

AGENDA

UW-GREEN BAY FACULTY SENATE MEETING NO. 8

Wednesday, April 25, 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. 7

March 28, 2018 [page 3]

3. CHANCELLOR'S REPORT

4. OLD BUSINESS

- a. Proposed Change to the International Education Committee's Charge (second reading) [page 12]
Presented by Sawa Senzaki, International Education Committee
- b. Request for Authorization to Implement an Impact MBA at UW-Green Bay (second reading) [page 13]
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 (second reading) [page 26]
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 (second reading) [page 38]
Presented by Todd Dresser, Lead Instructional Designer
- e. Form K: Discontinuation and Reconstitution of Information and Computing Science (ICS) (second reading) [page 39]
Presented by Clif Ganyard, Associate Provost

5. NEW BUSINESS

- a. Resolution on Granting Degrees [page 46]
Presented by Patricia Terry, UC Chair
- b. Election of the 2018-19 Speaker of the Senate
- c. Request for New Business

6. PROVOST'S REPORT

7. OTHER REPORTS

- a. University Committee Report – Presented by UC Chair Patricia Terry [page 47]
- b. Faculty Representative Report – Presented by Christine Vandenhouten
- c. Academic Staff Report – Presented by Jamee Haslam [page 47]
- d. University Staff Report – Presented by Holly Keener [page 47]

e. Student Government Report – Presented by Courtney Zambon [page 48]

f. Strategic Budgeting Committee Report – Presented by Kris Vespia [page 48]

8. ADJOURNMENT

[draft]

MINUTES 2017-2018
UW-GREEN BAY FACULTY SENATE MEETING NO. 7

Wednesday, March 28, 2018
1965 Room, University Union

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

PRESENT: Heather Clarke (BUA), Greg Davis (Provost, ex officio), Kristy Deetz (AND), Christin DePouw (EDUC), Mike Draney (NAS), Hernan Fernandez-Meardi (HUS-UC), Joan Groessl (SOCW), Lisa Grubisha (NAS), Stefan Hall (HUS), Dana Johnson (SOCW), Jim Loebel (BUA), John Luczaj (NAS), Upal Mahfuz (NAS), Kaoime Malloy (THEATRE), Christopher Martin (HUS-Alternate), Ryan Martin (HUD-UC), Gary Miller (Chancellor, ex-officio), Eric Morgan (DJS), Paul Mueller (HUB), Rebecca Nesvet (HUS), Uwe Pott (HUB), Michael Rector (MUS-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), and Aaron Weinschenk (PEA)

NOT PRESENT:

REPRESENTATIVES: Amanda Wildenberg (USC), Jamee Haslam (ASC), and Courtney Zambon (SGA President)

GUESTS: Eric Arneson (Vice Chancellor for Student Affairs and Campus Climate), Gaurav Bansal (Associate Professor, Business Administration), Denise Bartell (Director, Center for Student Success), Matt Dornbush (Associate Vice Chancellor for Academic Affairs/Director of Graduate Programs), Todd Dresser (Lead Instructional Designer), Susan Gallagher-Lepak (Dean, CHESW), Clifton Ganyard (Associate Provost), Paula Ganyard (Director, Cofrin Library and Assistant Vice Chancellor for Information Technology), Doug Hensler (Dean, AECSOB), Barb Holschbach (IT), Ben Joniaux (Chief of Staff), Amanda Nelson (Associate Dean, CSET), David Radosevich (Associate Professor, Business Administration), Chuck Rybak (Interim Dean, CAHSS), and Mike Zorn (Associate Dean, CSET)

1. CALL TO ORDER

Speaker Ryan Martin zestfully gaveled to order the seventh Faculty Senate meeting of the 2017-18 academic year.

2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 6, February 21, 2018

When no one responded to Speaker Martin's invitation to elucidate any deep-seeded concerns, questionable interpretations, or contemptuous thoughts regarding the February minutes, they were passed by consensus, and Speaker Martin 23 skidoo-ed it to the Chancellor's report.

3. CHANCELLOR'S REPORT

Chancellor Miller reported that the Chancellors of the seven receiving institutions are holding a series of meetings with President Cross to try to expedite the decision making process. A panel

of seven Chancellors will report to the Board of Regents at the Regents meeting next week. The plan is still to transfer the control over to the receiving institutions on 1 July 2018.

The Chancellor next touched on the university re-missioning memo he sent out campus-wide the previous day. He encouraged everyone to read it carefully, including the itemized reasons for the revised mission statement. According to the Chancellor, this is a historic moment for the university in that we have the unanimous support of the Board for altering the mission of the institution. The re-missioning process has just begun. There will be opportunities for shared governance to participate, and the select mission will not be finalized until Fall of the next academic year. There are very important reasons to revise the mission statement at this time; we need to get into a different conversation with the Board of Regents about what this university can be, what it should be, and what it is. We have a bigger “opportunity space” than any other university in the state thanks to the addition of the three branch campuses, which gives us a 15-county footprint. This opportunity space provides us with enormous potential and we have to be in a position to leverage that potential; therefore, we have to go to the Board with a different kind of approach. When something comes to the Board from the university, it is immediately compared to the select mission. Therefore, we want/need a more active mission statement, one that is more declarative of what we are doing and where we are going.

4. VICE CHANCELLOR’S REPORT

With the 1965 Room’s drapes drawn (to prevent senators from seeing beautiful blue skies and keep them from dreaming about what they could be doing on a gorgeous March day with a high temperature of 53°F), Eric Arneson, Vice Chancellor for Student Affairs and Campus Climate, presented a PowerPoint slideshow to Faculty Senate regarding how to work through the process of seeking assistance for troubled students. One of the most important resources available to faculty and students is the Phoenix Cares website (<https://www.uwgb.edu/phoenix-cares/>). This website has almost any resource a student might need to assist them in times of trouble and faculty are encouraged to include it in their syllabi. One of the faculty’s main concerns is that they cannot talk to anybody about student issues because of FERPA concerns. Dr. Arneson assured the senate that if it is a university “need to know,” that information can absolutely be shared, especially if it involves the safety and welfare of the students, staff, and faculty.

Dr. Arneson then shared information about the roles of the Student Review Team and the Behavior Intervention Team (BIT). The BIT meets every other week to talk about students who have established or are establishing a particular pattern of behavior and discuss how to deal with them. The BIT’s goal is to create a safe workplace/school environment while making sure everybody is OK. Basically, BIT’s message is “If you see something, say something,” be cognizant of warning signs, rely on your gut, and plan ahead (think about “what would you do in a particular situation?”).

5. OLD BUSINESS

a. Resolution on Early Alert System (EAS) (second reading)

This resolution was tabled at the February Faculty Senate meeting. **Senator Pott moved to take the resolution off the table (with a second from Senator Mueller). The motion passed 28-0-0.**

At the February Faculty Senate **Senator Hall had moved acceptance of the resolution, seconded by Senator Mueller.** Senator Pott, who presented the resolution in February, reminded everyone of the resolution's language by rereading the document. He then proceeded to share an email from a student who asked for their current grade even though the data to calculate that grade was available on the course's D2L site. Senator Pott provided this as an example of students failing to take responsibility for being able to calculate their own grade. (A fellow senator pointed out that perhaps the student, established to be a Residence Hall employee, may have simply needed their grade to be verified by the professor).

Several senators shared the thoughts of their budgetary units. Some units had reached consensus, others had not. One unit looked at it from the perspective of the artificial dichotomy created by the thought that 100-200 and 300-400-level classes were solely populated by freshmen/sophomores and juniors/seniors, respectively, when in reality there might well be underclassmen taking 300-400 level courses. Therefore, if the target audience is underclassmen, then we do need the EAS for 300-400 level courses. And if transfer students are also a target audience, then again we would need the Early Alert System to include 300-400 level courses.

Associate Provost Ganyard interjected that providing grades to students is not the purpose of the EAS, rather the purpose of the program is to gather information to provide to advisors so that they have a more full picture of what the student is doing/not doing, thus giving the advisor more information to intervene if/when necessary.

Denise Bartell, architect of UWGB's EAS, took the opportunity to address senate. The intent of EAS is to provide a system that is transparent to students (any information provided to advisors would also be provided to the students). The primary objective of the EAS is to better support students who are struggling academically by getting information into the hands of people who can support those students (i.e., advisors, MESA, Athletics, etc.). Most universities have had some sort of EAS in place for 10 or more years now, UW-Green Bay is just behind the curve. For the families of prospective students, it is important to them that such a system is in place. The assumption that juniors and seniors should be able to figure things out on their own is incorrect. In reality, 30% of students on suspension waivers or probation at UWGB are juniors or seniors.

In offering his take on the resolution, Interim Dean Chuck Rybak stated that he had trouble with the argument that some students (those in 100- and 200-level classes) are deserving of information and others (those in 300- and 400-level classes) are not. Everyone is deserving of the same information. Part of the responsibility of students receiving information is what they do with that information, how they act on it, after they receive it.

The idea of EAS being a workload issue was again brought to senate's attention. It was, however, pointed out that the burden is not in the entering of grades, rather it is on the advisor who has to follow up with the students who need academic support and assistance.

Because some of the faculty's issues with the EAS related back to the manner in which the EAS was rolled out, Provost Davis wished to set the record straight and take some of the blame. Provost Davis asked faculty to understand that this project, which had been discussed on-and-off,

was implemented through one-time student success funds which had to be used in a relatively short period of time. He apologized for the way in which it was introduced, stating it could have been rolled out better. While he agreed refinements are needed, he wished such a system was in place when he was a faculty member advising students.

Other thoughts expressed by senators included: EAS helps with the identification of classes that are often difficult for students; it is hoped that Canvas will allow grades to be automatically uploaded; P/NP grades are not adequate for EAS purposes because grades of C or D, while passing, often are a path to students ending up on probation; dates of grade entry are problematic, grades were due February 28 and the drop deadline was March 4 – that drop deadline must be extended further into the semester; there was a recommendation that the Academic Actions Committee assist on institutionalizing the EAS.

After another lengthy discussion, Christine Vandenhouten called the question and senate voted. **The motion failed 10-17-1.**

6. NEW BUSINESS

a. Proposed Change to the International Education Committee's Charge (first reading)

Sawa Senzaki, a current member of the International Education Committee, presented the proposed change before senate. The two proposed changes to the charge included: 1) the committee chair being selected by the IEC members and approved by the Provost (as opposed to the chair being appointed by the Provost), and 2) the chair serving a one-year renewable term (as opposed to a three-year term).

b. Request for Authorization to Implement an Impact MBA at UW-Green Bay (first reading)

Austin E. Cofrin School of Business Dean Doug Hensler and Associate Professors David Radosevich and Gaurav Bansal came forward to present this request to Faculty Senate. The new offering is an Impact MBA, which, Dean Hensler explained, could be thought of as an Executive MBA. This degree “responds to the very rapid and accelerating change in the business world which requires a different kind of thinker in the leadership of companies.” This degree would definitely not repeat the undergraduate program, i.e., you will not see the same course titles that you would see in an undergraduate program. This program will require a competency-based admissions structure. This does not mean the degree is competency-based, rather if the student has an undergraduate degree in business, they meet the competency base; if they do not, they will have “boot camps” and other materials so the students learn the skills the company desires.

The curriculum was developed with one primary goal in mind, to change mindsets. The AECSOB does not necessarily want the students to learn the tools of business, but rather to “think in a more transformational and exponential way.” The program would be a 36-credit degree (12 classes x 3 credits/class). The delivery model would be 10-week sessions, with courses taught on a Saturday (morning class, lunch, afternoon class) – this would take 17-months to deliver the program. Classes are divided into four sections. First, there will be a foundational mindset section, in which students will learn to think differently. Second is a section on leadership - how do you lead yourself, your team, your broader organization. The third section covers evidence-based decision-making. The last section focuses on forward looking big ideas.

The floor was opened to questions. Among those asked, “Why not a regular MBA?” Business vetted the idea of an Impact MBA with a number of regional executives and they were excited about it. “Will an Impact MBA be marketable? Will people know what Impact MBA means?” Initially, the first couple of cohorts will be recruited directly from the regional executives and companies familiar with the program. “How does this fit in with the goal to get AEC SOB accredited?” Dean Hensler has had a number of discussions with the out-going executive vice president and chief accreditation officer with the AACSB in which he has vetted the Impact MBA – the accreditation officer’s reaction was one of excitement. A rather spirited discussion ensued around the question “Why would I go to UWGB for a \$45K Impact MBA rather than going to St. Norbert for a \$25K MBA?” It is all a value judgment; our product is different, it is a value-added product. Regional executives do not want a repeat of the undergraduate business degree, rather they want managers who can think critically and can add value to the company by thinking entrepreneurially.

Associate Vice Chancellor Dornbush added the Graduate Studies Office perspective, stating that the MBA is a foundational program for any graduate school, so we have to find a place for an MBA on this campus. Our current Master’s Degree in Management is a transition program intended to give recent Bachelor Degree graduates an advantage when entering the marketplace. The Impact MBA is designed for people who have 3-4 years of post-college experience and want to elevate to a higher-level leadership role. From his perspective, this is a great attempt to “put something different out there.”

c. Request for Authorization to Implement an Entry Level Bachelor of Science in Nursing at UW-Green Bay (first reading)

The Dean of the College of Health, Education, and Social Welfare, Susan Gallagher-Lepak, introduced the authorization to implement a new B.S. in Nursing. While UWGB has had a Nursing completion degree since 1981, when a survey indicated there was a shortage of BSN prepared nurses. The College is now requesting an entry-level baccalaureate BSN program – a full, four-year traditional nursing program. This request is based on data from the Wisconsin Hospital Association and the Wisconsin Center for Nursing RN Workforce Survey suggesting there is a need to increase the number of nurses to meet current and future demand. Data indicate the shortage of nurses will increase to 20,000 in Wisconsin by 2035. Wisconsin nursing schools graduate about 3,000 new nurses each year, about 55% are BSN nurses. By 2020, Wisconsin will need an additional 7,500 new nursing graduates to meet demand. There are four Nursing programs in Wisconsin and they are not able to meet the demand – they turn away about 40-80% of qualified applicants for the BSN degree due to a lack of seats. Last year, UWGB’s 1+2+1 Nursing program (one-year at UWGB, two-years at NWTC, one-year at UWGB) had 85 applicants for the 24 open spots.

UWGB’s proposed program would take 122 credits to complete and is built on the essentials of baccalaureate education by the American Association of Colleges of Nursing. Enrollment is projected at 48 students annually. The plan calls for the regular UWGB tuition plus a per-semester fee and request 9.5 FTE in additional faculty once the program is fully up-and-running.

The senate floor was then opened to questions. Would this BSN program meet the “industry standards” (yes). Would Nursing continue offering its existing nursing completion program

(yes). Does the proposal request more faculty to teach supporting courses (such as Microbiology and Anatomy and Physiology) that currently do not have enough available seats? And do we have the space available (especially lab space) for this new program? (Nursing would need to work with the Provost and the appropriate Deans to make sure we have sufficient capacity).

d. Proposal to Dissolve the Learning Technology Collaborative Committee (first reading)

Presenting the proposal was Todd Dresser, Lead Instructional Designer and convener of the LTCC. The LTCC is a joint governance committee, advisory to the Director of Academic Technology Services (ATS) and the Director of the Adult Degree Program (ADP). The committee itself voted to dissolve for two primary reasons: 1) the charge does not map onto the current structure of the university, and 2) the committee was formed when there were only two colleges, so a faculty committee member may have to represent a college to which s/he does not belong. Also, the Director of ATS indicated he would prefer to get advice through other means. Given that the purpose and the structure of the committee is no longer relevant, the committee voted to dissolve itself (assuming approval of Faculty Senate, Academic Staff, and University Staff). In its proposal to dissolve, the LTCC provided an annotated current charge, addressing how each of its tasks would be addressed should the committee be dissolved.

There were a number of minor points that need to be addressed. Todd Dresser will work with Paula Ganyard to modify the proposal and bring back a fresh version for the second reading at the April Senate meeting.

e. Form K: Discontinuation and Reconstitution of Information and Computing Science (ICS) (first reading)

Associate Provost Clif Ganyard came forward to present the Form K proposal. He began by mentioning that the title of the proposal was a bit of a misnomer as nothing is being discontinued, rather it is a reorganization of some programs. This process began with a memo from Provost Davis back in October directing the Deans to determine a better alignment for where the computer science and data science programs should fit. They are currently housed in ICS; however, as programming and technology develops, administration and faculty feel these programs will be better aligned in different units/Colleges. The desire is to move Computer Science into the College of Science, Engineering, and Technology. Currently, the thinking is it would go into Natural and Applied Sciences, but it may end up in the School of Engineering, especially as we work to develop an Electrical Engineering program. Data Science will move into the Austin E. Cofrin School of Business as it aligns well with the business analytics programs (currently all of the faculty who teach in the M.S. and Data Science are in the business program). While the process is a little convoluted, it is outlined under 53.01(B) of the Faculty Handbook. Form K tracks the various approvals/recommendations necessary to follow the coded process. Thus far, faculty from all the various units and committees who have a voice in the approval/recommendation process have approved the change.

Senator Draney updated senate on the latest thinking regarding unit alignment within NAS. If Computer Science does moves to the College of Science, Engineering, and Technology, it would likely go into the School of Engineering which would house engineering, engineering technology, math, and computer science. NAS would be made up of the sciences – biology, chemistry, geoscience, and physics.

For clarification, the other two programs currently in ICS – communications and information science – would remain in ICS.

f. Request for Future Business

With time quickly running out on this senate meeting, Senator Nesvet combined her skills as a senator with her upcoming audition as an auctioneer in reading as fast as is humanly possible a proposed resolution (see below) for Faculty Senate discussion regarding SUFAC's recent vote to cease collecting money for the UWGB Childcare Establishment Fund.

Resolution on the UWGB Childcare Establishment Fund

WHEREAS, SUFAC has recently voted to cease collecting money for the UWGB Childcare Establishment Fund and to move the existing revenue to the General Fund; and

WHEREAS, should this decision be implemented, it would contravene the Student Government Association Childcare Establishment Fund Bylaws (last updated April 2014), specifically, points 4b-4d: that

4b. "The UWGB Childcare Establishment Fund shall maintain a separate line item in the University budget,"

4c. "The UWGB Childcare Establishment Fund shall not be reallocated for any purpose other than those described in these bylaws," and

4d. "The UWGB Childcare Establishment Fund and its supervision by the Equity and Diversity Committee shall continue until the fund is completely distributed or completely disbursed"; and

WHEREAS, the provision of adequate childcare is not only an essential equity issue on this campus but also essential to effective student retention and recruitment; and

WHEREAS, all of this university's major governing bodies, including student government, have passed resolutions in support of the childcare center initiative,

THEREFORE, BE IT RESOLVED that the UW-Green Bay Faculty Senate recommends:

(a) that the existing bylaws of the Childcare Establishment Fund be honored by all parties to them;

(b) prompt progress to completion of a viable Childcare Center; and

(c) that UWGB administration consider allocation of space for a dedicated Childcare Center in the proposed Innovation Park or another space easily accessible to the main campus buildings.

Senator Nesvet spoke quickly in providing many reasons to support this resolution, including equity and retention. Despite the speed in which she spoke, the 5:00 p.m. bewitching hour for

Faculty Senate was reached. **Senator Morgan moved to extend the meeting by 10 minutes (seconded by Senator Vandenhouten), it passed unanimously.**

Senator Hall moved acceptance of the resolution (seconded by Senator Morgan). Senator Vespia asked Courtney Zambon where students stood on the issue. Courtney stated that the Student Court agreed with SUFAC. **Senate voted to accept the resolution 26-0-0.**

7. PROVOST'S REPORT

While imagining the melody to "It's the Most Wonderful Time of the Year" playing in the background, Provost Davis shared that every year he really looks forward to March when he can examine the tenure and/or promotion files of faculty. Looking at the accomplishments of faculty is very gratifying. He will share his recommendations to the Chancellor in the next week.

Faculty have been asking when interviews for the CAHSS Dean position will take place – those are slated to take place April 16, 17, and 19.

Provost Davis next offered his thoughts on the news of UW-Stevens Point discontinuing many programs, most of which are in the Humanities. This follows up on the heels of program discontinuation at UW-Superior and Provost Davis expects more programs to be discontinued at other campuses in the UW System in the not-too-distant future. Declining enrollments are the reason given for the discontinuation of programs – over the past few years, UWSP has had a 20% decline. Their total student enrollment is approaching our student enrollment, but they have many more faculty and staff on payroll because they have traditionally been quite a bit larger than UWGB. All UW institutions are constrained by limited resources from the state and by frozen tuition, but UWGB made a choice a couple of years ago that we were not going to downsize, rather we put resources into growing student enrollment. That investment has paid off. While other UW schools face declining enrollments, UWGB is one of the few comprehensives that has maintained or grown enrollment figures. We have reduced the tuition deficit from \$3-4M to about \$1.5M. While it is still causing us to work into our reserves, it has been reduced over the years. Program array does go through evolution, we need to be flexible, we need to continually have conversations, and we need to be able to explore options.

8. OTHER REPORTS

a. Academic Affairs Report and Graduate Academic Affairs Report. These reports were found on pages 44 and 56 of the agenda, respectively.

b. University Committee Report. UC Chair Patricia Terry very quickly addressed the Chancellor's memo about re-missioning the university. She has received many emails from faculty expressing concern about the timeline he has set out. In particular, concern was expressed over his desire for a first reading in April and second reading in September, splitting up the two readings over two academic years and a faculty senate that will see much turnover going into next Fall. Concerned faculty would rather see a first reading in September and a second reading in October.

c. Faculty Representative Report. Sorry, faculty senate ran out of time. Part I

- d. Academic Staff Committee Report. Sorry, faculty senate ran out of time. Part II
 - e. University Staff Committee Report. Sorry, faculty senate ran out of time. Part III
 - f. Student Government Association Report. Sorry, faculty senate ran out of time. Part IV
- 9. ADJOURNMENT** at 5:09 p.m.

Respectfully submitted,

Steve Meyer, Secretary of the Faculty and Staff

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 Old Business 4a 4/25/2018

**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						
From Tuition (revenue per session)	\$ 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						
Faculty/Instructional Staff	\$28,314	\$28,314	\$28,314	\$28,314	\$28,314	\$28,314
Other Staff - Graduate Student Status Examiner	\$10,962	\$10,962	\$10,962	\$10,962	\$10,962	\$10,962
Other Expenses						
Marketing	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333
Events, lunches, refreshments, etc	\$13,800	\$13,800	\$13,800	\$13,800	\$13,800	\$13,800
Professional Development, travel, and S&E	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Speaker and Conference fees	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
Books	\$18,000	\$17,400	\$17,400	\$16,800	\$16,800	\$16,200
Accreditation:	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667
Student Segregated Fees	\$15,799	\$15,272	\$15,272	\$14,745	\$14,745	\$14,219
Central tax: 30% of total tuition	\$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 Imaact MBA Program						
Note: Program is cohort-based lockstep. As is the case with the UW-Madison (\$95,000) and UW-Milwaukee						
Items	Fiscal year	Projections				
		2020	2021	2022	2023	2024
Program begins August 2019:						
I Enrollment (New Student) Headcount	Year 1	29.3	0.0	29.3	0.0	29.3
Enrollment (Continuing Student) Headcount	Year 2	0.0	27.7	0.0	27.7	0.0
Enrollment (New Student) FTE	Year 3	29.3	0.0	29.3	0.0	29.3
Enrollment (Continuing Student) FTE	Year 4	0.0	27.7	0.0	27.7	0.0
II Total New Credit Hours (# new sections x credits per section)	Year 5	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)						
From Tuition		\$ 704,000	\$664,000	\$ 718,080	\$677,280	\$ 732,442
Reallocation		\$0	\$0	\$0	\$0	\$0
Total New Revenue		\$704,000	\$664,000	\$718,080	\$677,280	\$732,442
V New Expenses						
Salaries plus Fringes						
Faculty/Instructional Staff		\$84,942	\$84,942	\$86,641	\$86,641	\$88,374
Other Staff		\$32,885	\$32,885	\$33,542	\$33,542	\$34,213
Other Expenses						
Marketing		\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Events, lunches, refreshments, etc		\$ 41,400	\$ 41,400	\$ 41,400	\$ 41,400	\$ 41,400
Professional Development, travel, and S&E		\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000
Speaker and Conference fees		\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000
Books		\$ 52,800	\$ 49,800	\$ 52,800	\$ 49,800	\$ 52,800
Accreditation:		\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Student Segregated Fees		\$ 46,343	\$ 43,709	\$ 46,343	\$ 43,709	\$ 46,343
Central tax: 30% of total tuition		\$ 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

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 Old Business 4b 4/25/2018

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 (HSBS), 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.

References

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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 Old Business 4c 4/25/2018

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 Division of Information Technology will take on these duties.
2. Make suggestions regarding the operational support required for instructional technologies at UW-Green Bay at an institutional level.
3. IT Advisory Council will provide advice to the Division of Information Technology on this area of support Evaluate learning and instructional services to identify efficiencies and possible areas of improvement.
 - The Division of Information Technology will be responsible for these improvements and will look to the IT Advisory Council for advice, and in addition feedback from faculty through focus groups and surveys.
4. Explore and exchange ideas about new, existing, and maturing technologies.
 - The Division of Information Technology does this work and will continue to do so, and will also see out feedback and ideas from the University community.
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. In addition, the Division of Information Technology will now be obtaining feedback and advice through the new IT Advisory Council.
7. Provide policy recommendations to the Technology Council as needed.
 - The Technology Council is no longer in existence. Input on policy development will be sought out through established administrative bodies such as, the Provost's Administrative Council or the CBO's Director's Group, and the IT Advisory Council. Final approval of policies is done by the Chancellor's Cabinet.

Faculty Senate Old Business 4d 4/25/2018

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]

Iftexhar 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

Iftexhar 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.

University Committee

Date: 3/21/2018
Chair: Patricia Terry
Recommendation:

The UC met March, 21, 2019, to consider the Form K for the reorganization of Information and Computing Science and voted unanimously to support the proposal. It will be a new business item on the March 28, 2018, Faculty senate meeting for a first reading.

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.

Faculty Senate

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

Provost – Gregory Davis

Date:
Approved: _____
Denied: _____

Chancellor – Gary Miller

Date:

Approved: _____

Denied: _____

Faculty Senate Old Business 4e 4/25/2018

RESOLUTION ON THE GRANTING OF DEGREES

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

Faculty Senate New Business 5a 4/25/2018

University Committee Report
April 25, 2018

In addition to items that appear on the Senate agenda, since the March faculty Senate meeting the UC has

- Met with faculty from Art and Public Safety Chief Tomas Kujawa to discuss UWGB's building use policy and practice. The UC made some recommendations to all parties.
- Discussed the timeline for the proposed new mission with the Chancellor. The first reading will be at the first Faculty Senate meeting in September 2018, but there will be two forums held on May 4th. The Chancellor's office will advertise these.
- Elected Courtney Sherman as 2018-2019 UC Chair and convinced Christine Vandenhouten to continue as Faculty Representative.

Academic Staff Committee Report
April 25, 2018

The Academic Staff committee update for the Faculty Senate Agenda:

- AS committees are finalizing elections for 2018-19
- Planning the all-Academic Staff Assembly for May 3, 2018 at 3 pm in the Christie Theatre. Planning to have colleagues from Marinette, Manitowoc and Sheboygan join us!
- Meeting with Chancellor Miller to discuss the re-missioning process and ASC involvement/input
- Meeting with Provost Davis to discuss Provost's memo regarding Academic Program Stability

University Staff Committee Report
April 25, 2018

- Chancellor Miller attended our April monthly meeting to present the proposed new campus mission statement. We will discuss, submit feedback, and vote on the proposal in early fall.
- University Staff Assembly feedback suggestions from attendees has been reviewed, and the following will be pursued:
 - 1) We will request appropriate offices to provide communications about CRP/AED availability on campus.
 - 2) We will include first-line supervisors of university staff in communications regarding attendance at professional staff opportunities and involvement in shared governance.
- Next monthly meeting is May 17.

Student Government Association Report
April 25, 2018

- Student Government will have our last meeting of this administration on Monday, April 23rd at 5:15 in the 1965 Room
- The Senate will vote on a resolution on shared governance for the Project Coastal campuses' Student Governments
- SGA and RHAA Elections for the 2018-2019 academic year took place last week and will be voted for approval by the Senate on Monday. The results are as follows:
 - SGA President-elect: Selena Deer
 - SGA Vice President-elect: Abbie Wagaman
 - RHAA President-elect: Sara Bichler
 - RHAA Vice President-elect: Kallista Baebler
 - At-Large Senators: Allison Shields, Guillermo Gomez, Mark Nhoevert P. San Juan, and Angelica Nix
- Our annual farewell dinner, Pass the Gavel, will be held on May 1st at 6:00 at the Kress Events Center to celebrate another year of SGA

Strategic Budgeting Committee Report
April 25, 2018

- The Strategic Budgeting Committee is the group that now provides the formal venue for staff and faculty input in the budget process. Membership includes a representative from the Faculty Senate and from the Academic Staff and the University Staff governance groups.
- We have had two meetings so far this year. The third, our April meeting, was cancelled due to the recent snowstorm. We anticipate additional meetings in May, June, and July. Thus far, we have focused on learning more about the budget process and timelines, as well as the current state of budgets by area (e.g., Student Affairs, Marketing and Communications). One task ahead of the group is to ascertain how it will function with the new budget cycle and hopefully transition from information sharing to making contributions to the strategic process.