students work and that most of our recent growth has occurred through our online offerings. Higher education costs continue to rise, emphasizing a need to consider student costs while designing and delivering our programs and courses. The CSB understands the cost savings available to students who access local higher education offerings, and the reality that 50% of all CSB students transfer into UWGB.

As the MGMT major is new this academic year, we do not have specific metrics]but as it was included in the Business Administration major as an emphasis, Table 3 shares some data:

Table 3. Basic student demographics for Business Administration Major (including Management emphasis)

<i>Business Administration</i>	2014		2015		2016		2017		2018	
Women	303	50%	349	50%	409	51%	453	52%	432	52%
Students of color	50	8%	60	9%	79	10%	103	12%	114	14%
Over 26 years old	79	13%	85	12%	94	12%	94	11%	95	11%

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 460: Diversity in Organizations and MGMT 452: Teams, respectively. Additional co-curricular and extra-curricular opportunities in MGMT 465: Leading Innovation and Change Management, and MGMT 380: International Business Management further address the imperative to prepare our students for success in today’s multi-cultural and multi-national workforce.

The Management Program is part of the Marketing and Management Department which has 10 full-time faculty members in the current year, including one who was born in Nigeria, two who were born in India, one who was born in Bangladesh and one who was born in Canada. With respect to providing an inclusionary environment for international faculty, the University has Employee Resource Groups (ERGs), which are voluntary, employee-initiated social groups of faculty and staff that share common interests, issues, backgrounds, characteristics, or pursuits. Dr. Vallari Chandna, a MGMT program faculty member, started one such group, the Group for International Employee Support. The group meets monthly during the academic year in a social setting to inform members about new and available resources and provide them with local cultural experiences.

6. Gen Ed, FYS/GPS, CCIHS (Lists)

- MGMT 198 First Year Seminar: FYS
- MGMT 370 Data Science for Managers: Gen Ed (quantitative literacy), WE
- MGMT 380 International Business Management: Gen Ed (global culture)
- MGMT 461 Diversity in Organizations: WE
- MGMT 472 Leadership Development: WE
- MGMT 479 Organization Culture & Design: WE
- MGMT 482 Capstone in Business Strategy : Gen Ed (Capstone Experience)

7. Program support and staffing (Chairs: History, trends, and future needs. Depending on program, could be connected to accreditation.)

As the MGMT program is new, information is limited but based on the emphasis trends of the past, our current staffing is adequate. The program hired one new lecturer effective Fall 2020 who teaches predominantly at the Marinette campus and online for the Green Bay campus. We currently have 4 full time faculty for the MGMT program – 2 tenured, 1 tenure track and 1

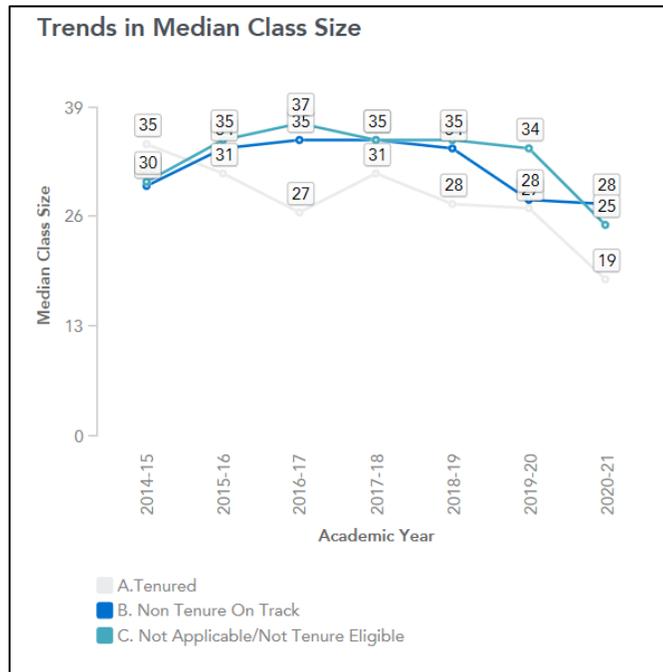
lecturer. There are currently no plans to hire more full time faculty as the classes are covered efficiently with the use of full time faculty with limited hiring of adjuncts (associate lecturers) .

8. Cost per credit hour (TBD)

As the Management Major is a new one data of the Business Administration major wherein management was a major for over a decade, is provided for the longer time period but for just 2019-2020 period as the prefix change for classes had taken place prior to the launch of the BBA, limited data is available. The program (and prior to that the emphasis) is operating with high efficiency.



Business Administration Data includes (Management Emphasis)



Median Class Size	Median Class Capacity	Median Class Fill Rate	# Collapsible Sections
34	35	97%	12

External

In each of these sections 5 highlights are provided (in-depth data on faculty members' external work can be provided)

1. Outreach: student/faculty partnerships, collaborations, participation with organizations or individually (Lists)

- a. Independent study and student research: MGMT faculty engage in independent study and research projects with their students at the undergraduate and graduate levels as well form research groups with students. E.g. Dr. Vallari Chandna worked with undergraduate students and presented the student research at Undergraduate Research, Scholarly and Creative Activity in 2018 and Dr. Dianne Murphy runs the SAM Research Group in 2020
- b. MGMT faculty lead student organizations. E.g. those that are directly related to the program (Student Association of Management supervised by Dr. Dianne Murphy currently) and non-academic student organizations (Ski and Snowboard Club where Dr. Vallari Chandna is faculty advisor currently)
- c. MGMT faculty judge student competitions such as the Elevator Pitch competition and Innovation in Aging competition.
- d. MGMT faculty work with potential students and serve as mentors to non-UWGB individuals as well e.g. Dr. Dianne Murphy is an Expert-in-Residence for the Green Bay Packers Mentor Protege Program
- e. MGMT faculty serve on organizational bodies that serve underrepresented groups e.g. Dr. Vallari Chandna is a member of the advisory board of BIPOC R.I.S.E (Reaching Intersectional Strengths through Engagement)

2. Contributions to regional infrastructure (Lists)

By making available new programs such as MGMT, the CSB is fulfilling its commitment to developing our regional workforce, and to promote economic development. It builds upon ongoing partnerships with regional and national employers, exemplified by our key role in the UW-System, UW-Green Bay, Green Bay Packers, and Microsoft collaboration at TitleTown Tech.

- a) While not a direct part of the MGMT program, the Wisconsin Small Business Development Center (SBDC) at the CSB is part of a statewide network supporting entrepreneurs and business owners through no-cost, confidential consulting and targeted educational programs. Regional SBDC experts facilitate improvement and growth for small and emerging mid-size companies and help launch successful new enterprises. The UW Green Bay Small Business Development Center provides no-cost business counseling services in the following 12 county region including Brown, Calumet, Door, Florence, Forest, Kewaunee, Manitowoc, Marinette, Menominee, Oconto, Shawano and Sheboygan.
- b) MGMT faculty serve on external organizational boards or committees e.g. Dr. Vallari Chandna is currently a member of the Brown County Dredge Sediment Beneficial Reuse Working Group and Prof. Sue Craver is a member of InVenture North

- c) MGMT faculty judge local and state competitions e.g. YES! (Youth Entrepreneurs in Science) Contest and Wisconsin Technology Council- We're All Innovating 2020.
- d) MGMT faculty assist local businesses and organizations e.g. Dr. David Radosevich worked on Outcomes Assessment Team - American Foundation of Counseling Services
- e) MGMT faculty incorporate problem-solving of local businesses into their classroom e.g. Dr. Dianne Murphy worked with local hotels on a class project.

3. Scholarly activity of faculty (Lists that are not all-inclusive; maybe seek to highlight the different areas/types of activity)

The tenured and tenure-track faculty in MGMT are engaged in high quality research- a summary table is provided for their work followed by some highlights:

Table 4: MGMT faculty’s research output since 2013.

Faculty Member	Journal publications	Conferences	Other academic output
Chandna, Vallari	6	25	2
Murphy, Dianne	1	10	
Radosevich, David	4	9	1
Russ, Meir (retired)	4	2	8

Some highlighted projects by the MGMT faculty.

- a) MGMT faculty publish in highly regarded A-level publications e.g. Dr. Vallari Chandna’s recent publication (2020) in Technovation titled “When technology shapes community in the Cultural and Craft Industries: Understanding virtual entrepreneurship in online ecosystems” and Dr. Dianne Murphy’s work (2017) in Personnel psychology titled “Anchoring relationships at work: High quality mentors and other supportive work relationships as buffers to ambient racial discrimination”
- b) MGMT faculty publish books and chapters in books e.g. Dr. Vallari Chandna’s chapter (2018) in The Future of Progressivism: Applying Follettian Thinking to Contemporary Issues and Dr. Meir Russ (retired)’s book “Quantitative Multidisciplinary Approaches in Human Capital and Asset Management”.
- c) MGMT faculty present in national and international conferences e.g. Dr. Dianne Murphy’s recent presentation at Academy of Management Annual Conference titled “Let your Students Set the Rules: Creating Autonomy and Psychological Safety in the Classroom”
- d) MGMT faculty conduct practical research e.g. Dr. Vallari Chandna’s digital business related paper “Peer-to-peer selling in online platforms: A salient business model for virtual entrepreneurship” and Dr. Dianne Murphy’s (2013) work “Diversity training in the workplace: Modeling the evolution of the field and new directions”
- e) MGMT faculty work on Scholarship of Teaching and Learning e.g. Dr. Vallari Chandna presented classroom innovative practices and is currently in the Teaching scholars Program.

Student Success

1. High-impact practices and individualized-learning opportunities (Some data provided; lists and/or brief narrative)

The CSB (and thus the MGMT program) has both High-Impact Practices (HIPs) as well as High Engagement Experiences (HEEs). We distinguish these as follows: HIPs—are challenging and involve hands-on learning in the context of real-world application, critical thinking, frequent feedback from faculty, and meaningful interactions with peers, often through discussions and group projects; HEEs—include many of the criteria listed above for HIPs but to a lesser degree. These courses are recognized as being engaging to a great degree. The CSB has a process in place to assess curriculum and designate courses as being HIPs or HEEs.

- a. In terms of traditional HIPs, we have: MGMT 198 First Year Seminar , MGMT 298 Independent Study, MGMT 478 Honors in the Major; MGMT 496 Project/Research Assistantship; MGMT 497 Internship; MGMT 498 Independent Study
- b. Embedded HIPs: MGMT 472 Leadership Development; MGMT 482 Capstone in Business Strategy
- c. Embedded HEEs: MGMT 389 Organizational Behavior; MGMT 370 Data Science for Managers; MGMT 461 Diversity in Organizations ; MGMT 479 Organization Culture & Design

2. Retention (TBD. Note: if program-level data is not provided, maybe list some things your program does that you believe aid in retention.)

As the MGMT program is brand new, retention metrics are not available. With regard to the BUS ADM major which included the MGMT emphasis in the past, on average, 88.5% persisted within the same major, the same College, or graduated from Fall 2016 to Spring 2017, and from Fall 2017 and Spring 2018. Some of the elements helping contribute to student success and retention are laid out here.

Recognizing that student success depends in part on effective advising, CSB has supported a full-time professional staff advisor since June 2015 who also advises students of MGMT. The student success advisor works with incoming freshmen and transfer students, and students with cumulative GPAs <2.5 (the minimum requirement for enrolling in upper-level courses). All other students are advised by full-time instructional staff within the College. The student success advisor reports to the Dean, and provides scheduling guidance to Chairs, develops four-year completion plans for all programs including MGMT, engages in quality mentoring with students, promotes student engagement, addresses issues related to student retention, and oversees a mandatory faculty advisor training program initiated in Spring 2019.

To improve retention, cumulative GPAs are monitored throughout each students' undergraduate career, not only at their beginning and end, enabling faculty and advisors to better track and assist students throughout degree progress. The goal is to provide positive intervention and support for students as early as possible. The MGMT faculty make sure to participate in the early alert system setup by UWGB. Advisors follow-up with students to create a plan that may involve use of on-campus resources, such as The Learning Center, The Writing Center, Multi-Ethnic Student Affairs Office, Veteran's Lounge, Counseling and Health, and the Dean of Students Office. Depending on the student's performance in a course, dropping the class may also be discussed to avoid earning a non-passing grade.

In the weeks prior to the start of course registration the Student Success Advisor emails those students falling below the minimum 2.5 GPA requirement and requests an appointment. During the one-on-one appointment, the advisor discusses the student's performance in current courses, calculates an expected term and cumulative GPA after grades are posted, and helps students select courses for the following semester. As students below the 2.5 GPA requirement are unable

to register for upper-level majors courses, the advisor reviews each student's remaining courses/credits, and potential course retakes, provides referrals to support services on-campus and may register students into one or more upper-level courses, assuring that students have courses for the next semester should their grades improve.

Following the close of regular registration, the Student Success Advisor sends personalized emails to unregistered students, noting that they have not registered and encouraging them to seek assistance. Responses to this correspondence are typically positive, with many first generation, non-traditional, or minority students unaware that they missed their assigned registration appointment. Some students face financial or other holds preventing them from registering. Students also often require advising guidance, have decided to step-out for at least one semester to deal with personal or family challenges, or are deploying for military service. No matter the reason, the goal is to try to provide assistance, options, and referrals.

Faculty provide a number of high-impact experiences inside and outside the classroom to improve student retention, such as company tours, the use of guest speakers, student competitions, case studies, research experiences, and more.

Mission Relevant

1. Relevance to mission (Narrative or lists as appropriate)

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 B.B.A. in Management meets the responsibility in the new mission, 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 223 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. Thus, this immediately became one of the largest majors on the UW-Green Bay campus when launched by virtue of its previous status as an established emphasis. 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. This program is building upon ongoing partnerships with regional and national employers, relationships exemplified by our growing partnership with TitleTown Tech. This program 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.

2. Cultural enrichment (Narrative or lists as appropriate)

The CSB and in turn the MGMT program, makes sure to play a pivotal role in the cultural enrichment of its students.

- a) New courses: A new course MGMT 380 International Business Management has been introduced starting in Fall 2020 that relates directly to international business as well as a MGMT 461 Diversity in Organizations.
- b) International perspectives: The internationally faculty share their experience and expertise across the CSB as do the faculty in MGMT. Additionally, guest lecturers also bring more diverse perspectives into the classroom.
- c) Community partnerships: The MGMT program faculty work with diverse businesses in the community including not for profit organizations and the SBDC also offers mentoring to them as well.
- d) Study abroad courses: the CSB students (including MGMT) have had a business course taught in Cuernavaca, Mexico for the last few years. In the upcoming years, our international faculty are expecting to design more such courses
- e) International partnerships: the MGMT program has benefitted from international partnerships set up by UWGB. The Chinese students that have been participating in on-line offerings through Lion Education enroll in many of our MGMT courses. The local students thus are able to engage with international students through this avenue as well.

3. Access (Does the program have any agreements with other institutions? For example, a transfer agreement with a technical college.)

To improve regional attainment of Bachelor's degrees, the CSB has approved transfer guides with five area technical colleges (Fox Valley Technical College, Gateway Technical College, Lakeshore Technical College, Northeast Wisconsin Technical College, and Northcentral Technical College) for students completing their associate degrees in Business Management. Transfer guides clearly identify how each course required for the associate degree will transfer to UWGB, and has a semester-by-semester guide for students to complete their remaining bachelor-level coursework at UWGB. Sue Craver, a full time faculty from the MGMT program receives a course reassignment to work on developing and strengthening our partnerships with technical colleges in the region.