

AGENDA

UW-GREEN BAY FACULTY SENATE MEETING NO. 7

Wednesday, March 28, 2018

1965 Room, 3:00 p.m.

Presiding Officer: Ryan Martin, Speaker

Parliamentarian: Steve Meyer

1. CALL TO ORDER

2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 6

February 21, 2018 [page 3]

3. CHANCELLOR'S REPORT

4. VICE CHANCELLOR'S REPORT

5. OLD BUSINESS

- a. Resolution on Early Alert System [page 10]
Presented by Uwe Pott, Faculty Senator, Human Biology

6. NEW BUSINESS

- a. Proposed Change to the International Education Committee's Charge (first reading) [page 11]
Presented by Sawa Senzaki, International Education Committee
- b. Request for Authorization to Implement an Impact MBA at UW-Green Bay (first reading) [page 12]
Presented by Gaurav Bansal and David Radosevich, Business Administration
- c. Request for Authorization to Implement an Entry Level Bachelor of Science in Nursing at UW-Green Bay (first reading) [page 25]
Presented by Christine Vandenhouten, Chair of Nursing, and Susan Gallagher-Lepak, Dean of the College of Health, Education, and Social Welfare
- d. Proposal to Dissolve of the Learning Technology Collaborative Committee (first reading) [page 37]
Presented by Todd Dresser, Lead Instructional Designer
- e. Form K: Discontinuation and Reconstitution of Information and Computing Science (ISC) [page 38]
Presented by Clif Ganyard, Associate Provost
- f. Request for New Business

7. PROVOST'S REPORT

8. OTHER REPORTS

- a. Academic Affairs Committee Report and Graduate Academic Affairs Report [page 44 and 56, respectively]
- b. University Committee Report – Presented by UC Chair Patricia Terry

- c. Faculty Representative Report – Presented by Christine Vandenhouten [page 59]
- d. Academic Staff Report – Presented by Jamee Haslam [page 60]
- e. University Staff Report – Presented by Holly Keener [page 61]
- f. Student Government Report – Presented by Courtney Zambon [page 62]

9. ADJOURNMENT

[draft]

MINUTES 2017-2018
UW-GREEN BAY FACULTY SENATE MEETING NO. 6

Wednesday, February 21, 2018
1965 Room, University Union

Presiding Officer: Ryan Martin, Speaker of the Senate
Parliamentarian: Steve Meyer

PRESENT: Vallari Chandna (BUA), Kristy Deetz (AND), Christin DePouw (EDUC), Mike Draney (NAS), Joan Groessl (SOCW), Stefan Hall (HUS), Jim Loebel (BUA), John Luczaj (NAS), Upal Mahfuz (NAS), Kaoime Malloy (THEATRE), Tetyana Malysheva (NAS-Alternate), Ryan Martin (HUD-UC), Eric Morgan (DJS), Paul Mueller (HUB), Rebecca Nesvet (HUS), Uwe Pott (HUB), Michael Rector (MUS-Alternate), Stephanie Rhee (SOCW-Alternate), Sawa Senzaki (HUD), Courtney Sherman (MUS-UC), Patricia Terry (NAS-UC), Gail Trimberger (SOCW-UC), Katie Turkiewicz (ICS), Brenda Tyczkowski (NURS), Christine Vandenhouten (NUR-UC), Kristin Vespia (HUD), David Voelker (HUS-Alternate), and Aaron Weinschenk (PEA)

NOT PRESENT: Greg Davis (Provost, *ex officio*) and Gary Miller (Chancellor, *ex-officio*),

REPRESENTATIVES: Holly Keener (USC), Jamee Haslam (ASC), and Courtney Zambon (SGA President)

GUESTS: Scott Ashmann (Associate Dean, CHESW), Matt Dornbush (Associate Vice Chancellor for Academic Affairs/Director of Graduate Programs), Clifton Ganyard (Associate Provost), Ben Joniaux (Chief of Staff), John Katers (Dean, CST), Chuck Rybak (Interim Dean, CAHSS), Sheryl Van Gruensven (Vice Chancellor for Business and Finance), Jessica Van Slooten (Associate Professor, UW-Manitowoc), and Mike Zorn (Associate Dean, CST)

1. CALL TO ORDER

Speaker Ryan Martin gaveled with gusto, thus calling to order the sixth Faculty Senate meeting of the 2017-18 academic year.

2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 5, January 24, 2018

In response to any concerns, questions, or thoughts regarding the January minutes, the sound of crickets implied the minutes were “Jim Dandy” and passed by consensus.

3. CHANCELLOR’S REPORT

Chancellor Miller was unable to attend Faculty Senate this month.

4. OLD BUSINESS

a. February began the University Committee’s “Let’s Start Fresh” campaign. As a result, no “old business” was discussed (serendipitously, there was no old business from January to discuss).

5. NEW BUSINESS

a. Slate of Candidates for Elective Faculty Committees

Senator Hall, also a member of the Committee on Committees and Nominations, presented the slate of candidates on the 2018-19 faculty elective ballot. Senator Hall added that based on his experience on the CCN there is always a shortage of faculty willing to be considered as candidates for governance committees, noting that finding volunteers to be candidates on the ballot is “like wrangling cats,” so he took this opportunity to encourage faculty to not be shy about participating in shared governance. SOFAS Meyer reminded senate that other candidates could be placed on the ballot if three faculty members bring forward the name of a candidate and that person is willing to be nominated (it also assumes there are no other restrictions that would prevent the candidate from being placed on the ballot). The deadline to place other names on the ballot is March 3, 2018. **Senator Luczaj moved acceptance of the slate of candidates (seconded by Senator Terry).** With no discussion, **the motion carried 26-0-0.**

b. Resolution on a “Shared Governance Transition Year” to Accommodate Our Faculty Colleagues at UW-Marquette, UW-Manitowoc, and UW-Sheboygan to Participate in Shared Governance during the 2018-19 Academic Year

UC Chair Terry introduced the resolution. **Senator Loebel moved acceptance of the resolution (seconded by Senator Vandenhouten).** Clarification was requested on the last “Be it resolved” statement; would the number of members on each of the specified committees be increased during the 2018-19 academic year? (Yes, it would). Do we need to discuss or define how the election will take place? [When one member from each of the respective Colleges is elected to a committee (e.g., Faculty Senate), that election would take place at the individual College level; when one member from the collective Colleges is elected to a committee (e.g., University Committee), that election would occur through a steering committee created by the three Colleges]. With no further questions, **the motion carried 26-0-0.**

c. Resolution on Early Alert System

Senator Pott introduced this resolution to initiate a discussion regarding the faculty’s feelings about the Early Alert System; more specifically, the resolution itself called for the continuation of the Early Alert System for 100- and 200-level courses only. Following Senator Pott’s reading of the resolution, **Senator Hall moved acceptance of the resolution, with a second by Senator Mueller.** Summarized below are statements that support keeping the Early Alert System for 100- and 200-level courses only (voting for the resolution), keeping the Early Alert System for all undergraduate courses (voting against the resolution), and suggestions for Denise Bartell (Director of the Center for Student Success) and Darrel Renier (Director of Academic Advising).

Statements that support keeping the Early Alert System for 100- and 200-level courses only:

- Faculty invest time in training students, but eventually you expect the student to be self-reliant and take responsibility for their actions. It should be every faculty member’s goal to assist graduates of UWGB to be self-reliant and independent.
- If students are looking for feedback on grades, many faculty constantly update course grades on their D2L site. It seems punitive to make faculty, who diligently maintain grades on their D2L site and provide constant feedback to the students in their class, re-enter the exact same information requested by the Early Alert System.

- Students usually have all the data they need related to their grade, but they cannot calculate their grade on their own.
- If we are serious about this Early Alert System on our campus, then administration needs to find a way to work this into faculty workload. This is particularly true for faculty who serve as the major advisor to a great number of students. If a faculty advisor receives text feedback indicating that “X” number of students are failing a course(s), how are we supposed to find the time to follow up with those students? If this is a priority, then something else needs to come off our plates.
- If this resolution passes, the Early Alert System should still be used for 300- and 400-level general education courses.
- The increased workload of the Early Alert System is a major concern. Not so much the entering of grades, rather the expectations for advisors on follow-up procedures.

Statements that support keeping the Early Alert System for all undergraduate courses:

- Data collected from the students demonstrates that students like/appreciate the early feedback. The data speaks to the desire of the students to have this type of system in place.
- Evidence from other institutions that have implemented similar programs indicates that such efforts are very successful.
- Sometimes, especially with upper-level students, problems are not academic in nature. Their problems (e.g., work, family, health, financial, etc.) are not maturity issues, but nonetheless impact their academics. These students often do not know to whom to speak or reach out for assistance. So that feedback early on is a way of informing these students not only that we are concerned about their performance in class, but we are also concerned about their welfare.
- Intervention at all levels is important for student success especially when you consider that transfers make up 40% of our student body. Transfer students need grade/performance feedback just as much as the traditional first and second year student. In fact, students who transfer to UWGB are, quite literally, first year UWGB students (even if they transfer to UWGB as juniors).
- Many of these students are coming from the tech colleges, one of our biggest partners for transfer students. Like it or not, it is often a different culture of education provided at those institutions. It is a good education, but sometimes those students need help navigating our university system.
- The Early Alert System is a very similar to many other programs that faculty or the administration have initiated to help students succeed – Tutoring Center, E-Tutoring Consortium, First Year Seminars, GPS, Writing Center. Many of these programs are designed for undergraduates to use throughout their college career.
- Grades are not the only form of feedback in the Early Alert System. The text feedback is also just as important to students in 300- and 400-level courses as it is for students in 100- and 200-level courses.
- According to the follow-up surveys completed by faculty, despite some displeasure with the Early Alert System, 75% stated they completed the grade reports in 45 minutes or less.
- There is overwhelming support from the students for continuing the Early Alert System across all course levels. The students definitely desire the feedback.

- As faculty advisors, we would not get the complete picture regarding our advisees if the 300- and 400-level grades are not included in the Early Alert System.
- It is appropriate for us to maintain high expectations of our students, but at the same time we must provide the ladder to allow our students to reach those expectations. This includes communicating to the student how well they are progressing toward those expectations at all course levels.

Suggestions for Denise Bartell and Darrel Renier:

- Communication regarding the Early Alert System should have been better. Faculty should have been better informed about what the Center for Student Success was trying to accomplish and how the faculty were expected to participate.
- As an educational initiative, faculty should have been involved in the process [see the next agenda item (5d)] – follow shared governance protocols.
- Timeline issues – many faculty do not have enough graded material at the end of five weeks on which to base a relevant grade.
- Regarding the categories available for the text feedback, there is really nothing there to reflect our online students. It seems to be all classroom based, so it is not very useful for online courses.
- Some faculty expressed a level of uncomfortableness regarding the wording of some of the options available in the text feedback categories (e.g., “Troubling change in appearance or demeanor” – was that box clicked due to a change in appearance because the student is homeless vs. change in appearance because the student got a tattoo?). Consider rewording some of the text feedback options to make the meaning clearer. (Note: another faculty member related an instance where that particular box helped tremendously).
- Connect D2L’s gradebook with SIS so faculty do not have to manually enter the grades.
- If students are not going to see the text feedback (from the more personal options), we should state something to the effect of “For Internal Use Only” so faculty are aware that students will not see that.
- Consider changing the name. Early Alert System or Early Warning System has a negative connotation. Perhaps call it “Progress Report.”
- Provide an “open box” in the text feedback where faculty can address comments to a specific student. The “canned” generic text responses do not address the message that some faculty want to deliver to specific students.
- Many great ideas have been generated in this hour of discussion in faculty senate. This emphasizes the reality that faculty input should have been included from the beginning.

Senator Luczaj suggested that it might not make sense to vote on this today. He would prefer the opportunity to take it back to his unit and talk to his colleagues about this before voting.

Apparently, **Senator Voelker agreed and moved to table the Resolution on Early Alert System, seconded by Senator Hall. The motion to table the resolution passed 27-0-0.**

d. Resolution on Administration Following Proper Protocol

Senator Pott, following up on the Resolution on the Early Alert System, presented the Resolution on Administration Following Proper Protocol. Senator Pott’s argument is that an educational initiative, such as the Early Alert System, especially one that will increase the workload of

faculty, should be brought before the Faculty Senate before anything is implemented. This is not the opinion of one faculty member, it is codified in the UWGB Faculty Handbook under “Matters within the jurisdiction of the Faculty” [50.04B(1)]. **Senator Hall moved to accept the resolution, seconded by Senator Mueller.** Two separate comments summarized the sentiment of the senate regarding this resolution: “This policy (Early Alert System) requires our active professional engagement, so it’s clearly a curricular matter” and “This is a fair reminder for the future that this is the kind of thing the senate and the UC should be consulted about early and often.” **The motion to accept the resolution passed 26-0-0.**

e. Open Discussion: Junior Faculty Serving on Faculty Senate

It was the intention of UC Chair Terry to introduce a framework regarding why the UC put this item on the agenda and then have senators take it back to their home units for discussion. In the last three years, there have been three votes of some significance (the vote on whether to endorse the four-college model, the vote of no confidence in UW President Ray Cross and the UW Board of Regents in their commitment to defending the Wisconsin Idea, and the vote to change undergraduate graduation requirements at UWGB). When it came time to vote on these issues, some untenured faculty serving on Faculty Senate felt the need to request a secret ballot, cast an “abstention” vote, or request their unit’s alternate senator to fill in for them on the day of the vote. The UC fully understands the need to create service opportunities for untenured faculty and the importance of helping untenured faculty learn the system (both achieved by serving on Faculty Senate), but if untenured faculty are afraid to vote because the consequences are too threatening to their professional careers, then it might be harming our ability to make important decisions.

Despite UC Chair Terry’s intention that senators take this issue back to their units for discussion, many senators desired to initiate discussion immediately. What follows is a brief summary of those initial thoughts on the subject. It is important that we not view senate as a training opportunity for junior faculty, but rather view it as an opportunity to listen to their input, lest we only hear the “old school” perspective. We need an acknowledgment in some way, shape, or form (a resolution?) that fearing for our professional careers based on a senate vote is not the culture we support. If there is a controversial vote coming up before the senate, junior faculty could always request their unit’s (tenured) alternate senator fill in for them. Untenured faculty need representation too, so it is important that junior faculty serve on Faculty Senate. Some units do not have many tenured faculty, so if a policy existed that prohibited junior faculty from serving on senate, some units would may not have representation (e.g., computer science and engineering). Christine Vandenhouten, UWGB’s Faculty Representative, asked her fellow faculty reps from the other UW institutions if they have a policy regarding junior faculty serving on Faculty Senate – none of them have a policy that requires tenure to serve on senate. While the current discussion centered on fear of retaliation from administration, we have to acknowledge that we (faculty) are part of the problem, too; controversial votes in senate also lead to questions of who is serving on the Personnel Council – so we are also fearful of decisions made by our fellow faculty members serving on committees that have particular influence.

f. Request for Future Business

Senator Nesvet requested that Faculty Senate discuss at our March meeting SUFAC’s vote to cease collecting money for the UWGB Childcare Establishment Fund.

Senator DePouw made a request that University Committee examine the possibility of providing Campus-Wide Active Shooter training. Not just an online training module, but hands-on training on what to do in a classroom in the event of an active shooter on campus.

6. PROVOST'S REPORT

In a curious case of upper-level administration “Monkey See, Monkey Do,” Provost Davis was also unable to attend this month’s Faculty Senate meeting. But, fear not, Associate Provost Clif Ganyard seized control of the lectern and filled in admirably for Provost Davis, updating Senate on a number of items.

At their February meeting, the Board of Regents approved the proposed B.S. in Mechanical Engineering. Many people are working diligently to get that in the Fall 2018 Catalog so the program can be implemented immediately. In related news, the Board also approved the following: changing the name of the College of Science and Technology (CST) to the College of Science, Engineering, and Technology (CSET) – to be implemented immediately; creating a School of Engineering to be housed within CSET; establishing naming rights for the School of Engineering, henceforth referred to as the Richard J. Resch School of Engineering.

Next, Associate Provost Ganyard produced the official letter from the HLC stating that our accreditation is confirmed through 2027 (cue the thunderous applause). Just a reminder, however, HLC still expects us to work on assessment efforts and continuity in our syllabi.

UWGB just hired a new Institutional Research Analyst. Dr. Kinga Jacobson started Monday, February 19. In addition to having a Ph.D. and two Master’s Degrees to her name, she worked at NWTCC for five years, was Director of Information Technology at Gibraltar School District in Door County, and most recently served as Director of Institutional Research and Effectiveness at Silver Lake College.

Restructuring efforts via Project Coastal continue – things are now moving forward, just not at the pace we would like to see. The “Shared Governance Transition Year” resolution was passed just a bit earlier in senate. Interim Dean Chuck Rybak is leading the effort to integrate faculty from the Colleges into various UWGB departments. Discussions on curriculum are taking place and Clif will be asking for input from academic chairs; one caution, the decision making process on some things will occur quickly. Overall, there are some decisions that must be made by July 1, while other decisions can be put off for a bit (things that will not change before July 1 include financial aid, catalogs, and registration).

7. OTHER REPORTS

a. Academic Affairs Report. This report is found on page 12 of the agenda.

b. University Committee Report. UC Chair Terry mentioned that the UC was again asked to look at the requirements for “Graduating with Honors” particularly with respect to transfer students. The UC examined the requirements, had a meaningful conversation with the Registrar, and, in the end, decided to make no changes to the current policy. Discussion was initiated regarding

issues some faculty have had with domestic travel courses. Acting upon a request by some faculty senators, the UC submitted to the Committee on Committees and Nominations a charge for a special committee on interdisciplinarity. After reviewing the charge, the CCN determined there was duplication with some standing committees (e.g., the General Education Council) and thus saw no need for a special committee. Finally, the UC discussed amongst themselves their thoughts on junior faculty serving on Faculty Senate.

c. Faculty Representative Report. Christine Vandenhouten reported that in response to disparaging comments made by President Ray Cross in an email suggesting that shared governance was a roadblock to making changes within the UW System, several UW institutions were drafting resolutions calling for President Cross to honor his pledge to protect and respect shared governance in all relevant administrative decisions.

d. Academic Staff Committee Report. Jamee Haslam reported that the ASC has begun a process of reaching out to the Colleges of Project Coastal, inviting them to remotely attend ASC meetings.

e. University Staff Committee Report. Holly Keener reported that the USC held its all-University Staff Assembly last week at which they passed a resolution that each of the Colleges will have a representative on the USC next year. Two staff members from Manitowoc attended the Assembly in person and Sheboygan and Marinette had several staff members attend remotely.

f. Student Government Association Report. Courtney Zambon reported that election results were finalized last week by Student Senate (she is now officially the SGA President). SUFAC will present the segregated university fee to student senate for a vote on Monday. SGA is working on getting more student engagement on Project Coastal committees. SGA will hold an open forum on many of the current topics, including the Early Alert System. SGA also discussed prerequisites specifically related to upper level courses (especially for those courses outside their major).

8. ADJOURNMENT at 4:51 p.m.

Respectfully submitted,

Steve Meyer, Secretary of the Faculty and Staff

Resolution on the Early Alert System

WHEREAS, UW-Green Bay faculty are committed to retention and student success; and

WHEREAS, first year and sophomore students may be less familiar with resources and support structures; and

WHEREAS, junior and senior level students have assigned advisors within their majors and are predominantly taking courses in the major;

THEREFORE, be it resolved that UW-Green Bay Faculty Senate recommends that the Early Alert System, initiated in the Fall 2017 academic semester, henceforth be continued for 100- and 200-level courses only.

Faculty Senate Old Business 5a 3/28/2018

Proposed Change to the International Education Committee's Charge

International Education Committee Charge

1. The International Education Committee shall be composed of seven (7) appointed persons. It will include six (6) members of the faculty with no more than two from one voting district. The Director of the Office of International Education will serve as an *ex officio* non-voting member. Voting faculty members will serve three-year staggered terms to ensure continuity.
2. Nomination of candidates for appointment to the International Education Committee is the responsibility of the Committee on Committees and Nominations. Appointments are made annually by the Provost and Vice Chancellor for Academic Affairs.
3. The Committee chair will be appointed by the Provost for a three-year term.

Since IEC members are elected for a three year term, it is unlikely one would take on the role of chair in his or her first year of service. We proposed to the Committee of Committees and Nominations (CCN) and the University Committee (UC) the following change, which was endorsed.

3. The Committee chair will be selected by the IEC members and approved by the Provost ~~appointed by the Provost~~ for a renewable one ~~three~~-year term.

Faculty Senate New Business 6a 3/28/2018

**REQUEST FOR AUTHORIZATION TO IMPLEMENT AN
IMPACT MBA
AT UW-GREEN BAY
PREPARED BY UW-GREEN BAY**

ABSTRACT

The University of Wisconsin-Green Bay proposes to establish an IMPACT Master of Business Administration (MBA) degree in the Austin E. Cofrin School of Business. The program is designed to satisfy all of the requirements specified by the Association to Advance Collegiate Schools of Business (AACSB) as well as the graduation requirements for UW-Green Bay. Additionally, UW-Green Bay will seek accreditation of the IMPACT MBA program through AACSB. The proposed Impact MBA will be a 17-month program and will provide a unique opportunity for UW-Green Bay students to obtain an IMPACT MBA that is differentiated from other traditional MBA programs. The IMPACT MBA will require 36 credits and will prepare graduates with an interdisciplinary knowledge that will enable them to understand the complexities of future challenges in the business environment in order to make a positive impact in not only their business but also their communities and industries.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin – Green Bay

Title of Proposed Program

IMPACT MBA / Master of Business Administration

Degree/Major Designation

Master of Business Administration

Mode of Delivery

The program will be delivered from a single institution, UW-Green Bay. Courses will be delivered using a combination of face-to-face instruction, independent work, and online course offerings.

Projected Enrollment by Year Five

The 5-year projection assumes full admission in year four (30 students annually), and full enrollment by year 5 (56 students), and annual retention rates of 92%. By the end of the fifth year, it is expected that 119 students will have enrolled and 89 students will have graduated. The model is based on annual retention rate of 85% and the assumption that all students who remain in the program after their first year will graduate.

Table 1: Five Year Degree Program Enrollment Projections (Headcount)

	1st Year	2nd Year	3rd Year	4th Year	5th Year
# New Admitted Students	25	27	28	30	30
# Continuing Students	0	21	23	24	26
Total Enrollment	25	48	51	54	56
# Graduating Students	0	21	23	24	26

Tuition Structure

The IMPACT MBA will consist of 36 credits. Tuition is set at \$45,000 for the 36 credit program (\$1,250 per credit). Student segregated fees will also follow existing UW-Green Bay policies.

Department, College, School or Functional Equivalent

The proposed program will be housed in the Austin E. Cofrin School of Business.

Proposed Date of Implementation

The first class to be admitted to the program will be Fall 2019.

INTRODUCTION

Rationale and Relation to Mission

The proposed IMPACT MBA program will serve UWGB’s mission and core strategies in several distinct ways. First, the program is consistent with UWGB’s mission: “The University of Wisconsin-Green Bay provides an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues in a multicultural and evolving world.” Second, the program is also consistent with the mission of the Austin E. Cofrin School of Business: “The Cofrin School of Business is a community of teachers and learners dedicated to the exchange of knowledge, skills, and values that enables them to serve their organizations and communities as engaged professionals.” Further, the program aligns with the first strategic goal of the School of Business: “To deliver transformative and thriving business programs responsive to state-of-the-art knowledge and the needs of learners and the community.” Finally, the proposed MBA aligns with Chancellor Gary L. Miller’s vision of UWGB’s future “in which the institution is energized ... and will thrive ... through the power of Innovation, the power of higher education as an agent of Transformation, and the power of Place – the idea that UW-Green Bay will serve its region.”

The IMPACT MBA program is **interdisciplinary** and **problem-focused** in its course array and its teaching/learning approach. Frontier-moving courses prepare students to lead in organizations through design thinking, working in the age of accelerating technology, disruptive business events, and the exponential enterprise. The program is applicable and transportable across business areas including information technology & security, manufacturing, healthcare, entrepreneurship, transportation, financial intermediaries, etc. Specific impact areas are: Creating the Learning Organization, Disruptive Innovation, Design Thinking & Leadership, Exponential Enterprises, Convergent/Divergent Industries, Artificial Intelligence and Machine Learning, Leading Transformational Change.

Need as Suggested by Current Student Demand

According to the 2015 survey of 645 UW-Green Bay alumni and students, there is a strong

demand for an MBA program offered at UW-Green Bay (Table 2). UW-Green Bay has offered top-quality undergraduate programs in accounting and business administration since its founding in 1965, as evidenced by outstanding post-graduate employment rates (consistently > 90%) and CPA pass rates (consistently among the highest in the State). Alumni are loyal to both UW-Green Bay and Northeast Wisconsin, as shown by their preference for staying in the area (> 70% continue to live in the area post-graduation).

Table 2. MBA Survey of UWGB Students and Alumni

Items on a 1-5 scale, where 1=Strongly Disagree, and 5= Strongly Agree

Item	Total	Mean	% Agree or Strongly Agree
UWGB should offer an MBA	645	4.43	90%
A UWGB MBA would be an asset to a person pursuing a career	639	4.31	87%
If UWGB offered an MBA, I would recommend it to others.	633	4.19	82%
I would prefer to have a UWGB MBA over one from another university in Northeast WI	624	4.14	76%
If UWGB offered an MBA, I would be interested in enrolling	597	3.73	64%

High demand for such an MBA program in Wisconsin is also evidenced by the several recent studies. For example, *Competitive Wisconsin* identified a 66% shortage of talent to drive global engagement in the Wisconsin manufacturing sector, 40% of companies lack the talent needed to drive sustainability, and 37% lack innovative leadership. Wisconsin is also deficient in mid-level, managerial, executive talent across industries, resulting in a job decline of about 20% in this area despite the high average wage of \$94,180. Nationally, in 2015, nearly three-quarters of employers planned to hire MBA graduates and planned to maintain or increase their hiring from 2014. The 2017 *Corporate Recruiters Survey Report* states that US-based employers are offering recent MBA graduates a median starting base salary of \$110,000, up from \$105,000 in 2016. The trend is similar, at the global scale as well. The same report suggests that worldwide 52% of employers plan to increase starting salaries for new MBA hires, and that MBA grads enjoy better employment prospects. According to *GMAC 2017 year-end employer poll* more employers expect to hire MBA and business master’s graduates in 2018 compared with 2017. Similar sentiments are echoed by FT.com (2017). UWGB’s MBA will differentiate itself in the market by providing an innovative curriculum aimed at current, frontier-breaking issues that are appealing to current MBA applicants as well as their employers.

Emerging Knowledge and Advancing New Directions

The UWGB IMPACT MBA positions itself to respond quickly to emerging knowledge and trends in business through its frontier-breaking curriculum. MBA aspirants are looking for non-traditional business type courses – such as data-driven decision making, and skills that help students make a social-impact (Infoworld.com, 2017, USNews.com 2017, WSJ 2017). For example, our students will learn how to think differently about issues from a multi-faceted perspective by demonstrating competence in areas of global acumen, driving innovation, design thinking, complex decision-making, building intellectual capital, teaming culture, leadership and personal mastery, market and customer focus, leading change, cultivating strategic partnerships

and strategic thinking as examples. The IMPACT MBA will be different from traditional programs in that the focus moves away from simply learning functional areas of business in a siloed fashion, instead of learning how to think critically about emerging business challenges in an integrated and impactful way that can yield exponential results to organizations.

The primary motivations of prospective students are preparing for a top leadership position, developing leadership skills, advancement, keeping up with industry changes, attainment of knowledge and skills, networking (USNews.com 2016) and increased salary potential (FT.com 2017). Eighty-three percent of responding employers plan to hire new business school graduates in 2018. More employers expect to hire MBA and business master's graduates in 2018 compared with 2017 (GMAC year-end employer poll 2017). Salary is going up (FT.com 2017). Nine in 10 survey respondents (86%) plan to hire recent MBA graduates in 2017 compared with 79 percent of employers who hired them in 2016. (Corporate recruiters survey report 2017).

Graduates of MBA programs confirm that their degree is boosting their careers; for example, 92% gave their degree credit for leadership preparation; 88% for career preparation; 87% for faster career advancement; and 86% for increased earnings potential. MBA degree helps students with practical leadership and management skills and not only with credentials that send signal to the marketplace (HBR.org 2014). Our purpose is to enhance the *impact* that our MBA graduates have on their organizations and on the region by providing a program that will cultivate a different way of thinking necessary to handle the complex and transformational changes facing the world regardless of industry or specialization. Our program will challenge our students to transform themselves, their organizations, and their industries.

DESCRIPTION OF PROGRAM

General Structure

The Impact MBA degree program will focus primarily on adult and nontraditional students who hold an undergraduate degree and have the desire to continue their education toward a graduate degree, primarily to expand knowledge and specialized skills in this area and for career advancement.

The requirements for admission include an undergraduate degree in business or demonstrated equivalent professional experience as determined by the graduate selection committee. Students enrolling in the proposed cohort program would complete 36 credits in an executive MBA style with classes to be held on Saturdays (i.e., morning and afternoon sessions). Each cohort matriculation will assume 30 new students. Students complete a pre-enrollment boot camp to ensure students without a business degree have the prerequisite business knowledge (e.g., finances, accounting, marketing, management) to succeed in the program. Then, students will complete six 10 week instructional sessions. The entire program is expected to start in late summer take roughly 1.5 years to complete and end prior to December graduation. We assume a retention rate of 90% from start to finish based on the level of direct corporate partnerships we anticipate. Coursework will consist of twelve graduate level business courses without any electives. The classes will be infused with a variety of business professionals as guest speakers to ensure the applicability of the material to the work setting. Students will take tours of regional businesses, and the occasional class will be held on-site of a business as it relates to the topic being covered. An emphasis will be placed on the student and faculty to ensure that the key learning outcomes for each class have a forward-looking component so that the students are better able to make a meaningful impact on their business.

Institutional Program Array

UW-Green Bay currently provides pre-professional, undergraduate prerequisite courses necessary to enroll in the proposed IMPACT MBA program drawn from the undergraduate accounting and business programs. Faculty currently meet HLC accreditation requirements to teach at the graduate level, and many already teach at the graduate-level in our Masters of Management program. Typically, UW-Green Bay students complete a B.S. in Business and apply to master's programs at other schools to obtain their MBA. UW-Green Bay has a strong undergraduate program in accounting and business, and many of our alumni desire an MBA. As Northeast Wisconsin is home to a strong business community, it is important that our campus meets this regional economic need by expanding our graduate offerings with an IMPACT MBA.

Other Programs in the University of Wisconsin System

Out of 12 other UW Universities – all but 4 have MBA programs. A brief overview is given below. Four Universities also offer MBA through the University of Wisconsin Consortium.

Campus	MBA Program	URL
UW-Madison	Offer full-time, evening and also executive-MBA programs	https://wsb.wisc.edu/
UW-Milwaukee	MBA flexible, 20 month MBA cohort, Executive MBA)	http://uwm.edu/business
UW-River Falls	Face to face program	https://www.uwrf.edu/CBE/MBA/
UW-Whitewater	Offer different formats: online , in a classroom on the Whitewater campus, and in classrooms in Madison.	http://www.uww.edu/cobe/oncampusgrad /
UW-Oshkosh	Offers two options— MBA Executive Program , or the part-time/online MBA Professional Program ; and also online through Univ of Wisconsin Consortium	http://www.uwosh.edu/cob/mba
UW-Parkside	Offer online MBA through Univ of Wisconsin Consortium	https://www.uwp.edu/learn/academiccatalog/2017-2019/mba.cfm
UW-La Crosse	Offer online MBA through Univ of Wisconsin Consortium	https://www.uwlax.edu/grad/mba/
UW-Eau Claire	Offer online MBA through Univ of Wisconsin Consortium	https://www.uwec.edu/academics/majors-minors/master-of-business-administration2/
University of Wisconsin Consortium	Online only (UW-Eau Claire • UW-La Crosse • UW-Oshkosh • UW-Parkside)	https://www.wisconsinonlinemba.org/
UW-Stevens Point; UW-Superior; UW-Stout; UW-Platteville	Currently, have no MBA offerings.	

Although there are existing MBA programs in the state, the proposed program will offer a unique IMPACT MBA program. The program will be taught by accomplished UWGB faculty members and highly experienced practitioners.

Collaborative Nature of Program

The University of Wisconsin – Green Bay will be the single institution to deliver the IMPACT MBA instruction. The program will engage industry leaders from Green Bay area and beyond in various capacity. The IMPACT MBA will engage business partners in not only curriculum development, adaption but also in delivering guest lectures. “Partnerships with business can support real-time curriculum adaptation to reflect the issues that companies are facing and can better prepare students—and faculty—to tackle real-world challenges” (Weybrecht, 2016). This partnership forms not only a strategic strength of the program but also highlights its collaborative nature.

Diversity

UW-Green Bay is committed to achieving a diverse workforce and to maintaining a community that welcomes and values a climate supporting equal opportunity and difference among its members. The campus engages in several strategic initiatives to recruit a more diverse student population, and offer a wide range of experiences and perspectives to our students. As part of this process, the Chancellor’s Council on Diversity and Inclusive Excellence offers a certificate program to develop and recognize commitment to the UW-Green Bay Inclusive Excellence Initiative. In fall 2016, the campus added a Director of Student Success and Engagement in the Provost’s Office charged with improving student retention and degree completion. The Office of Admissions also supports recruiters specialized in working with multicultural, bilingual, and international students. In fall 2017, UWGB added a Vice Chancellor for Student Affairs and Campus Climate to the Chancellor’s Cabinet to improve, in part, campus initiatives on diversity and inclusivity. This position will play a critical role in furthering campus efforts to attract and support a diverse campus community reflective of the metropolitan area that UWGB serves. UW-Green Bay has a broad array of student organizations and institutional resources and offices that offer resources and services to promote academic success and personal growth of students. For example, a number of student organizations provide an environment for students to share their own culture, gain leadership skills, and participate in co-curricular activities. The UW-Green Bay’s Multicultural Academic Centers promote a better understanding of diverse communities and serve as resources for students, faculty, and staff. The CATL also offers regular workshops and panel discussions to address the complexities of inclusivity and diversity. Finally, the Office of International Education facilitates international student success while at UW-Green Bay.

The Impact MBA program and the accrediting agency (AACSB) establishes learning outcomes that programs must embed in their curricular programming. Historically, diversity content and preparing students for working in a multicultural society has been (and will continue to be) an important part of the learning outcomes. A number of proposed courses in the Impact MBA include multicultural awareness and diversity content.

The UW-Green Bay graduate student applicant review process embraces these goals by taking a holistic approach to student admission. This approach is a proven best practice for accurately predicting student readiness and academic success, and importantly, for instilling the diversity of life and work experiences into the classrooms to build a rich graduate-level pedagogical environment for the students; no single metric serves as the sole basis for campus admission at

the graduate level. Further, the Cofrin School of Business, in collaboration with the Office of Graduate Studies, is committed to attracting diverse applicants by recruiting from professional networks that reflect the communities they serve.

Student Learning Outcomes

Competencies and associated learning outcomes for the program are represented as follows.

Impact Competency 1: Devise creative solutions to make an *impact* in their organization

- Students will be able to frame tasks in the context of organizational goals.
- Students will analyze issues in a more holistic perspective, by framing opportunities and issues in multiple terms that insinuate alternative ideas for solutions.
- Students will analyze how the use of cutting-edge technology, and artificial intelligence, in particular, is helping transform businesses the world over.
- Students will apply the steps of design thinking to solve problems through an iterative, learning process.
- Students will strategize and understand alternate future perspectives involving AI and megatrends.

Impact Competency 2: Understand the interconnectedness and global dimensions of today's organizational problems and how diversity can be leveraged for success.

- Students will develop an understanding of business as a part of a larger and more comprehensive environment.
- Students will recognize recurring themes, trends and points of consilience, the unity of knowledge where multiple disciplines merge creating new information.
- Students will appreciate the value of culture and diversity and how it can impact business success.

Impact Competency 3: Be an effective team player, to *impactfully* manage a team.

- Students will be able to understand the importance of teamwork, especially in diverse, cross-cultural and virtual environments.
- Students will be able to evaluate the importance of leading from the front and supporting from the back.
- Students will have a positive mindset and be more confident in their ability to make an impact than they have in the past.
- As the team leader, students can successfully manage interactions among high-performing, highly motivated individuals with diverse agendas and guide them toward a common objective.

Impact Competency 4: Leading by evidence-based decision making

- Students will be able to write, format, disseminate, and orally communicate strategic plans and tactical reports.
- Students will be able to facilitate data-informed discussions through listening, questioning, and presenting.
- Students will be able to analyze how big data can be used to make a big impact by generating innovative ideas and also by executing strategies creatively and effectively.

Impact Competency 5: Building a winning corporate culture to make an impact

- Students will be able to identify and appraise the leadership and management skills required to carry out the change in an organization.
- Students will understand the value of strong cultures and can implement plans to ensure their organization builds a winning corporate culture.
- Students will understand Human Capital ROI.
- Students will understand how to measure if their organization is a learning organization and identify needed changes.

Competency 6: Understand that being ethical makes both good business and social sense

- Students will be able to interpret the activities and choices of others within an ethical framework and determine an appropriate action based on standards of professional conduct.

Assessment of Student Learning Outcomes

The assessment of student learning outcomes for the Impact MBA degree program will be managed by the School’s Assurance of Learning (AoL) committee. The AoL committee will establish an assessment plan for evaluating how well students are meeting the program’s impact competency areas. The assessment will be carried out using an embedded assessment plan comprising of rubrics as well as the type of assignments that will be collected in each semester from instructors in various courses. The AoL committee is also responsible for suggesting the necessary curricular changes to the curriculum committee.

Program Curriculum

The Impact MBA program will require students to complete 36 credits of graduate coursework as indicated below in Table 3.

Table 3: Program Requirements

Required Graduate Courses (36 credits)	Existing	New
<i>Session 1 (10 weeks)</i>		
Humanities, Business, & Critical Thinking		3
The Learning Organization		3
<i>Session 2 (10 weeks)</i>		
The Exponential Enterprise & Abundance		3
Culture as a Sustainable Competitive Advantage		3
<i>Session 3 (10 weeks)</i>		
Purpose Driven Leadership		3
Leading Transformational Change		3
<i>Session 4 (10 weeks)</i>		
Evidence-Based Decision Making		3
Creating Brand Value		3
<i>Session 5 (10 weeks)</i>		
Artificial Intelligence & Technology Advances		3
Disruptive Innovation		3
<i>Session 6 (10 weeks)</i>		
The Path to Sustainability		3

Vision for What Better Looks Like		3
TOTAL CREDITS	0	36

Projected Time to Degree

The projected time to degree for proposed IMPACT MBA will be 1.5 years but may vary based on the student’s academic pathway. Students who enter as a new first-year graduate students can complete the degree in 1.5 years as the program will involve a cohort, lock-step course sequencing. Students will take two separate courses each 10-week session, with one weekend off in between each 10-week session. Students failing to complete a course will need to wait for the next offering cycle, which will be associated with the next cohort of students.

Program Review Process and Institutional Review

The UW-Green Bay Graduate Academic Affairs Council (GAAC) is charged with oversight of all graduate programs, including review and approval of all new programs, and all graduate-level credit courses. The GAAC will formally review the IMPACT MBA program on a seven-year cycle. In addition, the IMPACT MBA program will be formally reviewed on a five-year cycle, by the department, and the Dean of the School of Business. This five-year cycle coincides with the required self-study documents that the accrediting agency requires. Informally, the program will reviewed by students and organizations after each class to ensure the courses are having their intended impact on the various stakeholders. As a requirement of the outside accrediting agency, AACSB, a graduate MBA steering committee which consists of faculty that participate in teaching the graduate courses and preceptors from the business community will be established and convene at minimum one time per year to evaluate the master’s curriculum to determine how the curriculum is performing on meeting the program goals and competencies.

Accreditation

The master’s program will seek accreditation from the Association to Advance Collegiate Schools of Business (AACSB) accrediting agency. The accreditation process requires a lengthy and detailed self-study every 10 years that documents program outcomes relative to specified learning outcomes, describes plans for improvement in any deficient outcomes, and details changes and innovations to the curriculum in response to advances in the nutrition/dietetics field. At the five-year midpoint between the ten-year accreditation cycles, a smaller self-study document is submitted to AACSB. In addition, the program will need to be approved by the Higher Learning Commission.

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MBA Budget Narrative

- I. **Enrollment.** Assumes a cohort matriculation of 30 new students into an executive style MBA program. Students complete a pre-enrollment boot camp, then complete six 10 week instructional sessions. The entire program is expected to start in late summer take roughly 1.5 years to complete, and end prior to December graduation. We assume a retention rate of 90% from start to finish based on the level of direct corporate partnerships we anticipate.

- II. **Credit Hours.** The program requires a total of 36 new credits of coursework, with 6 credits (2 courses) taken per 10 week session. Students failing to complete a course will need to wait for the next offering cycle, which will be associated with the next cohort of students.

- III. **Personnel.** This program requires an additional ~1.75 FTE equivalent to meet instructional demands. Instruction will initially come from existing program faculty, with a tenure track position added during the second cohort (i.e. once the program is established). We budget a 50% administrative support position to coordinate and support prospective and active graduate students.

- IV. **New Revenues.** *Tuition:* We set an executive MBA tuition rate of \$48,000, or approximately \$1,250/cr. As with UW-Milwaukee, UW-Oshkosh, and UW-Madison, this rate covers tuition, books, lunches, etc (i.e. all inclusive). This rate is lower than the \$59,500 offered by UWO, the \$69,500 at UW-M, and the \$95,000 at UW-Madison (all AACSB accredited). UW-Green Bay is in the process of receiving AACSB accreditation.

- V. **New Expenses.** *Program Marketing.* We include \$10,000 per year for print, radio, outdoor, and digital marketing of the MBA, and to build brand strength for the UWGB Cofrin School of Business. *Events, Lunches, refreshments, etc.* This line represents the all-inclusive nature of the program, as discussed above under tuition; we estimate costs for lunch and refreshments for approximately 32 individuals for each weekly meeting for every 10 week session. *Professional Development, travel, and S&E.* We estimate approximately \$3,000 per per session for travel, office S&E, and professional development. *Speaker Fee.* We seek inclusion of regional to national caliber speakers to enhance program content; we also include additional funds to support program participation in relevant conferences, meetings, etc. *Books.* We estimate the cost of books and related course materials at \$300 per course per session; this line again reflects the all inclusive nature of our program discussed within the tuition section. *Accreditation:* We estimate approximately \$5,000 per year, or roughly \$1,667 per session for AACSB accreditation. *Central Tax.* We assume a central tax of 30% of total tuition to cover indirect institutional costs associated with library subscriptions, facilities, administration, and systems support.

Budget by Session

University of Wisconsin - Green Bay Cost and Revenue Projections for Proposed M.B.A.						
Items	Projections					
	*Fall yr 1 Session 1	*J-term yr 1 Session 2	*Spring yr 1 Session 3	Summer yr 2 Session 4	*Fall yr 2 Session 5	*J-term yr 2 Session 6
Program Begins August 2019:						
I Enrollment (New Student) Headcount	30	0	0	0	0	0
Enrollment (Continuing Student) Headcount	0	29	29	28	28	27
Enrollment (New Student) FTE	30	0	0	0	0	0
Enrollment (Continuing Student) FTE	0	29	29	28	28	27
II Total New Credit Hours (# new sections x credits per section)	6	6	6	6	6	6
Existing Credit Hours	0	0	0	0	0	0
III FTE of New Faculty/Instructional Staff	0.00	0.00	0.00	0.00	0.00	0.00
FTE of Current Fac/IAS	0.29	0.29	0.29	0.29	0.29	0.29
FTE of New Admin Staff	0.50	0.00	0.00	0.00	0.00	0.00
FTE Current Admin Staff	0.00	0.50	0.50	0.50	0.50	0.50
IV New Revenues						
<i>From Tuition (revenue per session)</i>	\$ 240,000	\$ 232,000	\$ 232,000	\$ 224,000	\$ 224,000	\$ 216,000
Total New Revenue	\$240,000	\$232,000	\$232,000	\$224,000	\$224,000	\$216,000
V New Expenses						
Salaries plus Fringes						
<i>Faculty/Instructional Staff</i>	\$28,314	\$28,314	\$28,314	\$28,314	\$28,314	\$28,314
<i>Other Staff - Graduate Student Status Examiner</i>	\$10,962	\$10,962	\$10,962	\$10,962	\$10,962	\$10,962
Other Expenses						
<i>Marketing</i>	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333
<i>Events, lunches, refreshments, etc</i>	\$13,800	\$13,800	\$13,800	\$13,800	\$13,800	\$13,800
<i>Professional Development, travel, and S&E</i>	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
<i>Speaker and Conference fees</i>	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
<i>Books</i>	\$18,000	\$17,400	\$17,400	\$16,800	\$16,800	\$16,200
<i>Accreditation:</i>	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667
<i>Student Segregated Fees</i>	\$15,799	\$15,272	\$15,272	\$14,745	\$14,745	\$14,219
<i>Central tax: 30% of total tuition</i>	\$72,000	\$69,600	\$69,600	\$67,200	\$67,200	\$64,800
Total Expenses	\$170,874	\$167,348	\$167,348	\$163,821	\$163,821	\$160,294
VI Net Revenue	\$69,126	\$64,652	\$64,652	\$60,179	\$60,179	\$55,706
Narrative: Explanation of the Numbers and Other Ongoing Commitments that will Benefit the Proposed Program						
Note: Program is cohort-based lockstep. As is the case with the UW-Madison (\$95,000) and UW-Milwaukee (\$67,500) Executive MBA programs, this specialized MBA program will be fixed fee, all inclusive except any international travel. The program fixed fee cap is set at \$45,000, payable in three tranches at the beginning of each of three program segments. Initially, the fee will be less than the cap. See appended Budget Narrative for details on budget line-items.						

Budget by year

University of Wisconsin - Green Bay Cost and Revenue Projections for Imact MBA Program						
Note: Program is cohort-based lockstep. As is the case with the UW-Madison (\$95,000) and UW-Milwaukee						
Items	Fiscal year Program begins August 2019	Projections				
		2020 Year 1	2021 Year 2	2022 Year 3	2023 Year 4	2024 Year 5
I Enrollment (New Student) Headcount		29.3	0.0	29.3	0.0	29.3
Enrollment (Continuing Student) Headcount		0.0	27.7	0.0	27.7	0.0
Enrollment (New Student) FTE		29.3	0.0	29.3	0.0	29.3
Enrollment (Continuing Student) FTE		0.0	27.7	0.0	27.7	0.0
II Total New Credit Hours (# new sections x credits per section)		18	18	0	0	0
Existing Credit Hours		0	0	18	18	18
III FTE of New Faculty/Instructional Staff		0.00	0.00	1.00	0.00	0.00
FTE of Current Fac/IAS		0.86	0.86	0.75	1.75	1.75
FTE of New Admin Staff		0.50	0.00	0.00	0.00	0.00
FTE Current Admin Staff		0.00	0.50	0.50	0.50	0.50
IV New Revenues (one new cohort every two years)						
<i>From Tuition</i>		\$ 704,000	\$664,000	\$ 718,080	\$677,280	\$ 732,442
<i>Reallocation</i>		\$0	\$0	\$0	\$0	\$0
Total New Revenue		\$704,000	\$664,000	\$718,080	\$677,280	\$732,442
V New Expenses						
Salaries plus Fringes						
<i>Faculty/Instructional Staff</i>		\$84,942	\$84,942	\$86,641	\$86,641	\$88,374
<i>Other Staff</i>		\$32,885	\$32,885	\$33,542	\$33,542	\$34,213
Other Expenses						
<i>Marketing</i>		\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
<i>Events, lunches, refreshments, etc</i>		\$ 41,400	\$ 41,400	\$ 41,400	\$ 41,400	\$ 41,400
<i>Professional Development, travel, and S&E</i>		\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000
<i>Speaker and Conference fees</i>		\$12,000	\$12,000	\$12,000	\$12,000	\$12,000
<i>Books</i>		\$ 52,800	\$ 49,800	\$ 52,800	\$ 49,800	\$ 52,800
<i>Accreditation:</i>		\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
<i>Student Segregated Fees</i>		\$ 46,343	\$ 43,709	\$ 46,343	\$ 43,709	\$ 46,343
<i>Central tax: 30% of total tuition</i>		\$ 211,200	\$ 199,200	\$ 211,200	\$ 199,200	\$ 211,200
Total Expenses		\$505,569	\$487,936	\$507,926	\$490,293	\$510,330
VI Net Revenue		\$198,431	\$176,064	\$210,154	\$186,987	\$222,112
Narrative: Explanation of the Numbers and Other Ongoing Commitments that will Benefit the Proposed Program						

Note: Program is cohort-based lockstep. As is the case with the UW-Madison (\$95,000) and UW-Milwaukee (\$67,500) Executive MBA programs, this specialized MBA program will be fixed fee, all inclusive except any international travel. The program fixed fee cap is set at \$45,000, payable in three tranches at the beginning of each of three program segments. Initially, the fee will be less than the cap. See appended Budget Narrative for details on budget line-items.

Tuition and Fees

The UW Oshkosh MBA Executive Program's total cost of instructional tuition and fees is \$59,500. This includes tuition, books, class meals and refreshments, all classroom materials, orientation and residency events including lodging and meals and an international trip (excluding several meals).

UWM Executive MBA total program fee is \$69,500, which includes instruction, instructional materials, personal assessments and coaching, campus parking fees, airfare and hotel for the International Residency, program-sponsored meals, and administrative and graduation fees. A \$1,500 non-refundable enrollment deposit guarantees your seat in the program once you have been accepted.

UW- Madison has theirs set at \$95,000.

UW-Green Bay tuition set at \$45,000 for the 36 credit program or \$1,250 per cr (3.8 grad normal rate).

Instruction

Assume 3000 per credit plus fringe of 43%.

Assumes a 50%-time USA2 at \$16.61/hr with 70% fringe.

Faculty Senate New Business 6b 3/28/2018

REQUEST FOR AUTHORIZATION TO IMPLEMENT AN ENTRY LEVEL BACHELOR OF SCIENCE IN NURSING AT UW-GREEN BAY

ABSTRACT

The University of Wisconsin-Green Bay proposes to establish an entry-level Bachelor of Science in Nursing (BSN). The development of this program responds to data from the Wisconsin Hospital Association and Wisconsin Center for Nursing workforce report indicating a current and future shortage of registered nurses in Wisconsin. This program will provide students with a 4-year University of Wisconsin (UW) nursing program – a high quality BSN degree at a reasonable tuition cost. This program will complement existing UW entry-level nursing programs that cannot serve all students interested in nursing as a career.

Nursing graduates will be prepared to practice as Registered Nurses (RN) and provide healthcare in the region. The program will be comprised of 122 credits, which will include courses from physical, life, and social sciences, humanities, and fine arts, that complement the nursing curriculum. Required nursing courses will include lower and upper level courses such as nursing fundamentals, medical/surgical nursing, community/population health, and leadership courses. Anticipated graduation from the program will be at the conclusion of the fourth year.

The Nursing and Health Studies department at UW-Green Bay has a long history of providing an accredited BSN Completion program that provides a BSN education to RNs holding an associate degree or diploma in nursing. Both on-campus and online tracks are available to fulfill BSN Completion program requirements. In addition, the department offers a graduate nursing program. The proposed program will complement these academic offerings, as well as other health-related programs at UW-Green Bay.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Green Bay

Title of Proposed Program

Bachelor of Science in Nursing (BSN)

Degree/Major Designations

Bachelor of Science in Nursing (BSN)

Mode of Delivery

Single institution, residential, primarily face-to-face instruction

Projected Enrollments by Year Five

Table 1 represents enrollment and graduation projections for students over the first five years. Students will apply to the nursing major with a minimum of 30 credits and begin the nursing major in their sophomore year. Year 1 on Table 1 represents the first year in the nursing major

(sophomore standing); Students will be in the nursing major for 3 years. A new cohort of students admitted to the nursing major will occur each fall semester.

Table 1: Nursing Enrollment and Graduation Projections*

	Year 1	Year 2	Year 3	Year 4	Year 5
New student admitted	48	48	48	48	48
Continuing students	0	43	84	84	84
Graduating students	0	0	41	41	41
Total enrollment	48	91	132	132	132

*Retention rate of 90% from year 1 to year 2 and 95% retention in the subsequent year

Tuition Structure

Students enrolled in the entry-level BSN program pay \$262.43 per credit (\$328.26 per credit with segregated fees). For 2017/18, UW-Green Bay residential tuition and segregated fees total \$7,878 for a full-time student enrolled in 12-18 credits for fall and spring terms. Other costs include books (estimate of \$800), meal plan (\$2,790), and housing (\$4,020).

In addition to tuition, students will pay a program fee of \$1000 per semester beginning sophomore year. This fee is to cover costs of clinical courses with lower instructor: student ratios, and expenses such as required skills lab disposable equipment and pre-licensure testing software. An additional clinical cost is applied in the UW-Milwaukee nursing program (i.e., additional \$31.52 per credit for nursing clinical courses). UW-Oshkosh charges course fees in nursing courses of \$100 for clinical courses, \$183 for select lecture courses, and \$1350 for NURS 204. Other programs in the UW System (e.g., engineering, physical therapy) charge additional fees.

Tuition costs for UW nursing programs are below. Bellin College, the closest private four year nursing program to UW-Green Bay, has a per credit cost for nursing courses of \$998 (\$324 for general education courses) with tuition of \$73,269 for the four year nursing program.

Institution	Semester tuition rate (without seg. fee)	Per Credit Undergrad Nursing Tuition (without seg fee)
UW-Green Bay	\$3,149.16	\$262.43
UW-Oshkosh	\$3,211.08	\$267.59
UW-Eau Claire	\$3,680.64	\$306.72
UW-Milwaukee	\$4,045.56	\$337.13
UW-Madison	\$4,636.68	\$386.39

Department or Functional Equivalent

The proposed program will reside within the department of Nursing and Health Studies.

College, School or Functional Equivalent

The proposed program will be within the College of Health, Education, and Social Welfare.

Proposed Date of Implementation

The program will launch Fall 2020.

INTRODUCTION

Rationale and Relation to Mission

The proposal for an entry-level baccalaureate-nursing program will address the growing shortage of BSN-prepared nurses in Wisconsin and the nation. This program will directly address Wisconsin workforce needs since over 85% of all nursing school graduates live and practice in the state (WCN Workforce Report, 2016). Student demand for an entry-level nursing program at UW-Green Bay is very high with approximately 300 students applying as pre-nursing majors each year. UW-Green Bay loses many students who want nursing as a major and ultimately transfer to public, private, or technical entry-level nursing programs.

The proposed entry-level BSN program contributes directly to the mission of the UW System, UW-Green Bay, and the Nursing & Health Studies department by extending knowledge and its application to serve society and contributing to interdisciplinary problem-focused learning and engaged citizenship (UW-Green Bay 2009b; <http://www.uwgb.edu/chancellor/mission/>). Students will develop intellectual, scientific, technological, and professional knowledge and skills to contribute to healthcare systems, communities, and the evolving global society as professional nurses. The program helps meet the needs of the nursing profession and of society to improve health and healthcare delivery.

This program will enable students to address problems using knowledge gained through clinical experiences, didactic education, and research inquiry to improve healthcare outcomes. Students will develop skills in assessment, diagnosis, and intervention to improve clinical problems. Interdisciplinary communication and collaboration are core competencies for health professions students. Nursing students will have opportunities to engage with students from across the campus and learn to function effectively in health care teams.

The new urban serving vision of the University was designed to reshape academic programs to meet the current and future workforce needs in the region, particularly in the areas of technology, manufacturing, **health care**, and global business. The proposed entry-level BSN program strongly supports the University's strategic priorities including growing the size and diversity of the University, and instilling the benefits of interdisciplinary thinking and learning (access UW-Green Bay Strategic Vision at <http://www.uwgb.edu/chancellor/mission/vision.asp>).

Support for this program is present from many constituents. UW Deans of nursing responded positively to UW-Green Bay's Request to Plan document. The UW-Green Bay Council of Trustees Program and Initiative Advisory Committee (PIAC) approved the Request to Plan document. Community leaders have agreed to be part of an Advisory Committee for this

program, and leaders of healthcare organizations in the community support growth in the number of nursing graduates in Wisconsin.

Need as Suggested by Market Demand

Data from the Wisconsin Center for Nursing (WCN) RN Workforce Survey (2013; 2016), a comprehensive market demand report, estimates a nursing shortage both nationally and in Wisconsin due to insufficient numbers of new nurse graduates, retirement of nurses from the baby boomer generation, and growing healthcare needs of the aging population. A recent Wisconsin RN survey found that over 40% of the nursing workforce intends to continue to provide direct patient care for only 10 years or less. The result is that the estimated shortage of registered nurses in Wisconsin will increase to nearly 20,000 by 2035, representing a 35% shortfall. Currently, Wisconsin nursing schools graduate approximately 3,000 new nurses per year, with 55 percent earning baccalaureate degrees and the remainder earning associate degrees. By 2020, Wisconsin will need an additional 7,500 new nursing graduates to meet the demand; therefore, a doubling of the current number of nursing graduates is necessary. The recent Wisconsin Hospital Association report (2017) also indicates that the supply of nurses must grow to meet increasing demands for healthcare.

National initiatives are pushing for increased numbers of nurses with the B.S. in Nursing degree (versus an associate degree in nursing), and employers are increasingly requiring the BSN degree in Wisconsin and nationally. This follows the Institute of Medicine recommendation, in the *Future of Nursing* report, that 80 percent of the nursing workforce have a baccalaureate degree in nursing by 2020 (IOM, 2010). Research has shown that a higher percentage of baccalaureate nurses in a healthcare institution reduce morbidity and mortality.

Existing UW nursing programs are unable to meet student demand for nursing. Approximately 50-80% of qualified applicants to baccalaureate nursing programs are denied admission to UW System Nursing Schools primarily due to capacity issues (e.g., limited qualified faculty and clinical sites) (Young et al., 2016). This is consistent with national trends.

DESCRIPTION OF PROGRAM

General Structure

The entry-level BSN degree will be delivered primarily face-to-face (lecture and lab) with some online instruction and clinical rotations at healthcare settings in northeast Wisconsin and surrounding communities. The Green Bay area has a number of healthcare systems for clinical placements (i.e., Hospital Sisters Health System (HSHS), Bellin Health, Aurora BayCare Health System, and long-term care, rehabilitation, and community settings).

Consistent with the American Association of Colleges of Nursing (AACN) *Essentials of Baccalaureate Education for Professional Nursing Practice*, the 122 credits curriculum includes courses from the physical, life, and social sciences, humanities, and arts along with the nursing curriculum. Required didactic and clinical nursing courses include lower and upper levels courses such as nursing fundamentals, medical/surgical, pediatric, community/population health, and leadership courses. The intended program duration will be 4 years.

Institutional Program Array

The proposed program complements the existing Nursing BSN Completion program, Master of Science in Nursing (MSN), and health studies programs. The existing BSN Completion program enrolls Associate Degree Nurses (ADN) desiring upper level nursing courses to complete a BSN degree. BSN Completion courses are delivered on campus, and online throughout the state (BSN@Home collaborative) and nationally (BSN-LINC). The UW-Green Bay MSN Leadership and Management in Health Systems program started in 2013. UW-Green Bay also participates in the following UW collaborative programs: Health Information Management and Technology (HIMT) and Master of Science in Health and Wellness Management (MSHWM). The Nursing and Health Studies department in the College of Health, Education, and Social Welfare administers all of these programs.

Departments that offer general education and science courses support these nursing programs. Relationships with these departments already exist through the BSN Completion program. The departments of Social Work and Nutrition/Dietetics are also available for interdisciplinary collaborations.

All UW-Green Bay students are required to take a first year seminar, which serves as an “on ramp” to the university. This seminar course incorporates development of communication skills (written and oral) and information literacy skills, and was designed to bridge the transition from high school to college. These courses maintain a lower student enrollment cap to allow the instructor to support students through this new transition. Academic support services (e.g., advising, library, tutoring, technology support) are in place at UW-Green Bay to foster student success.

Other Programs in the University of Wisconsin System

Only four UW nursing programs offer an entry-level undergraduate nursing degree (UW-Madison, UW Milwaukee, UW-Oshkosh, UW-Eau Claire). UW-Green Bay and UW-Stevens Point, along with the above programs, offer the BSN-completion programs (campus, BSN@HOME). UW nursing programs are supportive of UW-Green Bay’s proposed program, and opportunity it represents for growth in the number of registered nurses in Wisconsin.

Collaborative Nature of the Program

Collaborative efforts with other UW nursing programs are not underway given that growth in overall nursing enrollments are needed in the state. UW-Green Bay is exploring opportunities for efficiencies in program delivery (e.g., offering some courses with BSN Completion students), collaboration with health-related programs (e.g., nutrition/dietetics), and resource sharing options with clinical settings.

Diversity

Central to UW-Green Bay’s Strategic Vision and priorities is a commitment to a diverse university that reflects the community (see <http://www.uwgb.edu/chancellor/mission/vision.asp>). It is important that the nursing workforce in Wisconsin reflect the diversity within communities and the state. The current nursing workforce is primarily female (93%) and White (95%) (WCN, 2016). Faculty and staff within the College of Health, Education, and Social Welfare represent diversity with respect to race/ethnicity, gender, age, religion, sexual orientation, academic

background, and life experience. College initiatives over the past several years have prioritized inclusive excellence and faculty professional development supportive of inclusivity and diversity. The admission procedure for this program will use a holistic review of applicants that goes beyond GPA, ACT scores, and high school courses.

Program/Student Learning Outcomes

Nursing program learning outcomes will incorporate the American Association of Colleges of Nursing (AACN) *Essentials of Baccalaureate Education for Professional Nursing Practice* (2008). Graduates of the nursing program will be able to:

1. Use knowledge from liberal and interdisciplinary problem focused education as a basis for nursing practice.
2. Use knowledge and skills in leadership, quality improvement and patient safety to provide high quality healthcare.
3. Engage in a systematic process of evaluation, translation, and application of scientific evidence to inform nursing practice.
4. Recognize the role of information management and patient care technologies to improve patient care outcomes.
5. Examine how healthcare policies, including financial and regulatory, influence healthcare systems and nursing practices.
6. Integrate interprofessional communication and collaborative skills to optimize holistic patient care.
7. Apply health promotion, disease and injury prevention strategies to improve population health.
8. Promote professionalism and model the values of altruism, autonomy, caring, human dignity, integrity and social justice in nursing practice.
9. Synthesize previous and newly acquired knowledge, theory, skills, and attitudes to address health care needs of culturally diverse individuals and populations across the continuum of healthcare environments.

In addition to the nursing learning outcomes, the general education program allows students to strengthen academic skills, broaden intellectual horizons, explore new academic areas, reflect on personal values, and enhance ability to solve problems, think critically, and communicate effectively. Students take courses in six broad domains: fine arts, humanities, social sciences, natural sciences, ethnic studies, and world culture.

Assessment of Objectives

In accordance with UW-Green Bay, the Nursing & Health Studies department, and accreditation requirements, evaluation methods for this entry-level program are shown in Table 2. Data collection will be through the nursing program, as well as UW-Green Bay Office of Institutional Research & Assessment, and reviewed annually. Student learning outcomes will be assessed by performance in didactic, skills, and clinical courses (i.e., examinations, projects, papers, clinical performance measures). Nursing licensure information will be obtained after graduation from the National Council of State Boards of Nursing, and reported quarterly.

Table 2: Nursing Program Assessment Plan

Assessment Criteria/Frequency of Data Collection	Measures/Source	Expected Aggregate Outcomes
Application/Annual	Application numbers, demographics, admission application rubric scores	Quality of applicant pool meets or exceeds minimum requirements; Applicant pool demonstrates diversity (gender, race/ethnicity/other).
Student performance in courses	GPA meets program progression requirements /Student Information System	95% of students will progress from year 2 to year 4.
Graduation Rates/Annual	Percent of admitted students completing the degree (accreditation standard)/ University Assessment Dept.	90% of students will graduate in four years.
Performance on National Nursing Licensure Exam (NCLEX)/Annual	NCLEX percent pass rate/ WI State Board of Nursing	90% of graduates pass the NCLEX on first attempt; aggregate pass rate consistently at or above the national and state average NCLEX pass rate
Patterns of Employment/Annual	Employment rates within 6 months of graduation/ Alumni Surveys and other sources	90% of graduates secured employment within 6 months of graduation
Graduate Achievement of Program Outcomes & Satisfaction with program/ Annual	Graduate perception of degree to which s/he achieved the program outcomes/ Graduate survey	Mean of 3.75 on 5 point scale for each program outcome and satisfaction items
Admission/Attainment of Graduate Degrees/Annual	Admission or enrollment in graduate program/ Alumni survey, National Clearinghouse database	25% of alumni are enrolled or have attained a graduate degree within 5 years
Alumni Achievement of Program Outcomes/ Annual	Alumni perception of degree to which s/he achieved the program outcomes Alumni (1 year) survey	Mean of 3.75 on 5 point scale for each program outcome and satisfaction items
Employer Perception of graduate achievement of Program Outcomes/ Annual	Graduate/Alumni/Employer perception of degree to which graduate achieved the program outcomes/ Employer survey	Mean of 3.75 on 5 point scale for each program outcome and satisfaction items
Curriculum Development Committee Review/ Annual/ongoing	Regular review of courses, instruction, and curriculum	Curriculum revision/Action plans as needed

Program Curriculum

The program is composed of 122 credits and includes the below required courses.

General Education not completed via support courses	18 credits
Required Nursing Support Courses	39 credits
Expository Writing	3 credits
Intro to Psych	3 credits
Biology 201/202	4 credits
Intro to Human Development	3 credits
Chemistry 108/109	4 credits
Anatomy & Physiology	5 credits
Microbiology 302	4 credits
Adulthood & Aging	3 credits
Statistical Methods	4 credits
Nutrition Science	3 credits
Speech or Communication course	3 credits
Total Required Nursing Support & Gen Education Courses	57 credits

Nursing Major Courses:

Sophomore Spring Semester	9 didactic; 4 clin/lab
Foundations of Professional Nursing Practice	3 credits
Pathophysiology	3 credits
Foundations of Patient Centered Care-Healthy Aging & Chronic Care Management	3 credits
Foundational Nursing Skills	2 credits
Clinical/Lab/Simulation (Long Term Care)	2 credits
Junior Fall Semester	9 didactic; 4 clin/lab
Pharmacology for Nursing Practice	3 credits
Alterations in Health & Illness I	3 credits
Health Assessment (includes 1 cr. lab)	3 credits
Advanced Skills	2 credits
Clinical/Lab/Simulation: Alterations in Health & Illness I	2 credits
Statistical methods	
Junior Spring Semester	9 didactic; 2 clin/lab
Information Management and Health Care Technology	3 credits
Alterations in Health & Illness II	3 credits
Environmental Sustainability for Health Systems	3 credits
Clinical/Lab/Simulation: Alterations in Health & Illness II	2 credits
Gen Ed or Nursing Support	credits
Senior Fall Semester	12 didactic; 3 clin/lab
Research & Evidence-Based Practice	3 credits
Care of the Childbearing Family (Peds & OB)	3 credits
Clinical: Care of the Childbearing Family	1 credit
Mental Health Care Management	3 credits
Clinical: Mental Health Care Management	1 credit
Community Health Nursing	3 credits
Clinical: Community Health Nursing	1 credit

Senior Spring Semester	9 didactic; 4 clin/lab
Alterations in Health & Illness III: Complex Care	3 credits
Clinical/Simulation Immersion: Care Transitions	4 credits
Leadership in Professional Nursing Practice	3 credits
Selected Topics (Electives) in Nursing (genetics, complementary therapies)	3 credits
Total Nursing credits	65 credits

Six doctoral-prepared nursing faculty, and a number of master's and doctoral-prepared associate lecturers teach in the BSN Completion and Master of Science in Nursing (MSN) programs. A total of 9.5 FTE clinical faculty positions will be added for this program. Existing nursing advisors and a clinical coordinator will provide support to students from admission to graduation.

A number of the above courses for the proposed program already exist, including general education courses from the physical, life, and social sciences, humanities, and arts, as well as select upper level nursing courses such as Information Management and Healthcare Technology, and Community Health Nursing.

Agreements with regional health systems will be established for additional clinical instruction. As a member of the Green Bay Healthcare Alliance, the UW-Green Bay Nursing department is well positioned to establish needed clinical agreements. Creative solutions will be used to create additional clinical sites in the community given existing capacity and usage of clinical sites by other nursing and health-related programs in the region.

Campus facilities and resources are available for didactic and lab courses including the infrastructure for courses delivered via hybrid and online formats. The current nursing clinical lab contains 12 stations, simulation mannequins, and equipment for clinical skill development and learning related technologies. Clinical simulation experiences will be handled through upgrades to the existing nursing lab and rental or partnership for high fidelity clinical simulation with an area health systems or educational institution.

Projected Time to Degree

The program is full time and intended to be completed in four years.

Program Review Process

UW-Green Bay maintains a practice of regular program reviews of all academic programs every seven years. Program reviews evaluate the effectiveness of a program, as well as areas such as learning outcomes, results of annual student learning outcome assessments, and trends in program enrollment and graduation rates. Consistent with the UW-Green Bay Program Review and Student Learning Outcome Policy and Procedure (<http://www.uwgb.edu/provost/policies/APRSOA-Procedures-2015-2016.pdf>), the entry-level baccalaureate program review will be on a seven-year cycle by the department, Dean of the College of Health, Education, and Social Welfare, Academic Affairs Council (AAC), and Provost. The AAC forwards all recommendations and decisions to the Faculty Senate and provides advice regarding issues of undergraduate-level education policy and implementation. In addition, program chairs are responsible for coordinating an annual student learning outcome

assessment and submitting a report for review by the Academic Program Assessment Subcommittee of the University Accreditation and Assessment Committee. Program review reports are available on a website maintained by the Provost's office.

Institutional Review

New program proposals are required to have approval by the respective department Executive Committee and College Dean. Additional campus governance approvals, including AAC, Faculty Senate, Provost and Chancellor, before submission to UW System. Review by two outside consultants with requisite expertise, is also a requirement.

Accreditation

Approvals for this program will be necessary from the Wisconsin Board of Nursing within the Department of Safety and Professional Services. Specialty accreditation from the Commission on Collegiate Nursing Education (CCNE) will be sought. Seeking accreditation requires completion of a program self-study, and hosting an on-site evaluation within two years of acceptance as a new program applicant. Also, the Higher Learning Commission (HLC) will be informed of the new program.

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Wisconsin Hospital Association (WHA) (2017). *Wisconsin Health Care Workforce 2017 Report*. Retrieved from <http://worh.org/library/wisconsin-health-care-workforce-2017-report>

University of Wisconsin - Green Bay						
Cost and Revenue Projections for Proposed B.S. in Nursing						
	Items	Projections				
		2019	2020	2021	2022	2023
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	48	48	48	48	48
	Enrollment (Continuing Student) Headcount	0	43	84	84	84
	Enrollment (New Student) FTE	48	48	48	48	48
	Enrollment (Continuing Student) FTE	0	43	84	84	84
II	Total New Credit Hours (# new sections x credits per section)	29	48	51	0	0
	Existing Credit Hours	0	29	77	128	128
III	FTE of New Faculty/Instructional Staff	1.50	2.50	2.50	0.00	0.00
	FTE of Current Fac/IAS	0.00	2.50	7.00	9.50	9.50
	FTE of New Admin Staff	1.00	0.25	0.00	0.00	0.00
	FTE Current Admin Staff	0.50	1.50	1.75	1.75	1.75
IV	New Revenues					
	<i>From Gen Ed & Nursing Support Courses Tuition</i>	\$ 551,103	\$ 551,103	\$ 562,125	\$ 562,125	\$ 573,368
	<i>From Nursing Tuition (new credit hours x FTE)</i>	\$ 151,160	\$ 421,987	\$ 693,823	\$ 693,823	\$ 707,699
	<i>From Nursing Fees</i>	\$ 48,000	\$ 134,000	\$ 216,000	\$ 216,000	\$ 216,000
	Total New Revenue	\$750,263	\$1,107,090	\$1,471,948	\$1,471,948	\$1,497,067
V	New Expenses					
	Salaries plus Fringes					
	<i>Faculty/Instructional Staff</i>	\$121,836	\$352,920	\$707,720	\$721,874	\$736,312
	<i>Other Staff - Director of DPD</i>	\$132,175	\$176,594	\$172,167	\$190,570	\$194,381
	Other Expenses					
	<i>Facilities costs (partnership/rental)</i>	TBD	TBD	TBD	TBD	TBD
	<i>Marketing</i>	\$15,000	\$15,300	\$15,606	\$15,918	\$16,236
	<i>Laboratory Disposables</i>	\$25,000	\$25,500	\$26,010	\$26,530	\$27,061
	<i>Professional Development, travel, and S&E</i>	\$13,750	\$28,250	\$43,000	\$43,000	\$43,000
	<i>Accreditation:</i>	\$2,800	\$10,856	\$8,913	\$2,971	\$3,031
	Total Expenses	\$310,561	\$609,420	\$973,416	\$1,000,864	\$1,020,021
VI	Net Revenue	\$439,702	\$497,671	\$498,532	\$471,084	\$477,046
Narrative: Explanation of the Numbers and Other Ongoing Commitments that will Benefit the Proposed Program						
See appended Budget Narrative						
Provost's Signature:				Date:		

Entry-Level Nursing Budget Narrative

- I. **Enrollment.** Assumes an annual matriculation of 48 new students during the students' Sophomore year. The model assumes a retention rate of 90% from Sophomore to Junior years and 95% retention from Junior to Senior year. We have omitted pre-nursing students taking general education coursework as Freshman and during fall of their Sophomore year.
- II. **Credit Hours.** The program requires 128 new credits of coursework, adding 29 new credits in year 1, 48 in year two, and 51 new credits in year three. No additional new courses are required.
- III. **Personnel.** This program requires the addition of 1.5 FTE lecturers, a half-time clinical/skills coordinator, and some additional *ad hoc* lecturers in year 1. During year 2, a tenure track faculty line is added, with an additional increase of 2.5 FTE of lecturers, expansion of 0.25 FTE for the clinical/skills coordinator, and some additional *ad hoc* lecturers. Expansion of teaching capacity is completed in year 3, with the addition of two more tenure track lines and an additional increase of 2.5 FTE of lecturers. In total the

program requires 3.0 FTE of tenure track faculty (all of which will be hired via a transfer of open 102 lines to nursing), 6.5 FTE of lecturers, some additional *ad hoc* lecturer capacity, and a 0.75 FTE clinical/skills coordinator.

- IV. **New Revenues.** *Gen Ed & Nursing Support Courses Tuition:* We model an enrollment of 66 new students in Pre-Nursing as Freshman during year 1 by applying conservatively UWGB's freshman retention rate of 73% (fall 2017 data for full-time, non-declared freshmen) (i.e. to enroll 48 Sophomore students into the program). This is likely an underestimation of actual interest, as we expect both higher retention rates, and higher interest based on market demand and experience with our 1-2-1 program. These students would take two semesters of general education and nursing support courses as freshmen, for a total of \$415,689 in tuition, plus an additional \$151,160 taken by the 48 sophomores. *Nursing Tuition:* Model with students enrolling in one semester of Nursing classes during their Sophomore year, and two semesters of Nursing classes each year as Juniors and Seniors. An additional \$1,000 per student fee per semester will be charged during their Sophomore, Junior, and Senior years to cover the costs of clinical courses that require low student:faculty ratios and the cost of NCLEX preparation assessments to prepare students for NCLEX licensure exam. We assume a 2% increase in tuition and fees in years 3 and 5. All calculations are based on a full-time single semester tuition rate of \$3,149.16 (UWGB spring 2018 rate).
- V. **New Expenses.** *Facilities Costs:* We budget TBD to cover the cost of renting high-fidelity simulation laboratory facilities from a healthcare or educational institution. *Program Marketing.* We include \$15,000 per year for print, radio, outdoor, and digital marketing of the new program, and to build brand strength for UWGB Health Science programs. *Laboratory Disposables.* The cost of equipment, maintenance and disposable supplies for clinical skills/simulation laboratories are estimated at \$25,000 per year. *Professional Development, travel, and S&E.* Ongoing professional development for faculty/staff is critical in a professional nursing program and amounts are estimated at \$1000 per faculty/staff per year. Additional costs are associated with travel to clinical sites. *Accreditation:* Membership in the American Association of Colleges of Nursing (AACN) and accreditation through the Commission on Collegiate **Nursing** Education (CCNE) is necessary for nursing programs and in place with UW-Green Bay's existing BSN Completion and Graduate nursing programs. The budget reflects a proportional share of the membership/accreditation expenses at an annual cost of \$2800, plus costs associated with required conference attendance (e.g., AACN Baccalaureate Education Conference) for \$3000 in year 2 and \$6000 in year 3. *Central Tax.* We assume a central tax of 30% of total tuition to cover indirect institutional costs associated with library subscriptions, facilities, administration, systems support beginning in year 4 of the program.

Faculty Senate New Business 6c 3/28/2018

Proposal to Dissolve of the Learning Technology Collaborative Committee

The Learning Technology Collaborative Committee serves as an advisory group to the Director of Academic Technology Services and the Director of Adult Degree Programs on matters involving learning and instructional technology. The members will consult the faculty and solicit feedback on issues of instructional technology planning and policy, as well as other items of general interest. The Learning Technology Collaborative Committee is a Joint Governance Committee.

The charge of the Learning Technology Collaborative Committee is to:

1. Develop and promote channels of communication between the learning and instructional technology staff and the faculty and students.
 - The Center for the Advancement of Teaching and Learning and the Technology Council will take on these duties.
2. Make suggestions regarding the operational support required for instructional technologies at UW-Green Bay at an institutional level.
 - Technology Council will take on these duties.
3. Evaluate learning and instructional services to identify efficiencies and possible areas of improvement.
 - Technology Council largely does this work and will likely continue to do so. Also, director of Academic Technology Services has stated a preference for working with instructors directly to solicit feedback regarding classroom technologies.
4. Explore and exchange ideas about new, existing, and maturing technologies.
 - Technology Council largely does this work and will likely continue to do so. Also, director of Academic Technology Services has stated a preference for working with instructors directly to solicit feedback regarding classroom technologies.
5. Advocate for the support of the University's instructional technology budgetary, professional development, and support needs as necessary.
 - This duty of the committee has largely fallen by the wayside since Academic Technology Services has been relocated bureaucratically and no longer has to advocate under the budgetary structure that existed when the charge was written.
6. Act as an advisory group to the Director of Academic Technology Services and the Director of Adult Degree Programs.
 - Director of Adult Degree Programs is no longer a position at this University and the Director of ATS has indicated a preference for working with instructors directly.
7. Provide policy recommendations to the Technology Council as needed.
 - This task made more sense when ATS and IT were separate bureaucratic entities. They are now united and therefore do not need to advise themselves.

Faculty Senate New Business 6d 3/28/2018

FORM K

UW-Green Bay
Academic Unit Actions

11/21/2017

Note: Due to the complexity of the proposed action and the limitations and inaccuracies of the current, published Form K, this Form is being created to track governance actions and approvals.

Academic Unit(s): Information and Computing Science, Computer Science, Natural and Applied Sciences, Data Science, Business Administration

Proposer: Gregory Davis

Form Prepared By: Clifton Ganyard

Action(s) Requested:

1. Discontinue Information and Computing Science (ICS) in its current configuration
2. Reconstitute Communication and Information Science into a new interdisciplinary unit.
 - a. Suggested name: Communication and Information Sciences (CIS)
3. Move Computer Science (CS) to the College of Science and Technology (CST) as a department within Natural and Applied Sciences (NAS).
4. Move the MS in Data Science (MSDS) to the Austin E. Cofrin School of Business (AECSB).

New Unit Information:

1. Communication and Information Sciences (CIS) will be housed in the College of Arts, Humanities, and Social Sciences (CAHSS) and will begin operation July 1, 2018.

Current Unit Information:

1. ICS will be discontinued as of July 1, 2018.
2. Computer Science will become a part of NAS within the CST beginning July 1, 2018.
3. The MS in Data Science will become a part of AECSB beginning July 1, 2018.

Rationale:

The changes outlined above are being made to facilitate the movement of Computer Science from the College of Arts, Humanities, and Social Sciences to the College of Science and Technology. Computer Science is more closely aligned pedagogically with several of the disciplines and interdisciplines housed within CST (e.g. Math, Physics, Engineering). Likewise, Data Science is well suited to the educational and professional goals of AECSB. In addition, the faculty who teach DS courses are housed in AECSB, so the move better aligns the faculty lines and professional expertise of the instructors with the School. Finally, the resources available in CST (with regard to Computer Science) and AECSB (with regard to Data Science) are better suited to promote the development and growth of those departments. Both Computer Science and Data Science are cutting-edge programs that are attractive to students. The University will benefit from their continued growth, and they are most likely to grow in this new configuration.

The reorganization of these programs into different units and colleges does not preclude collaboration across programs or colleges, and Computer Science faculty will be expected to contribute appropriate coursework to programs such as Information Science. Although the unit and/or college of tenure may change for some faculty, those faculty may still be part of appropriate disciplinary or interdisciplinary units, as determined by the faculty, units, and deans.

Personnel:

Tenure and Appointment Assignments:

Danielle Bina – Senior Lecturer – CIS/CAHSS [no change]
Bryan Carr – Assistant Professor – CIS/CAHSS [no change]
Phillip Clampitt – Professor – CIS/CAHSS [no change]
Ioana Coman – Assistant Professor – CIS/CAHSS [no change]
Shauna Froelich – Senior Lecturer – CIS/CAHSS [no change]
Katie Turkiewicz – Assistant Professor – CIS/CAHSS [no change]

Iftekhar Anam – Assistant Professor – NAS/CST [new assignment]
Ankur Chattopadhyay – Assistant Professor – NAS/CST [new assignment]
Benjamin Geisler – Lecturer – NAS/CST [new assignment]

Gaurav Bansal – Associate Professor – BUA/AECSB [no change]

Program Assignments:

Communication and Information Sciences (CIS)

Communication

Danielle Bina (Senior Lecturer)
Bryan Carr (Assistant Professor)
Phillip Clampitt (Professor)
Ioana Coman (Assistant Professor)
Shauna Froelich (Senior Lecturer)
Katie Turkiewicz (Assistant Professor)

Information Science

Iftekhar Anam (Assistant Professor)
Danielle Bina (Senior Lecturer)
Bryan Carr (Assistant Professor)
Ankur Chattopadhyay (Assistant Professor)
Phillip Clampitt (Professor)
Ioana Coman (Assistant Professor)
Shauna Froelich (Senior Lecturer)
Katie Turkiewicz (Assistant Professor)
Benjamin Geisler (Lecturer)

Natural and Applied Sciences (NAS)

Computer Science

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

Austin E. Cofrin School of Business

MS in Data Science

Gaurav Bansal (Associate Professor)

Program Chair Assignments:

Communication:	Phillip Clampitt
Information Science:	Phillip Clampitt
Computer Science:	Mike Zorn
MS in Data Science:	Gaurav Bansal

Reviews and Recommendations:

Information and Computing Science

Date: 12/20/2017
Chair: Phil Clampitt
Recommendation:

“We are good to go.”

Computer Science

Date: 12/20/2017
Chair: Phil Clampitt
Recommendation:

“We are good to go.”

Natural and Applied Sciences

Date: 12/21/2017
Chair: Mike Draney
Recommendation:

“We are excited about the prospect of Computer Sciences joining our unit, and feel that it is a natural fit. The only suggestion that our unit had was for the Computer Sciences faculty (2 untenured, 1 lecturer) should begin being reviewed by our unit this spring rather than waiting until after 1 July. However, during a meeting between Dean Katers and Phil Clampitt it was decided that Phil will conduct the reviews this spring, and the Computer Science faculty will be reviewed by NAS in future years.”

Business Administration

Date:
Chair: Jim Loebel
Recommendation:

No comments submitted.

Data Science

Date: Wed 11/29/2017 10:45 AM (email)
Chair: Gaurav Bansal
Recommendation:

“[I]t is fine with me. I have also informed other academic directors in the program about this change, and so far I haven’t heard anything from them (except for one campus – UW Superior, and they have no questions / comments).”

Academic Affairs Council

Date: 1/23/2018
Chair: Sylvia Kubsch
Recommendation:

“On 1-23-2018 the AAC approved the proposed restructuring of Information and Computing Science program currently housed in ICS. What is proposed is that the program will be split into three programs housed in different colleges. Computer Science will reside in CST, Information Science will remain in CAHSS, Communication will reside in CAHSS, and MS in Data Science will reside in ACSOB. There was discussion and agreement among AAC members that the Computer Science program should be strengthened in the future as there is significant student interest and current enrollment in the program is over 200.”

Graduate Academic Affairs Council

Date: 3/2/2018
Chair: Franklin Chen
Recommendation:

In our March 1 meeting, the GAAC members voted unanimously ‘supporting’ the Computer Science reorganization.

Personnel Council

Date:
Chair: Heidi Sherman
Recommendation:

No comments submitted.

Authorizations:

Dean CAHSS – Chuck Rybak

Date: 3/4/2018
Approved: X
Denied: _____

Dean CST – John Katers

Date: 3/4/2018
Approved: X
Denied: _____

Dean AECSB – Doug Hensler

Date: 3/5/2018
Approved: X
Denied: _____

Requested clear identification of funding streams for each program, so that Deans understand the costs of the programs and prospects of supporting programmatic growth.

University Committee

Date:
Chair: Patricia Terry
Approved: _____
Denied: _____

Faculty Senate

Date:
Speaker: Ryan Martin
Approved: _____
Denied: _____

Provost – Gregory Davis

Date:
Approved: _____
Denied: _____

Chancellor – Gary Miller

Date:
Approved: _____
Denied:

Faculty Senate New Business 6e 3/28/2018

AAC report to Faculty Senate

AAC approved course and program changes:

Feb. 6, 2018

1. New Course Proposal - ART 203: Contemporary Art. Was 490 Capstone now making it 203
2. Program Change Request - BAS-ILS EC EDUC: Early Childhood Education Emphasis. Eliminated supporting courses ILS 198 and Eng Comp 105 or commun 185.
3. Program Change Request - DJS INTERNAT: U.S. and the World Emphasis. Deleted DJS/ECON 307 History of Economic Thought As upper level course.
4. Program Change Request - DJS WOMENS: Women's and Gender Studies Emphasis. Deleted upper level course DJS/ECON 371 Gender and Economic Justice
5. Course Change Request - EDUC 307: Teaching Reading in the Elementary and Middle Schools, changed college, program, Unit name, and effective date, increased section size to 40, added Educ 361 as required pre req, recommended prereq of concurrent enrollment with EDUC 309 and EDUC 421. Added instructor.
6. Course Change Request EDUC 421: Literacy and Language Development in Young Children. Changed program, college, Unit name, effective date, changed section size from 20 to 40, added prerequisite of Concurrent enrollment in EDUC 307 and EDUC 309. Added instructor
7. Program Change Request- ELEC ET: Electrical Engineering Technology, changed effective year, eliminated ET 390 as choice of advanced study group courses. Added MATH 320 as choice of advanced study courses.
8. Course Change Request – ENV SCI 338: Environmental Modeling. Change program, college, unit, effective date, revised course description, changed periodicity to every fall, added instructor
9. Course Change Request- ET 377: Industrial Safety and Hygiene. Changed effective date, eliminated ET 203 as required pre req,
10. Program Change Request- HUM DEV: Human Development Major. Changed effective date, eliminated upper level course PSYCH 102, eliminated 2 categories of upper level courses eliminated categories of elective choices, eliminated PSYCH 308, 450, 417, 420, 435 from elective choices
11. Program Change Request- HUM STUD-I LING/ESL: Linguistics/Teaching English as a Second Language Emphasis, changed college. Revised program requirement and descript to “Undergraduate students must be granted permission to enroll in graduate coursework. For more information, refer to the graduate catalog at: at <http://catalog.uwgb.edu/graduate/general-information/graduate-course-information/>”
12. Course Change Request - MATH 430: Design of Experiments. Changed college and effective date, added Lecture, 4 contact hours and yes graded to components. Added instructor, added that course needs to be taught in small computer lab. Revised impact on Major to “This is an upper-level elective course for mathematics majors ~~major~~ and mathematics minors ~~minor~~ with a statistics emphasis. It is one of two upper-level electives these students can take to fulfill their degree requirements”

13. Course Change Request- MATH 467: Applied Regression Analysis - Course Deactivation Proposal
14. Course Change Request - NURSING 407: Foundations of Professional Nursing Practice. Change effective date. Revised course outcomes
15. Course Change Request NURSING 446: Research and Evidence-Based Practice. course learning outcomes changed effective date changed to fall 2018. Revised course outcomes
16. Program Change Request - NURSING: Nursing Major, BSN-MSN Option.
17. Course Change Request PHYSICS 310: Modern Physics – changed program, college, unit, effective date, periodicity, added instructor, added Math 202 as required pre-req.
18. Course Change Request PHYSICS 415: Solar and Alternate Energy Systems- changed program, college, unit, effective date, periodicity, added instructor.
- 19.
20. Course Change Request= SOC WORK 305: The Social Work Profession - changed program, college, unit, effective date, deleted pre-req Soc. Work 205 or conc enr. Added instructor.
21. Course Change Request - SOC WORK 323: Social Work Skills Lab II- - changed program, college, unit, effective date, revised catalog description, added instructor.
22. Course Change Request - SOC WORK 351: Overview of the Child Welfare System– changed college, effective date, changed pre req to ~~Soc Work 305~~, Major in SOC WORK; or with consent of instructor ~~WORK, changed periodicity, added instructor.~~
23. Course Change Request - SOC WORK 371: Human Behavior and the Social Environment – changed college, effective date, changed req prereq to SOC WORK 371: Human Behavior and the Social Environment.
24. Course Change Request - SOC WORK 431: Social Policy Analysis I – changed effective date- changed req prereq to Soc Work 275 and SOC WORK 370 and ~~and~~-conc enr in 461, Major in SOC WORK ~~SOC WORK, added instructor.~~
25. Course Change Request - SOC WORK 461: Program Evaluation I - changed program, college, unit, effective date, added instructor
26. Program Change Request - THEATER MUSICAL: Musical Theatre Emphasis. Eliminated two upper level courses THEATRE 489 and THEATRE 490
27. Course Change Request - UR RE ST 320: Cities in Cinema- Course Deactivation Proposal
28. Course Change Request- UR RE ST 340: Economics of Land Use- Course Deactivation Proposal
29. Course Change Request- UR RE ST 392: Analysis of South Asia - Course Deactivation Proposal
30. Course change request- New course proposal. English comp 095, eliminate 093.
31. Course change request Env Sci 469 – Conservation Biology. Reduced size by 3 to make field trips possible.
32. Course change request – PuEn AF 202: Intro to Public Policy. Change catalog description.
33. Course change request – Human Development 302 – Eliminated writing emphasis status.
34. Course change request PuEnAf 315 Public and Non Profit Management. Changed course description added gen ed infusion, added instructor
35. Course change request – PuEnAF 428- Public and Non Profit Program Evaluation. Reduced section size, revised catalog description, added gen ed.infusion
36. New Course – UReST 311 – Suburbs

37. Program change – SOC WORK AODA – Eliminated Bio 102 from required.
38. Program change – SOC WORK Child Welfare – Eliminated Bio 102 from required
39. Program change – SOC WORK General Emphasis – Eliminated Bio 102

Feb. 20, 2018

1. Course Change Request - ACCTG 301: Intermediate Accounting, change title of course change effective date to fall 2018, added instructor.
2. Course Change Request ACCTG 313: **Intermediate Accounting II** ~~Advanced Financial Accounting I, course name change, change effective date to fall 2018, revised catalog description, added instructor.~~
3. Course Change Request ACCTG 314: ~~Advanced Financial Accounting II, course name change, change effective date to fall 2018, revised catalog description, added instructor.~~
4. Program Change Request ACCTG-I: Accounting Minor, changed Effective Catalog Year 2018-2019. Added support course.
5. Course Change Request - ART 490: Contemporary Art. Course Deactivation Proposal.
6. Course Change Request BIOLOGY 198: Our Life with Fungi, New Course Proposal
7. Course Change Request - BIOLOGY 353: Invertebrate Biology. Course Deactivation Proposal.
8. Course Change Request BIOLOGY 355: Entomology, changed periodicity to fall odd years, added instructor.
9. Course Change Request BIOLOGY 357: Marine Biology New Course Proposal
10. Program Change Request BIOLOGY BIOL-ED: Biology for Educators Emphasis, eliminated upper level course choices of biology 320, or 307 & 308, added biology 307 & 308, added writing satisfied with ACT English score of 32 or higher.
11. Program Change Request BIOLOGY CELL: Cell/Molecular Emphasis, changed Effective Catalog Year 2018-2019, added writing satisfied with ACT English score of 32 or higher.
12. Course Change Request BUS ADM 334: Logistics Management, changed periodicity to every fall,
13. Course Change Request BUS ADM 381: Operations Management, , changed periodicity to every spring,.
14. Course Change Request BUS ADM 382: Introductory Management Course Deactivation Proposal
15. Course Change Request BUS ADM 391: Introduction to Entrepreneurship and Innovation Course Deactivation Proposal
16. Course Change Request BUS ADM 462: Seminar in Human Resource Management Course Deactivation Proposal
17. Program Change Request DESIGN-I: Design Arts Minor, change effective catalog year to 2018-2019, subtotal credits fixed..
18. Program Change Request DESIGN: Design Arts Major change effective catalog year to 2018-2019, subtotal credits fixed.
19. Course Change Request DJS 221: American Law in Historical Perspective, updated college, effective date to fall 2018, added supporting courses.

20. Course Change Request ECON 210: Quantitative Methods for Economists, New Course Proposal
21. Course Change Request ECON 310: Introduction to ~~Quantitative Analysis and~~ Econometrics course title change, update college, effective date to fall 2018, revised catalog description, revised pre reqs, to 3 Econ, Quantitative Statistics.
22. Program Change Request ECON: Economics Major, eliminated choices of Math 201 or Math 202 as supporting courses,
23. Course Change Request ECON 400 New capstone course proposal
24. Course Change Request ENG COMP 095: English Composition Writing Studio, New Course Proposal-
25. Course Change Request ENG COMP 198: First Year Seminar, added topic Aspects of American Culture
26. Course Change Request ENG COMP 200: Professional Writing for Business Majors, New Course Proposal.
27. Course Change Request ENGLISH 218: World Literatures, added topic Irish Literatures and change another topic name to Global Drama
28. Course Change Request ENGLISH 324: **Sheepshead Review Practicum** ~~Practicum in Literary Publishing, change course name, change effective date to fall 2018,~~
29. Course Change Request ENGLISH 335: Literary Eras, added several instructors names, added topic.
30. Program Change Request ENGLISH ENGL-ED: English Education Emphasis, change effective date to 2018-2019, cross listed as 319/519.
31. Course Change Request – ENGL 424 Book Editing, New Course Proposal
32. Program Change Request ENV POL PL ENV DESIGN: Environmental Design Emphasis New Program Proposal. Env. Sci. Program has 3 emphases – core all the same, emphasis courses different.
33. Program Change Request ENV POL PL **ENV POL POLICY: Environmental Public** Policy Emphasis, course title change, considerable change/reduction in required courses choices. Added five elective choices, 102 required.
34. Program Change Request ENV POL PL PLANNING: Planning Emphasis. Eliminated several supporting course choices and added 6 elective choices.
35. Program Change Request ENV POL PL-I: Environmental Policy and Planning Minor. Eliminated one elective choice,.
36. Program Change Request ENV POL PL: Environmental Policy & Planning Core
37. Course Change Request ENV SCI 101: Introduction to Becoming a Scientist Course Deactivation Proposal
38. Course Change Request – Env. Sci 370. Course deactivation proposal.
39. Course Change Request ECON 310: Introduction to ~~Quantitative Analysis and~~ Econometrics, course title change, update college, effective date to fall 2018, revised catalog description, changed pre req,

40. Course Change Request ET 207: Parametric Modeling, changed contact hours from 5 to 6, added required pre req "ET 195 wit C or higher", eliminate NWTC facility for special classroom, 3 lab hours equals 6 contact hours
41. Program Change Request GEOG-I: Geography Minor. Eliminate one supporting course choice eliminated two physical geography course choices, added one new human geography course choices, eliminate two geographic techniques course choices
42. Course Change Request GERMAN 352: Major German Poetry Course Deactivation Proposal
43. Course Change Request GERMAN 358: German Politics and Society New Course Proposal
44. Course Change Request HISTORY 290: The Craft of History changed college, changed effective date
45. Course Change Request HISTORY 322: Economic and Business History of the U.S. Course Deactivation Proposal
46. Course Change Request HUM BIOL 210: Prevention and Treatment of Athletic Injuries, revised catalogue description,
47. Program Change Request HUM BIOL CYTOTECH: Cytotechnology Emphasis, change catalog effective date to 2018-2019, added supporting course, eliminated supporting course, added 15 elective course choices
48. Program Change Request HUM BIOL EXERCISE: Exercise Science Emphasis, changed catalog year to 2018-2019, eliminated one supporting course, eliminate 1 elective course choice, added 11 elective course choices
49. Program Change Request HUM BIOL HEALTH SCI: Health Science Emphasis, , change catalog effective date to 2018-2019, eliminated one supporting course, added one UL required course, added 15 UL elective choices.
50. Program Change Request HUM BIOL HUB-GEN: General Human Biology Emphasis, BIOL HEALTH SCI : Health Science Emphasis, added one supporting course, eliminate one supporting course, eliminated one laboratory course and added tow lab course choices , added 121 UL elective course choices ,
51. Program Change Request HUM BIOL NUT SCI: Nutritional Sciences/Dietetics Emphasis, change catalog effective year to 2018-2019, eliminate one supporting course, Eliminated one phsy8iology option, added one physiology option, add 3 courses to consider.
52. Program Change Request HUM BIOL-I APPLIED: ~~Applied~~ Human Biology **Minor - Applied Emphasis**
53. program title change from emphasis to minor, eliminated one supporting course added choice of two UL courses
54. Program Change Request HUM BIOL-I HUB-GEN-I: ~~General~~ Human Biology Minor - ~~General Emphasis~~, title of program change from emphasis to minor, eliminated one supporting course, choice of two UL Courses, added 3 UL choices
55. Course Change Request HUM STUD 320: ~~Second~~ Language and Identity ~~Assessment~~, course title change-, changed program, college, unit name, effective date fall 2018, revised

- catalog description, changed periodicity to every spring, added instructor, increased section size from 15 to 30.
56. Program Change Request HUM STUD RELIGIOUS: Religious Studies Emphasis, Program Deactivation Proposal
 57. Program Change Request HUM STUD-I ENVIRO: Environmental Humanities, eliminated one supporting course, merged categories
 58. Program Change Request HUM STUD-I Relg Studs: Religious Studies, New Program Proposal
 59. Program Change Request HUM STUD-I SF STUD: Science Fiction Studies Program Deactivation Proposal
 60. Course Change Request MATH 201: Calculus for the Management and Social Sciences, Course Deactivation Proposal
 61. Course Change Request MATH 260: Introductory Statistics, changed effective date to Fall 2018, revised catalog description, changed contact hours to 4, added gen ed infusion quantitative thinking, clarified instructor
 62. Course Change Request MATH 305: Ordinary Differential Equations, changed effective date to fall 2018, revised catalog description, changed contact hours to 4, added instructor,
 63. Course Change Request MATH 320: Linear Algebra and Matrix Theory changed course title, changed effective date to fall 2018, changed contact hours to 4, MATH 321 was deactivated and the credit for MATH 320 will be from 3 to 4 starting F18.
 64. Course Change Request MATH 321: Linear Algebra II, Course Deactivation Proposal
 65. Course Change Request MATH 323: Analysis, revised catalog description,
 66. Course Change Request MATH 324: Analysis II, Course Deactivation Proposal
 67. Course Change Request MATH 328: Introduction to Algebraic Structures, changed effective date to fall 2018, changed periodicity to every spring,
 68. Course Change Request MATH 329: Applied Regression Analysis, New Course Proposal
 69. Course Change Request, MATH 355: Applied Mathematical Optimization, changed effective date to fall 2018,, revised catalog description, changed periodicity to every spring,, added instructor
 70. Course Change Request MATH 360: Theory of Probability, revised catalog description
 71. Course Change Request MATH 361: Mathematical Statistics, , changed effective date to fall 2018,, revised catalog description, changed required pre req
 72. Course Change Request MATH 410: Complex Analysis, MATH 355 : Applied Mathematical Optimization, changed effective date to fall 2018, changed periodicity to spring even years,
 73. Course Change Request MATH 425: Dynamical Systems, changed effective date to fall 2018, changed periodicity to spring odd years,
 74. Program Change Request MATH MATHEMATIC: Mathematics Emphasis, eliminated two UL courses, added one UI course, eliminated two elective choices,
 75. Program Change Request MATH STATISTICS: Statistics Emphasis, changed effective catalog year to 2018-2019, eliminated two UL courses, added one UI course, eliminated two elective choices eliminated one elective choice and added one elective choice,

76. Program Change Request MATH-I ACT: Actuarial Science Minor, New Program Proposal
77. Program Change Request MATH-I MATH-GEN: Mathematics Emphasis, eliminate 4 UL elective course choices, added one UL elective choice,
78. Program Change Request MATH-I STATS: Statistics Emphasis, eliminated one UL elective course choice and added one UL elective choice.
79. Program Change Request MUSIC BM EDCH: Music Education: Pre-K-12 Choral and General Music, changed catalog year to 2018-2019, eliminated one UL course 306
80. Course Change Request NUT SCI 302: Ethnic Influences on Nutrition, Course Deactivation Proposal
81. Course Change Request PHILOS 105: **Is Morality for Sale? Justice and Citizenship in the Modern World**, ~~course title changed, revised catalog description, periodicity change to every fall and spring,~~
82. Course Change Request PHILOS 198: First Year Seminar, ~~changed effective date to fall 2018, added topic,~~ revised catalog description, revised periodicity to every fall and spring,
83. Course Change request – Physics 103 – changed course description and periodicity.
84. Course Change Request PHYSICS 321: Structure of Matter, Course Deactivation Proposal
85. Course Change Request PHYSICS 323: Structure of Matter Laboratory, Course Deactivation Proposal
86. Course Change Request PSYCH 198: First Year Seminar, updated college, program, unit, effective date to fall 2018, wrote new course description, changed periodicity to every fall, added topic, added instructor
87. Program Change Request PSYCH Brain Beha: Brain, Behavior, and Health Emphasis, change catalog effective date to 2018-2019, eliminated one elective course choice Psych 325, added on elective course choice 321.,
88. Program Change Request PSYCH CULTURAL: Cultural and Gender Diversity Emphasis, eliminated one elective course choice, added elective course choice,
89. Program Change Request PSYCH GENERAL: Psychology Major-General Emphasis, eliminated one elective course choice, added elective course choice
90. Program Change Request PSYCH MENTAL: Mental Health Emphasis, eliminated one elective course choice, added elective course choice
91. Program Change Request PSYCH-I: Psychology Minor, eliminated one elective course choice, added elective course choice 321
92. Course Change Request PU EN AF 198: First Year Seminar, changed effective date to fall 2018, ~~eliminated topic, added new topic, added gen ed infusion communication written and oral,~~
93. Course Change Request PU EN AF 220: Economics, Politics, and Government Action, New Course Proposal
94. Course Change Request PU EN AF 321: Coastal Resources Policy and Management, updated program, college, unit effective date to 2018, revised catalog description, changed from yes to no fieldtrips, added gen ed infusion interdisciplinary and problem focused, added instructor, increased class size

95. Course Change Request PU EN AF 322: Environmental Planning, changed course description added gen ed infusion.
96. Change Request PU EN AF 321: Coastal Resources Policy and Management, updated program, college, unit effective date to 2018, revised catalog description, eliminate require pre reqs, changed periodicity to every spring, added gen ed infusion communication, added instructor
97. Course Change Request PU EN AF 425: Fundraising and Marketing for Nonprofits, updated college, changed effective date to 2018, revised catalog description added gen ed categorization as social science and gen ed infusion communication and problem focused,
98. Course Change Request PU EN AF 426: Strategic Philanthropy: Civic Engagement Through Giving, updated college, changed effective date to 2018, changed contact hours to 3, changed required pre req,, gen ed categorization as social science and gen ed infusion communication, interdisciplinarity, information literacy, and problem focused, added field trip.
99. Course Change Request PU EN AF 493: Peer Mentor for First Year Seminar, New Course Proposal
100. Course Change Request PU EN AF 494: Teaching Assistant, New Course Proposal
101. Course Change Request PU EN AF 495: Research Assistantship, New Course Proposal
102. Program Change Request PUB ADM-PUA: Public Administration, changed catalog year to 2018-2019, eliminate onen supporting course and added one supporting course,
103. Course Change Request SPANISH 198: First Year Seminar, updated college, program, unit, effective date to fall 2018, made 3 contact hours, change periodicity to every fall, added instructor,
104. Course Change Request UR RE ST 100: Introduction to Urban ~~and Regional~~ Studies, course title change, change effective date to fall 2018, , revised catalog description,
105. Course Change Request UR RE ST 324: Latino Communities in the United States, updated program, unit, college effective date to fall 2018, revised catalog description, reduced section size from 60 to 35 because course is now writing emphasis, eliminate required pre req,, added gen ed infusion communication and interdiscinparity, added instructor, -
106. Program Change Request UR RE ST: Urban and Regional Studies **Major, major name change, update catalog effective date to 2018-2019, eliminated 3 supporting courses added one UL core course, eliminated 3 UL core courses, added 5 UL electives, eliminated 6 UL electives choices, changed to UL core**

March 6, 2018

1. ACCTG: Accounting Major- changed catalog year, added Bus Adm 202 as a

- supporting course
2. ANTHRO 306: Environmental Anthropology- course title change, changed effective date to 2018, revised catalog description, added gen ed category of sustainability, and interdisciplinarity
 3. ART 198: First Year Seminar- changed college, effective date to 2018, made 3 credits, eliminated one topic title and added another, changed instructor
 4. ARTS MGT-I GALLERY: Gallery and Museum Practices- updated catalog year to 2018
 5. BIOLOGY 322: Environmental Microbiology- changed pre req to Biology Bio 201/202 with at least a C AND Chem ~~Env Sci/Hum Bio-207~~ or conc enr
 6. BIOLOGY 343: Mammalogy – changed college, effective date to fall 2018, changed pre req to Biology 201/202 with at least a C grade AND Biology203/204 ~~and 203/204~~ with at least a C grade ~~grade, or transfer ese Biology 002~~
 7. BIOLOGY 495: Research in Biology- updated college, program, unit name, effective date, changed prereq to Chem ~~Hum Biol-207 or Env Sci-207~~ and approval by faculty mentor
 8. BIOLOGY-I: Biology Minor- changed UL courses eliminated bio 302 added bio 307 & 308 or 302
 9. BUS ADM 306: Business Law – updated program, college, effective date to 2018, revised catalog description , changed contact hours form 4 to 3, changed periodicity to every spring, added instructors
 - 10.
 11. BUS ADM 384: Introduction to Supply Chain Management – updated program, effective date, Changed prereq to Sophomore status ~~Bus Adm major or minor or Acctg major or minor and an overall minimum GPA of 2.5~~
 12. BUS ADM 424: Marketing Research - updated program, college, effective date to 2018, revised prereq to Math 260 or Bus Adm 216 ~~or Comm Sci-205~~; and Bus Adm 322 and Bus Adm major or minor or Acctg major or minor and an overall minimum GPA of 2.5, added instructor.
 13. BUS ADM 442: Principles of Investment - updated program, college, unit, effective date to 2018, changed prerq to Bus Adm 343 and Bus Adm 216 or ~~Comm Sci-205~~ or Math 260 and Bus Adm major or minor or Acctg major or minor and an overall minimum GPA of 2.5, added two instructors,
 14. BUS ADM 481: Entrepreneurship and Small Business Management – changed prereq to Junior status and an overall minimum GPA of 2.0; ~~status~~; Bus Adm major or minor or Acctg major or minor or Entrepreneurship Certificate,
 15. BUS ADM ANALYST: Business Analysis – added supporting course, ,BUS ADM 202 added categories of program requirements - Business Analysis Emphasis Required Courses, Choose one of the following Finance courses:
 16. BUS ADM ENTREPREN: Entrepreneurship Emphasis – new program proposal,
 17. BUS ADM FINANCE : Finance Emphasis- added supporting course BUS ADM 202
 18. BUS ADM GENERAL: General Business Emphasis – added supporting course BUS ADM 202
 19. BUS ADM HR MGMT: Human Resource Management Emphasis - added supporting course BUS ADM 202

20. BUS ADM MANAGEMENT: Management Emphasis - added supporting course BUS ADM 202
21. BUS ADM MARKETING: Marketing Emphasis changed effective year to 2018, added supporting course BUS ADM 202
22. BUS ADM SUPPLY: Supply Chain Management Emphasis - added supporting course BUS ADM 202
23. CHEM 330: Biochemistry- updated college, effective date to 2018, periodicity from every fall to every spring and fall.
24. CHEM CHEM PRO: Chemistry Professional Program – updated effective year to 2018, Added supporting course CHEM 207 removed supporting course ENV SCI 207
25. CHEM CHEM-GEN: Chemistry Emphasis - Added supporting course CHEM 207 removed supporting course ENV SCI 207, added electives BIOLOGY 407 and BIOLOGY 408, removed elective CHEM 407 and CHEM 408
26. CHEM ENV CHEM: Environmental Chemistry Professional Program – updated catalog effective date to 2018, Added supporting course CHEM 207 removed supporting course ENV SCI 207
27. CHEM-I: Chemistry Minor - Added supporting course CHEM 207 removed supporting course ENV SCI 207
28. COMP SCI 371: Advanced Object-Oriented Design – updated college, effective date to 2018, revised catalog description
29. ENG COMP 164 : English Composition for International Students ~~English as a Second Language: Composition, course title change, updated effective date, revised catalog description, changed periodicity to every fall, designated repeatable.~~
30. DJS 200: Mentoring for Equity and Inclusion – New course proposal,
31. DJS LAW: Legal Studies – update effective year to 2018, fixed totals
32. ENV ET: Environmental Engineering Technology – changed effective date, eliminated fundamentals group course ENV SCI 207 and added CHEM 207
33. ENV SCI: Environmental Science Major – eliminated elective course choice ENV SCI/GEOG 325 and added GEOSCI 325
34. ET 311: Digital Electronics- changed prereq to ET 233 with a C or higher.
35. ET 344: Industrial Electronics and Control – updated effective date to fall 2018, changed prereq to ET 311 with a C or higher ~~ET 233 AND ET 324 or concurrent enrollment; Major in Electrical Engineering Tech~~
36. FNS-I : First Nations Studies Minor – update catalog effective date to 2018, added FNS 498 Requires approval of First Nations Studies adviser.
37. GE BIO: General Education - Biological Sciences – approve list of courses
38. GE FIN: General Education - Fine Arts – approve lists of courses eliminated THEATRE 339
39. GE HUM: General Education – Humanities –added ENG 315, approve list of courses
40. GE SOC: General Education - Social Sciences approve list of courses
41. GEOSCI GEO SC: Geoscience Emphasis – declaring no collaborative, no off campus, no distance ed, approve list of courses.
42. GEOSCI GEO-ED: Geoscience Emphasis for Students Seeking Teaching Certification - declaring no collaborative, no off campus, no distance ed
43. HUM BIOL 205: Biotechnology and Human Values- Updated college, effective date

- to fall 2018, added gen ed category of Sustainability Perspective, gen ed infusion of Interdisciplinarity
Information Literacy Problem-focused Thinking, added instructor will be ad hoc
44. HUM BIOL 351: Kinesiology – updated college, program, unit effective date to fall 2018, changed prereq to Hum Biol ~~Bio-204~~ with a grade of C or higher AND Chem ~~Env-Sci-207~~ or conc enr ~~or Hum Biol 207 or conc enr~~
 45. HUM BIOL 495: Research in Human Biology – changed prereq to CHEM ~~Hum Biol 207~~ or ~~Env-Sci-207~~ and approval by faculty mentor
 46. Rolled back see below
 47. MIL SCI 302: Advanced Leadership and Management II – changed prereqs to Mil Sci 101, 102, 201 ~~211, 212, 221~~ and 202 ~~222~~
 48. MUS APP 105: Voice Lessons 1- updated college and effective date to fall 2018,
 49. MUS ENS 166: Opera Workshop- changed prereq to Mus App 45 ~~045~~ or 105 or 190 or Theatre 190.
 50. MUSIC 151: Music Theory I- updated college, program, unit, effective date to fall 2018, added instructor TBA, change pre req numbers
 51. MUSIC 253: Music Theory III - updated college, program, unit, effective date to fall 2018, added instructor TBA
 52. NUT SCI 208: Art and Science of Healthy Food Preparation- new course proposal
 53. NUT SCI 485: Medical Nutrition Therapy I – updated program and college, changed prereq to Psych 102 or Hum Dev 102 ~~210~~ with at least a C grade; and Nut Sci 300 with at least a C grade, added instructor TBA
 54. NUT SCI 495: Research in Nutritional Science - updated program and college, changed prereq to Chem ~~Hum Biol 207~~ or ~~Env-Sci-207~~ and approval by faculty mentor, added instructor TBA
 55. PHYSICS 104: Fundamentals of Physics II- changed periodicity to ~~Every Spring~~ Every Fall & Spring
 56. POL SCI 305: Urban Politics and Policy - updated college, program, unit effective date to fall 2018, added gen ed category Ethnic Studies, gen ed infusion Communication (Written and Oral) Problem-focused Thinking, added instructor
 57. POL SCI 480: Senior Seminar/Capstone in Political Science – updated college, effective date to fall 2018, eliminate gen ed category of ~~Quantitative Literacy~~
 58. PSYCH 417: Psychology of Cognitive Processes - updated college, program, unit, effective date to fall 2018, changed prereq to junior status; Psych 102 AND Psych 300 or Comm Sci 301 or Hum Dev 302 ~~just~~, added instructor TBA
 59. PSYCH 438: Counseling and Psychotherapy – changed pre req to (s)Psych 102 AND ~~Psych-300~~ OR ~~or~~ Comm Sci 301 OR ~~or~~ Hum Dev 302
 60. PU EN AF 215: Introduction to Public Administration - updated college, program, unit, effective date to fall 2018, reduced section size to 40 from 70, changed periodicity ~~Every Fall~~ Every Fall & Spring, added gen ed infusion Communication (Written and Oral) Interdisciplinarity Information Literacy Problem-focused Thinking, added 3 instructor names
 61. PU EN AF 324: Transitioning to Sustainable Communities - updated college, program, unit, effective date to fall 2018, revised catalog description, hanged to 0 to 3 credits, added gen ed category of social science and gen ed infusion of Interdisciplinarity

- Problem-focused Thinking, added instructor
62. SOCIOL 308: Sociology of the Family - updated college, program, unit, effective date to fall 2018, added instructor TBA
 63. SOCIOL-I: Sociology Minor- changed catalog effective date to 2018- 2019

GAAC report to Faculty Senate

The following Courseleaf requests were approved on Feb. 20:

1. BIOLOGY 557: Marine Biology *New Course* Replacing Biology 553 (Invertebrate Biology) Rolled Back by Chair [Add assessment scale in the syllabus.] 3/11/17
2. BIOLOGY 601: Fish and Wildlife Population Dynamics *New Course* Approved by Chair 3/11/17
3. EDUC 702: Approaches to Educational Inquiry *Course Change* Referencing to Master of Science in Apply Leadership in Teaching and Learning Rolled back by Chair because of insufficient information. 3/11/17
4. EDUC 703: Contemporary Issues and Historical Contexts *Course Change* Referencing to Master of Science in Apply Leadership in Teaching and Learning. Rolled back by Chair because of insufficient information. 3/11/17
5. EDUC 704: Applied Educational Leadership *Course Change* Referencing to Master of Science in Apply Leadership in Teaching and Learning. Rolled back by Chair because of insufficient information. 3/11/17
6. ENV S&P 701: Perspectives in Environmental Science and Policy *Course Change* Changes of name of College, Effective date of action, Contact hours, and Periodicity. Approved by Chair 3/11/17
7. ENV S&P 763: Capstone in Environmental Science and Policy *Course Change* Changes of the Course Title (Global Environmental Change and Sustainability.) Approved by Chair 3/11/17
8. MS ENV SCI COURSE ~~ms env sci~~ Course-Based ~~MS ENV SCI Thesis~~ *Program Change* Approved by Chair 3/11/17
9. MS ENV SCI ENVTECH: Environmental Technology and Analysis Emphasis *New Program* Approved by Chair 3/11/17
10. MS ENV SCI PERSONAL: Personal Program of Study *New Program* Approved by Chair 3/11/17
11. MS ENV SCI POL ADM: Environmental Policy and Administration Emphasis *New Program* Approved by Chair 3/11/17
12. MS ENV SCI: Master of Science in Environmental Science and Policy *Program Change* Core credits changed from 12 to 9. Approved by Chair 3/11/17
13. SOC WORK 700: Gateway to the Profession of Social Work *Course Change* , This course is an addition to the core curriculum for the MSW generalist ~~foundation~~ students. It will replace a 3-credit elective changing the generalist ~~foundation~~ program requirements from 30 credits to 29 credits. Approved by Chair 3/11/17
14. SOC WORK 701: Contemporary Social Work Ethics *Course Change* This is a required course for generalist ~~Foundation~~ students to fulfill MSW Program requirements. Approved by Chair 3/11/17
15. SOC WORK 703: Direct Practice Skills *Course Change* College name change. Change 'Foundation' to 'generalist'. Approved by Chair 3/11/17
16. SOC WORK 713: Seminar I, *Course Change* Change 'Foundation' to 'generalist'. Approved by Chair 3/11/17

17. SOC WORK 715: Seminar II **Course Change** Change College name, 'Foundation' to 'generalist'. Approved by Chair 3/11/17
18. SOC WORK 716: Field III **Course Change** Change prerequisite. Approved by Chair 3/11/17
19. SOC WORK 717: Seminar III **Course Change** Change Catalog description " This specialized ~~advanced~~ seminar course focuses on..." . Change prerequisite, " Admission to MSW Program ~~Completion of foundation curriculum or advanced standing~~ " Approved by Chair 3/11/17
20. SOC WORK 718: Field IV **Course Change** Change prerequisite, " SOC WORK ~~See Work 716~~" Approved by Chair 3/11/17
21. SOC WORK 719: Capstone Seminar **Course Change** Change College name, Catalog description " This specialized ~~advanced~~ seminar course focuses on..." Approved by Chair 3/11/17
22. SOC WORK 720: Diversity, Social Justice & Advocacy **Course Change** Change College name, change Catalog description " This specialized ~~advanced~~ seminar course focuses on..." change prerequisite, "Admission to MSW Program ~~Completion of foundation curriculum or advanced standing~~" Approved by Chair 3/11/17
23. SOC WORK 721: Advanced Practice: Multi-Level Family Systems **Course Change** change prerequisite, "Admission to MSW Program ~~Completion of foundation curriculum or advanced standing~~" Approved by Chair 3/11/17
24. SOC WORK 728: Advanced Policy: Leadership, Advocacy and Practice, **Course Change** Change College name, change prerequisite, "Admission to MSW Program ~~Completion of foundation curriculum or advanced standing~~" Approved by Chair 3/11/17
25. SOC WORK 731: Research for MSW Practice, **Course Change** Change College name, change prerequisite, "Admission to MSW Program ~~Completion of foundation curriculum or advanced standing~~" Approved by Chair 3/11/17
26. SOC WORK 735: Emerging Issues in Child Welfare, **Course Change** Change College name, Change periodicity, Approved by Chair 3/11/17
27. SOC WORK 736: Advanced Program Evaluation, **Course Change** Change College name, change prerequisite, "Admission to MSW Program ~~Completion of foundation curriculum or advanced standing~~" Approved by Chair 3/11/17
28. SOC WORK 738: Advanced Practice: Community Empowerment, **Course Change** change prerequisite, "Admission to MSW Program ~~Completion of foundation curriculum or advanced standing~~" Approved by Chair 3/11/17
29. SOC WORK 749: Contemporary Interventions in Social Work Practice, **Course Change** Change Effective Date of Action, Fall 2018 ~~Summer 2017~~ Approved by Chair 3/11/17
30. SOC WORK 757: Social Work Practice in the Criminal Justice System, **Course Change** Change Effective Date of Action, Fall 2018 ~~Summer 2017~~, College name, and change the periodicity. Approved by Chair 3/11/17
31. SOC WORK 777: Forensic Social Work: Policy and Practice **Course Change** Change Effective Date of Action, Fall 2018 ~~Summer 2017~~, College name, and change the periodicity. Approved by Chair 3/11/17

The following Courses or Programs have been approved by the GAAC on March 1, 2018:

1. BIOLOGY 553: Invertebrate Biology. **Course deactivation** Replaced by Marine Biology Approved by chair, 2/15/18
2. BIOLOGY 555: Entomology. **Course deactivation** Change credit hours from 3 to 4 by adding 1 lab with 1 credit hour. Change from Fall even years to Fall odd years Approved by Chair 2/15/18
3. BIOLOGY 601: Fish and Wildlife Population Dynamics **New Course** The course will introduce students to principles of population ecology and how such principles relate to basic models of wildlife and fish population dynamics. This course will also give students practical experience manipulating population dynamics models using computer applications. Rolled back by Chair 02/15/18. Adding a statement in evaluation: For graduate students, grades C or lower will not be counted for graduation.
4. CHEM 607: Molecular Biology **Course deactivation** retaining course only under Biology prefix. Approved by Chair 02/15/18
5. CHEM608 : Molecular Biology Laboratory **Course deactivation** retaining course only under Biology prefix. Approved by Chair 02/15/18
6. FNED 880 Indigenous Policy **New Course**. Rolled back 1/15/18. “Grades lower than C should be ‘F’”. Approved by Chair 02/15/18
7. MATH 529: Applied Regression Analysis **New Course**. This course is meant to be a renumbering (resequencing) of MATH 667, not an actual new course. However, the deactivation of MATH 667 is likely not going to occur before the deadline for the 2018-2019 catalog, so Katrina Hrivnak indicated I should create this course in the same manner as MATH 329, Approved by Chair 2/15/18

Faculty Rep Report to March 28th Faculty Senate- Christine Vandenhouten

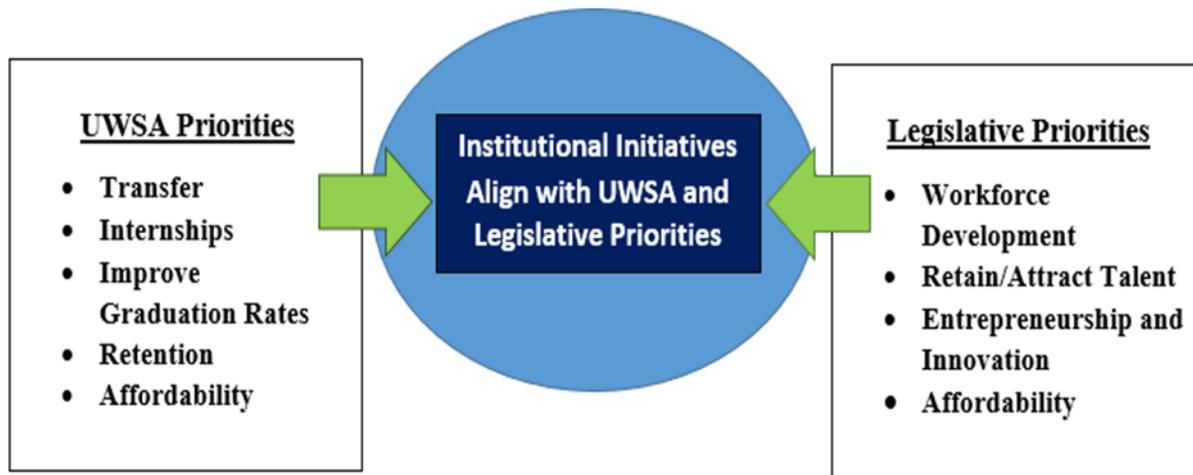
The Faculty Representatives met on March 9th. We discussed enrollment management practices (historical) imposed by the system and the impact these have on campus budgets. UW Madison is accepting a larger number of WI Freshman than anticipated which affects the pool of eligible new freshman for the comprehensive campuses. Campuses shared budget-cutting proposals being discussed with a heavy emphasis on the recent announcement from UW Stevens Point. UWEC cut \$12 million from their budget with no layoffs, UW Platteville cut programs but they also hired a consultant who suggested they add 8 programs. Some campuses have reduced teaching academic staff.

Meeting with UW System President Ray Cross- Ray Cross apologized for his remarks that shared governance slows down the process (about the merger of the 2-year campuses with the 4-year campuses). He shared strategies taken when he was the Chancellor of UW Colleges but unfortunately, they did not result in increased enrollment. He is committed to engaging governance groups and offered to host a faculty governance retreat in June.

This was followed by a lively discussion about the definition of a regional comprehensive campus and the value of a liberal arts education. President Cross shared that he believes college is more than a place to prepare someone for a job/participate in the economy and makes that argument regularly in the Capital. He also stated that distance technologies would not replace bricks and mortar.

During the joint governance session, Sean Nelson, VP for Finance, gave an overview of the proposed 2019-21 Biennial Budget including the following highlights-

- resident tuition is frozen for the 5th year,
- state funds increased by 3.7%,
- Program revenue balances are projected to further decline.
- The budget shows deficit spending of \$113.2 million.
- Financial Aid is expected to increase for the first time since 2010-11 by \$5.7million
 - Discussed expanding the: Bucky's Tuition Promise (last scholarship \$\$) to other campuses.
- May solicit proposals from all UW institutions that align with UWSA and/or legislative priorities (below)



**Academic Staff Committee Report to Faculty Senate
March 23, 2018**

The following issues and activities are currently forefront in the work of the Academic Staff Committee at UW-Green Bay.

- 1.) UW System Title and Total compensation Study
- 2.) UW System Pay Plan and campus implementation
- 3.) Project Coastal and planning for integrating UWC academic staff
 - a. Including UWC campus delegates in ASC meetings this year
 - b. Proposed resolution for declaring 2018-19 a “transition year” for shared governance at UW-Green Bay and making provision for one AS person from each of the three UWC campuses to serve on the ASC next year.
- 4.) Working with HR in the final stages of updating the Employee Handbook
- 5.) Representation of AS/ASC on UW-Green Bay and UWS/Project Coastal working groups.
- 6.) Working with AS committees on refining their charge and clarifying policies.
- 7.) Preparing for May 3 Academic Staff Assembly

**USC Report for Faculty Senate Meeting
March 28, 2018**

- At the March 15 USC meeting, feedback from the annual assembly was discussed. The main item that needs to be addressed is a recurring issue with some employees either not being granted – or the perception that they aren't granted – work release time to attend shared governance meetings or professional development workshops and conferences. The University Staff Personnel Committee will work with Human Resources and SOFAS to try to find a solution.
- USC Chair attended the monthly shared governance collegiums for our 3 branch campuses, along with our faculty and academic staff reps and the SOFAS.
- Next monthly meeting is April 19.

SGA Report to the Faculty Senate
March 28, 2018

- Student Government has been working on reviewing our constitution and bylaws. We will be revising our structure to address productivity issues and improve communication. These changes will take effect on May 1st at the beginning of the new administration.
- We met via video conference with the leadership and advisors of UW-Manitowoc, UW-Marinette, and UW-Sheboygan SGAs to discuss what Project Coastal will mean for our Student Governments. While we have not made any final decisions yet, our preliminary plan is to keep all four SGAs separate and form one joint council with representation from all campuses. We will know more once final decisions have been made.
- SGA is also planning a program called “Life’s a Beach” for April 19th to promote student involvement on campus as well as to inform students about Project Coastal. The program will take place in multiple areas of the University Union’s lower level and outside, and will consist of beach themed games, food, and prizes.