

AGENDA

UW-GREEN BAY FACULTY SENATE MEETING NO. 5

Wednesday, ~~January 30, 2019~~ **February 6, 2019 (rescheduled due to winter weather cancellations)**

1965 Room, 3:00 p.m.

Presiding Officer: Gail Trimberger, Speaker

Parliamentarian: Steve Meyer

1. CALL TO ORDER

2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 4

December 12, 2018 [page 2]

3. CHANCELLOR'S REPORT

4. OLD BUSINESS

- a. Request for Authorization to Implement a M.S. in Applied Biotechnology (second reading) [page 8]

Presented by Asst. Prof. Lisa Grubisha

5. NEW BUSINESS

- a. Form K reorganization of the College of Science, Engineering, and Technology (first reading) [page 25]

Presented by Dean John Katers

- b. Provost Search Listening session

Presented by Vice Chancellor Sheryl Van Gruensven

- c. Request for New Business

6. PROVOST'S REPORT

7. OTHER REPORTS

- a. University Committee Report – Presented by UC Chair Courtney Sherman

- b. Faculty Representative Report – Presented by Christine Vandenhouten

- c. Academic Staff Report – Presented by Bao Sengkhamee (page 29)

- d. University Staff Report – Presented by Jan Snyder (page 29)

- e. Student Government Report – Presented by Abbie Wagaman

8. ADJOURNMENT

[draft]

MINUTES 2018-2019
UW-GREEN BAY FACULTY SENATE MEETING NO. 4

Wednesday, December 12, 2018
1965 Room, University Union

Presiding Officer: Gail Trimberger, Speaker of the Senate
Parliamentarian: Steve Meyer, Secretary of the Faculty and Staff

PRESENT: Heather Clarke (BUA), Jason Cowell (HUD), Christin DePouw (EDUC), Mike Draney (NAS), Joan Groessl (SOCW), Stefan Hall (HUS), Richard Hein (Manitowoc-NAS), Maruf Hossain (NAS), Mark Klemp (Marinette-NAS-UC), Jim Loebel (BUA-UC), Kaoime Malloy (THEATRE), Ryan Martin (HUD-UC), Gary Miller (Chancellor, ex-officio), Paul Mueller (HUB), Rebecca Nesvet (HUS), Megan Olson Hunt (NAS), Sampath Ranganathan (BUA), Matthew Raunio (Sheboygan-BUA), William Sallak (MUSIC), Sawa Senzaki (HUD), Jon Shelton (DJS), Courtney Sherman (HUS-UC), Gail Trimberger (SOCW-UC), Katie Turkiewicz (ICS), Brenda Tyczkowski (NUR), Kristin Vespia (HUD-UC), Sam Watson (AND), Aaron Weinschenk (PEA), Brian Welsch (NAS), and Julie Wondergem (NAS-UC)

NOT PRESENT: Greg Davis (Provost, ex-officio), Hernan Fernandez-Meardi (HUS), Dana Johnson (SOCW), and Uwe Pott (HUB)

REPRESENTATIVES: Jamee Haslam (ASC), Kim Mezger (USC), and Abby Wagaman (SGA)

GUESTS: Scott Ashmann (Assoc. Dean, CHESW), Matt Dornbush (Assoc. Vice Chancellor), Clif Ganyard (Assoc. Provost), Paula Ganyard (Director, Cofrin Library), Lisa Grubisha (Asst. Prof., NAS) Jenell Holstead (Assoc. Prof. and Chair, HUD), Sheryl Van Gruensven (Vice Chancellor for Business and Finance), and Christine Vandenhouten (Faculty Representative)

1. CALL TO ORDER

Anticipating the coming New Year's Eve celebrations, Speaker Gail Trimberger got the "party" (a.k.a. the fourth Faculty Senate meeting of 2018-19 academic year) started at 3:01 p.m.

2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 3, November 14, 2018

Minutes from the 14 November 2018 Faculty Senate meeting were declared far out and passed via consensus.

3. CHANCELLOR'S REPORT

On behalf of the Provost and himself, Chancellor Miller thanked the faculty for a great semester and took the opportunity to remind everyone of commencement on Saturday. Governor-elect Evers was on campus the previous day (12/11/18), meeting privately with Chancellor Miller for about thirty minutes. With prior experience on the Board of Regents and previous conversations with the Chancellor regarding our recently established Engineering program and the revised Select Mission, Governor-elect Evers is well aware of the importance of UW-Green Bay and the

Branch Campuses and he supports developing a state budget that has additional funding for the former two-year campuses. The Governor-elect's transition team is still learning about the budget, and the UW System Office, which has a close relationship with the transition team, is working closely with the transition team. The Board of Regents mentioned at their December meeting their hope that Evers will support a 3% + 3% compensation plan. More importantly, they hope this compensation plan would be entirely funded by the state (usually the state funds two-thirds of a compensation plan and the university must come up with the other one-third). There will be no tuition increase as the tuition freeze works well for both sides of the political aisle, but there is hope for some additional GPR funding. There is a provision in the budget for \$1.7M for a UW-Green Bay capacity building project based on a proposal developed by the Chuck Rybak and Susan Gallagher-Lepak, Deans of the College of Arts, Humanities, and Social Sciences and the College of Health, Education, and Social Welfare, respectively. The Chancellor, the Council of Trustees, and an Advocacy Committee are planning how they will advocate for projects under the Capital Budget. For example, how can we get the Cofrin Library renovation project moved up higher on the state's Capital Budget priority list? To accomplish this the Chancellor and the Advocacy Committee will reach out to individual legislators and work within the System process to try to make our case – especially to the 20 legislators who are now in our expanded region. Regent Atwell has been incredibly supportive of these efforts.

At the December Board meeting the Regents not only approved our new BFA program, but extolled its virtues by praising its creativity and innovative thinking. Two peer reviewers from the Higher Learning Commission were in Madison for two days to provide a six-month review of Project Coastal. Chancellor Miller, Associate Provost Ganyard, and Vice Chancellor Van Gruensven were on hand to speak with the reviewers regarding where we currently stand and what our plans are for the future. The reviewers also met with a number of faculty members from the Branch Campuses, which went very well. The reviewer's main concerns were in the areas of enrollment, finances, and student services. Feedback from the Madison meeting was very quick, we received a report on 10 December which was almost all positive. UWGB leadership held a four-hour retreat to create a draft of a regional strategy for Project Coastal. This strategy is based on information gathered from about 70 meetings conducted over a five-week period in the Marinette, Manitowoc, and Sheboygan communities, results of a survey that was conducted, and meetings with the Branch Campus's respective foundations. A draft of the strategy is expected to be ready in late January or early February.

UW-Green Bay's revised Select Mission is in the UW System Office. System wanted some changes to it. That, however, was countered with "four governance groups approved this, don't mess with it." In the end, they backed off their desired changes. The Select Mission now goes to the Board of Regents in February for a first reading. Between the first and second readings, the Board will do their own investigation regarding the need for a mission change, including at least one on-campus public forum so the community can provide feedback. A second reading is expected at the March Board of Regents meeting. Assuming approval by the Board, we will send it to the HLC for review. (The HLC has already seen the draft and they think it looks good).

Chancellor Miller opened the floor for questions. Senator Welsch asked about the debt inherited from the Branch Campuses. Governor-elect Evers, being on the Board of Regents, is well-aware

of the debt problem; in fact, Evers brought it up in his conversation with the Chancellor. Chancellor Miller also related that he is meeting John Nygren next week to get his feelings about the debt. Overall, the Chancellor is optimistic that relief in some form may be coming. If financial help is not on the horizon, then at least the time scale over which the inherited debt must be covered may be extended (currently stands at 18 months). Senator Shelton, referring to the \$80M in new GPR funding requested by the Regents not related to the compensation plan, asked if those funds would be performance-based. Chancellor Miller stated the request was designed that way (performance-based) because the Regents assumed we would have an administration/governor that wanted it that way. Governor-elect Evers is not in favor of any funding being performance-based, but the reality of the situation is that the current legislature prefers performance-based funding.

4. OLD BUSINESS

a. Proposal to Merge Psychology and Human Development (second reading)

Jenell Holstead, Chair of Human Development, stepped up to the lectern and announced that there were no changes to the proposal since the first reading in November. Therefore, **Senator Martin moved acceptance of the proposal, seconded by Senator Loebel**. With no questions or further discussion, **the motion to merge Psychology and Human Development carried 27-0-2**.

5. NEW BUSINESS

a. Resolution on the Granting of Degrees

Speaker Trimberger read the resolution aloud, clarifying that the students would be indeed be granted their degrees at the Fall 2018 Commencement, instead of the Fall 2017 Commencement as stated in the resolution (an embarrassed SOFAS will make that correction immediately after the Senate meeting). **Senator Hall moved to accept the resolution (seconded by Senator Nesvet). The motion passed 29-0-0**. At this point, Associate Provost Ganyard pointed out that after 18 years, this will be the 37th and final commencement exercise organized by Jan Snyder. He asked that anyone attending commencement on Saturday offer a word of thanks and congratulations to Jan on a job well-done.

b. Resolution to Continue the “Shared Governance Transition Year” for the Branch Campuses through the 2020-21 Academic Year

As promised at the November Faculty Senate meeting, SOFAS Meyer returned to the lectern to present a resolution to continue a portion of last year’s “Shared Governance Transition Year” resolution. In particular, the new resolution called for each Branch Campus to be represented at Faculty Senate by one of their faculty members over the next two academic years (2019-2021). One of those three individuals would also represent the Branch Campuses on the University Committee. In addition, the resolution called for the Branch Campuses to be represented on the Committee on Committees and Nominations for the next two academic years (2019-2021) to guarantee there is someone on the CCN who is likely familiar with Branch Campus faculty who express a desire to serve on shared governance committees through the elected and appointed ballot system we currently use. **Senator Martin moved to accept the resolution, seconded by Senator Ranganathan**). With no questions or discussion, **the motion passed 29-0-0**.

SOFAS Meyer then offered up an impromptu resolution that Faculty Senate wish Associate Dean Scott Ashmann a Happy Birthday. Luckily for Faculty Senate, we had an acclaimed opera singer on hand (UC Chair Courtney Sherman) to lead us in singing Happy Birthday to Scott. (Note: SOFAS Meyer is fully anticipating a “wayward shot” to the back of the head from the birthday boy sometime this summer during University Golf League).

c. Request for Authorization to Implement a M.S. in Applied Biotechnology (first reading)

Assistant Professor Lisa Grubisha announced that the details of the RAI were included in the Faculty Senate agenda. Anticipated start date of the program is Fall 2019. She will return in January for a second reading and any questions that may have been raised by any academic unit.

d. Endorsement of the Faculty Representatives’ Response to UW System’s Program Productivity Monitoring Policy

In Christine Vandenhouten’s absence (currently ensconced in another meeting), UC Chair Courtney Sherman initiated the discussion on the Faculty Representatives’ response to the policy. Each Faculty Representative has distributed the response document to their respective senate and many of those senates (Parkside, Milwaukee, Platteville, Superior, and Eau Claire) have voted to endorse the faculty representative’s response. **Senator Vespia made a motion that the UW-Green Bay Faculty Senate endorse the Faculty Representatives’ Response to UW System’s Program Productivity Monitoring Policy, seconded by Senator Draney.** Senator Shelton mentioned that he was going to introduce a competing motion before the senate because this issue is that important. However, he believes the faculty representatives have done a very good job pushing back against this policy that is “incredibly problematic,” contrary to the idea of shared governance, and against the idea that faculty should control the curriculum. Although he believes there should be minor changes to the response document, he is fully in favor of endorsing it. Finally, Senator Shelton called attention to a website devoted to the policy in which individuals can offer feedback; he encouraged all senators to do so (Senator Shelton emailed the website’s link to SOFAS Meyer who forwarded it to all senators). **The motion to endorse the Faculty Representatives’ response carried 29-0-0.**

e. Request for Future Business

Christine Vandenhouten introduced a resolution (included immediately below) that “closes the loop” in supporting the proposal drafted by the faculty representatives to the UW-System addressing the small program closure policy.

UNIVERSITY OF WISCONSIN-GREEN BAY

FACULTY SENATE RESOLUTION

IN SUPPORT OF

THE PROPOSAL BY THE FACULTY REPRESENTATIVES TO UW-SYSTEM
ADDRESSING SMALL PROGRAM CLOSURE POLICY

WHEREAS, the Chancellor of each institution in consultation with their faculties shall be responsible for designing curricula and setting degree requirements (WISCONSIN STATUTE 36.09[3]); and

WHEREAS, the Faculty shall have the primary responsibility for advising the chancellor regarding academic and educational activities (WISCONSIN STATUTE 36.09[4]); and

WHEREAS, the proposed UW-System policy regarding small programs (SYS 102_6.3 Program Monitoring Policy) would supersede the authority of the Chancellor and faculties; and

WHEREAS, the faculty representatives to UW System have proposed alternative reasonable policies that would keep intact local campus control of small programs.

BE IT THEREFORE RESOLVED that the Faculty Senate of the University of Wisconsin-Green Bay fully and heartily endorses and supports the proposal by the faculty representatives to UW-System addressing the small program closure policy.

BE IT FINALLY RESOLVED, that upon passage, a copy of this resolution be sent to UW System President Ray Cross and Chancellor Miller.

Senator Loebel moved acceptance of the resolution (seconded by Senator Sallak). Senator Vespia thanked Christine for her work as UWGB's Faculty Representative in general and, more specifically, her work in leading the charge against the small program closure policy (to which she received a rousing round of applause). **The motion passed 29-0-0.**

6. PROVOST'S REPORT

Provost Davis could not attend today's Faculty Senate meeting.

7. OTHER REPORTS

a. Graduate Academic Affairs Council Reports. This was found on page 36 of the agenda.

b. University Committee Report. UC Chair Courtney Sherman had nothing additional to share that is not already on the Faculty Senate agenda.

c. Faculty Representative Report. Faculty Representative Christine Vandenhouten shared the work of the Faculty Reps in New Business items 5d and 5e above.

d. University Staff Committee Report. Kim Mezger reported that the USC continues to work on the University Staff By-Laws to reflect the restructure with the Branch Campuses. Those changes have been posted to the University Staff website for review and feedback. The USC also sent out a call soliciting names of staff willing to be considered to serve on the Provost search and screen committee.

e. Academic Staff Committee Report. Jamee Haslam noted that the ASC is also soliciting names of staff willing to be considered to serve on the Provost search and screen committee while busily planning their Academic Staff Assembly for 4 December 2018. The Academic Staff is also working on restructuring their By-Laws to incorporate the Branch Campus Academic Staff.

f. Student Government Association Report. SGA President Selena Deer reported that she is stepping down as SGA President at the end of this semester (she needs one more course to

graduate in May 2019 and it conflicts with the time that SGA meets). Vice President Abby Wagaman will be taking over as President.

8. ADJOURNMENT at 3:50 p.m.

Respectfully submitted,

Steve Meyer, Secretary of the Faculty and Staff

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
COLLABORATIVE ONLINE
MASTER OF SCIENCE DEGREE
IN
APPLIED BIOTECHNOLOGY**

ABSTRACT

The University of Wisconsin-Madison, as lead campus and on behalf of the defined academic partners, proposes to establish a collaborative online Master of Science in Applied Biotechnology (M.S. in Applied Biotechnology). The development of this program responds to the recognized growth of the Biotechnology industry and corresponding increased demand for well-qualified professionals in the field. The 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 biotechnology field. Defined core courses provide students with a solid foundation in biotechnology, leadership, ethics, research, communications, product development, quality control, and regulatory and compliance practices. In addition, the program offers three unique tracks to assist students in tailoring their coursework to meet their career goals: quality assurance and compliance; business management; and research and development. The M.S. in Applied Biotechnology represents a fully online, asynchronous curriculum comprised of 31 credits to include a culminating, project-based Capstone experience. Graduates of the program will gain the core competencies required to manage functions across a wide range of biotechnology industries.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Green Bay
University of Wisconsin-Madison
University of Wisconsin-Oshkosh
University of Wisconsin-Parkside
University of Wisconsin-Platteville
University of Wisconsin-Stevens Point
University of Wisconsin-Stout
University of Wisconsin-Whitewater

With administrative and financial support from the University of Wisconsin System – Division of Continuing Education, Outreach and E-Learning (referred hereafter as CEOEL)

Title of Proposed Program

Master of Science in Applied Biotechnology

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, it is anticipated that the annual attrition rate will be moderate—approximately 20 percent—for students moving through the M.S.in Applied Biotechnology program.

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 Applied Biotechnology program will be set at \$850/credit for 2019–2020 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. Students will not be required to pay any additional fees as part of the program, except for the cost of their books. There is no tuition differential for out-of-state students. This tuition pricing approach and structure follows the current UW System pricing guidelines for distance education programs.¹

Department or Functional Equivalent

This is a highly collaborative, interdisciplinary program that follows a home campus model. Students will select and enroll at a home campus from which they will receive academic supports and the degree is conferred. 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, Biological Science Department
- UW-Madison, School of Medicine and Public Health, Department of Cell and Regenerative Biology
- UW-Oshkosh, College of Business, Management and Human Resources Department
- UW-Parkside, College of Natural and Health Sciences, Chemistry Department
- UW-Platteville, College of Business, Industry, Life Science & Agriculture, Department of Biology

¹ University of Wisconsin System (2001). *UW System Administrative Policy 130: Programming for the Non-Traditional Market in the University of Wisconsin System*. Retrieved from <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/programming-for-the-non-traditional-market-in-the-uw-system/>.

- UW-Stevens Point, College of Letters and Science, Department of Biology
- UW-Stout, College of Science, Technology, Engineering, Mathematics and Management, Biology Department
- University of Wisconsin-Whitewater, College of Letters and Science, Biological Sciences Department

CEOEL Division of Continuing Education, Outreach and E-Learning will provide administrative and financial support for the program. UW-Madison will serve as the lead institution representing the proposed collaborative program when seeking authorization from UW System and program accreditation through the Higher Learning Commission (HLC).

Proposed Date of Implementation

September 2019 pending approval of the Higher Learning Commission (HLC)

DESCRIPTION OF PROGRAM

Overview of the Program

The M.S. in Applied Biotechnology represents a fully online, asynchronous curriculum comprised of 31 credits to include six core courses, three 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 manage functions across a wide range of biotechnology industries. UW-Green Bay, UW-Madison, UW-Oshkosh, UW-Parkside, UW-Platteville, UW-Stevens Point, UW-Stout, and UW-Whitewater 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 concentration area.

Student Learning Outcomes and Program Objectives

Students completing the M.S. in Applied Biotechnology degree will gain the following core competencies and learning outcomes:

Competency A – Demonstrate professional and scientific communication appropriate for biotechnology settings

Upon completion of the program, students will be able to:

- Select the most appropriate modalities, methodologies, tools, and practices to communicate complex ideas effectively across diverse audiences
- Demonstrate effective listening, written, verbal, and nonverbal communication skills
- Construct and deliver effective professional presentations

Competency B – Demonstrate comprehensive understanding of organizational processes and product development pipelines

Upon completion of the program, students will be able to:

- Evaluate and describe systems of product research, development, and production
- Analyze the potential for commercialization for innovations within the biotechnology industry
- Critique and integrate changes to an existing product development pipeline
- Compare organizational processes employed by biotech firms

Competency C - Distinguish among diverse methods and technologies and their applications in biotechnology

Upon completion of the program, students will be able to:

- Compare and contrast emerging with existing technologies
- Exhibit strong technical knowledge to evaluate and choose appropriate technologies
- Demonstrate the ability to read, interpret and apply scientific literature
- Demonstrate competency in data analyses and statistics

Competency D – Demonstrate strategic leadership and decision-making skills necessary in biotechnology.

Upon completion of the program, students will be able to:

- Compare best practices in leadership required for executive action
- Demonstrate the skills and processes that maximize team performance to successfully meet goals both as an effective team member and leader
- Identify and provide evidence-based solutions to problems in compliance, development, personnel, and finance

Competency E – Appraise the current regulatory, quality control, and legal frameworks that impact biotechnology

Upon completion of the program, students will be able to:

- Demonstrate understanding of relevant domestic and global regulatory agencies, laws, policies and guidances
- Assess intellectual property considerations in biotechnology
- Justify the importance of quality and risk management in biotechnology and explain current good practices

Competency F – Demonstrate professional and ethical behaviors that foster positive and productive interactions in diverse biotechnology settings

Upon completion of the program, students will be able to:

- Recognize, foster and apply principles of ethical and professional conduct
- Identify professional opportunities and personal success by acquiring knowledge, networking, and other career development strategies
- Understand cultural differences that exist in the global marketplace

Program Requirements and Curriculum

Admission requirements for the M.S. in Applied Biotechnology program will include a Bachelor's degree and a 3.0 undergraduate GPA. Program prerequisites will include General Biology and General Chemistry. 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 31 credit fixed curriculum for the proposed M.S. in Applied Biotechnology program. Students will complete 10 three-credit courses and a one-credit capstone preparation course to satisfy degree requirements.

Table 2: M.S. in Applied Biotechnology Program Curriculum

Course Number	Course Title	Number of Credits	Campus
Core Courses			
ABT 700	Principles of Biotechnology	3	Platteville
ABT 705	Ethics, Safety, and Regulatory Environments in Biotechnology	3	Green Bay
ABT 710	Professional and Technical Communication in Biotechnology	3	Stout
ABT 715	Techniques in Biotechnology	3	Parkside
ABT 720	Experimental Design and Analysis in Biotechnology	3	Whitewater
ABT 725	Leadership in Organizations	3	Oshkosh
Track 1 – Quality Assurance and Compliance			
ABT 735	Quality Control and Validation	3	Madison
ABT 740	Regulatory Practice and Compliance	3	Madison
ABT 745	Industrial Applications in Regulatory Affairs	3	Green Bay
Track 2 – Business Management			
ABT 750	Biotechnology Marketing and Entrepreneurship	3	Parkside
ABT 755	Global Operations and Supply Chain Management	3	Whitewater
ABT 760	Quality and Project Management	3	Stout
Track 3 - Research and Development			
ABT 765	Assessing Innovation in Biotechnology	3	Platteville
ABT 770	Product Development	3	Stevens Point
ABT 775	Tools for Data Analysis	3	Oshkosh
Capstone Courses			

ABT 789	Pre-Capstone	1	Stevens Point
ABT 790	Capstone	3	Stevens Point

Assessment of Outcomes and Objectives

The assessment of student learning outcomes for the M.S. in Applied Biotechnology degree program will be managed by the academic program directors from each partner campus as well as the CEOEL program manager. This assessment team will identify and define measures and establish a rubric for evaluating how well students are meeting the program’s six 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 CEOEL each semester. CEOEL 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.

CEOEL 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 Applied Biotechnology program employed by CEOEL will conduct outreach, working with employers to encourage and support the education of their employees, especially focusing on underrepresented minorities. In addition, a 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 Applied Biotechnology program is important, but equally important is providing the support services that enable all students to feel

comfortable and to succeed. The CEOEL 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. CEOEL will maintain online student environments that will allow individuals from diverse ethnic backgrounds to connect with other students over both cultural similarities and over programmatic interests to help build points of commonality and understanding. 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 Applied Biotechnology 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-Madison, UW-Oshkosh, UW-Parkside, UW-Platteville, UW-Stevens Point, UW-Stout, and UW-Whitewater) 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 and 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 CEOEL program manager will comprise the program workgroup. This team will oversee the ongoing growth, development and performance of the M.S. in Applied Biotechnology 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 CEOEL. 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 continuing education staff, academic support office leads, host

department representatives, and instructional, 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. CEOEL will regularly report on program performance. All partners will share equally in the net revenues from the program, once realized.

CEOEL 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 Applied Biotechnology Advisory Board will meet biannually. The board members 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. The meetings will also help to ensure that the program and curriculum stays relevant to trends in the field.

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.

It is anticipated that the program will establish several unique partnerships with various companies that represent products and tools commonly used by biotechnology professionals that may be incorporated into the curriculum/courses. These connections will serve to better prepare and position students for success in the field upon graduation as they put their new knowledge to work.

Projected Time to Degree

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 may enter the program for the spring, summer, or fall semester. 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 annually. The M.S. in Applied Biotechnology 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. CEOEL, 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 consorcial online degree from the Higher Learning Commission, the regional accrediting body for all eight partner institutions.

JUSTIFICATION

Rationale and Relation to Mission

The online M.S. in Applied Biotechnology 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*. The degree addresses a recognized high-need area as supported by research that included extensive input from employers and industry representatives throughout the state. Students will develop advanced knowledge and skills that will enable them to serve an important function and role within the biotechnology 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 Applied Biotechnology 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 biotechnology companies and professional associations within the state and region.

Institutional Program Array

There is consensus among the eight academic partners that the M.S. in Applied Biotechnology 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 proposed online MS in Applied Biotechnology Degree Program complements and integrates well with programs within the College of Science, Engineering, and Technology, including Human Biology and Natural and Applied Sciences. UW–Green Bay has a strong record of academic success in preparing individuals for careers in biotechnology-related fields such as biology, chemistry, engineering, business, and pre-professional human and veterinary medicine. Graduates from UW–Green Bay are highly competitive for careers in industry or government, as well as graduate or professional education programs. Presently our institution does not offer a graduate level program in Biotechnology; however, students would benefit from this program for placement or advancement in biotechnology careers.

At UW-Madison, the Department of Cell and Regenerative Biology in the School of Medicine and Public Health offers a face-to-face, two-year Master of Science in Biotechnology degree with traditional fall and spring semesters (no summer courses). This biotechnology program was designed for working professionals and focuses on life science product development and commercialization, integrating science, law, regulatory, business, and ethical issues in biotechnology. It also includes intensive hands-on laboratory courses in the multi-disciplinary curriculum. The course structure is such that students can continue to work full-time while completing the program, which culminates in an independent capstone thesis project. The MS in Applied Biotechnology will complement the existing program through its fully online delivery and unique specialization tracts not covered as in depth by the existing program. The Applied Biotechnology program also provides a way to grow UW–Madison’s commitment to biotechnology education, and serve a new group of students unable to travel to campus for the existing program. The extended reach to address all of the Wisconsin biotechnology related communities fits well with the Wisconsin Idea.

At UW-Oshkosh, the M.S. in Applied Biotechnology program will enhance our current portfolio of graduate programs, including our Master in Business Administration (MBA) and Executive Master of Business Administration (EMBA) by offering students another avenue for career advancement. The course structure and capstone thesis project strongly aligns with our current MBA focus on full-time working adults. The program also strongly aligns with our expertise in Human Resources and Management, including strategy, leadership, creativity and innovation, ethics and social responsibility, change management, project management and entrepreneurship.

At UW-Parkside, the M.S. in Applied Biotechnology program will fit nicely with our array of current collaborative programs. Currently, the College of Natural and Health Sciences houses five master’s programs including M.S. in Applied Molecular Biology, Clinical Mental Health Counseling, Health and Wellness Management, Sport Management, Sustainable Management (online). The proposed Applied Biotechnology program will provide another online M.S. program for students interested in pursuing further education in the biological sciences; however, these programs have distinct outcomes. Currently, the Applied Molecular Biology program provides an intensive laboratory experience without the management, regulatory, and product development aspects provided in the Applied Biotechnology program. Thus, it is possible that students will wish to pursue both the Applied Biotechnology and Applied Molecular Biology degrees sequentially, or even concurrently. Furthermore, while other master’s programs on campus, including the college’s own Sustainable Management program, teach some aspects of business, marketing, and management similar to those provided by the Applied Biotechnology program, the focus of these existing programs falls outside of the specific requirements of the biotechnology industry.

At UW-Platteville, a graduate degree-awarding program in the biological sciences does not currently exist. Both an emphasis in molecular/genetics biology as well as a minor in biotechnology are popular educational tracts, with many alumni currently employed in the biotech sector. The M.S. in Applied Biotechnology degree will complement our existing program by continuing to support Platteville alumni as they advance their careers.

At UW-Stevens Point, the proposed MS in Applied Biotechnology strongly aligns with its current program array within the College of Letters and Science. Our interdisciplinary undergraduate major in Biochemistry has a history of academic success preparing individuals for careers in biotechnology, molecular biology, and biochemistry, as well as preparing them for graduate and professional schools. Therefore, the MS in Applied Biotechnology would nicely complement our Biochemistry program.

At UW-Stout, the proposed MS in Applied Biotechnology strongly aligns with the designation of Wisconsin's Polytechnic School and its diverse array of undergraduate and graduate programs. With the new B.S. in Applied Biochemistry and Molecular Biology, the proposed MS in Applied Biotechnology provides continued career advancement in biotech industries to serve northwestern Wisconsin. Moreover, curriculum offered by Stout for the proposed degree draws on the expertise of faculty in our B.S. in Professional Communication and Emerging Media, M.S. in Technical and Professional Communication, and seven undergraduate and three graduate programs in management.

At UW-Whitewater, the proposed M.S. in Applied Biotechnology complements the strong undergraduate program in Biological Sciences, the Integrated Science Business major and the new bioinformatics minor. While these undergraduate programs have successfully prepared students for entry-level careers in biotechnology laboratories, the institution does not currently offer graduate-level programs in Biotechnology for students to pursue. This program, therefore aligns with the University's Academic Plan goals for graduate programs that forge new regional partnerships and that address regional employer workforce needs using innovative approaches to design and deliver courses in order to reach a broad range of audiences.

Other Programs in the University of Wisconsin System

UW–Madison, an academic partner and lead campus in this program, currently offers the only M.S. in Biotechnology degree within the University of Wisconsin System. The existing Master of Science in Biotechnology Program is a cohort-based program with students moving through the coursework as a group in a defined sequence. It offers a 32-credit hands-on laboratory curriculum and is delivered evenings and weekends in a face-to-face format, which allows students to continue to work fulltime. The program intertwines the business, science, law, regulatory, and ethical aspects of biotechnology to highlight the issues involved in life science product development and commercialization, including therapeutics, diagnostic testing and devices, agricultural, and tool biotechnology. Given the depth and breadth of faculty and guest speakers, and the connection with local and regional biotechnology companies, the program also offers students extensive networking and career development opportunities. The program focuses on effective communication and critical thinking skills.

Unique features of the proposed collaborative online M.S. in Applied Biotechnology degree program include its fully asynchronous online delivery format, statewide focus consistent with the geographical locations of the eight academic partners, and unique primary target audience to

include mid-level managers currently working in diverse biotechnology and related settings who require more flexibility as provided through a fully online academic program. The audience may also include those with a science background who reside in areas distant from Madison that want to expand their knowledge of the biotechnology industry so they can enter the field and expand their career options.

Need as Suggested by Current Student Demand

It is anticipated that the online M.S. in Applied Biotechnology 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 Biotechnology industry (see Market Demand data below). Similar to other need-based collaborative online programs developed and administered through CEOEL, the M.S. in Applied Biotechnology represents a program designed to satisfy a recognized workforce gap within the state and region as defined through research conducted and/or commissioned by CEOEL to include industry focus groups and interviews with biotechnology professionals to include those self-identifying as prospective students for a M.S. in Applied Biotechnology degree program.

Need as Suggested by Market Demand

In early 2018, CEOEL 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 degree in Biotechnology. The analysis included a review of biotechnology trends, occupational demographics, internet and library scans, and in-depth interviews with key opinion leaders from the biotechnology field representing a variety of organizations in several different states. Additionally, UPCEA conducted a secret shopper survey of eight potential competing programs. Key findings from the report include the following:

- The demand for talented biotechnology professionals is at an all-time high. This demand is expected to continue to grow throughout 2018 and beyond.
- There is consensus among the opinion leaders interviewed that there is a significant need for a master's in biotechnology that prepares working biotechnology professionals to succeed in leadership and management positions within the industry.
- Opinion leaders identified support for an online program based, in part, on its accessibility and flexibility for working professionals.
- The current master's in biotechnology marketplace is competitive throughout the United States. Nationally, there are at least five competing institutions that offer their master's level biotechnology program through a hybrid or online delivery.
- Within the region contiguous to the University of Wisconsin there are at least five competing programs that offer a master's level degree in biotechnology. However, none of these programs are offered through online delivery. In addition, there are no competing online programs located in Wisconsin.
- Nationally, biotechnology professionals highlighted in the occupational analysis are projected to experience an annual growth rate of 1.8% over the next 10 years.

- A favorable environment exists for launching the online graduate degree program in Applied Biotechnology.²

A more extensive occupational and demographic analysis revealed that over the past five years, biotechnology professionals in Wisconsin have experienced an average annual growth rate of 0.8%, less than the national average for biotechnology professions (1.2%). Forecasted growth rates for all biotech occupations are either equivalent to the national average or higher, ranging from 0.7% to 1.1% annually on the national scale. Additionally, biotech professionals have a low unemployment rate (3.1%), significantly lower than the national average of 4.3% for all occupations.³

² University Professional and Continuing Education Association (UPCEA), Center for Research and Marketing Strategy (April 2018). *Feasibility Analysis: Online M.S. in Biotechnology*. Commissioned by the University of Wisconsin-Extension, Division of Continuing Education. Outreach and E-Learning.

³ <https://data.bls.gov/timeseries/LNS14000000>

UNIVERSITY OF WISCONSIN COLLABORATIVE DEGREE
COST AND REVENUE PROJECTION NARRATIVE
MASTER OF SCIENCE (M.S.) IN APPLIED BIOTECHNOLOGY

University of Wisconsin-Green Bay
University of Wisconsin-Madison
University of Wisconsin-Oshkosh
University of Wisconsin-Parkside
University of Wisconsin-Platteville
University of Wisconsin-Stevens Point
University of Wisconsin-Stout
University of Wisconsin-Whitewater

**With administrative and financial support from the University of Wisconsin System –
Division of Continuing Education, Outreach and E-Learning (referred hereafter as CEOEL)**

Introduction

The M.S. in Applied Biotechnology will be implemented as a collaborative program. Each UW partner institution will provide qualified faculty, develop curriculum, deliver a share of the instruction, assess student learning, and conduct academic program review. Partner institutions will also provide local administrative support and direct academic and student support services. CEOEL will provide the administrative management and resources to provide ongoing implementation support to convene academic, industry and government expertise to discuss relevant curriculum; provide instructional design and media support services to faculty in the development and delivery of online courses; market and recruit students to the program; provide student services from admissions through graduation; and serve as the fiscal agent for the program to include accounting, budgeting, forecasting, analysis, and reporting.

A zero-based budgeting model was used to create the cost and revenue projections. While GPR and other program revenue sources will be used to establish the program, the program is expected to be self-supporting through tuition revenues within three to five years of enrolling students, and thus leading to revenue sharing among the partner campuses.

Section I – Enrollment

Approximately 35-80 new students will enroll in the program each year. Retention is expected to be approximately 80% based on a review of similar programs. It is anticipated the vast majority of students will enroll part-time. Further, tuition revenues will be based on projected credit and course enrollment, and charged outside of the credit plateau.

It is difficult to estimate the student FTE enrollments, given the anticipated course enrollment patterns of the non-traditional students. Based on enrollment data for other collaborative online programs, the vast majority of students will enroll part-time. Further, students may vary the number of courses in which they enroll each term. For the purposes of this proposal, headcount are converted to FTE by identifying the total credits hours enrolled per student (headcount) each year and dividing this number by 24 credit hours. Twelve credit hours per each fall and spring semester is used by the UW System to convert headcount to student FTE.⁴ Based on this formula, the mean conversion quotient calculated over five years is 0.36.

⁴ See UW System Administration Accountability Dashboard technical notes available at <https://www.wisconsin.edu/accountability/access/>.

Section II – Credit Hours

Nine courses will be offered/taught in the first academic year. Beginning in year two, each of the 16 courses will be offered and taught at least once during the academic year, and offerings will increase as enrollment grows as reflected in the *Cost and Revenue Projection Spreadsheet*. It is anticipated that each student will enroll in 3-5 courses each year. Projected total credit hours represent projected student course enrollments multiplied by 3 credit hours per course.

Section III – Faculty and Staff Appointments

The FTE faculty and instructional staff in this section reflect contributions that will be made by several faculty and staff who hold current appointments at one of the partnering UW institutions. Faculty teaching workload that is contributed to the delivery of the proposed program will constitute a proportion of their workload. Faculty and instructional staff positions listed in this section reflect the aggregated FTE required to develop online course content, review course content, and deliver instruction and student evaluation. Each of the 16 courses will be developed over a 2-year period and will be reviewed and revised every 2 to 3 years.

Similarly, administrative staff figures reflect the aggregated FTE attributable to several positions. FTE administrative staff positions listed in this section represent, at CEOEL, the program manager and student coordinator, instructional media design staff, student technical support staff, and marketing and recruitment staff. At the partner institutions, these include an academic director and student services staff.

Section IV-Program Revenues

Revenue will accrue from tuition charged at the rate of \$850.00 per credit, and will not include segregated fees. Tuition revenue is calculated based on the total number of projected credit hours in which students will be enrolled.

Section V – Program Expenses

Salary and Fringe

Expenses are separated into academic and student support activities, as implemented at the UW partner institutions and administrative activities as provided by CEOEL. Note that, although the FTE listed in section III represent a number of current appointments, the FTE contribution at each institution will be accounted as a direct program expense.

Academic and Student Support (UW Partner campuses):

Each partner institution will receive \$20,000 per year, plus fringe at \$6,130, to support the assignment of an academic director to coordinate the program at their respective campus. Faculty and instructional staff salary and fringe costs will be attributable to course development, revision, and instruction, and paid to faculty and staff as an ad hoc sum on a per course rate. The 16 online courses will be developed over 2-year period at a cost of \$5,000 per course developed, plus fringe. Courses will be reviewed and revised every 2-3 years, with 4 course revisions occurring each year at a cost of \$3,000 per revision, plus fringe. Online instructional salary costs are anticipated to be \$9,000 per course, plus fringe. Finally, each partner institution will receive \$5,000, plus fringe to cover the cost of student support services. All figures represent salary and fringe costs calculated at the rate of 30.65% of salary.

Administrative Support (CEOEL):

Administrative staff salary and fringe costs will be attributable to services provided by CEOEL. All figures represent salary plus fringe costs calculated at the rate of 34.42% of salary. Expenses include program management, online instructional design and media services, student technical support, and marketing and recruitment staff. A 0.50 FTE dedicated program manager and student coordinator will direct the overall delivery of the program at a cost of \$107,114 per year.

CEOEL places a high value and investment in the instructional design and media services provided to UW institutional partners as a means to assist faculty in development, review and revision of online coursework. Online courses offered in this program will be media rich and offer students a highly interactive learning experience. This award winning instructional design serves to best engage students, and subsequently support student retention and success. In turn, this student success record yields a return on investment that sustains the delivery of quality educational programming. Further, instructional design and media staff provide ongoing professional development and support to UW partner faculty and instructional staff who develop course content and provide instruction. Development of the 16 online courses will occur over a 2-year period at a cost of \$355,924 per year for the first two years, and thereafter the cost to support the review and revision will occur at a cost of \$86,956 per year. A help desk provides support to students for the learner management system and other technologies used in online coursework at a cost of \$10,599 per year. Finally, CEOEL will provide dedicated marking and recruitment staff who will be assigned to the program at a cost of \$41,456 per year.

Other Direct Expenses

Projected expenses related to instructional supplies and expenses are estimated to be \$500 per course section taught. Each partner campus will receive \$7,000 per year to locally promote and market the program. CEOEL will broadly promote and market the program using search engine optimization, web sites, email, direct mail, and other strategies at an estimated cost of \$80,000 per year.

Section VI – Net Revenue

As part of the Adult Student Initiative, General Purpose Revenues (GPR) allocated to CEOEL will be used as temporary start-up funding to cover the expenses associated with the development and initial delivery of the proposed M.S. in Applied Biotechnology program. The projected contribution from these revenue sources will offset program losses reflected in section VI. It is expected the program will become self-supporting from its tuition program revenues within five years of enrolling students.

UW partner campuses academic expenditures will initially be funded with 3-years of GPR from CEOEL. The GPR serves two purposes: 1) to pay for the costs associated with planning and developing the curriculum in year one and 2) paying the instructional and program support costs related to offering the degree program in years two and three. It is expected by the third year of enrolling students and beyond the program will be generating sufficient program revenues that will be used to pay for the academic expenditures at the partner campuses.

CEOEL's program support expenditures will be funded from a combination of program revenues and GPR and will eventually transition to being funded exclusively from program revenues as the program generates. Program deficits, expenditures greater than revenues, will be

absorbed and funded with CEOEL carryforward funds. Program surpluses, revenues greater than expenditures, will be shared equally among the eight partners with the intent of those funds to be reinvested back into growing the program.

The collaborative partners will meet annually to review and discuss program trends and financial results. The partners will jointly develop and implement programming strategies aimed at growing the program and for the program to be self-supporting within three to five years of enrolling students, and thus leading to revenue sharing among the partner campuses.

Faculty Senate Old Business 4a 1/30/2019

**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): Computer Science, Engineering, Mathematics and Statistics, Natural and Applied Sciences

Proposer: John Katers

Form Prepared By: John Katers

Action(s) Requested:

1. Move Computer Science (CS) in the College of Science, Engineering, and Technology (CSET) from Natural and Applied Sciences (NAS) to the Richard J. Resch School of Engineering (ENG).
2. Move Mathematics and Statistics (MATH) in the College of Science, Engineering, and Technology (CSET) from Natural and Applied Sciences (NAS) to the Richard J. Resch School of Engineering (ENG).

New Unit Information:

1. Natural and Applied Sciences will be composed of Biology, Chemistry, Environmental Science, Geoscience, and Physics and will begin operation July 1, 2019.
2. The Richard J. Resch School of Engineering will be composed of Computer Science, Engineering Technology (Electrical, Environmental, and Mechanical), Mathematics and Statistics, and Mechanical Engineering and will begin operation on July 1, 2019.

Rationale:

The changes outlined above are being made as part of an overall reorganization of the College of Science, Engineering and Technology to reflect the recent addition of Computer Science the establishment of the Richard J. Resch School of Engineering and the Mechanical Engineering program. Computer Science and mathematics are more closely aligned pedagogically with engineering, with faculty in CSET expressing strong interest in being aligned in this manner. The University will benefit from the continued growth of these programs, which will likely be enhanced by this new academic configuration.

Personnel:

Tenure and Appointment Assignments:

Iftekhar Anam – Assistant Professor – CSET/ENG [new assignment]
Ankur Chattopadhyay – Assistant Professor – CSET/ENG [new assignment]
Benjamin Geisler – Lecturer – CSET/ENG [new assignment]
Golam Ahsan – Assistant Professor – CSET/ENG [new assignment]

Woo Jeon - Associate Professor – CSET/ENG [new assignment]
Tetyana Malysheva - Assistant Professor – CSET/ENG [new assignment]
Mark Norfleet - Assistant Professor – CSET/ENG [new assignment]
Megan Olson Hunt - Assistant Professor – CSET/ENG [new assignment]
Theresa Adsit- Senior Lecturer – CSET/ENG [new assignment]
Mary Guy - Senior Lecture – CSET/ENG [new assignment]
James Meyer - Senior Lecturer – CSET/ENG [new assignment]
Devin Bickner - Associate Professor – CSET/ENG [new assignment]
Dennis Crossley - Senior Lecturer- CSET/ENG [new assignment]
Synde Kraus - Senior Lecturer – CSET/ENG [new assignment]
Phillip Walkenhorst - Senior Lecturer – CSET/ENG [new assignment]
Yongjun Yang - Associate Professor – CSET/ENG [new assignment]
Laxmi Chataut - Assistant Professor – CSET/ENG [new assignment]
Tonya Meisner – Lecturer – CSET/ENG [new assignment]
Brian Murphy - Associate Professor – CSET/ENG [new assignment]
Megumi Onoda - Associate Professor – CSET/ENG [new assignment]
Christopher Deubler – Instructional Academic Staff - CSET/ENG [new assignment]

Program Assignments:

Richard J. Resch School of Engineering

Computer Science

Iftexhar Anam (Assistant Professor)
Ankur Chattopadhyay (Assistant Professor)
Benjamin Geisler (Lecturer)
Golam Ahsan (Assistant Professor)

Mathematics and Statistics

Woo Jeon (Associate Professor)
Tetyana Malysheva (Assistant Professor)
Mark Norfleet (Assistant Professor)
Megan Olson Hunt (Assistant Professor)
Theresa Adsit (Senior Lecturer)
Mary Guy (Senior Lecture)
James Meyer (Senior Lecturer)
Devin Bickner (Assistant Professor)
Dennis Crossley (Senior Lecturer)
Synde Kraus (Associate Lecturer)
Phillip Walkenhorst (Senior Lecturer)
Yongjun Yang (Associate Professor)
Laxmi Chataut (Assistant Professor)
Tonya Meisner (Lecturer)
Brian Murphy (Associate Professor)
Megumi Onoda (Associate Professor)
John Phillips (Lecturer)

Program Chair Assignments:

NAS:	Mike Draney
Richard J. Resch School of Engineering:	Patricia Terry
Computer Science:	Mike Zorn
Mathematics:	Woo Jeon

Reviews and Recommendations:

Natural and Applied Sciences

Date: October 4, 2018
Chair: Mike Draney
Recommendation: NAS votes unanimously (28-0-0) to support this.

Richard J. Resch School of Engineering

Date: September 25, 2018
Chair: Patricia Terry
Recommendation: Engineering votes unanimously (6-0-0) to support this.

Computer Science

Date: October 2, 2018
Chair: Mike Zorn
Recommendation: Computer Science voted unanimously (6-0-0) to support this.

Mathematics and Statistics

Date: October 11, 2018
Chair: Woo Jeon
Recommendation: Mathematics and Statistics Faculty voted unanimously (13-0-0) to support this.

Academic Affairs Council

Date: 12/12/2018
Chair: Mimi Kubsch
Recommendation: The AAC voted unanimously (5-0-0) to support this.

Personnel Council

Date: 12/18/2018
Chair: Heidi Sherman
Recommendation: The PC voted in favor of the reorganization.

Authorizations:

Dean CSET – John Katers

Date: October 18, 2018
Approved: X
Denied:

University Committee

Date:
Chair: Courtney Sherman
Approved:
Denied:

Faculty Senate

Date:
Speaker: Gail Trimberger
Approved:
Denied:

Provost – Gregory Davis

Date:
Approved:
Denied:

Chancellor – Gary Miller

Date:
Approved:
Denied:

Faculty Senate New Business 5a 1/30/2019

**Academic Staff Committee Report for Faculty Senate
January 28, 2019**

- The Academic Staff Committee is in the process of reviewing By-Laws regarding inclusion of our branch campus colleagues.

Respectfully submitted,
Jamee Haslam
Academic Staff Committee

**University Staff Committee Report for Faculty Senate
January 28, 2019**

- The university staff representative on the Provost Search & Screen Committee will be Brenda Beck.
- The annual University Staff Assembly will be held on Tuesday, January 29, and the proposed revised bylaws will be voted on at that time. If approved, the new committee structure and terms that incorporate the joining campuses will be effective beginning July 1, 2019.
- A replacement USC representative from the Sheboygan campus is still pending.

As the University Staff Committee Chair for the past 5 years, since our induction into shared governance, I'd like you all to know that it has been an honor and a pleasure to serve UW-Green Bay in this way. I have been involved with university staff committees in one way or another since the 1980's, and it has been exciting for me to see all of the changes we have gone through as an employee group, as well as those happening at our institution.

Shared governance vastly expanded my knowledge of the operational side of UW-Green Bay, the UW System, and more importantly, the faculty, staff, and students I will so greatly miss after I retire this week. I encourage you all to continue to work with each other to make our 4-campus institution the one that all of Wisconsin will look to for great things to happen.

Thank you for making UW-Green Bay a great place for me to come to for 32 years!

Respectfully submitted,
Jan Snyder, Chair
University Staff Committee