

AGENDA

UW-GREEN BAY FACULTY SENATE MEETING NO. 4

Wednesday, December 12, 2018

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. 3

November 14, 2018 [page 2]

3. CHANCELLOR'S REPORT

4. OLD BUSINESS

- a. Proposal to Merge Psychology and Human Development (second reading) [page 9]
Presented by Jenell Holstead

5. NEW BUSINESS

- a. Resolution on the Granting of Degrees [page 14]
Presented by Speaker Gail Trimberger
- b. Resolution to Continue the “Shared Governance Transition Year” for the Branch Campuses through the 2020-21 Academic Year [page 15]
Presented by Steve Meyer
- c. Request for Authorization to Implement a M.S. in Applied Biotechnology (first reading) [page 16]
Presented by Lisa Grubisha
- d. Endorsement of the Faculty Representatives’ Response to UW System’s Program Productivity Monitoring Policy [page 33]
Presented by Christine Vandenhouten
- e. Request for Future Business

6. PROVOST'S REPORT

7. OTHER REPORTS

- a. Graduate Academic Affairs Council Report (page 36)
- b. University Committee Report – Presented by UC Chair Courtney Sherman (page 38)
- c. Faculty Representative Report – Presented by Christine Vandenhouten (page 37)
- d. University Staff Report – Presented by Jan Snyder (page 38)
- e. Academic Staff Report – Presented by Jamee Haslam (page 38)
- f. Student Government Report – Presented by Abby Wagaman

8. ADJOURNMENT

[draft]

MINUTES 2018-2019
UW-GREEN BAY FACULTY SENATE MEETING NO. 3

Wednesday, November 14, 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), Greg Davis (Provost, ex-officio), Christin DePouw (EDUC), Mike Draney (NAS), Hernan Fernandez-Mearidi (HUS), Joan Groessl (SOCW), Stefan Hall (HUS), Richard Hein (Manitowoc-NAS), Maruf Hossain (NAS), Dana Johnson (SOCW), Mark Klemp (Marinette-NAS-UC), Jim Loebel (BUA-UC), Kaoime Malloy (THEATRE), Ryan Martin (HUD-UC), Paul Mueller (HUB), Rebecca Nesvet (HUS), Mark Norfleet (Alternate-NAS), Uwe Pott (HUB), Sampath Ranganathan (BUA), Matthew Raunio (Sheboygan-BUA), Michael Rector (Alternate-MUSIC), Kimberley Reilly (Alternate-DJS), Sawa Senzaki (HUD), 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: Gary Miller (Chancellor, ex-officio)

REPRESENTATIVES: Holly Keener (USC), Sherri Arendt (ASC), and Selena Deer (SGA)

GUESTS: Scott Ashmann (Assoc. Dean, CHESW), Kevin Fermanich (Prof., NAS), Clif Ganyard (Assoc. Provost), Doreen Higgins (Assoc. Prof., SOCW), Jenell Holstead (Assoc. Prof. and Chair, HUD), Ben Joniaux (Chief of Staff), John Katers (Dean, CSET), John Luczaj (Prof., NAS), Melissa Nash (Manager/AA Officer, HR), Kimberly Sipiorski (Payroll & Benefits Supervisor, HR), and Christine Vandenhouten (Faculty Representative)

1. CALL TO ORDER

At 3:01 p.m., Speaker Gail Trimberger tried to call to order a rambunctious Faculty Senate, but only when she threatened “Don’t make me use this gravel again” did the senate settle down enough to get the third meeting of 2018-19 academic year started.

2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 2, October 10, 2018

Minutes from the 10 October 2018 Faculty Senate meeting were declared the cat’s meow and passed via consensus.

3. CHANCELLOR’S REPORT

Chancellor Miller was not available today and so Faculty Senate proceeded right on to unfinished business.

4. OLD BUSINESS

a. Request for Authorization to Implement a Bachelor of Science Degree in Water Science (second reading)

Prof. John Luczaj came forward to answer any questions regarding the proposed Water Science program. **Senator Pott moved to approve the proposed new program (seconded by Senator Hein).** Senator Vespia wondered about a possible discrepancy in the budget between what is described in the text on page 20 and what is in the Table on page 22. Prof. Luczaj promised to look into it before it moves on to the next level. With no other questions, **the motion to approve the Water Science program passed 30-0-0.** Strangely, there was no spontaneous applause this month as there had been last month when the new BFA program was approved. SOFAS has no explanation for this, but nonetheless toasted the approval of the new Water Science program by “popping the cork” off a bottle of Aquafina later that afternoon.

5. NEW BUSINESS

a. Change to 50.01 in the Faculty Handbook (first reading)

SOFAS Meyer came forward to propose a change to the definition of “Faculty” found in first paragraph of the Faculty Handbook to include our new colleagues at UW-Green Bay | Marinette, UW-Green Bay | Manitowoc, and UW-Green Bay | Sheboygan. HLC, as well as UW System, requested that our Faculty Handbook reflect that we have incorporated the faculty at the Branch Campuses in a clear way. Given that this change in code is both simple and non-contentious, **Senator Sherman moved we suspend the rules and vote on this item after its first reading (seconded by Senate Vespia). The motion to suspend the rules was passed 31-0-0. Senator Vespia then moved to accept the changes to 50.01 (seconded by Senator Martin).** After discussion of several clarifying questions, **the motion to accept the changes to 50.01 passed 31-0-0.**

b. Proposal to Merge Psychology and Human Development (first reading)

Chair of the Human Development budgetary unit, Jenell Holstead, stepped up to the lectern to present her unit’s proposal to merge Psychology and Human Development (i.e., eliminate the Human Development major and minor and create a Developmental Emphasis in the Psychology major). This is a change the budgetary unit has been discussing for the last eight years. However, in the past year the unit has collected data showing: 1) based on admissions data, Psychology generates more interest than Human Development, 2) students double majoring in Psychology and Human Development report there is a lot of overlap between the two curricula, 3) in a survey that yielded 363 responses, students reported that had Human Development not been an option, most of the respondents would have picked Psychology at the time they declared their major (only 2% of respondents reported that if Human Development had not been an option, they would have attended some other university or transferred from UWGB), 4) many Human Development majors desired to become psychologists, counselors, and therapists and so, in many ways, they were in the wrong major, and 5) employers in the community did not view a difference between Human Development and Psychology and would welcome either major. Based on these data, the unit felt it prudent to eliminate one of the majors and create a merged curriculum. This decision will help from a resource perspective as the unit will continue to offer the current array of courses, just not as many sections because students will not be double majoring.

There are several implications of the merger. Currently declared Human Development majors, including those who declared this semester, will have their declared major honored and will graduate with a Human Development major (the elimination of the Human Development major and minor would be reflected in the 2019-2020 catalog). Many of the courses would continue to be offered, so for other programs on campus (e.g., Education, Social Work, and Nursing) that use Human Development curriculum/courses those would become Psychology courses and would still be offered.

The senate floor was opened to questions from which we learned that the Human Development major would be eliminated but students can now major in Psychology with an emphasis in Human Development; there is strong (but not unanimous) support within the unit for this change (9 in favor, 2 opposed, 1 abstention); the budget implications of a large number of students who would no longer double major in Psychology/Human Development would be minimal due to the overlap in shared courses between the two majors; and in response to the question of “Why now?”, it can be traced back to “too much overlap” (as evidenced by the fact that 75% of the unit’s students had a Psych/HUD major/minor combination, or vice-versa).

c. Presentation from Human Resources regarding the benefit preference survey coming out 26 November 2018

Speaker Trimberger cordially welcomed Melissa Nash and Kimberly Sipiorski from Human Resources to Faculty Senate to speak about the UW System’s ongoing Title and Total Compensation (TTC) Project and the benefits preference survey that will come out later in November. The TTC Project is a complete redesign of the UW System Classification and Compensation Structure for Academic Staff, University Staff, and limited positions. Faculty titles and compensation structure will remain as is (i.e., professor, associate professor, assistant professor), nothing will change in regards to faculty. Therefore, most communication has been between HR and the Academic Staff/University Staff Committees. TTC is a joint project between UW System and UW-Madison, which will result in one comprehensive, inclusive title and compensation structure for those employee groups. Titling for academic staff has not been studied for 30 years, and total compensation has not been adjusted based upon market for some time; in fact, any increases in salary have strictly been related to Payplan. UW System is working with Mercer Consulting Group on this project. The project is examining three main components: 1) job titles and title structure for Academic Staff, University Staff, and limited positions – currently there are about 1800 job titles and the goal is to reduce this to 650 market-driven titles, 2) pay ranges based upon market informed data and related specifically to those titles, and 3) an analysis of employee benefits and leave structure – although there will be no action that comes out of this portion of the project as this is only a study that will identify potential recommendations for future projects.

Regarding the benefits analysis, there are two components to the study. First, a benefit evaluation analysis will gauge the competitiveness of our benefit program in comparison to our peer groups. Second, a benefit preference survey will be administered to assess employee satisfaction with the currently available benefits. All fulltime employees will have the opportunity to take part in the survey starting on 28 November, ending on 14 December. Results of the survey are expected in

February 2019. Watch for an email to come out from universityofwisconsin@mercer.com (Mercer is administering the electronic survey).

Questions from Senate followed. When Mercer compares UWGB's benefits to peer institutions will they also compare compensation to peer institutions? This is, if they find our benefits are better than peer institutions will there also be consideration given as to whether our compensation is equal? (Response: "Peer institutions" include K-12 schools, tech schools, health care organizations, city-county systems; this provides a comprehensive look at how we compare not only to peer institutions but other areas to which we might lose employees. Salary compensation is also being reviewed for market, but related to title and compensation piece which is specific to the Academic/University Staff and limited employees). Why compare us to K-12 schools when it is unlikely we will lose employees to that market? (Response: There are other areas included in the list of "peer institutions," K-12 was just part of a short list). Where is this report going? (Response: This is a UW System Board of Regents project). Is one possible outcome of this exercise the possibility of lowering salaries? (Response: No).

d. Report on Project Coastal/Branch Campus visits

SOFAS Meyer visited the Branch Campus faculty and staff at Marinette, Manitowoc, and Sheboygan on 11 October, 16 October, and 19 October, respectively. Based on these visits, the Branch Campus faculty and staff voiced three primary concerns.

First, they believe each Branch Campus needs continued representation on Faculty Senate for at least one more year, if not two. Doing so would not preclude the fact that a Branch Campus faculty member might be elected to Faculty Senate to represent their budgetary unit. Therefore, if each Branch Campus is guaranteed a Faculty Senator, there is the possibility than the Branch Campuses might have more than just the three guaranteed Faculty Senators. Aside from Faculty Senate, we ought to consider that one Branch Campus faculty member also be guaranteed a position on the University Committee. Senator Hein interjected that working through the budgetary units offers one perspective, but representing the Branch Campuses offers a slightly different perspective, and it is hard to "serve those two masters." So, if elected by the Branch Campus, that senator would be expected to represent the perspective of the Branch Campus; if elected by the budgetary unit, that senator would be expected to represent the perspective of the budgetary unit. The discussion turned toward whether to modify last year's resolution by extending the "transition year" resulting in a more temporary change or potentially modifying code resulting in a more permanent change. To round out this discussion, it was mentioned that having Faculty Senators representing each of the three Branch Campuses would guarantee a flow of communication back to the Branch Campuses which would build trust and make it more likely that we grow into a unified university.

Second, Branch Campus faculty and staff raised concerns about the election and appointment process for serving on committees and councils. After explaining our use of preference surveys to create the elected and appointed ballots, they had no concerns about how one expresses their interest in serving on a committee. Their concerns focused on what happens after being placed on a ballot. Since few UWGB faculty would have a clue about who the Branch Campus faculty were, it would be less likely they would win an election. Therefore, their suggestion/request is

that everyone whose name appears on a ballot write a brief statement explaining their interest in serving on that committee (our Academic Staff already have such a requirement in place). Based on the comments that ensued, Senate seemed pleased with this suggestion.

Third, which appeared to be the greatest concern, was the perceived lack of communication between UWGB faculty and Branch Campus faculty, especially at the unit level. We literally do not know each other and, therefore, we need to get together as faculty. SOFAS Meyer suggested each of the four campuses host a gathering and each gathering incorporate a theme (themes to be determined). To keep travel expenses to a minimum, transportation should be provided via bus/van. Not surprisingly, the greatest hurdle would be ‘when?’ January is always an option, as most faculty are not in the classroom teaching, and we are all under contract. If not held as an independent event, perhaps a gathering in conjunction with CATL’s annual teaching workshop could be arranged. Another potential date is April 19, 2019, a date that was set aside for department-wide meetings across all the two-year campuses (classes were canceled that date).

e. Request for Future Business

As we prepare the turkey to fry
What possibly could go awry
Thanksgiving skills to hone
To win the wishbone
As for me, I’ll wait for the pie

(you can probably guess, no new business was suggested)

6. PROVOST’S REPORT

Provost Davis first addressed an erroneous post on Facebook of an active shooter “incident” that purportedly took place at the Manitowoc campus earlier in the day. The Provost next thanked Senate for their support related to the change in the University’s Select Mission and informed us that Academic Staff, University Staff, and Student Government also voted to support the change. The new Mission will be submitted to UW System very soon and, fingers-crossed, the Board of Regents will have a first reading of the Mission on their February agenda. Speaking of the Board of Regents, their November meeting was canceled; they will next meet on December 6-7. A visit from the Higher Learning Commission (HLC), associated with the reorganization efforts of Branch Campuses and Receiving Campuses, will take place on December 3-4.

In enrollment news, a press release was issued announcing that UWGB (main campus) has now experienced enrollment growth for five consecutive years, which has nearly eradicated the budget deficit we have been working our way out of for the last three to four years. Unfortunately, after a strong start this year, the number of applications to UWGB (all four campuses) is now declining, especially at the Branch Campus locations. The number of admitted students to the Green Bay campus is a bit above last year at this time, but the overall admissions across the four campuses is down. The deficit associated with our three new campuses will not go into effect this year as we have some protection from System for a year or two. However, the current structural tuition deficit we have taken on is about \$2.8M, and going into next year it will likely be \$3.3M (System had made allocations to all of the Receiving Campuses, but a week ago decided to

reallocate, with our allocation being reduced between \$0.5-0.6M). The Chancellor has scheduled a retreat on November 20 for members of his Cabinet, the academic Deans, several people from Business and Finance, and the Branch Campus CEOs to work on developing strategies for the Branch Campuses. The goal of the meeting is to determine which programs will move out to the Branch Campuses in the near future and what the plans will be for going forward. The Chancellor wants a plan for the immediate future, as well as a 3-5 year plan, for working our way out of this inherited deficit. His desire is to have a plan to take to President Cross so he can ask for a deferment on the deficit or request additional backup funds for a period of time if we are making progress toward working our way out of the deficit.

Over the previous year or two there has been a lot of work going into the Responsibility Centered Management (RCM) budgeting model. About 1.5 months ago, the Chancellor asked that the model be reformulated with the aid of Huron Consulting (which has been helping with the reorganization efforts – Branch Campuses to Receiving Campuses).

Addressing the status of performance dollars, the Provost told Senate that the Position Review Committee examined recommendations from all divisions on Tuesday morning. A vote to accept the recommendations will take place next Tuesday, followed by approval by the Chancellor later in the day. Letters announcing changes in salary will go out to faculty via email the Friday after Thanksgiving. The goal is to have changes in salary begin before the end of the calendar year.

Finally, the Provost addressed the topic of potentially increasing the faculty's workload to 24-credits per academic year. The Provost has been in discussions with unit chairs, UWGB United, and the Committee on Workload and Compensation, and he hopes to come back to Senate in December with a well-formulated plan. While Provost Davis recognizes the faculty's onerous current workload, he needs to comply with this directive from President Cross. However, he also recognizes the fact that while our sister comprehensives have a 24-credit workload, very few faculty actually teach 24-credits, as there is often some type of reassignment provided. Provost Davis then fielded questions/comments from Senate, including a perceived imbalance in workloads between UWGB and the Branch Campuses (size of classes, number of courses taught, research obligations); the need to take into consideration "stuff" we are already doing – individualized teaching, independent studies, and graduate student advising and theses committees, etc.; and the increased burden of research being carried out in classes in the form of high impact practices.

7. OTHER REPORTS

a. Academic Affairs Council and Graduate Academic Affairs Council Reports. These were found on pages 29 and 35 of the agenda, respectively.

b. University Committee Report. UC Chair Courtney Sherman shared that what comes across the UC's "desk" comes before Faculty Senate, so there is little to add. The "heavy lift" in the near future will be to assist the Chancellor with the Provost search.

c. Faculty Representative Report. Faculty Representative Christine Vandenhouten brought copies of a draft proposal developed and refined by UW Faculty Reps responding to SYS 102_6.3 on

Program Productivity Monitoring Policy. The policy is in the Public Comment period at this time, and will be open until 20 December 2018. The proposal developed by the Faculty Reps addresses many of the issues that concern faculty most, but primarily the shift of final decision making to UW System Administration as opposed to within the campuses. The proposal will be uploaded to the Public Comment website once the Faculty Reps have had a chance to present it before their respective Faculty Senates. Currently, about six campuses have supported the proposal, with the expectation that all 13 campuses will pledge their support. Christine brings this document forward to get either the Faculty Senate's endorsement or thoughts on it. The proposal's main points address the use of a hard cutoff measure (number of graduates per year over a 5 year period), the too-short timeframe for programs not meeting the metric to remediate and increase the number of graduates, and the need for campuses to have the decision making authority regarding the programs on their campus.

Provost Davis mentioned this policy has been discussed in the UW Provost's meetings. He is dismayed by the fact that no one will give a clear answer to "How do you get yourself off the list if enrollments go up?" It is his belief that this is System's attempt to micromanage academic programs.

d. University Staff Committee Report. Holly Keener reported that the USC is working to restructure the University Staff By-Laws to incorporate the Branch Campus University Staff. A USC vote on the edited By-Laws may take place in December so that the University Staff Assembly can vote on it in January. USC is also getting ready to help with the Provost search.

e. Academic Staff Committee Report. Sherri Arendt noted that the ASC is busily planning their Academic Staff Assembly for 4 December 2018. Like the University Staff, the Academic Staff are looking to restructure their By-Laws to incorporate the Branch Campus Academic Staff, which will be presented at their Assembly.

f. Student Government Association Report. SGA President Selena Deer reported that SGA is still working on their sustainability plan. A senator is writing grants to move that plan along. Never have they been closer to acquiring composting than they are now. SGA is also working on a survey for food services and getting feedback from students. Selena is working diligently from the student government side to figure things out associated with the restructuring (e.g., how segregated fees are collected and distributed). However, frustration stemming from the lack of answers to questions regarding the restructure appears to have percolated down to the student level.

8. ADJOURNMENT at 4:48 p.m.

Respectfully submitted,

Steve Meyer, Secretary of the Faculty and Staff

Proposal to Merge Psychology and Human Development

(Eliminate HUD Major and Minor; Create Developmental Emphasis in Psych Major)

Proposal: The Human Development faculty propose to eliminate the Human Development major and minor, concurrently, beginning with the 2019-2020 school year. The Psychology major and minor will continue, as an interdisciplinary program, with a new added emphasis in Human Development. The Psychology major already has the following areas of emphasis: 1) General emphasis, 2) Brain, Behavior and Health emphasis, and 3) Mental Health emphasis. In 2019-2020, a new emphasis in the Psychology major will be added entitled “Human Development.” Faculty and instructors with backgrounds in psychology, social ecology, political science, cognitive neuroscience, and Human Development will teach courses in the new psychology curriculum. The current Human Development curriculum will be merged into the existing psychology curriculum.

Background: The merger of the two majors has been discussed by the faculty multiple times in the last seven years. Over time, the make-up of the faculty composition has slowly shifted from Human Development to Psychology due to the rising popularity of the Psychology program and the possibility of developing graduate programs in Psychology. In fact, the curriculum presently available in Human Development pales in comparison to the Human Development curriculum that was once offered. Because of this, the faculty have been concerned about the quality of the Human Development curriculum for quite some time. In addition, the Human Development faculty were concerned that the Human Development and Psychology majors were not unique enough to justify the existence of two separate majors. Therefore, in the 2017-2018 school year, the faculty gathered data regarding the issue so that a data-driven decision could be made regarding the future of each major.

Results: In the pages that follow, a summary of the findings is provided. These findings were used to inform the unit’s decision and develop the proposal.

Finding #1: Psychology generates more interest as a potential major than Human Development.

	Human Development	Psychology
# of Majors (Source: Debbie Furlong; Oct 2017)	245	478
Summer or Fall 2017 “Leads” who indicated interest in HUD or Psychology (Source: Jen Jones (Admissions))	198/34,986 (0.006%)	1923/34,986 (5.50%)
% of transfer students enrolled Fall 2017 who came with HUD or Psych credits (Source: Debbie Furlong)	36% (290/796) <small>(Note: Majority of these cases were Developmental Psych courses (Psych Prefix))</small>	75% (596/796)

Finding #2: Students report the content across the Human Development and Psychology majors overlaps.

Human Development and Psychology Students were surveyed in the fall of 2017.

Response Rate:

TOTAL: 363 completed surveys out of 634 majors = Overall Response Rate of 57.2%

HUD Majors: 80 completed out of 156 = 51.3%

Psych Majors: 197 completed out of 389 majors = 50.6%

Double Major: 86 completed out of 89 double majors = 96.6%

Results:

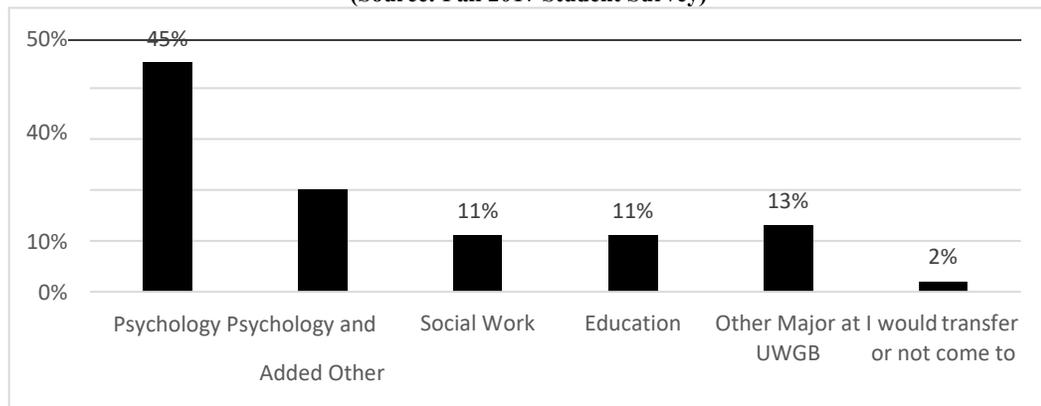
- 92% of HUD and Psych majors reported courses across majors have overlapping content.
- 78% of HUD and Psych double-majors reported double-majoring because of the ease of double-majoring (so much curricular overlap regarding requirements in the major).
-For example, in 2017-2018, if majoring in Human Development, a student only needed 6 additional classes to declare a major in psychology.

Finding #3: Most Human Development students reported they would have picked psychology should Human Development not have been an option when they first declared.

Survey results found that 65% of current Human Development majors reported that if Human Development was not offered when they declared their major, they would have picked psychology, 11% said they would have picked social work, 11% said they would have picked Education, and 13% said they would have picked another major at UWGB. Only 2% of Human Development students reported they would have transferred or not have come to UWGB if Human Development had not been an option. However, according to admissions, Summer and Fall 2017 “Leads” who indicated interest in Human Development was just 198/34,986 (0.006%), compared to Psychology being 1,923/34,986 (5.50%). Therefore, Human Development is a “discovery” major – and although 2% of current Human Development students reported they would have transferred if Human Development was not an option to them, this is likely a high estimate (because students would never have ‘discovered’ Human Development if it wasn’t offered here when they declared).

If HUD was not offered at UWGB when you declared your major, what major would you have chosen?

(Includes only HUD Majors and Double HUD/Psych Majors)
(Source: Fall 2017 Student Survey)

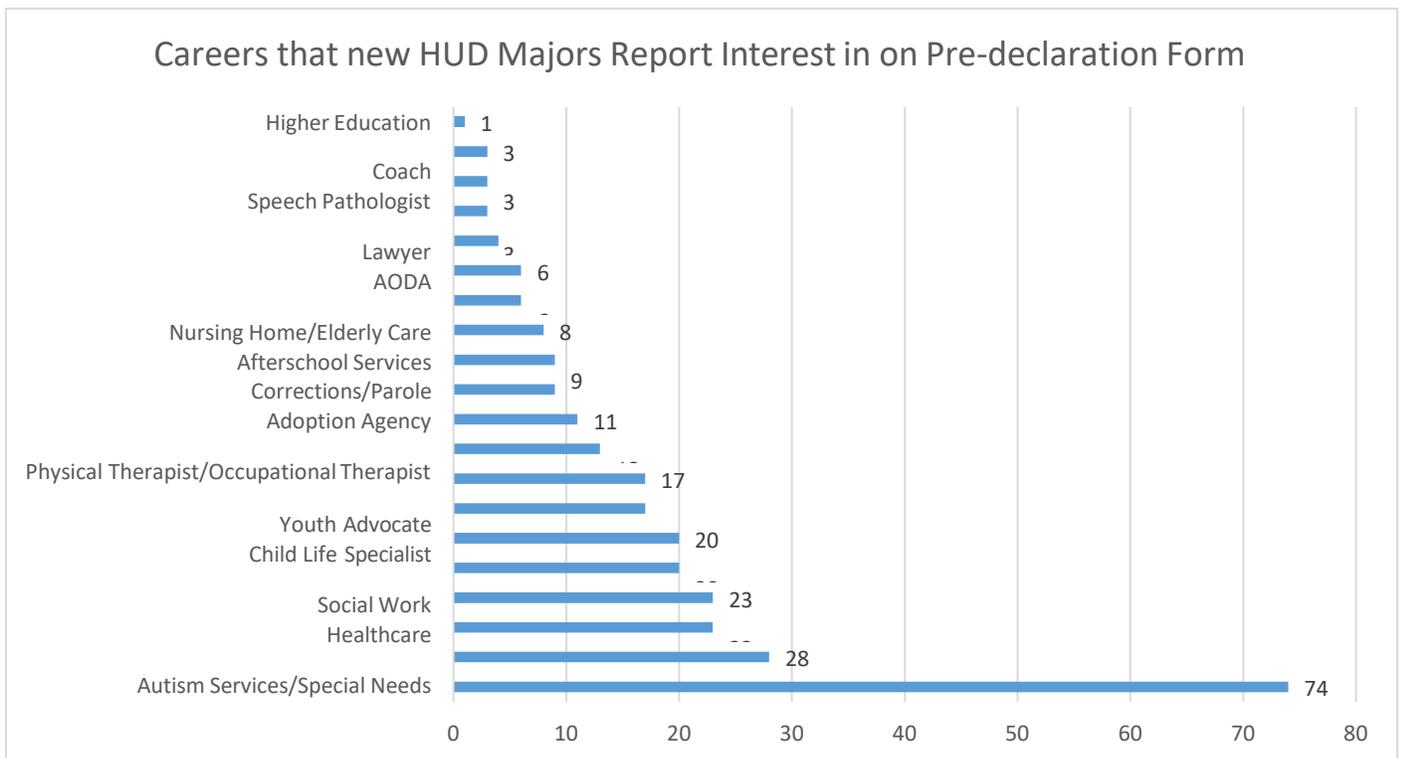


Finding #4: When students declare a major in Human Development or Psychology, there is little difference in career aspirations or career placement upon graduation. Human Development students (who do not double major in psychology) are accepted into non-Human Development graduate programs.

Up until the fall 2017 semester, every student wishing to declare a major in Psychology or Human Development was required to complete a “Pre-declaration Form.” On this form, students listed their intended career path. Review of the data demonstrated that every career aspiration listed by Human Development students could be accomplished by a Psychology degree. In fact, the majority of Human Development students said they aspired to be a Counselor, Psychologist, or work in Mental Health. In these cases, students actually picked the wrong major – as a degree in psychology would have been better suited for such careers.

Review of “First Destinations – Graduate Follow-up” survey from Career Services revealed no difference between career placements of Psychology or Human Development students. In fact, reviewing the list of “first jobs” to determine which list belonged to which major proved difficult.

Human Development students often apply for graduate programs that are not in the area of Human Development specifically. In fact, zero Human Development graduates from spring 2016 attended graduate programs in Human Development in fall of 2017. Instead, Human Development graduates attended graduate programs in School Counseling, School Psychology, Social Work, and Public Health. Therefore, if these students had majored in psychology, they would have likely been equally successful in acceptance to graduate school.



Finding #5: Employers in Northeast Wisconsin who traditionally hire Human Development or Psychology majors report no preference regarding Human Development or Psychology as a major for their new employees.

In the fall of 2017, twenty local businesses who traditionally hire UWGB Psychology and Human Development majors were contacted via phone calls. Staff at these organizations were asked what majors they preferred new employees to have. All employers contacted reported accepting both majors for potential hires, with no preference reported between the majors.

Summary and Implications of this Proposal:

As shown by the findings listed above, the Human Development unit proposes to eliminate the Human Development major and minor, concurrently, beginning in the 2019-2020 school year. However, given the history of Human Development at UWGB, the Human Development and Psychology faculty are strongly committed to preserving Human Development as an integral part of the Psychology major. As such, a Human Development emphasis will be created within the Psychology major.

- 1) Students will continue to be able to declare a Human Development major or minor until the beginning of the Fall 2019 semester. All current and newly declared Human Development majors/minors will have their degree satisfied. In other words, Human Development courses will be phased out or transitioned to Psychology, ensuring all Human Development majors and minors are able to complete their major/minor requirements to graduate with a degree in Human Development.
- 2) Because this change involves the creation of a Human Development emphasis within the Psychology major, many of the Human Development courses presently offered will continue to be offered (even after the Human Development major/minor end). However, the number of sections of such courses will be lowered, saving valuable resources for the unit as well as the opportunity to grow new graduate or certificate programs.

Human Development courses required for other programs such as Social Work, Education, or Nursing will continue to be offered (Hum Dev 102: Intro to Human Development, Hum Dev 331: Infancy and Early Childhood, Hum Dev 332: Middle Childhood and Adolescence, Hum Dev 343: Adulthood and Aging). These courses will be changed from a Human Development prefix to a Psych prefix, and the course number may need to be adjusted. As changes occur, those will be communicated clearly to programs impacted to ensure course catalogs remain up-to-date.

The only course which is anticipated to not be taught by Psychology and is required of another program is Hum Dev 353: Family Development. This course is currently taught on an Ad Hoc basis; the Human Development/Psychology department do not have full-time faculty who can teach this course. However, current Ad Hocs who teach this course will be referred to impacted departments.

- 3) Because all current Human Development faculty are also in the Psychology department, limited issues regarding personnel are anticipated. All faculty will remain in Psychology. No change in governance structure will occur.

- 4) Finally, an important implication of this proposal is that students will only be able to major or minor in Psychology (as opposed to double-majoring in Psychology and Human Development or completing a combination of major in Psychology and minor in Human Development (or vice versa)). This is an important factor, considering that in the fall 2017, only **26%** of current Psychology or Human Development students had academic plans outside of Human Development and Psychology. In fact, **45%** of students (n=287) were double-majoring or completing a major/minor combination in Psychology and Human Development. Although students are advised to not double-major or pursue a major/minor combination in Psychology and Human Development in lieu of exploring other options across campus, few students listen to this advice. If this proposal is accepted, students will have increased opportunity to double-major or minor in other areas. It is anticipated that this change will help other areas of campus to grow, as students will have increased ability to choose additional academic plans.

Faculty Senate Old Business 4a 12/12/2018

RESOLUTION ON THE GRANTING OF DEGREES

Be it resolved that the Faculty Senate of the University of Wisconsin-Green Bay, on behalf of the Faculty, recommends to the Chancellor and the Provost and Vice Chancellor of Academic Affairs of the University that the students certified by the Registrar of the University as having completed the requirements of their respective programs be granted their degrees at the Fall 2018 Commencement.

Faculty Senate New Business 5a 12/12/2018

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

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

WHEREAS, after one year of the four campus, one university model, those campuses have expressed their desire for guaranteed representation in shared governance in the Faculty Senate and University Committee,

THEREFORE, be it resolved that each of the three Branch Campuses shall elect one faculty member from their respective campuses to serve on the Faculty Senate through the 2020-2021 academic year, and

Be it resolved that one of those three Branch Campus faculty members elected to serve on Faculty Senate shall be also be selected to serve on the University Committee through the 2020-2021 academic year, and

Be it resolved that one faculty member from among the three Branch Campuses shall be elected to serve on the Committee on Committees and Nominations through the 2020-2021 academic year.

Faculty Senate New Business 5b 12/12/2018

**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 consortial 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.

**Endorsement of the Faculty Representatives' Response to
UW System's Program Productivity Monitoring Policy**

To: Carleen Vande Zande-Associate Vice President UW System Administration Office of Academic Programs & Educational Innovation

We, the undersigned Faculty Representatives, submit the following revision to the SYS 102_6.3 Program Productivity Monitoring Policy

Proposal- the Faculty Representatives of the UW System campuses recommend that final decisions regarding program closure occur through shared governance at the campus level.

We recommend that all decision processes regarding the closure or continuation of a program should remain at the campus level. We believe that local shared governance and local campus administration should be the only ones empowered to initiate the process of program closure.

We also recommend specific revisions regarding the following:

1. **Use of “hard” cut-off measure** (average of 5 graduates/year over 5 years): Using a metric that doesn't take into account student enrollment on a given campus is mathematically unsound.

Our first area of concern is the use of a “hard” cut-off (numbers) measure to determine the value of a program (i.e., programs are considered underperforming). One recommendation is that campuses choose the metric for their campus (similar to the performance based funding metrics) to measure program productivity. The existing proposed measurement does not take into account campus size, campus budgets, nor does it take into account the possibility that a program can exist without any actual FTE cost to the campus itself.

We recommend developing multiple measures from which campuses can select. These measurements should include, but would not be limited to, the following: percentage of campuses within the UW System that currently offer the program; the ratio of majors/FTE (i.e., cost); graduates as a percentage of the overall graduating class; and the number of general education student credit hours/FTE.

2. **In addition to our concerns regarding the metric, the timeframe in the current draft is far too short for a program to successfully meet the new target goals.**

The following timeframe is recommended as the current timeframe does not allow programs/campuses sufficient time to increase the number of graduates. Even if a program were to make a substantial effort to recruit new majors as soon as they are informed they are under consideration for closure, and thus eventually increase the number of graduates, three years is simply not enough time for said new students to actually matriculate and

improve the program graduation average. We recommend that the time frame for remediation be increased from 3 to 5 years. For example:

- a. Year 0- identification of programs do not meet the identified metric,
 - b. Year 1- Action Plan is developed to increase enrollment,
 - c. Year 2-4- campuses implement the plan to increase enrollment in the major.
 - d. Year 5- Program performance (e.g., # of graduates) is evaluated
3. **Campus-level Appeal Process-** with the campuses retaining the decision making authority, it is imperative that the campuses identify an appeal process that involves shared governance.

We recognize that System should play a role in ensuring campuses are offering the appropriate array of programs, but we must also recognize that curricular control lies within the hands of the faculty, not the System administration. We would also argue that local campus governance bodies and administrations are far better equipped than System administration to effectively determine the long-term viability of the programs housed on their respective campuses. Shared governance works best when all parties involved trust each other to do what is best for both own campuses and for the System as a whole.

Sincerely,
Christine Vandenhouten PhD, RN
Chairperson Nursing & Health Studies
Faculty Representative to the University of Wisconsin System
University of Wisconsin – Green Bay

Nick Sloboda
Chair, Department of World Languages, Literatures, and Cultures
Faculty Representative to the University of Wisconsin System
University of Wisconsin – Superior

Kristian O'Connor, Ph.D.
Chair, University Committee
University of Wisconsin – Milwaukee

Geoffrey D. Peterson
Chair of the Department of Political Science
Faculty Representative to the University of Wisconsin System
University of Wisconsin-Eau Claire

Stuart Hansen
Associate Professor of Computer Science
University of Wisconsin –Parkside

Stephen P. Bentivenga
Faculty Senate President
Faculty Representative to the University of Wisconsin System
Professor, Department of Biology
University of Wisconsin Oshkosh

Charles Cornett
Faculty Representative to the University of Wisconsin System
University of Wisconsin-Platteville

Mialisa A. Moline, Ph.D.
Chair of Faculty Senate and
Faculty Representative to UWS for
University of Wisconsin - River Falls

Petre Nelu Ghenciu
Professor of Mathematics
Chair, Faculty Senate UW-Stout

David L. Simmons, Ph.D.
Chair, Faculty Senate
Associate Professor, Philosophy & Religious Studies
University of Wisconsin—Whitewater

Mary R. Bowman
Chair of Common Council
Faculty Representative to the University of Wisconsin System
University of Wisconsin – Stevens Point

David L. Simmons, Ph.D.
Chair, Faculty Senate
Associate Professor, Philosophy & Religious Studies
University of Wisconsin—Whitewater

The Following Faculty Senates have endorsed this proposal:

University of Wisconsin –Parkside
University of Wisconsin – Milwaukee
University of Wisconsin-Platteville

Cc: System President Ray Cross,
Karen Schmitt VP ASA
Laura Dunek, Special Assistant

Faculty Senate New Business 5d 12/12/2018

Graduate Academic Affairs Council Report

MATH 631 : Multivariate Statistical Analysis; Course Change, Change dual level from 'No' to 'yes'. Change College category from 'CST' to 'CSET', effective date from Fall, 2018 to Spring, 2019, component from lab to lecture, Roll back. 9/23/18; Syllabus is missing.

ENGLISH 731 : Advanced Topics in Shakespeare, New courses, Rolled back by GAAC Chair, November 23, 2018 Few things need to be fixed before I can approve the course.

ENGLISH 736 : Advanced Study of Major Figures New courses, Rolled back by GAAC Chair, November 23, 2018 Few things need to be fixed before I can approve the course .

ENGLISH 764 : Advanced Topics in Literature New courses, Rolled back by GAAC Chair, November 23, 2018 Few things need to be fixed before I can approve the course

HWM 780 : Best Practices and Emerging Issues in Wellness Course Change, Change starting date from Fall, 2017 to Spring, 2019. Change prerequisite. Approved by GAAC Chair, November 3, 2018.

HWM 790 : Health and Wellness Management Capstone Course Course Change, Change effective date from 2017 to 2018; delete consent of instructor from the pre-requisite. Instructor changes from TBD to Christine Vandenhouten, Approved by GAAC chair, November 3, 2018.

MATH 631 : Multivariate Statistical Analysis; Course Change, Change dual level from 'No' to 'yes'. Change College category from 'CST' to 'CSET', effective date from Fall, 2018 to Spring, 2019, component from lab to lecture, Approved by GAAC Chair, November 3, 2018.

SOC WORK GEN CUR : Generalist Curriculum New Program proposal Approved by chair, November 23.

SOC WORK 703 : Direct Practice Skills Course deactivation. The content for this course is being infused into a different course. Therefore, it is not needed as a stand-alone course. Rolled back by chair, November 23 to inquire which course that SOC WORK 703 is being infused into.

Faculty Representative Report to Faculty Senate

December 12, 2018

The following report represents recent faculty governance communication, December Board of Regents meeting at UW La Crosse, and recent activities surrounding SYS 102_6.3 Program Monitoring Policy.

1. December Faculty Reps meeting agenda:

- a. **Sick Leave Reporting Process-** The faculty reps will host a system HR rep to discuss the procedure for reporting sick leave. The goal is to improve this process to ensure a transparent and streamlined process.
- b. **President Cross follow up to June Retreat**

2. Pay Plan request by President Cross to Board of Regents-

- President Cross proposed a 3% (July 19) + 3 % (July 20) – this motion passed unanimously.

3. Public comment period for SYS 102_6.3 Program Monitoring Policy ends Dec. 21st.

- a. Majority of campus reps and 4 campuses have endorsed the proposal as of Dec. 6, 18.
- b. UW RF & UW Madison have passed resolutions

The next Faculty Governance meeting is Dec. 14th.

**University Committee Report for Faculty Senate
December 12, 2018**

The UC business this Fall has involved primarily short-term projects that have come before the Senate at the next opportunity.

Longer-term projects for the Spring 2019 semester include:

- Investigating the workflow and workload of the Academic Affairs Council.
- Investigating the Course Evaluation system in general, considering policies and procedures in need of revision.

If you have business to bring to the attention of the UC, contact chairperson Courtney Sherman.

**University Staff Committee Report for Faculty Senate
December 12, 2018**

- The proposed restructured bylaws were posted to our website and solicited to all university staff for review and feedback. Comments will be discussed at the December 20 USC meeting, and a final proposal will be voted on at the yearly University Assembly in January.
- The USC Chair sent a call to solicit nominations for university staff membership on the Provost & Vice Chancellor Search & Screen Committee. Names will be submitted to Chancellor Miller on or before December 13 for his consideration.
- A replacement USC representative from the Sheboygan campus is still pending.

Respectfully submitted,
Jan Snyder, Chair
University Staff Committee

**Academic Staff Committee Report for Faculty Senate
December 12, 2018**

- All Academic Staff assembly was held 12/4/18. The academic staff voted to approve some changes to the Academic Staff Professional Development Allocations committee charge.
- We will be reviewing by laws including committee structure and discussing options for continuing to have branch campus academic staff service on our committees.

Respectfully submitted,
Jamee Haslam
Academic Staff Committee