AGENDA

UW-GREEN BAY FACULTY SENATE MEETING NO. 4
Wednesday, December 7, 2022
3:00 p.m.
Presiding Officer: Patricia Terry, Speaker
Parliamentarian: Steve Meyer

1. CALL TO ORDER

2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 3
November 9, 2022 [page 2]

3. CHANCELLOR'S REPORT

4. OLD BUSINESS
- a. Changes to the Charge of the Academic Actions Committee (second reading) [page 6]
  Presented by Darrel Renier, Director of Acad. Advising, and Prof. Joan Groessl
- b. Academic Honors for the Associate of Arts and Science Degree (second reading) [page 8]
  Presented Meagan Strehlow, Asst. Vice Chancellor, Student Access & Success

5. NEW BUSINESS
- a. Resolution on the Granting of Degrees [page 10]
  Presented by Speaker of the Senate Patricia Terry
- b. Memorial Resolution for Emeritus Professor Dr. Michael Morgan [page 11]
  Presented by Prof. Mike Draney
- c. Request for Authorization to Implement a Master of Science in Supply Chain Management (first reading) [page 14]
  Presented by AECSOB Dean Matt Dornbush
- d. Request for Authorization to Implement a Collaborative Online Master of Science in Biodiversity Conservation and Management (first reading) [page 29]
  Presented by CSET Dean John Katers
- e. Climate Survey Process
  Presented by HR Director Melissa Nash and UC Chair Devin Bickner [page 43]
- f. Request for Future Business

6. PROVOST'S REPORT

7. OTHER REPORTS
- a. Academic Affairs Report – Submitted by David Voelker, Chair [page 46]
- c. University Committee Report – Presented by UC Chair Devin Bickner
- d. Faculty Rep Report – Presented by Jon Shelton
- e. Academic Staff Report – Presented by Nichole LaGrow [page 51]
- f. University Staff Report – Presented by Lea Truttmann [page 52]
- g. Student Government Report – Presented by Harrison Thiry

8. ADJOURNMENT

[draft]

MINUTES 2022-2023
UW-GREEN BAY FACULTY SENATE MEETING NO. 3
Wednesday, November 9, 2022

Presiding Officer: Patricia Terry, Speaker of the Senate
Parliamentarian: Steve Meyer, Secretary of the Faculty and Staff

PRESENT: Riaz Ahmed (RSE), Tanim Ahsan (RSE), Mike Alexander (Chancellor, *ex-officio*), Dana Atwood (PEA), Devin Bickner (RSE-UC), Thomas Campbell (TND), Gary Christens (A&F), Tara DaPra (HUS), William Dirienzo (ALTERNATE – NAS), Clif Ganyard (HUS-UC), William Gear (HUB), Joan Groessl (SOCW-UC), Lisa Grubisha (NAS), Mahmoud Hammouri (ALTERNATE-NAS), Richard Hein (Manitowoc Campus), Todd Hillhouse (PSYCH), Elif Ikizer (PSYCH), Rasedul Islam (RSE), James Kabrhel (NAS), Dan Kallgren (Marinette Campus), Mark Karau (HUS), Jenna Liphart Rhoads (ALTERNATE-NURS), Ann Mattis (HUS), Michelle McQuade Dewhirst (MUS), Samantha Meister (EDUC), Eric Morgan (DJS), Paul Mueller (HUB), Val Murrenus-Pilmaier (HUS), Aniruddha Pangarkar (M&M), Laurel Phoenix (PEA), Matthew Raunio (Sheboygan Campus), Jolanda Sallmann (SOCW), Jen Schanen-Materi (ALTERNATE-SOCW), Patricia Terry (RSE-UC), Nischal Thapa (BUA), Christine Vandenhouten (NURS-UC), Sam Watson (AND), Aaron Weinschenk (PEA-UC), and Joseph Yoo (CIS)

NOT PRESENT: Kate Burns (Provost, ex-officio), Nichole LaGrow (ASC), and William Sallak (MUSIC)

REPRESENTATIVES: Lea Truttmann (USC) and Harrison Thiry (SGA)

GUESTS: Roshelle Amundson (Assistant Teaching Professor), Scott Ashmann (Assoc. Dean, CHESW), Pieter deHart (Assoc. VC for Grad Studies), Mike Draney (Professor, NAS), Marci Hoffman (Graduate Programs Manager), John Katers (Dean, CSET), Stacey Kuck (Campus & Executive Officer Asst., Sheboygan), Kate LaCount (Provost Asst.), Kim Mezger (SOFAS Asst.), Darrel Renier (Director, Academic Advising), Rasoul Rezvanian (Assoc. Dean, CSOB), Courtney Sherman (Assoc. Provost), Meagan Strehlow (Assistant Vice Chancellor for Student Access and Success), Sheryl Van Gruensven (Chief Business Officer/Senior Vice Chancellor for Institutional Strategy), Ka Yang (student), Bob Wenger, Professor Emeritus, NAS), and Mike Zorn (Assoc. Dean, CSET)

1. CALL TO ORDER.

With a quorum of senators present, Faculty Senate Speaker Patricia Terry called to order the third Faculty Senate meeting of the 2022-2023 academic year just seconds before the digital clock struck 3:01 p.m.

2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 2, October 12, 2022

Faculty Senate saw nothing amiss with the minutes of the October meeting, thus they were approved by consensus.

3. CHANCELLOR'S REPORT

Chancellor Alexander happily reported that the Holiday Lunch will make its return this December – more information will be coming out of the Chancellor's Office soon. There were three information items the Chancellor wished to share with senate. First, although progress is being made on the planning of the Cofrin Technology & Education Center (CTEC) building, the Chancellor said they are not quite to the point where administration can engage the campus in discussing the building. The target date for opening the building remains Spring 2026. The new building will stand between the Weidner Center and Rose Hall, and will (finally) provide a clear entry the university. The current library building will remain in place until the new building has been erected; that space will then become the university's quad. When it comes time to engage the campus in discussion, administration wants to provide the campus something to react to rather than starting with a blank slate of what people want to see in the building. The groups that will physically be in the building are already providing input, but the rest of the campus will have their opportunity later. We pride ourselves on being an interdisciplinary campus, this building should be the physical manifestation of interdisciplinarity – this building should have spaces that are open to all students, faculty, and staff, and it should support learning, it should support our region, and, of course, support education. Second, final Fall enrollment numbers are being determined now. Numbers have fluctuated wildly over the last month or so, but current projections do not look so good – down 1.5-2.0%. The good news is our receivables (what we are collecting in tuition) seem to be on par with where they were last year. Third, in an attempt to understand the landscape of higher education in terms of enrollment and acceptance rates, the Chancellor shared some news and trends he has become aware of. The University of Michigan (considered a very selective institution) accepted 20% of their applications. Enrollment at Eastern Michigan University, a school more similar to UW-Green Bay, is down 40% over the last decade – they now accept 97% of their applicants. Lake Superior State University, a smaller institution than UW-Green Bay, accepted 100% of their applications. Michigan State University, an R1 institution, accepted 91% of their applicants this year. These are things we need to think about as we discuss how, as an institution, we react to what is happening in the world of education and how to make sure we are "future proofing" what we do really well.

4. OLD BUSINESS

a. <u>There was no old business</u>

5. NEW BUSINESS

a. <u>Memorial Resolution for Emeritus Professor Dr. Paul Sager</u>

Emeriti Profs. Bob Wenger and Bud Harris (with contributions from UW-M Professor Emeritus Val Klump) honored the memory of Professor Paul Sager and related his ecological and environmental science legacy as a faculty member at UW-Green Bay. Gratitude is also extended to Prof. Mike Draney for his heartfelt reading of the resolution. The resolution was accepted via a non-vote consensus and will be archived in the SOFAS Office.

b. <u>Changes to the Charge of the Academic Actions Committee (first reading)</u>

Prof. Joan Groessl tag-teamed with Director of Academic Advising, Darrel Renier, on the presentation of this proposal to change the charge of the Academic Actions Committee (AAC) – a Provost-appointed committee. The proposed changes, made in consultation with the Provost and Associate Provost, have been reviewed by the Committee on Committees and Nominations (CCN) prior to coming before senate. One of the proposed changes would increase the

membership of the AAC by one person. That one person would be chair of the committee, directly appointed by the Provost for a three-year term, with the possibility of a two-year extension based upon performance. The other proposed change would remove the student-member's involvement in academic suspension waiver hearings due to potential conflicts with FERPA regulations.

Darrel provided a little background to the change in the charge, stating the changes will develop needed consistency in the Chair position. In the past, the rotation of the chair happens so frequently that it was difficult for the person in the chair position to learn about the academic policies, understand the processes, and connect themselves to academic affairs, enrollment services, and student affairs. During the COVID year, Joan Groessl was appointed by the Provost to serve an additional year as Chair of the AAC, which taught everyone the benefit of consistency in the Chair position.

c. Academic Honors for the Associate of Arts and Science Degree (first reading)
Meagan Strehlow, Assistant Vice Chancellor for Student Access and Success, presented a proposal for awarding academic honors to deserving students receiving an AAS degree. Currently, UW-Green Bay recognizes academic honors for students receiving a bachelor's degree, but not for students receiving an associate's degree. The tradition of academic honors for students earning an AAS degree was recognized by the former UW Colleges, but after System merged the Colleges with the four-year institutions that tradition was not continued on all UW campuses, including UW-Green Bay. The purpose of this proposal is to add the honors as a distinction for UW-Green Bay as an access institution. Allowing students to earn honors for a two-year degree represents the university's idea that "learning is not a one-size fits all endeavor." The AAS honors criteria was structured to follow that of the bachelor's degree honors, in particular, a minimum cumulative grade point average of 3.5 with a minimum of 24 credits taken in residence (40% of 60 credits is 24 credits, which was patterned after a minimum of 48 credits taken in residence for those students earning honors for the bachelor's degree). The proposal included information regarding requirements for associate degree honors at other UW institutions.

d. Request for future business
Thanksgiving is a time to feast
And turkey is the favored beast
I need the wishbone
As my hopes are well-known
Waistbands that won't leave me creased
(There was no new business brought forward by the senators this month)

6. PROVOST'S REPORT
The Provost was away on business attending the all-Provosts meeting in Madison today.

7. OTHER REPORTS
a. Academic Affairs Report. AAC Chair David Voelker provided a written report that was included in the agenda.

b. Graduate Academic Affairs Report. GAAC Chair Jeremy Intemann provided a written report that was included in the agenda.

b. University Committee Report. UC Chair Devin Bickner mentioned the UC has had conversations with several administrators over the past couple of months; just general discussions regarding the various areas of the university. Those conversations will continue throughout the year, so if faculty have questions, they should feel free to pass them along to any UC member. A climate survey from HERI (Higher Education Research Institute) will be distributed in spring semester to all faculty and staff. Devin is a member of the Climate Survey working group, chaired by Melissa Nash. The working group is tweaking and championing the survey. The climate survey will ask faculty and staff how they feel about a wide range of topics, including job satisfaction, work/life balance, etc. Two survey concerns are always time and anonymity; it will be a lengthy survey and it will be as anonymous as possible. The survey respondent does not have to answer every single question.

c. Faculty Rep Report. The day after the mid-term elections, UWGB Faculty Rep Jon Shelton was in high demand by the media. He did join the senate meeting, but only after the meeting had ended.

d. Academic Staff Committee Report. ASC Chair, Nichole LaGrow, provided a written report found in the faculty senate agenda.

e. University Staff Committee Report. Lea Truttmann, Chair of the USC, also provided a written report found in the faculty senate agenda.

f. Student Government Association Report. SGA President Harrison Thiry informed senate that across all four locations SGA has been in contact with shared governance on University of Wisconsin strategic priorities, the same 2023-2028 proposal that Jon Shelton spoke of in the October senate meeting. SGA has also seen the General Education Realignment proposal. The Marinette campus has elected a new SGA. The Manitowoc and Sheboygan campuses have ongoing work in terms of the outreach and involvement at their respective campuses. On the Green Bay campus, SGA is investigating the distance education fee. They are also looking at gender inclusive housing, menstrual hygiene, and safe ally trainings.

8. ADJOURNMENT at 3:51 p.m.

Respectfully submitted,

Steve Meyer, Secretary of the Faculty and Staff

Academic Actions Committee

Current charge of the AAC:

1. The Committee on Academic Actions is composed of four appointed faculty members, with no more than two from a domain voting district, one student, and two staff members from student services. The Registrar and Director of Advising are *ex officio* non-voting members. The student sits with faculty on the committee except where a student involved requests exclusion of student membership.
2. Faculty appointment to the committee shall be for a term of three years to ensure continuity of membership. The staff members are appointed by the unanimous agreement of both ex officio committee members for a term of one year. Student representatives are appointed per meeting by the Student Government Association President, and when possible, continuity is encouraged. The chair of the committee shall be elected by majority-rule voting of all eligible committee members and shall be appointed for a term of two years.
3. The Committee advises the Provost/Vice Chancellor for Academic Affairs and coordinates with the Registrar on registration policies, on drop-add policies, on the grading system, and on the academic standing of students including the identification, review, and resolution of transfer issues and problems.
4. The Committee represents the Faculty in initiating recommendations or taking action on recommendations from outside of the committee concerning policy changes for matters listed in item 3 above. Such recommendations are submitted to the Faculty Senate via the University Committee Chairperson.
5. The Committee is responsible for preparing the academic calendar and represents the Faculty in the scheduling of academic events and activities, such as commencement and convocation.

Proposed revision to the charge:

1. The Committee on Academic Actions is composed of four appointed faculty members, with no more than two from a domain voting district, one appointed faculty chair, and two staff members from Student Services. The Registrar and Director of Advising are *ex officio* non-voting members. Student Government Association appoints one member, with voting privileges, for meetings where policy issues are discussed; students are not involved in meetings where students appeal academic suspension.
2. Faculty appointment to the committee shall be for a term of three years to ensure continuity of membership. The staff members are appointed by the unanimous agreement of both ex officio committee members for a term of three years.
3. The chair of the committee is appointed by the provost or designee and will be appointed for a term of three years, with an additional two-year term possible based upon performance. The Chair is responsible to facilitate consistent decisions and long-term connections with Student Affairs and Enrollment Services staff and actions which provide strategic alignment with the work of Student Affairs, Enrollment Services, and Academic Affairs.

4. The Committee advises the Provost/Vice Chancellor for Academic Affairs and coordinates with the Registrar on registration policies, drop-add policies, the grading system, and the academic standing of students including the identification, review, and resolution of transfer issues and problems.
5. The Committee represents the Faculty in initiating recommendations or taking action on recommendations from outside of the committee concerning policy changes for matters listed in item 4 above. Such recommendations are submitted to the Faculty Senate via the University Committee Chairperson.
6. The Committee is responsible for preparing the academic calendar and represents the Faculty in the scheduling of academic events and activities, such as commencement and convocation.

Faculty Senate Old Business 4a 12/7/2022

Academic Honors for the Associate of Arts and Science Degree

UW-Green Bay acknowledges honors recognition at commencement for bachelor degree students based on students' cumulative grade point average. Currently, honors are not recognized for students earning an associate degree. Prior to the UW Colleges merger, academic honors were awarded for associate degree earners, a tradition that was discontinued at UW-Green Bay.

Expanding honors distinctions to the Associate of Arts and Sciences degree provides an opportunity to acknowledge the accomplishment of a two-year degree. The expansion of associate degrees with programs such as Rising Phoenix Early College High School, the Accelerated Associate Degree, and the continued work at UW-Green Bay's additional locations show the importance of the degree. Acknowledging that learning is not a one-size-fits-all endeavor fits with UW-Green Bay's access mission and exemplifies our work to serve learners through alternative, innovative opportunities. Recognizing the success of students enrolled in the associate degree is a strong way to show that commitment and is consistent with many other UW System comprehensive universities.

The following information regarding associate degree honors was shared by Dan Vande Yacht:

UW-Whitewater	Yes	Associate degree honors awarded with at least 24 UWW credits
UW-Parkside	No	No graduation honors for Associate degrees
UW-Platteville	Yes	Associate degree honors awarded with the same criteria as bachelor's degree and 48 credits
UW-Eau Claire	Yes	Associate degree honors are treated the same as bachelor's degree
UW-Superior	No	No honors for associate degree
UW-La Crosse	Yes	Associate degree honors with 30 resident credits
UW-Oshkosh	Yes	Associate degree honors with 30 resident credits
UW-Stevens Point	Yes	Associate degree honors with 15 resident credits
UW-Milwaukee	Yes	Associate degree honors with 20 resident credits

Requirements for AAS honors recognition at commencement will go into effect for the 2023-24 undergraduate catalog:

AAS degree students will be recognized at the commencement ceremony and honors cords provided if these two requirements are met:

1. The student's cumulative grade point average meets the minimum requirements at the end of the semester preceding their final term; and
2. Graded credits in residence, including credits in progress during their final term at UW-Green Bay, total a minimum of 24 credits.

Candidates for the AAS will graduate with Associate Degree Honors if they meet the cumulative UW-Green Bay grade-point average of 3.5 or higher.

Final honors designation is transcribed on the diploma issued and academic transcript record once all outstanding grades are issued.

Faculty Senate Old Business 4b 12/7/2022

RESOLUTION ON THE GRANTING OF DEGREES

Be it resolved that the Faculty Senate of the University of Wisconsin-Green Bay, on behalf of the Faculty, recommends to the Chancellor and the Provost and Vice Chancellor of Academic Affairs of the University that the students certified by the Registrar of the University as having completed the requirements of their respective programs be granted their degrees at the Fall 2022 Commencement.

Faculty Senate New Business 5a 12/7/2022

Memorial Resolution for Emeritus Professor Dr. Michael Morgan

Dr. Michael Morgan, Professor Emeritus of Natural and Applied Sciences, died on December 30, 2021. He was born in Swayzee, Indiana where he grew up on the family's Homestead farm. After completing his elementary and high school education in local schools, he went on to Butler University where he earned a B.A. degree in 1963. As an undergraduate his major area of study was Botany. He continued his studies in Botany at the University of Illinois where he earned a M.S. degree in 1965 and a Ph.D. degree in 1968. From 1965-1968, Michael was also a CIC (Committee for Institutional Cooperation) Biometeorology Fellow and under this program he studied in the Meteorology Department at UW-Madison during the 1966-67 academic year.

After completing his graduate studies, Michael accepted a faculty position at the new University of Wisconsin-Green Bay. In 1968-69, his first year at UW-Green Bay, he was located at the Marinette Campus, thereafter he was at the Green Bay Campus until his retirement as Professor Emeritus of Natural and Applied Sciences in 2005.

From the beginning and throughout his academic career, Mike fully and enthusiastically embraced the special mission of UW-Green Bay. He was committed to interdisciplinary scholarship and in his teaching and student advising sought to engage students in their commitment to environmental understanding and responsibility. As a founding faculty member, he diligently worked with his departmental and campus colleagues in building a new educational institution where learning could flourish and be guided with purpose.

Professor Morgan's dedication to his students and more broadly to environmental science and meteorology education is seen in his co-authorship with campus colleagues of six textbooks in environmental science and meteorology. The first book in this set, *Introduction to Environmental Science*, published in 1973 with co-authors Dr. Joseph Moran and Dr James Wiersma was one of the pioneer textbooks in the new field of environmental science, an area of study that is now a standard element of undergraduate curricula. Over the next two decades, these three authors published multiple editions of this textbook and a student study guide to accompany the textbook. The textbook, *The Atmosphere and the Science of Weather: An Introduction*, co-authored with Joseph Moran, was published in 1986. Like the environmental science textbook, multiple editions of this textbook were published in later years with the altered title *Meteorology: The Atmosphere and the Science of Weather.* Another textbook authored by the Moran, Morgan, and Wiersma trio was titled *Environmental Science: Managing Biological and Physical Resources.* Additional textbooks in meteorology, co-authored with Moran were titled *Essentials of Weather* and *Weather and People.*

Dr. Morgan's scholarly activity was not limited to the writing of textbooks. He was also engaged in primary research on the ecology of endangered plant species, both locally and in New Zealand. The focus of his regional research was a dwarf iris, *Iris lacustris*, an endangered species, found only along shorelines of the Great Lakes. When on a year-long sabbatical in the early 1990s in New Zealand he studied three rare plant species native to that country. His work there led to a continued collaboration with colleagues at the University of Canterbury after his sabbatical year ended. His scientific work was published in at least 20 professional, peer-reviewed journals and he reported on his work as a participant in numerous national conferences.

Professor Morgan's scholarly work was recognized when he was awarded the Herbert Fisk Johnson Fellowship in Environmental Studies in 1999. He held this honor for the five-year period 1999-2004.

As a teacher, Professor Morgan regularly taught Introduction to Environmental Science, Principles of Biology II, Principles of Ecology, Plant Physiology, and Field Botany. His willingness to try new instructional ideas was demonstrated early on when he developed and taught a course in the January Program titled, Ecology and Management of Endangered Species. At the time of his retirement an estimate was made on the number of students Mike taught during his time at UW-Green Bay. The number was more than 14,000 student enrollments, representing over 10,000 individual students! It was also determined at the time that only one other faculty member in the history of UW-Green Bay had taught as many or more students. Mike not only taught many students, but his teaching was also of high quality, attested to by the fact that he was granted the Founders Association Award for Outstanding Teaching in 1986. Mike regularly guided students in their independent study courses and was the major professor for several graduate students in the Environmental Science and Policy Program.

Impressive as Professor Morgan's teaching and scholarship record is, the place where his overall academic record stands out above all, is as a student advisor. From the beginning of his time at UW-Green Bay, advising students was a high priority for him. In the early 1970s, when his department chair became aware of Mike's commitment and ability in this area, he asked Mike to undertake a more formal advising role. Mike's enthusiastic assumption of this responsibility led to an obvious increase in the number of student majors and minors in environmental science. Beyond that, he mentored students and helped many of them identify their area of academic study based on their interests, whether it be environmental science or some other field. Each year, from the 1970s to the early 2000s, Mike regularly advised more than 200 students, totaling during this time period at least 3000 hours of one-on-one contact. For many of these students he helped them complete their Academic Plans. And in a typical year he wrote more than 20 letters of recommendation. In his advising role he frequently met with prospective students that were referred to him by the Admissions Office. He followed up these visits with letters that addressed the visitor's personal interests and concerns. Mike's advising role also included regular participation in summer freshmen orientation sessions. As a founding faculty member, there is no doubt that Professor Morgan's advising role provided a major pillar in the building of the environmental science program and, more broadly, of the institution as a whole.

Professor Morgan also served the campus in other ways. He chaired the Biology Program for multiple terms, served for many years as Curator of the Herbarium, and was a regular member of the Natural Areas and Field Stations Committee. He held important positions in faculty governance: Deputy Speaker of the Faculty Senate, member of the University Committee, and member of the General Education Council. He was regularly appointed to committees that dealt with his student advising interests, including the Admissions and Financial Aid Committee and the Task Force on Enrollment Management.

Mike's broad commitment to science education led him to become involved in activities on behalf of local middle and high school students. These activities included a Green Bay area high

school academic competition program, a Science Teachers Day for the benefit of high school science teachers, and an NSF Science Enrichment Program for Middle and High School Science Teachers. Based on his environmental interests and concerns, he supported organizations, such as the Green Bay Botanical Garden, the Northeast Wisconsin Trust, and the Baird Creek Preservation Foundation.

A committed and deeply caring person, Dr. Morgan was a dedicated professor. He promoted environmental and meteorological education by co-authoring textbooks in these fields and sought to increase environmental knowledge by conducting primary research on endangered plant species. He was an excellent teacher in the classroom, but above all, he was an outstanding advisor and mentor to students, guiding many of them in selecting their area of study and helping others complete their academic plans. As a founding faculty member, he did much in helping to establish UW-Green Bay.

- Robert Wenger and H.J. Harris

REQUEST FOR AUTHORIZATION TO IMPLEMENT A MASTER OF SCIENCE IN SUPPLY CHAIN MANAGEMENT AT UNIVERSITY OF WISCONSIN-GREEN BAY PREPARED BY UW-GREEN BAY

ABSTRACT

The University of Wisconsin (UW)-Green Bay proposes to establish a Master of Science in Supply Chain Management (SCM). This MS in SCM is a 30-credit professional degree offered solely online that prepares students for leadership roles in the manufacturing, logistics, and transportation industries. This is a logical fit with the UW-Green Bay select mission, as it notes that the University will provide "a problem focused educational experience" with a commitment to "service to the community." The program aligns with the mission of the Cofrin School of Business to "advance[e] the economic prosperity and entrepreneurial spirit of northeastern Wisconsin." As the transportation and logistics sector are both critical to Northeastern Wisconsin and the largest area for job growth in the region, this degree and our institution are ideally suited to provide future leaders in SCM with these highly sought-after and transferrable skills. An MS in SCM also fits with the strategic vision of the university, including connecting with community partners, distinctive programs, expanding professional graduate programs, and professional growth and that of the Cofrin School of Business to expand its educational portfolio at the graduate level. An MS in SCM would extend the graduate offerings of UW-Green Bay, build upon the existing 90+ student undergraduate emphasis in SCM offered within the BBA in Business Administration program to provide local industries with essential additional skills and trainings, allow community partners the opportunity to work with students on applied projects beyond those completed by students at the undergraduate level, and provide opportunities for professional growth for researchers, managers, and specialists across operational perspectives, logistics, and global supply chain management. The program can be completed in as little as 18 months and will also offer an accelerated option for undergraduate students seeking a BBA.

PROGRAM IDENTIFICATION

University Name
University of Wisconsin – Green Bay

Title of Proposed Academic Degree Program
MS in Supply Chain Management (MS SCM)

Degree Designation(s)
Master of Science (M.S.)

Mode of Delivery
The program will be delivered from a single institution, UW-Green Bay. Students will complete 100% of coursework online, asynchronously, with annual in-person fall and spring events.

Department or Functional Equivalent
Department of Business Administration

College, School, or Functional Equivalent
Cofrin School of Business

Proposed Date of Implementation
Fall 2024

Projected Enrollments and Graduates by Year Five
Table 1 represents enrollment and graduation projections for students entering the program over the first five years. By the end of Year 5, it is expected 77 students will have enrolled in the program and 53 students will have graduated from the program. Student completion rates are expected to be 90%, based on retention rates for other graduate programs at UW-Green Bay; for simplicity we assume attrition occurs between year one and two of the program.

Table 1: Five-Year Academic Degree Program Enrollment Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	10	12	15	20	20
Continuing Students	0	9	11	14	19
Total Enrollment	10	21	26	34	39
Graduating Students	0	9	11	14	19

Tuition Structure
For students enrolled in the MS in SCM program, a non-standard graduate tuition rate will apply, with no differential between in-state and out-of-state credit cost. For the first/launch Academic Year (AY25) this rate is $625 per credit or $9,375.00 per year for students within the plateau (≥ 9 credits). Given the online nature of this program, student segregated fees do not apply. Students will be responsible for a $25 per credit distance education fee; these funds are not directly available to the program. There is an assumed 2% increase in tuition for the 2026-2027 academic year, and an additional 2% increase in 2028-2029. No changes in distance education fees are assumed.

DESCRIPTION OF PROGRAM

Overview of the Program

The Master of Science in Supply Chain Management is an online graduate degree designed for the busy lives of working professionals, while preparing them for leadership roles in the region's robust and rapidly evolving manufacturing, logistics, and transportation industries.

Through course offerings, students will develop the technical skills and specialized expertise required of individuals working across management capacities, including those related to logistics, strategy and finance, sustainability, and specific technologies related to SCM. Additional coursework will expose learners to the regulations guiding global supply chains, as well as the data analytics related to the logistics and transportation of goods. Learners will be able to further specialize their skills in areas such as corporate finance, operations management, and project management. All students in the program will participate in a multiple semester professional project, where they can apply their specific knowledge to help solve current SCM challenges.

Core and interdisciplinary breadth courses will be held on an annual basis with electives offered at least once every other year. The program will offer a minimum of five different graduate courses in the fall and spring semesters, with at least one elective and the professional project course offered each spring. The curriculum will take advantage of existing offerings at the graduate-level, as well as dual-level offerings overlapping with the undergraduate emphasis curriculum.

The traditionally-enrolled student will complete 30 credit hours of approved coursework consisting of a 12-credit hour core, 6-credits of interdisciplinary breadth, with an additional 6 credit hours of elective classes (areas across SCM, Finance, and Management), and 6 credits of an applied professional project. UWGB's program partners with UW-Platteville's MS Integrated Supply Chain Management and UW-Stout's MS Operations and Supply Management to allow students from each campus to enroll in elective offerings from across these campuses, thus increasing course offerings to strengthen all programs while allowing for development of local faculty and student expertise to serve each region's workforce and industry needs.

UW Platteville			**UW-Stout**	
ISCM 7720	Reverse Logistics		INMGT-718	Advanced quality management
ISCM 7710	Supply chain customer synchronization		BUSCM-658	Negotiation and contracts
ISCM 7520	Warehousing and distribution management		INMGT-514	Enterprise resource planning practicum
ISCM 7610	Outsourcing			

UWGB students completing an undergraduate BBA degree in Business Administration with a Supply Chain Management emphasis will be eligible to apply for the accelerated degree

option. This option will integrate up to 9 graduate-level credits taken while at the undergraduate level, with learners subsequently completing the remaining 21 credits from the core, breadth, and professional project course categories in the degree program after completing their BBA's.

Student Learning Outcomes and Program Objectives

This program, like all MS programs offered by the Cofrin School of Business, is designed in accordance with standards set by the Association to Advance Collegiate Schools of Business (AACSB). Through coursework and upon graduation from the MS in SCM program, all students should have achieved the AACSB competencies and be able to demonstrate the following aligned Program Learning Goals (PLGs):

1. PLG-1 – Essential Business Knowledge: Students will demonstrate competency in functional business knowledge and supply chain management and logistics.
2. PLG-2 – Strategic Thinking: Students will demonstrate strategic thinking to lead organizations effectively.
3. PLG-3 – Leadership Skills: Students will demonstrate leadership skills appropriate for managerial roles in organizations.
4. PLG-4 – Sustainable Stewardship: Students will demonstrate a sustainable stewardship perspective.
5. PLG-5 – Global Perspective: Students will identify relevant global issues and analyze their impact on business decisions.

Program Requirements and Curriculum

The MS in SCM will accept students holding an undergraduate degree from accredited institutions. Admissions decisions will be made by a graduate selection committee evaluating the educational preparation and professional experiences of applicants. UW-Green Bay graduate policy states that all students should carry a cumulative undergraduate GPA of 3.0 or higher for admission. Students that do not meet this threshold will be considered for provisional admission wherein that student must complete the first 9 graduate credits at UW-Green Bay with a minimum GPA of 3.0. If the student fails to meet this provision, they will be suspended.

The program requires students to complete 30 credits of graduate coursework (Tables 2). Students applying to the accelerated degree must be enrolled in the BBA in Business Administration-Supply Chain Emphasis, and achieve a B or better in SCM 534 (Logistics and Transportation Management) and either SCM 581 (Operations Management) or FIN 646 (Advanced Corporate Finance) to be eligible for full admission to the program.

Table 2: Master of Science in Supply Chain Management Program Curriculum		
Core Requirements for all Students (12 credits)		
SCM 701	Supply Chain Management Strategies & Financing	3 credits
SCM 702	Inventory & Risk Management in supply chain	3 credits
SCM 703	Sustainability in Supply Chains	3 credits
SCM 704	Technologies in Supply Chain Management	3 credits

Interdisciplinary Breadth (6 credits)		
HUM STUD 620	Global Cultures and Trade Laws	3 credits
SCM 710	Supply Chain and Operations Analytics	3 credits
Program Electives (6 credits)		
Traditionally Enrolled Students Choose Two; Accelerated Students Will Have Already Completed This Category		
SCM 534	Logistics & Transportation Management	3 credits
SCM 581	Operations Management	3 credits
FIN 646	Advanced Corporate Finance	3 credits
SCM 780	Advanced Project Management	3 credits
Capstone (6 credits)		
Required for all Students (3 credits, repeatable for required total 6 credits)		
SCM 796	Professional Project	3 credits
Total Credits		30 credits

The capstone/advanced project management course is a culminating project built with industry partners. In addition to the above curriculum, two in-person engagement events will be held annually (one in fall and spring), to provide a forum for networking with faculty, other learners, and the rich network of SCM and logistics companies and professionals located in NE Wisconsin. Course are not scaffolded, so the program supports annual fall admissions, with students from each year's admission cycle mixing in courses.

Assessment of Outcomes and Objectives

Assessment of student learning outcomes will be managed by the Cofrin School of Business Assurance of Learning Committee (AOL). This committee is charged, "to develop, review, and evaluate learning outcomes associated with Cofrin School of Business (CSB) degree programs to improve student learning and support ongoing efforts to obtain AACSB Accreditation. The AOL Committee seeks to create an environment in which continuous improvement is an integral part of CSB curricular and pedagogical practices." For each degree and program, the CSB AOL Committee maps the curriculum relative to each learning goal, identifies target courses for direct, embedded assessment, and prepares standard rubrics for evaluations. Assessment is conducted and results compiled and disseminated following a schedule set by the committee. This approach is supplemented with indirect assessment approaches, such as surveys of active students, graduates, and alumni.

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 CSB Diversity, Equity, and Inclusivity Committee advises

the Dean on diversity and inclusivity related issues, including, but not limited to, the recruitment and retention of students, faculty, and staff from underrepresented groups, the creation of an inclusive and supportive student environment within the CSB, to work with other CSB committees to ensure the integration of diversity and inclusivity topics into curriculum and CSB events, and to coordinate the committee's efforts with ongoing efforts by the UWGB Council on Equity, Diversity, and Inclusivity. The larger campus engages in several strategic initiatives to recruit a more diverse student population and offers a wide range of experiences and perspectives to students. As part of this process, the Chancellor's Council on Diversity and Inclusive Excellence offers a certificate program to develop and recognize commitment to the UW-Green Bay Inclusive Excellence Initiative. The Office of Admissions also supports recruiters specialized in working with multicultural, bilingual, and international students. In fall 2017, UW-Green Bay added a Vice Chancellor for University Inclusivity and Student Affairs 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 UW-Green Bay serves. This includes setting strategic goals to achieve a more diverse student body and action steps to achieve these goals. In specific alignment with the program, college, and university strategic priorities, the MS in SCM will "develop and sustain meaningful partnerships that facilitate the exchange of knowledge and resources with key stakeholders, including students, alumni, faculty, businesses, and other organizations and individuals that comprise our community." This will be specifically and particularly applied in the formation of the applied projects during the capstone experience, and be fostered through interactions with the extensive network of SCM and logistics companies and professionals in Northeast Wisconsin.

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. To support our current graduate students we have a broadly representative and cross-disciplinary Graduate Student Council, which aims to address the unique needs and concerns of the diverse learners across the universities wide ranging graduate programs. 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 diversity, equity, and inclusion. Finally, the Office of International Education facilitates international student success while at UW-Green Bay.

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

The MS in SCM degree also specifically emphasizes diversity, equity, and inclusion, as these are explicitly targeted in the Cofrin School of Business Mission Statement. Through coursework and engagement events, students will learn how to engage with diverse, multicultural communities like those found in Northeast Wisconsin. Diversity, equity, and inclusion is/will also be an explicit component of multiple program courses such as HUM STUD 620 and SCM 796, and encourage inclusive work environments as future leaders and managers of SCM-focused organizations.

Projected Time to Degree

The projected time to degree is three to four semesters (18 months-2 years) for traditionally enrolled, full-time students. These students will take three separate courses (9 credits) each 14-week session (Fall and Spring semesters). For full-time students in the accelerated program, their project time to complete is 3 semesters taking 6-9 graduate credits each term. Students will be admitted on a rolling basis and need not complete classes in any specific order. Course rotation will alternate between Fall and Spring semesters, with some summer offerings on an irregular periodicity.

Program 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 MS-SCM program on a five-year cycle beginning in 2027-2028. In addition, the program will be formally reviewed on a five-year cycle, by the department, and the Dean of the Cofrin School of Business. Informally, the program will be reviewed by students and organizations after each class to ensure the courses are having their intended impact on the various stakeholders.

Accreditation

The Austin E. Cofrin School of Business is undergoing an accreditation review by the Association to Advance Collegiate Schools of Business (AACSB), but the MS SCM is not yet included within the scope of our accreditation request. The CSB and UWGB already offer MS degrees in face-to-face and online modalities. As such the Higher Learner Commission will be notified, but no new approvals should be required.

JUSTIFICATION

Rationale and Relation to Mission

The Austin E. Cofrin School of Business (CSB) was created in July 2016 and immediately began to align its curriculum with regional strengths and needs. In support of this strategic goal, the Supply Chain Emphasis of the BBA in Business Administration was also initiated in fall 2016. As of fall 2022 the CSB supported roughly 1,500 undergraduate and graduate students, with the relatively young Supply Chain Emphasis already supporting roughly 100 students. Regionally, the UWGB and CSB recognize the mission aligned need to expand

professional graduate offerings to a region supporting the third largest metropolitan area and economic engine in the state. Graduate enrollment at UWGB has more than doubled, both in terms of enrollment and graduate program offerings, in the past six years. There is still much capacity in CSB and the university to support further growth, and a distinct need in Northeastern Wisconsin to prepare the next leaders in this large and continually growing industry sector. Within the CSB, Supply Chain management is the most regionally-aligned next step to better meet the region's graduate education needs.

UW-Green Bay approved an internal revision of its Select Mission in Fall 2018, expanding upon efforts during the 2015-2016 academic year to redirect the strategic vision of our campus to one embracing our role as the urban-serving campus for the third-largest metropolitan and economic region in the state (https://www.uwgb.edu/chancellor/mission/vision.asp). This campus re-alignment was further strengthened in July 2018 with the integration of campuses in Sheboygan, Manitowoc, and Marinette. We now recognize our responsibility to serve NE Wisconsin's collective coastal region. The revised mission and strategic vision emphasize our responsibility as an anchor institution to promote civic engagement, cultural enrichment, economic growth, and environmental sustainability through, in part, the realignment of our undergraduate and graduate programs with regional strengths and needs. The revised mission states, "Our commitment to a university that promotes access, career success, cross-disciplinary collaboration, cultural enrichment, economic development, entrepreneurship, and environmental sustainability is demonstrated through a wide array of programs and certifications offered in four colleges…" Expansion of programmatic offerings by the Austin E. Cofrin School of Business is essential to developing our regional workforce and to promote economic development. Specifically, preparing graduate-trained leaders in our regional workforce is not only a largely underutilized market for our region, but aligns with the pressing needs of the area's industries searching for their next leaders and innovators. This proposal builds upon ongoing partnerships with regional and national employers in the transportation and logistics industries, and are exemplified by our key role in the UW-System, UW-Green Bay, Green Bay Packers, and Microsoft collaborations at Titletown. This proposal represents the natural maturation and evolution of Business at UW-Green Bay from a department, to an endowed school, to a stand-alone, endowed college. This program aligns with the growth of the undergraduate population at UW-Green Bay, and provides a valuable local pathway for learners looking to attain the credentials necessary to lead in the area's cutting-edge transportation and logistics industries.

University Program Array

Building on the existing foundation of the undergraduate Supply Chain Emphasis of the BBA in Business Administration at UWGB, the proposed graduate program will leverage existing courses and faculty expertise. For example, multiple upper-level elective courses will be cross-listed as both undergraduate and graduate-level courses (e.g., SCM 534, SCM 581). Courses from other UW-Green Bay graduate programs also will be available to MS-SCM students (e.g., MGMT 780), and leverage resources from different disciples across the university (e.g., HUM STUD 620). In particular, the program will leverage existing faculty

who currently teach in the undergraduate BBA program, as well as graduate faculty teaching in the MS-Management and MBA programs at UWGB. Additionally, several courses developed for the MS-SCM program would be well suited as electives for students across other programs at the university, particularly those focused on management. By using a combination of existing courses and courses developed specifically for the MS-SCM program, our strategy balances the need to offer discipline-specific courses in a cost-efficient manner while, at the same time, also offering students the opportunity to collaborate with graduate students across multiple other programs across UWGB, contributing to valuable transdisciplinary exposure.

Other Programs in the University of Wisconsin System

The UW system currently offers degree programs with some relation to SCM at UW-Madison (in-person MS in Supply Chain Management), UW-Platteville (online MS in Integrated Supply Chain Management), and UW-Stout (in-person MS in Operations and Supply Management). Additionally, UW-Parkside and UW-Whitewater offer different degrees with some overlap- online MBAs each with an emphasis or concentration in Supply Chain Management.

Our program is built upon existing strengths and growth in our undergraduate SCM emphasis in our BBA in Business Administration program, as well as our involvement and collaboration with the Greater Green Bay Chamber of Commerce's Transportation and Logistics Taskforce. We are the largest university in Northeast Wisconsin, and this program leverages our strengths to meet the employment demand of the logistics and transport industries abundant in this region to serve these industries. Our curriculum is uniquely founded on our partnerships with area organizations, and our foundational courses were built with our industry partners to serve this region.

Our program leans into best practices by offering a 30-credit degree in an online asynchronous format at an accessible value, and leverages our partnerships for the culminating professional project. The UW program offering with the seemingly closest overlap on those components differs fundamentally in course array, and offers only ~9 credits of similar coursework (6 of those 9 are electives in our program). For example, our program builds on our history as Eco-U and our connection to the region's strengths and professional needs by incorporating courses such as "Sustainability in Supply Chains", "Global Cultures and Trade Laws", "Supply Chain and Operations Analytics", "Inventory Management", "SCM Strategies and Financing", and "Technologies in SCM".

Need as Suggested by Current Student Demand

The regional concentration in transportation and logistics companies in northeastern Wisconsin prompted the CSB to initiate its undergraduate emphasis in Supply Chain Management (SCM) for the BBA in Business Administration for the 2016-2017 academic year. As of August 2022, this emphasis has grown to roughly 100 students, averaging roughly 17-18 new students per year across this five-and-a-half-year period; growth has and remains strong[1]. During the 2020-2021 and 2021-2022 academic years the SCM emphasis graduated 36 and 21 students respectively, providing solid and growing

population of students for the proposed accelerated degree option. The majority of student demand will come from working professionals working in NE Wisconsin's transportation and logistics industry, as detailed in the next section.

Need as Suggested by Market Demand

The Greater Green Bay area has at least 11,000 jobs in logistics and transport industries alone, and seeks qualified professionals to manage their business needs. As transportation and logistics is the #1 industry for job growth in the region, this number will continue to increase over time. At the moment, 1 in every 100 transportation and logistics jobs in the country are located just in the greater Green Bay region, driven by the currently 642 different transportation and logistics companies which call this region their home. The region supports the 18th largest transportation and logistics employment concentration in the United States-a notable achievement for a metropolitan area under 400,000 people[2].

The CSB is ideally suited to meet this industry demand. With recent growth, educational pathways, and partnerships, the college has positioned itself as a regional leader in preparing industry leaders in Northeastern Wisconsin. Now representing about 1 in every 4 graduate students across our university through programs such as the MS in Management and Executive Impact MBA, the college is positioned with the faculty and curriculum to support a program that matches this critical regional need. Graduates with an MS in SCM will not only be prepared to face the increasing complexity and challenges associate with creating multi-dimensional sustainable supply chains, but will help fill the need for qualified professionals in these organizations throughout our region. The skills obtained through both the coursework and applied research experiences are highly sought-after from these robust local and global industries, and are transferrable between industries. Additionally, our flexible and convenient delivery model allows professionals currently working in these organizations to gain specialized training while continuing to work and advance their careers.

Career trajectories for those with an MS in Supply Chain Management include those focused on areas ranging from Operational perspectives (e.g., Operations supply chain manager, operational analyst, quality assurance specialist, warehouse manager), to logistics (e.g., Research analyst, logistics consultant, master scheduler), and Global Supply Chain Management (e.g., International supply chain manager or analyst, international logistics consultant). Employment outcomes in these positions are also promising, both in terms of job availability and salary: Wisconsin yields near the highest concentration of jobs, per state, in areas on the production spectrum (with mean wages ~$110,000/year), and the Green Bay metropolitan area specifically has multiple opportunities available for Transportation, Storage, and Distribution Managers (mean wages ~$103,000/yr; predicted to grow at 8% nationally over the next 10 years[3]). The Bureau of Labor Statistics forecasts a 30% growth in the area of logistics over the next 10 years, representing a rate much higher than average for all occupations[4]. Depending on courses taken within the curriculum and capstone projects chosen, learners in this ~ 1.5 year program may be able to further focus on such broad-ranging SCM issues as those related to food supply distribution, packaging and transportation, operations management, or warehousing technologies.

[1]University of Wisconsin-Green Bay Office of Institutional Strategy & Effectiveness: https://www.uwgb.edu/ise/
[2]Greater Green Bay Chamber – Transportation and Logistics. https: www.greatergbc.org/economic-development/transportation-and-logistics
[3]Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Transportation, Storage, and Distribution Managers, on the Internet at https://www.bls.gov/ooh/data-for-occupations-not-covered-in-detail.htm (visited 7/12/2022).
[4]Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Logisticians, on the Internet at https://www.bls.gov/ooh/business-and-financial/logisticians.htm (visited 7/12/2022).

COST AND REVENUE PROJECTIONS NARRATIVE
UNIVERSITY OF WISCONSIN-GREEN BAY
MASTER OF SCIENCE IN SUPPLY CHAIN MANAGEMENT

Introduction

The University of Wisconsin (UW)-Green Bay proposes to establish a Master of Science in Supply Chain Management (SCM). This MS in SCM is a 30-credit professional degree offered solely online that prepares students for leadership roles in the manufacturing, logistics, and transportation industries. This is a logical fit with the UW-Green Bay select mission, as it notes that the University will provide "a problem focused educational experience" with a commitment to "service to the community." As the transportation and logistics sector is both critical to Northeastern Wisconsin and the largest area for job growth in the region, this degree and our institution are ideally suited to provide future leaders in SCM with these highly sought-after and transferrable skills. An MS in SCM also fits with the strategic vision of the university, including connecting with community partners, distinctive programs, expanding professional graduate programs, and professional growth. In particular, an MS in SCM would extend the graduate offerings of UW-Green Bay, provide local industries with essential additional skills and trainings, allow community partners the opportunity to work with students on applied projects beyond those completed by students at the undergraduate level, and provide opportunities for professional growth for researchers, managers, and specialists across operational perspectives, logistics, and global supply chain management. The program can be completed in as little as 18 months and will also offer an accelerated option for undergraduate students with a BBA.

Section I – Enrollment

Enrollment projections assume and annual matriculation of 10 students in year one, growing to 20 new students annually by each year by year four. A retention rate of 93% from start to finish is assumed, based on retention rates for other graduate programs. Based on these parameters, we expect the entire program to have enrolled 77 students and graduated 53 students by the end of year five.

Section II – Credit Hours

Students are required to complete 30 credits to complete the program. This includes the creation of six new 3-credit core-courses for the first year of offering, followed by a combination of electives drawing from four currently existing graduate or newly cross-listed 3-credit electives to be developed and offered in the program. In addition, one repeatable 3-credit "Professional Project" capstone course will be created and offered starting in year two, with a max number of students capped at 15 (and so number of sections based on total enrollment). Wherever possible, existing capacity and overlapping graduate-level or cross-listed offerings will be used to meet demand.

Section III – Faculty and Staff Appointments

Instructional needs will be met with a combination of existing tenure track faculty FTEs and one additional teaching faculty FTE, teaching at least 15 credits in the program per year. Depending on meeting/exceeding target enrollment goals, we will assess the need to hire an additional FTE in future years of the program. It is anticipated that at least one FT faculty engaged in the MS-SCM will teach across both the undergraduate and graduate levels, and be engaged in three 3-credit graduate courses over every two years. One current faculty member will take over program chair leadership responsibilities associated with this graduate program.

Section IV – Program Revenues

Tuition Revenues

Program revenue projects are primarily tuition-focused, and based on expected tuition generated at an MS-SCM-specific graduate tuition rate of $625 per credit. We assume a modest 2% tuition rate increase every two years. This amount is unique to this program, and was determined based upon a fair market value analysis (table below). Given the distance format of this program, there is also a $25 per credit DE fee imposed by UWGB. This brings the total cost to traditional students for the degree to $19,500, and $15,600 for accelerated students. It is expected that after a year of modest startup costs and a minimal revenue shortfall, by year two of the program revenues will fully support the program and provide financial stability.

Program	Total Cost to student ($/credit)
UW Platteville	$21,450 ($715)
Marquette U.	$37,350 ($1,245)
UW-Stout	$21,024 ($657)
UW-Parkside (MBA)	$18,000 ($600)
UW-Madison	$24,833 (in-state)
Purdue University	$30,564
University of Houston	$25,983
Michigan State University	$57,600
University of Minnesota	$51,520 ($1,610)

For each accelerated student in the program, we expect a three credit per year reduction in graduate course work (i.e., they would take SCM 534 and SCM 581 or FIN 646 at the UG tuition rate). The financial difference between 6 graduate and 6 undergraduate credits will result in a revenue reduction of $2,175.42 over the two-year program per student. We also assume a GPR (re)allocation for total salary and fringe for a portion of a 27-credit load lecturer position, based on their teaching in the undergraduate vs graduate curriculum.

Section V – Program Expenses

Salary and Fringe Expenses

Direct FT faculty and instructional staff costs for program delivery are estimated using an average annual teaching faculty salary of $87,419 plus fringe (39% of salary), reflecting an AACSB average teaching faculty salary in this area. Annual increases of 2% of overall salary and fringe are included in all estimates. Additionally, costs for existing faculty are based upon current rates for tenure track CSB faculty in this area, using a proportional estimate of $120,000 annually plus 41% fringe.

Other Expenses

Marketing: Assumes an average annual investment of $44,000 for marketing across all 5 years, with an annual 2% increase in assumed costs. The UWGB Office of University Marketing and Communications recommended an initial investment of $50K in both year one and two. The year one investment will support messaging and strategy work, the development of a multiyear plan, as well as concept, creative development, and initial media execution. The year two investment will support creative revisions and optimizations, a well as media execution. This investment is reduced to $40K per year from year three onward, constraining the focus to creative versioning for and execution of tactics identified in the multiyear plan.

Program Chair Costs: Chair costs are estimated to include one annual course reassignment (estimated at $6,000/year) and a $7,500 stipend (with 2% increase/year). Includes student recruitment, curricular organization, establishment and contact with internship providers, scheduling, engagement with ad hoc faculty, and overall program coordination, including engagement in summer work. Rate is in keeping with other recently launched graduate programs.

Indirect Expenses: A central administrative 30% tax on salaries and fringe that will be charged beginning in year four. The tax will cover general university facilities and administrative costs.

Section VI – Net Revenue

Assuming enrollment targets are met, the program should be in a position of positive revenue beginning year 2, with increasing financial sustainability by year 3 of the program. Net revenues will be reinvested in the program, and aid in ensuring curricular relevancy, expanding placement opportunities for students, and building partnerships with statewide organizations and governments. Additionally, we will reinvest in additional faculty if the program exceeds the anticipated growth trajectory.

University of Wisconsin - Green Bay						
Cost and Revenue Projections For MS Supply Chain Management						
	Items	Projections				
		2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
		Year 1	Year 2	Year 3	Year 4	Year 5
I	**Enrollment (New Student) Headcount**	10	12	15	20	20
	Enrollment (Continuing Student) Headcount	0	9	11	14	19
	Enrollment (New Student) FTE	10	12	15	20	20
	Enrollment (Continuing Student) FTE	0	9	11	14	19
II	**Total Program Specific New Credit Hours**	15	15	18	18	21
	Existing/Borrowed Credit Hours	3	6	3	6	3
	Program Specific New Sections	5	5	6	6	7
	Borrowed Sections	1	2	1	2	1
III	**FTE of New Faculty**	1.0	1.0	1.0	1.0	1.0
	FTE of Current Fac	0.14	0.29	0.14	0.29	0.14
	FTE of Current IAS					
	FTE of New Admin Staff					
	FTE Current Admin Staff					
IV	**Revenues**					
	From Tuition	$93,750	$196,875	$248,625	$325,125	$380,396
	From Fees	$3,750	$7,875	$9,750	$12,750	$14,625
	Program Revenue (Grants)	$0	$0	$0	$0	$0
	Program Revenue - Other	$0	$0	$0	$0	$0
	GPR (re)allocation	$67,507	$68,857	$84,281	$85,966	$102,300
	Total New Revenue	$165,007	$273,607	$342,656	$423,841	$497,321
V	**Expenses**					
	Salaries plus Fringes					
	New Faculty Salary	$87,419	$89,167	$90,950	$92,769	$94,625
	Existing Faculty	$17,143	$34,286	$17,143	$34,286	$17,143
	Chair Support (Salary and Course Reassignment)	$13,500	$13,770	$14,045	$14,326	$14,613
	New Faculty Fringe	$34,093	$34,775	$35,471	$36,180	$36,904
	Existing Faculty Fringe	$7,029	$14,057	$7,029	$14,057	$7,029
	Instructional Staff Fringe					
	Chair Fringe	$3,105	$3,167	$3,230	$3,295	$3,361
	Other Expenses					
	Marketing	$50,000	$50,000	$40,000	$40,000	$40,000
	Central Allocation (30% of total tuition plus fees)	$0	$0	$0	$101,363	$118,506
	Total Expenses	$212,288	$239,222	$207,868	$336,276	$332,180
VI	**Net Revenue**	-$47,282	$34,385	$134,787	$87,565	$165,141

Submit budget narrative in MS Word Format

Provost's Signature:	**Date:**
Chief Business Officer's Signature:	**Date:**

REQUEST FOR AUTHORIZATION TO IMPLEMENT A COLLABORATIVE ONLINE MASTER OF SCIENCE DEGREE IN BIODIVERSITY CONSERVATION AND MANAGEMENT AT UW-GREEN BAY

WITH ADMINISTRATIVE AND FINANCIAL SUPPORT FROM UW EXTENDED CAMPUS PREPARED BY UW-GREEN BAY

ABSTRACT

The University of Wisconsin-Green Bay proposes to establish a single-campus collaborative online Master of Science in Biodiversity Conservation and Management (M.S. in Biodiversity Conservation and Management). The development of this program responds to the recognized growth of the conservation industry and corresponding increased demand for well-qualified professionals in the field. The program represents a comprehensive, multidisciplinary curriculum that prepares students to advance their careers and pursue their academic ambitions through leadership and management positions within the biodiversity conservation field. Potential careers for graduates include Environmental Scientists and Managers, Conservation Scientists and Directors, and Geological and Hydrologic Technicians, among others. Defined courses provide students with a solid foundation in conservation ecology, evolution, biodiversity, data analytics and visualization, spatial mapping, emerging conservation concepts and technologies, conservation leadership and community engagement, and conservation research, monitoring, design, and management. In addition, the program offers four stand-alone certificates, utilizing the courses in the full program curriculum, to assist students in tailoring their coursework to meet their career goals. For those looking to begin their work in the field, the Foundations of Biodiversity Conservation and Management certificate contains the first course of each of the other three certificates and represents a general overview of the field. The other three certificates allow for some specialization in a credential smaller than the full degree. These certificates in 1) Biodiversity and Conservation Science, 2) Conservation Data Management and Analysis, and 3) Conservation Leadership, Policy, and Management offer opportunities to complete 9 credits within a more specialized credential to address a particular need for the learner. The M.S. in Biodiversity Conservation and Management represents a fully online, asynchronous curriculum comprised of 31credits to include the courses in the three specialized 9-credit certificates (27 credits) and a culminating, project-based experience (1-credit capstone prep and 3-credit capstone). Graduates of the program will gain the competencies required to manage conservation initiatives.

PROGRAM IDENTIFICATION

University Name
University of Wisconsin-Green Bay
With administrative and financial support from the University of Wisconsin Extended Campus (referred hereafter as UW Extended Campus), a division of UW System Administration.

Title of Proposed Program
Master of Science in Biodiversity Conservation and Management

Degree/Major Designations
Master of Science

Mode of Delivery
Collaborative and Distance Education (100% Online)

Department or Functional Equivalent
Department of Biology

College, School, or Functional Equivalent
College of Science, Engineering and Technology

Proposed Date of Implementation
September, 2023 pending approval of the Higher Learning Commission

Projected Enrollments and Graduates by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years and is based, in part, on other successful comparable University of Wisconsin collaborative online programs. It is assumed that the majority of students will enroll part-time. As shown, we are anticipating strong enrollments with 340 students enrolling in the program and 48 students having graduated from the program by the end of year five. Based on experience with similar collaborative online graduate-level programs across the UW System, it is anticipated that the average annual attrition rate will be approximately 20 percent once the program becomes established (Years 4 and 5).

Table 1: Five-Year Projected Student Enrollments

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	25	55	60	65	70

UPCEA Center for Research and Strategy (Nov. 2021): *Feasibility Analysis - Master of Science in Biodiversity Conservation and Environmental Management.*

Continuing Students*		22	63	98	121
Total Headcount	25	77	123	163	191
Graduating Students	0	0	3	12	22

*Continuing students are defined as students who entered the program as new students, or who were previously enrolled at the partner institution and transferred into the degree program from another degree program.

Tuition Structure

Program tuition for the M.S. in Biodiversity Conservation and Management program will be set at $750/credit for 2023-2024. The tuition rate is based on market demand estimates as well as comparisons with other master's level online programs offered by the University of Wisconsin (UW) System and nationally, and will be charged outside the credit plateau, if approved by the Board of Regents. The pricing structure will follow the UW System pricing guidelines for distance education programs provided in UW System Administrative Policy (SYS) 130.[i] Segregated fees for students enrolled in this program would be waived. Students will not be required to pay any additional fees as part of the program, except for the cost of their books. There is no tuition differential for out-of-state students.

DESCRIPTION OF PROGRAM

Overview of the Program

The M.S. in Biodiversity Conservation and Management represents a fully online, asynchronous curriculum comprised of 31 credits to include nine courses, a capstone preparation course, and a project-based Capstone course. Graduates of the program will gain the core competencies required to manage functions across a wide range of fields related to biodiversity conservation and environmental management. The required pre-capstone and capstone courses, which represent the culminating experiences in the program, will provide students with the opportunity to apply skills acquired from coursework through a project-based experience in their area of professional interest.

Student Learning Outcomes and Program Objectives

Students completing the M.S. in Biodiversity Conservation and Management degree will have achieved the following competencies and learning outcomes. Graduates will be able to:

1) Conduct and communicate environmental research and monitoring.
    a. Design and implement effective methods for collecting, managing, and interpreting environmental data.
    b. Effectively communicate scientific information to diverse audiences and stakeholders.

2) Critically evaluate ethical implications and relevance of conservation initiatives through multiple lenses.
    a. Consider the needs of diverse communities in culturally responsible conservation practices.
    b. Evaluate how humans impact and are influenced by conservation and the natural world.
3) Interpret and comply with conservation regulations and policies.
    a. Consider tribal rights, treaties, and First Nations sovereignty and communities in conservation practices.
    b. Interpret local, state and federal policies and regulations as they apply to conservation.
4) Cultivate and lead a collaborative and inclusive team representing diverse stakeholders.
    a. Establish and engage a cross-functional team with diverse strengths to address conservation challenges.
    b. Communicate information, gather feedback and build consensus to improve conservation efforts.
5) Design, implement and evaluate effective conservation projects
    a. Develop a competitive proposal to gain support for a conservation project.
    b. Manage a complex project incorporating risk management, budget and personnel oversight, and outcomes assessment.
    c. Apply principles of adaptive management to learn from previous actions and make necessary adjustments to improve outcomes.
6) Integrate ecological information in conservation planning and actions.
    a. Use taxonomic keys and other resources to identify taxa relevant to conservation projects.
    b. Interpret the role of the physical and biological environment in conservation planning and policy.
    c. Curate and manage biological collections to support conservation, education and outreach.
7) Adapt and apply innovative technology and ideas to conservation challenges.
    a. Demonstrate familiarity with emerging technologies, ideas and primary literature in conservation science and environmental management.
    b. Utilize digital tools to visualize environmental data on a landscape or ecosystem scale.
    c. Collect, organize and analyze data using appropriate tools and techniques.

Program Requirements and Curriculum

Admission requirements for the M.S. in Biodiversity Conservation and Management program will include a Bachelor's degree in any field and a 3.0 undergraduate GPA. Students will be required to satisfy all program prerequisites or demonstrate proficiency prior to formal admission into the program. There will be no required aptitude tests for

admission in the program (e.g. GRE, GMAT, other). Students must maintain an overall cumulative GPA of 3.0 or better to graduate.

Table 2 illustrates the 31-credit fixed curriculum for the proposed M.S. in Biodiversity Conservation and Management program. To satisfy degree requirements, students must complete 27 credits of core course coursework. The 3-credit capstone course requirement, which represents the culminating experience for students, must be taken in the final semester of study. A capstone preparation course (1-credit) will be taken the semester prior to the capstone course and will provide the student the opportunity to prepare a capstone proposal for the applied project-based, self-directed experience. The proposal will be reviewed and approved by the capstone instructor for implementation in the capstone course (3-credits). Students may implement and complete capstone projects within their current place of employment or through another host organization. A significant role and responsibility of the Program Advisory Board is to recommend possible projects and to possibly host capstone students at their organizations.

Table 2. Master of Science in Biodiversity Conservation and Management Curriculum		
Course #	**Course Name**	**# Credits**
BCM 700	Conservation Ecology	3
BCM 705	Conservation Research and Monitoring	3
BCM 710	Conservation Design and Management	3
BCM 720	Human Dimensions of Conservation	3
BCM 725	Evolution, Biodiversity, and Conservation	3
BCM 730	Data Analytics and Visualization	3
BCM 740	Conservation Leadership and Community Engagement	3
BCM 745	Emerging Conservation Concepts and Technologies	3
BCM 750	Spatial Analysis and Mapping	3
BCM 790	Biodiversity Conservation and Management Capstone Prep	1
BCM 795	Biodiversity Conservation and Management Capstone	3
Total Credits		**31**

Embedded within this curriculum are four separate certificates, which learners will earn as they progress through the MS program, and which also may be pursued independently from the overall program. These consist of the following:

<u>Biodiversity and Conservation Science</u>
BCM 700: Conservation Ecology
BCM 725: Evolution, Biodiversity, and Conservation
BCM 745: Emerging Conservation Concepts and Technologies

<u>Conservation Data Management and Analysis</u>
BCM 705: Conservation Research and Monitoring
BCM 730: Data Analytics and Visualization

BCM 750: Spatial Analysis and Mapping

Conservation Leadership, Policy, and Management
BCM 710: Conservation Design and Management
BCM 720: Human Dimensions of Conservation
BCM 740: Conservation Leadership and Community Engagement

Foundations of Biodiversity Conservation and Management
BCM 700: Conservation Ecology
BCM 705: Conservation Research and Monitoring
BCM 710: Conservation Design and Management

Assessment of Outcomes and Objectives

The program assessment team, comprised of the MS BCM chair, members of the BCM faculty at UWGB, and the UW Extended Campus program manager, will manage the assessment of student learning outcomes for the M.S. in Biodiversity Conservation and Management degree program. This assessment team will identify and define measures and establish a rubric to evaluate how well students are demonstrating attainment of program learning outcomes. The team will also identify and collect data needed to complete the assessment. As a part of the course development and review process, the assessment team will determine which examples of student work will be most appropriate to demonstrate competency.

The team will receive data collected from individual course instructors in the curriculum each semester. UW Extended Campus will monitor data on new enrollments, retention rates, and graduation rates. The assessment team will compile these various sources of data and complete annual reports summarizing the data, the assessment findings, and decisions regarding improvements to the curriculum, structure, and program delivery. The report will be shared with the faculty of the program and other stakeholders. The assessment team is responsible for ensuring that recommendations for improvement are implemented.

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 offers a wide range of experiences and perspectives to students. As part of this process, the Chancellor's Council on Diversity and Inclusive Excellence offers a certificate program to develop and recognize commitment to the UW-Green Bay Inclusive Excellence Initiative. The Office of Admissions also supports recruiters specialized in working with multicultural, bilingual, and international students. In fall 2017, UW-Green Bay added a Vice Chancellor for University Inclusivity and Student

Affairs 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 UW-Green Bay serves. This includes setting strategic priorities goals of a more diverse student body and action steps to achieve these goals.

The collaborative online program model was established, in part, to increase access to higher education for primarily nontraditional students and to maximize the educational benefits of diversity. Many students from underrepresented minority groups, first-generation Americans, first-generation college students, and low-income students are included in the definition of non-traditional students. Nontraditional students may have family or work responsibilities that prevent them from attending school in traditional formats. The online delivery format will provide opportunities to those students who are time and place bound, and do not reside within close proximity to an existing UW institution. The program design recognizes that non-traditional students come to the learning environment from diverse backgrounds, with unique knowledge and experiences, and looking for opportunities to share that knowledge with others. The strength of this program and the success of our students is, in large part, based on our ability to attract and retain a diverse adult student audience.

Biodiversity conservation and management is an area of global concern and interest, and it is expected that the program will attract a diverse student base. In response, it is critical that the program stay informed of the cultural diversity among students and continuously seek unique ways to include their culture into the courses. Faculty, with support from UW Extended Campus instructional designers and media specialists, are committed to develop course activities that recognize the cultural backgrounds of enrolled students to ensure each student feels welcome, encouraged and supported in the online course environment and students will be encouraged to tap into their backgrounds, cultures and experiences through these activities. This approach will allow students to make deeper connections with the instructor, fellow students and the course curriculum.

UW Extended Campus has several initiatives currently underway to attract more students from underrepresented groups into the UW System. For example, UW Extended Campus works with UW HELP to develop and disseminate brochures, and materials specific to Hispanic and Hmong students are sent to those respective potential students groups. The UW Extended Campus program manager for the M.S. in Biodiversity Conservation and Management program will conduct outreach, working with employers to encourage and support the education of their employees, especially focusing on students from underrepresented minority groups. In addition, a program advisory board (described below) will provide support in this area by helping the program extend its reach to diverse groups of prospective students and communities.

An essential goal of this program is to increase both the access for diverse audiences to this degree and the success of those students once they enter the program. Students enrolled in the M.S. in Biodiversity Conservation and Management program will receive academic and student support services that supports an inclusive learning environment and equity in student success. Further, a UW Extended Campus success coach will work closely with all students to self-identify barriers to their success. Success coaches will serve as a resource to either directly help students overcome those barriers or will point them to other resources available at UWGB or elsewhere. UW Extended Campus will maintain online student environments that will allow individuals from diverse ethnic backgrounds to connect with other students around academic programmatic interests and cultural similarities to help build points of commonality and understanding. Social media opportunities for student connection will be made available through Facebook, Twitter, and LinkedIn, to name a few.

While the proposed degree does not project a significant number of new faculty and staff, UWGB will continue to be committed to recruiting a culturally diverse campus community. UWGB has policies in place to support attainment of equity in the recruitment and hiring of faculty and instructional staff, when openings exist in their respective departments, schools, and colleges.

Collaborative Nature of the Program

The M.S. in Biodiversity Conservation and Management will be delivered as a single-campus collaborative degree program. As such, UWGB will benefit from the shared academic and administrative resources of UW Extended Campus. Development of the proposed program supports UW System wide interests to build collaborative efforts among institutions as a means to efficiently develop and deliver quality academic programs based on market and student needs. These collaborations serve the mutual academic program interests of institutional partners, while leveraging limited institutional resources. This degree, like other collaborative programs currently offered within the UW System, provides UWGB the ability to offer a high quality, sustainable graduate program without a requirement to extend significant local resources to launch, market, and fully support this program, or a risk of compromising existing programs.

Faculty and staff from UW-Green Bay worked with UW-Extended Campus to develop and approve the program curriculum, program competencies, student learning outcomes, and admission requirements. UW-Green Bay will be responsible for identifying qualified faculty and instructional staff to deliver coursework and assess student learning and conduct program review. The faculty and staff who are expected to teach in the program have been identified, and all are qualified, per Higher Learning Commission (HLC) and UW System requirements, to teach graduate-level coursework. Additional faculty and staff, as needed, will be recruited and assigned by the Academic Director/Program Chair.

UW-Green Bay will appoint an academic program director who will work with the College of Science, Engineering, and Technology (CSET) to implement the program. Collaboratively, this director, the Dean of CSET, the Associate Vice Chancellor for Graduate Studies and Research, and the UW Extended Campus program manager will comprise the program workgroup. This team will oversee the ongoing growth, development and performance of the M.S. in Biodiversity Conservation and Management degree program. The committee will meet quarterly in person and via teleconferencing, as needed. Instructional development and delivery of the online courses will be supported and hosted by UW Extended Campus. This cohesive development and offering of courses will ensure students have a consistent experience.

All students enrolled in this program will be UW-Green Bay graduate students, and all courses will be listed in the UWGB course catalog and registration system. The student record will be maintained in the student information system of UWGB. Local program stakeholders to include the office of graduate studies, continuing education staff, academic support office leads, host department representatives, and instructional, and business office personnel will also meet biannually to review processes and concerns, and to make adjustments as necessary. Program evaluation regarding the collaborative nature of the model will help assess processes critical to the success of the collaboration, such as the financial model, marketing, student recruitment and advising, admission and enrollment processes and trends, and curriculum and course design. UW Extended Campus staff will regularly report on program performance.

UW Extended Campus staff will coordinate external engagement, input, and advice through a Program Advisory Board consisting of the BCM academic director and 12 to 15 representatives the field who will also serve as advisors, ambassadors, and referral agents to the program. The M.S. in Biodiversity Conservation and Management Advisory Board will meet biannually. The board members will be asked to host students working on capstone projects, and to create school-to-work transitions so that as students graduate from the program, they will move to gainful employment. The program manager will provide administrative support to the board, coordinate meetings, coordinate activities described above, and satisfy other administrative functions. The academic director of the program and program manager will engage with board members and ensure that the board is connected to the program in constructive and positive ways. Board meetings will provide opportunities to present program progress and successes, and to gather feedback regarding changes in the industry and how those changes may affect program graduates. The meetings will also help to ensure that the program and curriculum stay relevant to trends in the field.

Projected Time to Degree

Based on experience with similar collaborative offerings within the System and the typical adult online student profile, it is assumed that most students will enroll part-time

and take an average of three to four courses per year. At this rate, the majority of students would complete the program within 3 to 4 years. Given the 31-credit curriculum, however, students pursuing this program full-time would be able to complete this degree in four semesters. Students may enter the program for the spring, summer, or fall semester. Given that there are no proposed internal course prerequisites, students can take courses in any sequence, and can complete the embedded certificates as they make progress through the program. The capstone, which represents the culminating experience for students, must be taken in the final semester of study.

Program Review

Program review and evaluation occur on a more frequent schedule than in traditional academic programs. As previously discussed, assessment relative to student learning will be reviewed annually. The M.S. in Biodiversity Conservation and Management program will go through an internal 3-year review focusing on program, administrative and fiscal matters. In addition, UW-Green Bay will be responsible for conducting a comprehensive 5-year 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 MS-BCM program on a five-year cycle beginning in 2027-2028. The academic director, faculty, and administrators from UWGB will have input into programmatic changes and upcoming needs. UW Extended Campus, as the fiscal agent for this program, will manage resources to ensure that funds are available to support scheduled program reviews and to invest in the program as deemed necessary and valuable. The decision about how to invest in the program will be made collaboratively by both UWGB and UW-Extended Campus, as will the recommendations related to the continuation of the program.

Accreditation

UW-Green Bay will be securing authorization to offer this program as an online degree from the Higher Learning Commission, the regional accrediting body for UW-Green Bay.

JUSTIFICATION

Rationale and Relation to Mission

This degree will significantly add to the current programmatic offerings in the College of Science, Engineering, and Technology, as well as UW-Green Bay as a whole. This program is purpose-built with the workforce in mind, and not only serves to support development of the universal skills a wide range of employers are increasingly demanding from new hires in conservation, but through the online format and stackable certificates provides an accessible degree program to many students who wouldn't otherwise have the opportunity to gain advanced training in biodiversity conservation and management. This degree also specifically expands opportunities for current undergraduates and alumni across UW-Green Bay in the sciences and humanities, and will offer UW-Green Bay the

opportunity to recruit and maintain existing students, while also increase the likelihood that they stay within the UW-System more broadly.

Regarding UW-Green Bay's select mission, an online MS in Biodiversity Conservation and Management is a logical fit. The mission notes that the University will provide "a problem focused educational experience" with a commitment to "inclusion" and "social justice". As the human dimensions of conservation and consideration, inclusion, and respect for native peoples are a key component to this curriculum, this degree is in clear alignment with this mission. An MS-BCM also fits with the strategic vision of the university, including connecting with community partners, distinctive programs, and expanding professional graduate programs, and professional growth. More specifically, an MS-BCM would extend the graduate offerings of UW Green Bay, provide nonprofit and government conservation organizations with a larger number of potential employees with advanced training in the field, and allow graduates to serve as accomplished professionals who can manage complex conservation challenges facing the world today and in the future. Additionally, this program will enable community partners the opportunity to work with students on applied projects beyond those completed by students at the undergraduate level, and offer opportunities for professional growth for regional and state community members that would like to advance in related fields.

The proposed online M.S. in Biodiversity Conservation and Management degree program contributes directly to the mission of the University of Wisconsin System which defines a commitment to disseminate and extend knowledge beyond the boundaries of its institutions. Strong support for the proposed program has been realized through interactions with leaders from multiple organizations, government agencies, academic entities, companies, and professional associations within the state and region that rely on a deep understanding of conservation and biodiversity. Graduates will serve an important function and role within the conservation workforce, and thereby support economic development in the state.

University Program Array

The M.S. in Biodiversity Conservation and Management degree program will serve as a valuable complement to the existing graduate program array at UW-Green Bay and will not compete with any program currently offered. This online degree program complements and integrates well with programs within the College of Science, Engineering, and Technology, including areas within Natural and Applied Sciences, ranging from Biology to Environmental Science. UW–Green Bay has a strong record of academic success in preparing individuals for careers in biodiversity-related fields such as biology, chemistry, engineering, business, and the humanities. Graduates from UW–Green Bay are highly competitive for careers in industry, government, or nonprofits, as well as graduate or professional education programs. Presently, while our institution offers a MS in Environmental Science and Policy, that program is fully in-person and synchronous, and appeals primarily to current or recent undergraduates attending school full-time, and does

not focus on the universal skills like the MS-BCM. Our institution does not yet offer an online option for graduate level education in conservation; with the launch of this program and the embedded certificates, it would allow for further professional skills-specific training for graduate students across campus, the UW-System, and beyond.

For UW Extended Campus, this degree complements the existing array of collaborative online program offerings and contributes significantly to our mission to expand access to a UW education to working adults through the development and delivery of need-based, industry informed online programs primarily in the areas of health/healthcare, business, and technology. Benefitting from the rich resources of our UW campus partners, we are able to accelerate our ability to develop and offer the degrees and certificates that adult students need and industry demands.

Other Programs in the University of Wisconsin System

The UW-System offers two other graduate programs with some overlapping curriculum: A Master of Natural Resources (MNR) from UW-Stevens Point and a Professional Science Masters (PSM) in Conservation Biology from UW-Stout. While important to the state overall, neither of these programs is a Master of Science, as proposed here, nor do they serve Northeast Wisconsin to the degree proposed here. Additionally, the proposal includes four certificates for learners to engage in critical components of the program and has a very targeted curriculum to prepare participants for their varied professions. The MNR and PSM degrees are also fundamentally different degrees, and while offered online, are more narrowly focused on either Natural Resources (the MNR), with an emphasis on policy, or biology (PSM), with less of an emphasis on management and leadership in the field. An MS-BCM program at UW-Green Bay will also allow for specialized training in the issues that impact every nation and community around the globe (e.g., climate change, habitat and biodiversity loss, etc.) and so will help conservation agencies in the region and beyond to build their capacity.

Need as Suggested by Current Student Demand

The M.S. in Biodiversity Conservation and Management will predominantly appeal to early and mid-career environmental professionals currently working in diverse conservation and related settings and who require the flexibility provided through a fully online academic program. It is expected that most will be adult and nontraditional students who completed at least a bachelor's degree, currently work in the field, and have a desire to continue their education toward a master's degree primarily to expand knowledge and specialized skills in the field and for career advancement. The audience may also include those with a science background who reside in areas distant from Green Bay and want to expand their knowledge of the biodiversity conservation and/or environmental management so they can enter the field and expand their career options.

In November 2021, UW-Extended Campus commissioned the *Center for Research and Marketing Strategy* at the University Professional and Continuing Education Association

(UPCEA) to conduct a Feasibility Analysis for the possible development of an online Master of Science degree in Biodiversity Conservation and Environmental Management. Findings suggest that the current master's in biodiversity conservation program would compete with six related programs in the upper Midwest. However, none of these competitor programs is offered in an online format. Nationally, there are eleven competing institutions that offer similar master's level programs, with only two of these institutions offering fully online options – the Master of Natural Resource Stewardship at Colorado State University – Fort Collins, and the Master of Natural Resources at the University of Idaho.

Student demand for this degree is greatly influenced by market demand as indicated by current and future employment opportunities within the biodiversity and conservation sector (see Market Demand data below). Similar to other collaborative online programs developed and administered through UW-Extended Campus, the M.S. in Biodiversity Conservation and Management represents a program designed to satisfy a recognized workforce gap within the state and region as defined through research conducted and/or commissioned by UW-Extended Campus. This research included industry focus groups and interviews with conservation professionals.

Need as Suggested by Market Demand

The Feasibility analysis completed by the *Center for Research and Marketing Strategy* at the University Professional and Continuing Education Association (UPCEA)[1] included a review of biodiversity conservation trends, occupational demographics, internet and library scans, and in-depth interviews with key opinion leaders from the biodiversity conservation field representing a variety of organizations in several different states. Key findings from the report indicated a favorable environment exists for launching the online graduate degree program in Biodiversity Conservation and Management, specifically:

- Employment numbers for select occupations are forecasted to increase 4% between 2021 and 2031 in Wisconsin, which is below the forecasted growth of the upper Midwest (7%) and national (8%) regions. Environmental scientists and specialists, including health, were forecasted to see the largest increase in jobs in all three regions.
- From July 2020 to June 2021, there were 189 unique job postings in the primary region for select occupations that mention a master's degree and included the select keywords of "biodiversity," "conservation," or "environmental management." In the upper Midwest, there were 1,202 unique postings for select occupations and nationally there were 13,349 unique postings during this same timeframe.
- Trends in biodiversity conservation and environmental management that would support the need for more qualified professionals include climate change and it's impacts, growing rates of species extinction, the need for sustainable farming practices, the transition to electric vehicles, the trend toward more plant-based diets, global consumption fueling over-fishing, and coral reefs suffering from a lack of oxygen.

UPCEA Center for Research and Strategy (Nov. 2021): *Feasibility Analysis - Master of Science in Biodiversity Conservation and Environmental Management.*

- Industry experts in Wisconsin indicated there is an issue finding enough qualified professionals to fill vacancies, while nationally the industry experts indicated there are enough qualified professionals but not enough positions in the field.
- Opinion leaders see stackable certificates as a beneficial component to the program that could make the program more accessible and less intimidating, particularly financially speaking, to potential students.

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

Faculty & Staff Climate/Engagement Survey Process

As discussed with Cabinet as part of the 2021-2022 AA Plan & EDI presentation in April 2022, during the 2022-2023 academic year UW-Green Bay will conduct a campus climate/engagement survey for faculty & staff. UW-Green Bay conducted a climate survey for UW-Green Bay students in 2021 through HERI. At that time, we decided to postpone an employee survey due to COVID. The most recent faculty & staff institution-wide climate survey was conducted in 2014.

Survey Instrument

Higher Education Research Institute at UCLA (HERI): Staff and Faculty Climate Surveys

https://heri.ucla.edu/

- **Cost:**
  - $2,600 for Faculty Survey, $2,600 for Staff Survey, extra $725 for email services and integrated additional questions (unsure if this is per-survey or for both).
  - Total = $5,925 - $6,650 (+ cost for additional non-standard reports as determined by Cabinet & work group)
- **Standard surveys include:**
  - Faculty survey instrument (https://heri.ucla.edu/heri-faculty-survey/)
    - faculty topics such as pedagogical practices, faculty goals and expectations for students, research and service activities, sources of stress and satisfaction, and the connection between learning in the classroom & practices in the local/global community
  - Staff survey instrument which includes questions related to campus climate, institutional culture, and EDI (https://heri.ucla.edu/staff-climate-survey/)
  - Ability to customize surveys (may add up to 20 (staff)/30 (faculty) multiple choice and 5 open-ended questions as well as customize communications)
  - Ability to add "group codes" to allow more customized reporting
  - Options for HERI-managed email/communication services.
  - The survey is anonymous, and no questions are "required" (see https://ucla.box.com/v/FAC-Confidentiality-Privacy)
  - Standard survey instrument and delivered modules have been approved by the UCLA IRB (https://ucla.app.box.com/v/FAC-IRB-Approval)

- **HERI Timeline Details:**
    - **Faculty survey** conducted every three years (next survey administration period from September 2022 through April 2023)
    - **Staff survey** conducted annually (next survey administration period from October 2022 through April 2023)

UW-Green Bay Timeline

August - September, 2022	• Determination of survey instrument - COMPLETED • Identification of ***work group*** for survey customization/socialization - COMPLETED
October – November, 2022	• Registration/notification to HERI of intent to participate - COMPLETED • Survey review and customization (including consultation with IRB) – IN PROGRESS
December, 2022 - January, 2023	• Socialization and distribution planning
January 31, 2023 – March 9, 2023	• Distribution and collection
Summer/Fall, 2023	• Report-out from HERI, publication, and action identification

Work Group

Work group responsibilities:

- Champion the climate survey to UW-Green Bay faculty and staff and serve as liaison to constituent groups (ensuring feedback and information flow both ways)
- Participate in development of additional questions, customized communications, and review of survey options
- Receipt of updates throughout the process regarding participation, process, reporting, etc.

Anticipated time commitment: biweekly meetings in Oct & Nov, monthly meetings Dec through April.

Work Group Members:

- Melissa Nash (HR, work group lead/convener)
- Stacie Christian (University Inclusivity & Student Affairs)
- Courtney Sherman (Academic Affairs)
- Kristin Bouchard (Marketing & University Communications) - communication strategy support
- Devin Bickner (UC Chair)

- Georjeanna Wilson-Doenges (Faculty Representative)
- Kate Farley (Academic Staff Representative)
- Kim Mezger (University Staff Representative)

UWGB Academic Affairs Council (AAC)

Report of Curricular Actions for Faculty Senate
December 1, 2022
Prepared by Prof. David Voelker, AAC Chair

The AAC met on Nov. 17 and Dec. 1, 2022.

The committee discussed PEA's proposal to eliminate and replace the PU EN AF course prefix and to update other course prefixes. It approved the slate of course prefix changes approved by the PEA faculty on Nov. 4, 2022 (see attachment below). The EPP prefix still needs to be created, but the AAC pre-approved these changes.

The committee discussed and approved Political Science's proposal to create an online option for the Political Science major.

The AAC also approved course and program changes, as follows:

Request Type Key:

CC=Course Change, NC=New Course, D=Deactivation, PC=Program Change, PD=Program Deactivation, NP=New Program

Course/Program	Request Type	Outcome
ACCTG 411 : Accounting Information Systems	CC	Approved
ACCTG 412 : Auditing Standards and Procedures	CC	Approved
ACCTG General : Accounting Major	PC	Approved
COMM 308 : Information and Communication Technologies	CC	Approved
COMM 378 : Documentary Advanced Video Production	CC	Approved
COMM 382 : Public Relations Campaigns	CC	Approved
COMM 470 : Health Communication and Technology the Internet	CC	Approved

DJS 371 : Gender and Economic Justice	CD	Approved
ENV SCI : Environmental Science Major	PC	Approved
ENGLISH 224 : Practicum in Literary Publishing	CC	David will check in with Prof. Meacham about multiple enrollments. Otherwise, we are okay with changes.
ENGLISH 227 : Copyediting and Workflow	NC	David will check with English – change to Practicum?
ENGLISH 309 : Co-Creative Writing Workshop	NC	David will check with English about category for class. This could be Field Experience or Practicum.
ENGLISH 201 : Ethics in Writing	NC	Approved
ENGLISH 224 : Practicum in Literary Publishing	CC	Approved
ENGLISH 227 : Copyediting and Workflow	NC	Approved
ENGLISH 309 : Co-Creative Writing Workshop	NC	Approved
ENGLISH 314 : Topics in Professional & Technical Writing	NC	Approved
ENGLISH 327 : Digital Platforms for Publishing	NC	Approved
ENGLISH 328 : Interfaces	NC	Approved
ENGLISH 329 : Placemaking and Writing	NC	Approved
ENGLISH 424 : Book Editing Practicum	CC	Approved
ENGLISH 428 : Practicum in Community Engaged Writing	NC	Approved
ACTU SCI-I : Actuarial Science Minor	PC	Approved
MATH 306 : Statistical Programming	NC	Approved
MATH STATISTICS : Statistics Emphasis	PC	Approved

MATH-I STATS : Statistics Emphasis	PC	Approved
UR RE ST 100 : Introduction to Urban Studies	CC	Approved prefix change to Sociology.
UR RE ST 201 : City Life and Globalization	CC	Approved prefix change to Sociology.
UR RE ST 216 : Native American Landscapes:Imagined and Lived Spaces	CC	Approved prefix change to Sociology.
UR RE ST 324 : Latino Communities in the United States	CC	Approved prefix change to Sociology.
UR RE ST 342 : Community Economic Development	CC	Approved prefix change to Sociology.

Attachment for AAC Report:

Public and Environmental Prefix Changes

*All changes proposed below were voted on by the faculty of the Public and Environmental Affairs unit during their November 4, 2022 faculty meeting and unanimously approved.

Course Prefix Changes from PU EN AF to PUB ADM prefixes

The following courses are public administration courses that have used the PU EN AF prefix because many of the majors in our budgetary unit used them instead of having their own. The main reason we would like to alter the prefix is because of the new Master of Public Administration program that is launching in fall. This allows us to have continuity between the undergraduate and graduate program, of which we are the only university in the state to have both. It is also beneficial to us as students can complete an accelerate degree in which they enroll in graduate courses while still undergraduate students. Additionally, we have courses that are dual listed. In both of these instances, it would be prudent to have the undergraduate and graduate courses utilize the same acronym. Finally, the PU EN AF prefix is very confusing to students in our majors as they understand what a major is but do not know what a budgetary unit is. Therefore, it makes sense to associate these classes with the major and not the unit.

PU EN AF 202 Introduction to Public Policy
PU EN AF 215 Introduction to Public Administration
PU EN AF 225 Introduction to the Nonprofit Sector
PU EN AF 306 Regulatory Policy and Administration
PU EN AF 314 Administrative Law
PU EN AF 315 Public and Nonprofit Management
PU EN AF 326 Philanthropy
PU EN AF 335 Principles and Practices of Emergency Management
PU EN AF 336 Strategic Emergency Preparedness, Planning and Implementation

PU EN AF 337 Disaster Response Operations and Management
PU EN AF 338 Disaster Recovery
PU EN AF 339 Political and Policy Dimensions of Emergency Management
PU EN AF 344 Leadership in Organizations
PU EN AF 345 Human Resource and Risk Management
PU EN AF 407 Service in the Public Sector
PU EN AF 408 Public Policy Analysis
PU EN AF 415 Public and Nonprofit Budgeting
PU EN AF 425 Fundraising and Marketing for Nonprofits
PU EN AF 428 Public and Nonprofit Program Evaluation
PU EN AF 430 Seminar in Ethics and Public Action

Course Prefix Changes from UR RE ST to SOCIOL prefixes

The following courses were part of the now de-activated Urban and Regional Studies major/minor that no longer exists. Despite the discontinuation of URS, the courses are still components of other program's curriculum so the prefix change will move them under the programs that still utilize them.

UR RE ST 100 Introduction to Urban Studies to SOCIOL 100
UR RE ST 201 City Life and Globalization to SOCIOL 201
UR RE ST 216 Native American Landscapes: Imagined and Lived Spaces to SOCIOL 216
UR RE ST 323 Asian American Communities in the United States to SOCIOL 323
UR RE ST 324 Latino Communities in the United States to SOCIOL 324

Creation of an Environmental Policy and Planning Prefix and changing Prefixes for Programs

As already noted, the PU EN AF prefix is fairly confusing to students and given that other programs are moving to their own prefix (such as public administration already discussed above), the Environmental Policy and Planning unit proposed to create their own course prefix (EPP) and utilize this to denote the courses that are required or elective courses for the major.

Potential Course Prefix Changes from PU EN AF to EPP prefixes

PU EN AF 102 Environment and Society
PU EN AF 103 Environment and Society Lab
PU EN AF 152 Introduction to Graphic Display and Planning
PU EN AF 254 Introduction to Designing with Communities and Neighborhoods
PU EN AF 301 Environmental Politics and Policy
PU EN AF 322 Environmental Planning
PU EN AF 323 Sustainable Land Use
PU EN AF 324 Transitioning to Sustainable Communities
PU EN AF 351 Water Resources Policy and Management

PU EN AF 378 Environmental Law
PU EN AF 379 Natural Resources Policy, Law, and Administration
PU EN AF 380 Global Environmental Politics and Policy
PU EN AF 390 Colloquium in Environmental Sustainability & Business
PU EN AF 391 Colloquium in Environmental Sustainability & Business II
PU EN AF 431 Building Sustainable Landscapes
PU EN AF 450 Advanced Geographic Information Systems
PU EN AF 490 EMBI Co-Op/Experience

Potential UR RE ST Course Prefix Changes to EPP prefixes

As already mentioned with the closure of the URS program, the following courses need to be moved to programs where they are going to be taught. These courses best fit under the proposed new EPP prefix as these courses are required and/or electives of that program.

UR RE ST 412 Urban Planning Theory
UR RE ST 152 Introduction to Graphic Design and Planning
UR RE ST 254 Designing for Communities and Neighborhoods
UR RE ST 461 Urban and Regional Studies Laboratory (Special Topics)
UR RE ST 452 Urban Planning Methods
UR RE ST 499 Travel Course
Course Prefix Change from PU EN AF to POL SCI prefix

Finally, the following course is a Political Science course that was unable to be changed when we worked to decrease cross-listed courses a few years ago as the course number was already utilized in the Pol Sci prefix. Therefore, we would like to move it to the appropriate major as consistent with the other changes documented here and change the number so it is not duplicated.

PU EN AF 360 Immigration and Immigration Policy to POL SCI 361

Academic Staff Committee Report for Faculty Senate

December 7, 2022

- The Academic Staff Committee continues to meet monthly and held its semester assembly on Monday, December 5th.
- We have invited guest speakers to our meetings this semester. On November 16, Susan Grant Robinson joined us. In December, we will focus on planning our guests for spring 2023.
- We appreciate the work that has been done to revitalize the Academic and University Staff onboarding through Human Resources and have decided at this time to table the voluntary Academic Staff Mentoring program.
- We are focused on providing constructive feedback to Human Resources regarding the new University Staff, Non-Instructional Academic Staff, and Limited Staff Performance Review Template.
- We have been actively engaged in System-wide meetings, including the discussion of the Student Perceptions of the First Amendment Survey, Shared Governance Meetings, and Board of Regents as well as participation in small working groups.
- Our next Academic Staff Committee meeting is scheduled for Wednesday, December 21st from 1:30 pm to 3 pm, held both in-person on the Green Bay campus in IS 1020 and via Zoom.

Respectfully submitted,

Nichole LaGrow
Academic Staff Committee Chair

USC Report for Faculty Senate Meeting
December 7, 2022

- Julie Flenz discussed proposed Performance Review changes at our November meeting.
- Meet with the Chancellor on Monday, November 8th to discuss Long Term Budget. The Chancellor will be attending the January 19, 2023 US Meeting at 10am.
- The next University Staff Committee monthly meeting will be Thursday December 15, 2022 at 10:00am virtually via Microsoft Teams. Please email truttmal@uwgb.edu for the meeting link. The decision was made to continue meeting via TEAMS as a means of inclusion and equity across all groups and locations.

Respectfully submitted,

Lea Truttmann, Chair
University Staff Committee