



COLLEGE OF BUSINESS, ECONOMICS, AND COMPUTING

Advisory Board

January 23, 2020

Alumni Room ♦ Student Center

UW-Parkside Campus



College of Business, Economics, and Computing
Advisory Board Meeting
Alumni Room, Student Center
UW-Parkside Campus
January 23, 2020
4-7 p.m.

1. Opening remarks (4 pm)
 - a. Neha Misra, Chair
 - b. Dirk Baldwin, Dean
 - c. Introduction of guests, new faculty, and staff
 - d. Introduction of new Executive Committee members
2. Provosts Remarks (4:20 pm)
 - a. University wide Initiatives
 - b. System initiatives
 - c. President of UW System search timeline
3. Interest in participating in a case study, Terry McGovern (4:40 pm)
4. Career Panel Planning (Monday, Feb. 24, 11:30-1:30) (4:45 pm)
5. Executive in Residence Participation (Jeff Daniels, previously VP of Operations at Johnson Controls, April 7) (5:00 pm)
6. Outcomes of past CBEC Advisory Board meetings.
7. Discussion Topic (5:10 pm) : Cross Functional/Integrated Thinking. "How do employees think like a business owner?"
 - a. Should we create a learning goal? What is the learning goal? "CBEC students will be able to....". What the dimension or sub-goals? How do we measure?
 - b. Examples of integrated thinking
 - c. How do we teach integrated thinking?
8. Dinner and Continued Discussion (5:30)
9. News
 - a. Jackie Schlosser Named Outstanding Graduate
 - b. Sheronda Glass Honored by UW System
 - c. UW-Parkside Programs Receive National Attention in Washington D.C.
 - d. UW-Parkside MBA Data Analytics Ranked
 - e. Commentary: Talent Pipeline for Wisconsin and Beyond by Chancellor Ford
 - f. Parkside Releases 'Status of Women in Kenosha and Racine Counties' Report
 - g. App Factory is a Semifinalist for the Foxconn Smart Cities Competition
 - h. App Factory Undergoing Renovation
 - i. International Conference on Sustainable Globalization
 - j. Computer Science 40th Anniversary Event
 - k. A "Hole-In-One" Internship with James O'Donnell
 - l. Alumni and Student News

10. Data

- a. Retention and Graduation
- b. Location of Employment
- c. Study Abroad
- d. Flex BSBA growth

11. Appendices

- a. Minutes
- b. Bylaws
- c. Members

Outcome of Past CBEC Advisory Board Meetings

January 24, 2019 Meeting

Discussion Topic – Career Panel

Outcome: Hosted a career panel on February 20, 2019. 98 students attended. Will repeat this February.

Discussion Topic – How does CBEC get involved with lifelong learning (noncredit classes, meetups, etc.)? This discussion ended up focusing on CBEC and UW-Parkside's credibility and marketing our programs. Some discussion of creating relations with Foxconn and other businesses in the area.

Outcome: Several meetings with Foxconn and other companies. Some ideas are still in the planning stages. This is still an active area of thought.

April 4, 2019 Meeting

Discussion Topics

- a. Math Competencies in Business program
- b. Quantitative Learning Goals in MBA program
- c. Software and Business Tools Competencies

Outcomes

- MBA 732 (Financial Management) was modified to reflect the priorities stated at the meeting
- Data Analytics Concentration classes were designed using the ideas that were specified. Data Analytics concentration was recently identified as a top 25 online MBA data analytics concentrations in the country.
- Undergraduate math classes are under review and update. Most recent proposal specifies a new class title Quantitative Methods for Business that includes math and software tools relevant for formulating and solving the problems.

October 10, 2019 Meeting

Continuing Education- Lifelong learning is important to professional and business success. Universities are resources for this education. In order to better serve the region, we seek guidance as to possible educational areas and the preferred format of the learning experiences. We also would like to learn the factors considered when companies and professionals seek educational resources.

Discussion focused on midsize companies, the use of badges, and potential areas for classes. Three areas were suggested: HR related classes especially in preparation for SHRM, cybersecurity, and supply chain.

Outcomes: A workgroup is looking at updating CBEC classes in HR in alignment with SHRM. Continuing education classes related to SHRM, cybersecurity, and supply chain are under discussion.

Discussion

Discussion Topic: Cross Functional/Integrated Thinking. “How do employees think like a business owner?”

- a. Should we create a learning goal? What is the learning goal? “CBEC students will be able to....”. What the dimension or sub-goals? How do we measure?
- b. Examples of integrated thinking
- c. How do we teach integrated thinking?

Relevant Classes

BUS 493 Competitive Decision Making (elective)

Prereq: MKT 350. Freq: Occasionally.

Provides experiential learning in competitive decision making via on-line business simulation, performance analysis, results presentations, and class participation. Students will make a series of inter-related decisions about R&D, pricing, sales forecasting, advertising and promotion, production planning, total quality management, human resources, and financial management in an integrated business environment. Focuses on student decision making skills in a high-growth, virtual company, with extensive immediate feedback, and class discussion of business cause and effect.

BUS 495 Strategic Management (required)

Prereq: Senior standing; FIN 330, MKT 350, MGT 349. Freq: Fall, Spring, Summer.

Focuses on strategic management as a critical function and responsibility of general managers. Encompasses all functional areas of an organization including marketing, finance, accounting, human resources, and management information systems. Develops critical skills in analyzing organizations, their competitive environments, and strategic alternatives.

CBEC News

Jackie Schlosser Named Outstanding Graduate



Jackie Kerr Schlosser is not just the first in her family to receive a college degree. She is also a nontraditional student, having a family of her own with three children before returning to school to complete her studies earning a GPA of 3.963. Jackie plans to continue her education in spring 2020 in order to work toward the 150 credit-hour requirement prior to sitting for the CPA exam, an accomplishment only the brightest and most committed students achieve shortly after graduation.

Jackie is an advanced and certified tax preparer for both the Volunteer Income Tax Assistance (VITA) program through the United Way in Kenosha and the Moraine Township Center of Highland Park, Illinois. She also served as the Vice President of the Accounting Club at UW-Parkside. She was the assistant scoutmaster for her son's Boy Scouts troop and a troop leader for Girl Scouts. She has been active in her church and served many years as a Sunday school teacher. Her commitment to community and the greater good is commendable, and her professors view her as "a total role model for having it all and being

Sheronda Glass Honored by UW System

UW System honored Dr. Sheronda Glass, UW-Parkside assistant vice chancellor of Human Resources and Employee Engagement, with an Outstanding Women of Color in Education Award. Dr. Glass also teaches classes in HR and project management within the undergraduate business program.



The Outstanding Women of Color in Education Award is an annual honor given to faculty, staff, students, or community members to recognize their achievements in advancing equity and inclusion for people of color within the UW System as well as communities across the state.

Dr. Glass said she is truly humbled to be chosen as an Outstanding Women of Color in Education Award honoree. “There are so many educators, particularly women of color, who have dedicated their lives to teaching, training, developing, gaining, and sharing knowledge for the betterment of self and others,” Glass said. “I am extremely honored to be recognized for my contributions and transformational work.”

“I’m definitely focused on ensuring that we have a workforce that mirrors the city and county that we reside in,” Dr. Glass said.

She works to ensure that the faculty and staff mirror Parkside’s diverse student population. While other businesses and organizations might focus on recruiting a diverse range of employees, Glass said they do not necessarily put in the same effort when it comes to retaining those hires.

“What I have tried to do and will continue to do is focus on retention efforts,” she said.

UW-Parkside Programs Receive National Attention in Washington D.C.

(based on Racine Journal Times article, Nov 1, 2019 by Ricardo Torres)

Two initiatives at the University of Wisconsin-Parkside are getting federal attention as educational options that can be implemented to fill local jobs and skill gaps.

Peggy James, dean of the College of Social Sciences and Professional Studies at Parkside, and Suresh Chalasani, a professor and director of the university's competency-based flexible option for a bachelor's of science in business administration, spoke on Thursday before congress' Middle Class Jobs Caucus on ways to make higher education more affordable.



They were invited to Washington, D.C., by U.S. Rep. Bryan Steil, who represents Wisconsin's 1st Congressional District where Parkside is located and who is also the co-chair of the Middle Class Jobs Caucus. The event was titled "Innovation in Education: Dual Enrollment and competency-based Education, Helping People Get the Education Needed for Middle Class Jobs."



Steil, said Parkside is a "unique leader" with competency-based business education and concurrent enrollment for high school students. "It has a big impact on people that want to have that affordable aspect of a quality education," Steil said.

Competency-based business education at Parkside allows for students, mostly older students in their 30s, to take classes on their own schedule based on the skills they have attained through work experience.

"They may have been working for the past 10, 15 years but they cannot advance in their career because they don't have a bachelor's degree," Chalasani said. "They cannot come to a classroom, traditional system, and start taking classes, that doesn't fit their schedule."

Chalasani said that unlike traditional fall and spring semester start times, students enrolled in the competency-based business education program can start any month and can “bookmark” where they are in the program if they need additional time to finish.

“They can progress at their own pace if they have the ability and that is, honestly, a huge advantage,” Chalasani said, adding that the program also looks for lower-priced text books, mostly online, to reduce cost.

Steil called the program “creative,” noting that it addressed the work force needs “and it saves students a lot of money.”

“If you have the skill set, we’re going to give you the credential to recognize that, rather than work the other way around” Steil said. “If you learned accounting on the job, you can go and prove that out and walk out with your accounting degree in a lot less time than it would take under a traditional model.”

So far Steil has co-sponsored the competency-based Education Act, which has been introduced in the House and is an amendment to the Higher Education Act of 1965, clarifies competency-based education.

“It’s a completely non-partisan issue,” Steil said. “I’d like to see us focus on more of these things that we can accomplish during a period of time in divided government.”

Concurrent enrollment program

For about the last four years, Parkside has been working with the Racine Unified School District to provide college credits to students willing to take college courses. James said the high school students can take college level general education classes which can be transferable to other universities. “They save the students money, it saves them time and it gives them a feel for what college is like and make students aware of things they need to do to succeed in college,” James said. “Concurrent enrollment allows a student to take courses in their own high school from their own high school instructor. And what this means is they don’t have to worry about

transportation, they don't have to worry about sitting in a college course with other college's students and being intimidated. It also fits into their schedule and allows them to pursue other opportunities in high school."

Because of the worker shortage being experienced in different parts of the country, legislators, education and business officials have been coming together to find new ways to train workers.

"Businesses are very receptive to these ideas, both dual enrollment and competency-based education," Chalasani said. "Representatives from a number of businesses in the Milwaukee/Chicago corridor... they know the skills gap, they know these are the innovative programs that bridge those skills gaps but it employs students."

[UW-Parkside MBA Data Analytics Ranked](#)

[College Consensus Publishing](#) ranked UW-Parkside's MBA data analytics concentration as one of the top 25 online data analytics programs in the country. The curriculum that focuses on analytic techniques that support business decision making and the affordable tuition were cited as strengths of the program.

[Commentary: Talent Pipeline for Wisconsin and Beyond](#)

By DEBBIE FORD Published in Racine Journal Times Dec 23, 2019

I have great news to share: A record number of students, 388 to be exact, were eligible to participate in our recent Winter Commencement.

More students have graduated from UW-Parkside in the past decade than during any other 10-year period in the university's history.

In addition to more graduates, our graduation rates for both majority and under-represented students continue to improve.



The UW-Parkside vision is to transform more lives as we continue to improve student success. Our region needs more talent to flourish in this century. That's why we've established a Bold Goal of producing 50 percent more graduates each year by 2025. From 2008 to 2018, growth in the number of graduates from UW-Parkside outpaced UW System-wide growth by 48 percent.

UW-Parkside enrollment is also on the rise. In fall 2018, our enrollment was up 1 percent over the previous year. In spring 2019, it was up about 2.5 percent, and for fall 2019 we were up 4 percent over fall 2018.

During a time when the high school student population in our region continues to decline, our enrollment is increasing thanks, in part, to growth in our master's programs.

UW-Parkside now offers 11 master's programs with two more being added in 2020. The number of students enrolled in master's programs at UW-Parkside has increased more than 200 percent in just the past two years – the majority of growth coming in our new online M.B.A.

More master's programs is a direct response to the talent demands of our growing region. There is also a demand for bachelor's programs that enable adult learners with some college or university credit to earn a degree. We awarded the first three bachelor of science degrees in business administration to students from the amazing new UW Flexible Option program.

This revolutionary competency-based program has been recognized for affordability and quality. It is the first competency-based business administration program offered by an AACSB-accredited business program. UW-Parkside online programs are reaching around the world.

Continuing to offer an affordable, highly relevant educational experience happens because of innovative, collaborative faculty and staff. Learning centers such as the App Factory, GIS Lab, Digital Design and Fabrication Lab, and the Natural Products Lab bring a heightened relevance to the educational experience. Each is a direct result of faculty and staff innovating and working together across academic disciplines.

We will continue efforts and focused attention on the recruitment and retention of our faculty and staff of color; and focused engagement on the success of our students of color. Yes, we are the most diverse campus in the University of Wisconsin System; yes, we are an emerging Hispanic Serving Institution; and, yes, we have the highest graduation rate in our history. A closer look at the data shows that we still have gaps in student achievement for students of color. Our 2025 Strategic Framework includes an outcomes-based approach to improve graduation rates and eliminate achievement gaps for students of color as we strive to continuously improve the success of all students.

I invite you to explore our 2025 Strategic Framework website at uwp.edu to gain a better understanding of how we will continue to offer a transformative education as a valued talent provider for this region and beyond.

Speaking of beyond ... while you're visiting uwp.edu, check out Parkside: The Magazine – we're going to Mars and UW-Parkside student-faculty research will help make the journey possible.

■ [Parkside Releases 'Status of Women in Kenosha and Racine Counties' Report](#)

Based on Racine Journal Times article on Nov 5, 2019 by Pete Wicklund

In fall 2018, two groups of faculty researchers and education leaders from across Kenosha and Racine counties came together to conduct research, gather data and raise awareness of the challenges, opportunities and social issues facing girls and women in the region. The result is a "Status of Women in Kenosha and Racine Counties" report, which has just been released on the University of Wisconsin-Parkside [website](#).



Dr. Norm Cloutier, economics professor emeritus at Parkside, led a research team of faculty from economics, sociology, psychology, geography, political science, criminal justice, health and exercise science, business and education. The research team explored seven different areas:

- Business ownership and corporate leadership
- Crime

- Education
- Health and well-being
- The labor market
- Political representation
- Poverty

Key findings

The research showed that in Kenosha and Racine counties, more high school, college and university graduates are women; women-owned businesses grew from 2002-2012; and women have a lower rate of death from substance abuse. However, research also showed that fewer elected officials in Kenosha and Racine counties are women; fewer women work in technology, engineering and science fields; there are more women in poverty; fewer women hold corporate leadership positions; and girls have a higher rate of depression than boys.

There are three phases to the project: Phase one is initial research, which has been completed. The second phase is sharing information and resources with the community through social media, the website and the development of a community series to address key areas. The final phase will be updating the research during 2020.

UW-Parkside Chancellor Debbie Ford led an advisory committee along with representatives from Parkside, Gateway Technical College, Carthage College, the Racine Unified School District, the American Association of University Women, and Girls Inc., a nonprofit organization that encourages all girls to be “Strong, Smart, and Bold” through direct service and advocacy

The committee’s goal was to set the stage to move the needle in closing gaps and improving equity for girls and women in Kenosha and Racine.

“The research is certainly a key component of the project in that it will help the community establish priorities to strategically address important issues,” Ford said. “Equally as valuable was compiling access to community resources in our area. The website includes more than 25 community resources to help girls and women succeed, address challenges, and make the most of their opportunities.”



App Factory is a Semifinalist for the Foxconn Smart Cities Competition

The App Factory received the semifinalist award for the Foxconn Smart Cities, Smart Futures competition for a proposal to improve their transit app. The App Factory Transit App is implemented in Kenosha, Racine, La Crosse, and western Kenosha County.

App Factory Undergoing Renovation

The App Factory physical space is undergoing a major renovation titled App Factory 2.0. Thanks to a budget allocation by UW-Parkside the App Factory will receive a new floor, cabinets, furniture, modern workstation, and displays to enhance the work environment. This redesign will be upgrade the App Factory from a “garage start-up look” to a more modern workspace that is attractive to a more diverse group of students.

International Conference on Sustainable Globalization

Led by Dr. Abey Kuruvilla, UW-Parkside cohosted the International Conference on Sustainable Globalization in Kochi, Kerala India from January 9-11, 2020. Several faculty, staff, and students from the College of Business, Economics, and Computing presented at the conference.

Computer Science 40th Anniversary Event

A celebration of the computer science department’s 40th anniversary will take place on April 4th. Current students, alumni, faculty, and previous faculty are invited to attend. Several retired faculty will be in attendance including Tim Fossum, Susan Haller, Stu Hansen, and George Perdikaris.

A "Hole-In-One" Internship with James O'Donnell

Published October, 2019 on the UWP website by Cassidy Schwimmer



Through a summer internship, James O'Donnell, a senior at the University of Wisconsin-Parkside, combined his academic experiences and his love of golf to pave the way to his future career. James is double-majoring in marketing and general business while also completing a certificate in sales. In addition, he plays for Parkside's men's golf team, a major passion of his. James' experience helped him land the position at Topgolf as a marketing intern, which he has used as a stepping stone to a prospective career.

As an intern, James was responsible for bringing in new customers as well as running a summer camp where he taught children how to remain active through golf and other activities.

Through this internship, he was able to learn how to effectively sell a product, as well as communicate with a wide variety of people.

"Learning together with somebody was easier."

However, it wasn't just learning how to sell a product - it was learning with his marketing coordinator that was the most gratifying for James. "We did a lot of stuff together because she was right out of college too...I was like 'Hey, I'd like to learn' and she was like 'Well, I'd like to learn too, so let's do it together.'"

"If you choose an internship that has nothing to do with what you like, then you're not going to have a good time learning about it."

James feels that maintaining a "career-versus-job" mentality will help students when working at an internship. "If you go into it thinking that it is just another job, then you're really not going to learn from it. And it is a learning experience." Not only that, but he feels having an interest in the field of an internship is also beneficial.

"I was only there for three months [and] I really learned a lot."

The best skill James learned was being able to go out of his comfort zone. Although it was a challenge at first, it helped him develop interpersonal skills. In the beginning, he felt hesitant, but this internship forced him to be more outgoing and he is extremely grateful for that. James said this internship "gave me the toolkit to be creative; it got me thinking about different ways to talk to people." These different approaches to conversation paid off for James, as he became Topgolf's associate of the month for June 2019. In that month he was able to get over 300 leads for Topgolf.

And the advice he would give students who are looking for an internship? "Be open to new experiences."

Alumni and Student News

- Shannon Briesemeister, alumna and former competitor at the national sales competition, received the 2019 Marketing Innovation Award by Michelin North America Marketing for her digital solution to manage customers program.
- Collin Hoffman, current CS student and App Factory employee, presented a workshop to the Mobile Class on GIT/iOS development at the University of Illinois-Chicago.
- Natalie Bodus, alumna in HR, was promoted to Director of HR for Europe, Middle East, and Africa for Zebra Technologies and will be moving to the UK.
- Mark Ward, UWP alumnus in MIS, started a new position as Chief Information Security Officer at Johnson Financial Group.
- Hanh Le, CS and App Factory Alumna, accepted a position as a mobile app developer for Facebook in Menlo Park, California.

Graduation and Retention Data

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
Retention and Graduation Rates														
New Freshmen Entering Full-Time in the Fall Semester														
Prepared by OIE, 10/15/2013; Updated 9/18/2019														
from the Office of Policy Analysis & Research at UW System Administration (https://www.wisconsin.edu/reports-statistics/download/educational_statistics/)														
Entering		At UW-Parkside							At any UW institution					
Cohort	Class	Retention Rates			Graduation Rates			Enrolled	Retention Rates			Graduation Rates		
Year	Size	2nd Ye	3rd Ye	4th Ye	4-year	5-year	6-year	7th Ye	2nd Ye	3rd Ye	4th Ye	4-year	5-year	6-year
Fall 2005	783	63.1%	48.5%	41.0%	7.8%	20.7%	27.7%	7.5%	67.0%	56.1%	48.7%	8.4%	24.0%	32.6%
Fall 2006	814	60.1%	48.4%	41.5%	7.4%	22.7%	29.7%	7.0%	66.0%	55.5%	49.5%	8.7%	26.3%	34.9%
Fall 2007	833	66.4%	49.8%	40.7%	9.0%	24.8%	30.7%	6.1%	69.4%	56.4%	47.9%	10.0%	28.1%	35.3%
Fall 2008	833	64.3%	48.9%	40.0%	8.4%	25.3%	30.6%	6.4%	67.5%	56.5%	47.4%	9.0%	27.9%	35.4%
Fall 2009	788	65.9%	50.0%	42.9%	11.2%	27.3%	33.1%	3.7%	70.6%	57.4%	51.9%	12.2%	31.3%	39.0%
Fall 2010	711	58.6%	42.5%	35.6%	5.6%	19.3%	24.3%	4.4%	65.3%	53.3%	46.4%	7.7%	24.6%	31.6%
Fall 2011	679	61.9%	49.3%	42.7%	10.3%	27.2%	34.0%	5.9%	68.0%	57.7%	51.0%	11.8%	30.8%	39.5%
Fall 2012	645	72.7%	56.3%	49.1%	16.9%	33.0%	38.1%	5.1%	75.7%	61.1%	55.3%	18.8%	36.3%	42.9%
Fall 2013	686	73.8%	57.3%	51.9%	18.2%	37.6%	44.5%		79.7%	66.2%	61.5%	20.8%	44.0%	
Fall 2014	577	74.4%	54.2%	47.0%	15.3%	33.1%			77.6%	61.5%	56.3%	18.0%		
Fall 2015	583	70.5%	55.2%	48.0%	17.5%				74.8%	62.1%	55.6%			
Fall 2016	634	72.7%	54.9%	48.6%					77.3%	62.6%				
Fall 2017	673	71.0%	55.9%						75.9%					
Fall 2018	604	71.9%												

Retention and Graduation Rates														
Transfer Students Entering in the Fall Semester														
Prepared by Institutional Research, 6/22/2017, updated 9/18/2019														
Entering		At UW-Parkside							At any UW institution					
Cohort	Class	Retention Rates			Graduation Rates			Enrolled	Retention Rates			Graduation Rates		
Year	Size	2nd Year	3rd Year	4th Year	4-year	5-year	6-year	7th Year	2nd Year	3rd Year	4th Year	4-year	5-year	6-year
Fall 2000	388	65.5%	43.6%	25.8%	37.4%	42.8%	43.3%	5.4%	68.6%	47.4%	29.4%	39.9%	47.2%	47.9%
Fall 2001	330	65.8%	41.5%	25.5%	33.9%	39.7%	41.5%	5.5%	68.8%	44.8%	27.3%	35.8%	41.5%	44.2%
Fall 2002	402	65.2%	42.5%	24.4%	33.6%	38.6%	41.0%	4.7%	70.4%	48.5%	29.6%	37.1%	43.3%	46.5%
Fall 2003	408	63.7%	41.4%	24.0%	34.1%	38.5%	40.4%	6.9%	68.1%	47.5%	27.9%	37.7%	43.6%	46.1%
Fall 2004	369	62.6%	58.0%	25.2%	30.4%	37.4%	41.5%	2.7%	65.9%	46.9%	28.7%	33.3%	40.9%	45.3%
Fall 2005	356	63.2%	41.9%	22.8%	34.3%	39.3%	40.4%	5.3%	68.0%	49.4%	28.4%	39.6%	45.5%	46.9%
Fall 2006	343	57.4%	43.1%	26.5%	28.9%	33.8%	37.6%	4.4%	62.7%	48.1%	29.7%	32.4%	37.9%	42.3%
Fall 2007	366	66.7%	45.4%	28.7%	34.2%	41.5%	43.4%	4.9%	71.0%	48.6%	33.1%	36.3%	45.1%	47.8%
Fall 2008	378	67.2%	44.2%	24.6%	37.3%	43.1%	45.0%	4.0%	71.2%	49.7%	28.6%	41.0%	47.6%	50.0%
Fall 2009	357	62.2%	38.9%	24.1%	31.1%	35.9%	38.7%	2.8%	69.5%	47.3%	30.0%	36.7%	42.9%	47.1%
Fall 2010	356	65.4%	43.5%	21.9%	32.9%	37.9%	39.6%	3.9%	68.8%	49.7%	26.7%	36.8%	43.5%	45.5%
Fall 2011	347	62.0%	45.5%	23.9%	38.9%	42.9%	45.0%		68.0%	51.6%	28.5%	42.4%	47.8%	50.1%
Fall 2012	380	68.7%	45.3%	25.0%	38.2%	45.8%	48.7%		71.6%	49.5%	28.7%	40.8%	48.9%	
Fall 2013	396	61.4%	38.9%	23.0%	35.6%	39.1%			66.2%	44.2%	26.3%	38.9%		
Fall 2014	424	66.0%	42.5%	20.3%	39.4%				70.3%	47.4%	23.8%			
Fall 2015	404	67.3%	43.3%	22.3%					70.0%	47.5%				
Fall 2016	369	70.2%	45.8%						72.4%					
Fall 2017	346	73.1%												

Four-year graduation rates for students who entered with an intended business major							
		Males		Females		Total	
Entry Year	Ethnic Group	N	Grad Rate	N	Grad Rate	N	Grad Rate
Fall 2014	African American/Black	1	0.00%	5	0.00%	6	0.00%
	Hispanic/Latino	9	0.00%	4	50.00%	13	15.38%
	White/Caucasian	33	15.15%	12	41.67%	45	22.22%
	Other	8	25.00%	2	0.00%	10	20.00%
	Total	51	13.73%	23	30.43%	74	18.92%
Fall 2015	African American/Black	6	0.00%	6	33.33%	12	16.67%
	Hispanic/Latino	8	25.00%	6	50.00%	14	35.71%
	White/Caucasian	32	25.00%	16	31.25%	48	27.08%
	Other	6	16.67%	5	20.00%	11	18.18%
	Total	52	21.15%	33	33.33%	85	25.88%
Grand Total		103	17.48%	56	32.14%	159	22.64%

Six-year graduation rates for students who entered with an intended business major							
		Males		Females		Total	
Entry Year	Ethnic Group	N	Grad Rate	N	Grad Rate	N	Grad Rate
Fall 2012	African American/Black	3	33.33%	3	66.67%	6	50.00%
	Hispanic/Latino	9	22.22%	1	0.00%	10	20.00%
	White/Caucasian	34	52.94%	14	57.14%	48	54.17%
	Other	8	50.00%	6	33.33%	14	42.86%
	Total	54	46.30%	24	50.00%	78	47.44%
Fall 2013	African American/Black	5	40.00%	7	28.57%	12	33.33%
	Hispanic/Latino	4	0.00%	3	0.00%	7	0.00%
	White/Caucasian	40	57.50%	12	41.67%	52	53.85%
	Other	4	75.00%	6	16.67%	10	40.00%
	Total	53	52.83%	28	28.57%	81	44.44%
Grand Total		107	49.53%	52	38.46%	159	45.91%

Four-year graduation rates for students with declared business major at the end of the first year (regard

		Males		Females		Total	
Entry Year	Ethnic Group	N	Grad Rate	N	Grad Rate	N	Grad Rate
Fall 2014	African American/Black	1	0.00%	4	25.00%	5	20.00%
	Hispanic/Latino	4	25.00%	6	50.00%	10	40.00%
	Other	8	25.00%	4	0.00%	12	16.67%
	White/Caucasian	37	18.92%	16	37.50%	53	24.53%
	Total	50	20.00%	30	33.33%	80	25.00%
Fall 2015	African American/Black	3	0.00%	6	16.67%	9	11.11%
	Hispanic/Latino	6	33.33%	7	71.43%	13	53.85%
	Other	6	16.67%	4	50.00%	10	30.00%
	White/Caucasian	32	28.13%	24	33.33%	56	30.36%
	Total	47	25.53%	41	39.02%	88	31.82%
Grand Total		97	22.68%	71	36.62%	168	28.57%

Six-year graduation rates for students with declared business major at the end of the first year (regardl

		Males		Females		Total	
Entry Year	Ethnic Group	N	Grad Rate	N	Grad Rate	N	Grad Rate
Fall 2012	African American/Black	1	100.00%	2	50.00%	3	66.67%
	Hispanic/Latino	5	40.00%	1	0.00%	6	33.33%
	Other	9	55.56%	4	50.00%	13	53.85%
	White/Caucasian	35	51.43%	17	70.59%	52	57.69%
	Total	50	52.00%	24	62.50%	74	55.41%
Fall 2013	African American/Black	2	50.00%	3	33.33%	5	40.00%
	Hispanic/Latino	2	0.00%	2	0.00%	4	0.00%
	Other	6	83.33%	5	40.00%	11	63.64%
	White/Caucasian	40	67.50%	23	65.22%	63	66.67%
	Total	50	66.00%	33	54.55%	83	61.45%
Grand Total		100	59.00%	57	57.89%	157	58.60%

Retention Rates of Fall First-time, Full-time Students in Business Majors Fall 2017 and Fall 2018 Entrants

Entering students by intended business major

Entry Term	Intended Major	Entry N	Retained to Year 2
Fall 2017	ACCT.IN	21	71.43%
	BUS.IN	51	70.59%
	MKTG.IN	19	47.37%
	Total	91	65.93%
Fall 2018	ACCT.IN	21	80.95%
	BUS.IN	44	68.18%
	MIS.IN	1	100.00%
	MKTG.IN	14	64.29%
	Total	80	71.25%
Grand Total		171	68.42%

Students with declared business major at the end of the first year (regardless of intended major)

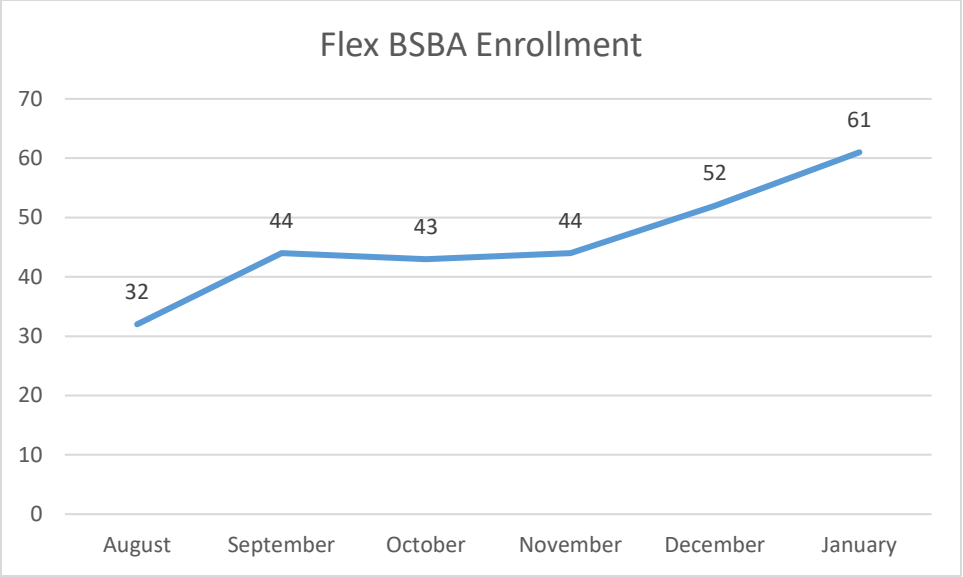
Entry Term	Major1	Declared N	Retained to Year 2
Fall 2017	ACCT.BS	9	88.89%
	BUS.BS	16	81.25%
	MIS.BS	5	80.00%
	MKTG.BS	8	75.00%
	Total	38	81.58%
Fall 2018	ACCT.BS	16	75.00%
	BUS.BS	52	59.62%
	MIS.BS	1	100.00%
	MKTG.BS	15	66.67%
	Total	84	64.29%
Grand Total		122	69.67%

Graduate Intended Placement (Graduating Student Survey)				Undergraduate Intended Placement (Graduating Student Survey)		
Acad Plan1	MBA			Acad Plan1	(Multiple Items)	
Work in Wisconsin	N	Pct		Work in Wisconsin	N	Pct
Yes	52	59.78%		Yes	323	57.58%
Undecided/Unknown	16	20.03%		Undecided/Unknown	141	25.13%
No	17	20.19%		No	97	17.29%
Grand Total	85	100.00%		Grand Total	561	100.00%

Note: Grand total is the total number of students responded to the question.

Number of Students in business majors who have studied abroad						
		N				
1151	Study Abroad	1				
1155	Study Abroad	10				
1157	Study Abroad	11				
1161	Study Abroad	8				
1163	Study Abroad	6				
1165	Study Abroad	3				
1167	Study Abroad	11				
1171	Study Abroad	6				
1173	Study Abroad	7				
1177	Study Abroad	5				
1185	Study Abroad	1				
1187	Study Abroad	11				
1193	Study Abroad	2				
1195	Study Abroad	1				
1197	Study Abroad	10				
Total	Total	93				

Note: the number here is distinct count for each student, not for each trip.



Appendices

COLLEGE OF BUSINESS, ECONOMICS, AND COMPUTING

ADVISORY BOARD MEETING MINUTES

October 10, 2019

Alumni Room, UW-Parkside ~ Student Center

4:00 p.m.

Board Members: Al Biland, Leonard Bloom, Terry DeBrabander, Kristin Fritz, Dawn Jacobson, James Kettinger, Thomas Mahoney, Terri Steidl, Russell Tilsner, Gerry Uick, Andrew Vogel

Faculty and Guests: Dirk Baldwin, Dean - Laura McClure, Dean's Assistant -Ekundayo Akinlade, Assistant Professor – Bill Burnet, SBDC & Associate Lecturer - Suresh Chalasani, Professor – Parag Dhumal, Associate Professor - Michele Gee, Associate Dean – Dennis Kaufman, Professor — Tara Schmidt, ADA Business Dept. – Diana Villega-Cristerna, CBEC Advisor - Joan Wishau, Graduate Advisor
Guest – Crista Kruse, Director of Continuing Education

Dirk's Welcoming Remarks

Welcome to meeting – we have some new faculty here tonight, Ekundayo Akinlade, Assistant Prof. of Management and Human Resources. We also have several other new faculty that are listed on pages 13-15 who hope to join us at an upcoming meeting. Crista Kruse, Director of Continuing Education, will speak a bit later and so will our scholarship recipient, Stephanie Bonds.

Stephanie Bonds – I want to thank each of you for this honor. I am a double major; HR & MIS and I'm also obtaining a Project Management certificate. I am a senior and this is my 4th year. I may come back for my masters as well. I wanted to thank you in person so that you could see who you are helping and I am deeply honored by this award.

Dirk

Enrollment report – You will see that undergrad business is down. We are in the midst of a new advising model and students are not declaring their majors as quickly as before. I don't think we are truly down as the data reflects. We are working on ways to get students to declare sooner.

The CS numbers are down too but so is the freshman count. I also think the decline in numbers is due to the new advising model as I mentioned. Students are being put into meta majors at first and not declaring right away as they did in the past.

The number of Flex BSBA students are difficult to calculate because students can join monthly but the numbers rose after we took it over.

MBA online and face to face are also up. Some of this is due to our international partnerships. MBA nation wide programs are down so we are definitely above the trend.

Would like MIS numbers to be higher but we are doing OK.

Michele Gee

The online MBA is growing. The University has never experienced growth in a program like this before in any college. Online company AP is surprised with our growth and that it continues to be higher than normal.

We currently need more faculty. We recently moved a PT lecture, Michelle Gabor to FT but still need others. It is a good challenge to have. Our new professors on campus are also doing a great job, very enthusiastic about teaching as well. I am excited that Sahar Bahmani has transferred from Economics to the Business department.

At a recent MBDA conference/meeting there was talk of stacking certificates towards a degree. Some people may not want a full MBA. We have room for more growth like this and will discuss the possibilities.

Dirk Baldwin

Nov 2020 is our AACSB accreditation. We need to be sure our lecturer to PhD ratio is good. All of our new hires are qualified. Since MBA falls under CBEC we have to watch the ratios as not all lecturers are as qualified under the standards. I am hopeful that all will run smoothly with no issues. The last time we had too many initiatives with too few resources. In turn we cut 2 certificate programs. We now have more resources and a lot of growth as a program.

Suresh Chalasani

We took over the Flex BSAB program March 19 and we already have 1 graduate who is now in the MBA program. We expect 2 more grads in October. One graduate said that the program helped her double her salary. With start dates every month, the numbers are up.

We are working on financial aid. This can take about a year. In the meantime, UW Systems gave some grants money for some students. Moving ahead, the average student is 35yr of age. There are new markets out there to get students.

MSITM – online degree to be rolled out SP20
MS Cybersecurity to roll out FA20

We are looking for innovative ways to get students. We are only AACSB Flex program. We were asked to contribute to a National Blog regarding our programs.

Dr Chalasani and Dean Peggy James are also speaking at a congressional meeting in October regarding programs.

CBEC PANEL – need a date. Discussed more tables with chairs. Different areas represented at each table. We need more of you to come for the few hours to speak with students. Although the students liked the panel, they asked for more one on one time at the tables. Perhaps a table of IT, HR, FIN, ACCT, etc.

Nontraditional Education

Noncredit? For credit?

With a lower number of students in high schools, we need to think of ways to offer everyone a way to continue their education. We need other avenues for learning and making revenue for us and the community. We need to look beyond what GTC is offering and see what other industries may need as well. Some companies have boot camps, classes, etc. How do we compete with companies that offer their own trainings? We want them to turn to us.

On pages 9-12 I have listed faculty and adjuncts along with their areas of expertise. Thought we could brainstorm on things we could offer you as companies or things we could try. Other schools are working on noncredit/credit programs. Not everyone needs to or wants a degree but they are interested in some more training and education. The hard part is what topics do we offer and who do we market to. The companies? The employees?

Group comments

Small to medium companies do not have the resources in house. They would be a good fit/target. Should we visit and customize things for local companies due to our location? Should we invite businesses to look at our curriculum and ask them what's good/what's missing?

Crista – We have found that people want and like certificates. They can obtain them a lot faster. Some programs use Badges. These are some or all of a certificate. There is a library that holds/shows the competencies that are achieved. There is no one size fits all. Poole want lots of options and add ons. It is a good source of revenue for us. You have to be sure that they are recognized credentials though. A known certificate vs a certification. Badged learning is designed in accelerated format between faculty and small to medium companies.

3 areas?

Cyber security bootcamp

HR – to prepare for SHRM, not everyone needs but is popular. Be careful not to compete with Apex but align with them.

Supply chain

Going forward think about offerings, pricing and curricular input. Maybe ask faculty to join in during January or the summer?

Dirk – Need for Additional Executive Committee members

In closing we would like to add to our advisory executive committee. You would be involved in the planning of these meetings. It would be one extra meeting per quarter. Kristin Fritz and Dawn Jacobson volunteer. Dirk poses the vote, Leonard Bloom, James Kettinger and Terry DeBrabander second. Vote is unanimous. New committee will be Neha Misra, James Kettinger, Thomas Nelson, Kristin Fritz and Dawn Jacobson.

UNIVERSITY OF WISCONSIN--PARKSIDE
COLLEGE OF BUSINESS, ECONOMICS, AND COMPUTING
ADVISORY BOARD

Bylaws

Preamble

The Advisory Board is committed to supporting the College of Business, Economics, and Computing at the University of Wisconsin-Parkside in the pursuit of academic excellence and continuous improvement in its educational programs and initiatives. Composed of business and professional leaders who are acquainted with the needs of the region, the board through its collective wisdom and experience provides advice, ideas, and resources to the Dean and faculty on a variety of issues facing the School. These issues include, but are not limited to: mission; vision; academic programs; accreditation; strategic planning; technology; faculty development; student recruitment, retention, and placement; community engagement; and fundraising.

ARTICLE I
Name and Authority

Section 1: Name

The name of the organization shall be the College of Business, Economics, and Computing Advisory Board.

Section 2: Authority

Subject to the guidelines of the University of Wisconsin-Parkside, the composition, functions, responsibilities, duties, powers, and authority of the College of Business, Economics, and Computing Advisory Board, hereinafter referred to as the Board, shall be as determined by the Board and the College of Business, Economics, and Computing.

ARTICLE II
Role of Advisory Board

Section 1: Activities

The Advisory Board shall serve in an advisory role to the Dean and the faculty to:

1. Provide advice on ways and means of anticipating and responding to the changing needs of business, technology, and society;
2. Review and evaluate the vision, mission, strategic plan, and academic programs of the School;
3. Provide advice and assistance on matters related to accreditation, student recruitment and retention, and faculty development;
4. Provide support for the Executive-in-Residence program and speakers for other School presentations;

5. Assist the School in providing student and faculty internships and employment opportunities for graduates;
6. Assist the School in identifying and cultivating potential financial supporters; and
7. Engage in other activities as approved by the Advisory Board.

ARTICLE III **Advisory Board**

Section 1: Membership

The Advisory Board shall consist of members originally appointed to the Board and those subsequently reappointed or appointed under the provisions of these Bylaws. Members will ordinarily be senior business executives with significant responsibilities in organizations relevant to the School's programs, individuals who have demonstrated their commitment to the University of Wisconsin-Parkside and the College of Business, Economics, and Computing, and others who can contribute in meaningful ways to the work of the Board.

Section 2: Representation

The membership should be representative of the business community, with no more than two members representing the same company, institution, or other organization serving simultaneously on the Board. The Board should consist of at least twenty-five (25) but not more than thirty-five

(35) non-faculty members. The Dean of the College of Business, Economics, and Computing at UW-Parkside serves as ex-officio member of the Board. Additional individuals may be appointed as ex-officio by the Chair of the Board.

Section 3: Election of Members

Nominations, including those to fill vacancies, shall be submitted to the Board by the Executive Committee for approval. A majority of the votes cast shall be necessary for the election of a member. Although voting will normally occur at a duly called meeting of the Board, the Chair may call for a vote by U.S. postal mail, e-mail, or telephone. The names of proposed candidates shall be submitted to each member of the Board at least ten days prior to the time of the election. Members of the Board shall give due consideration to the recommendations of the Executive Committee but may accept nominations from the floor at a duly called meeting and elect any other person or persons to membership on the Board in accordance with these bylaws.

Section 4: Term of Appointment

All members, other than those designated as ex-officio, shall be appointed for three years, with the possibility of reappointment. Those chosen to fill vacancies shall hold their membership until the expiration of the term of the original member whose vacancy they fill.

Section 5: Removal of Members

A member of the Advisory Board may be removed by a two-thirds majority vote of those present at a duly called meeting of the Board. The proposed removal must be on the agenda of the meeting at which said action is to take place. Three consecutive absences without notice may also result in termination of membership upon recommendation of the Executive Committee and the Dean.

ARTICLE IV

Governance

Section 1: Bylaws

The Advisory Board shall be governed by its Bylaws.

Section 2: Quorum

A quorum for the transaction of business at any meeting shall consist of one-half of the voting members of the Board.

Section 3: Officers

Officers of the Advisory Board shall consist of Chair, Chair-Elect, Secretary, and Past Chair. The Chair will conduct the meetings of the Board and its Executive Committee. The Chair-Elect will serve in the absence of the Chair.

Section 4: Elections and Terms of Officers

The Chair, Chair-Elect, and Secretary of the Board are to be nominated by the Executive Committee and elected for a two-year term by a majority of the voting members present at a duly called meeting of the Board. The Chair of the Board is also the Chair of the Executive Committee.

Section 5: Voting

All members of the Board, except ex-officio, are eligible to vote on any matters considered by the Board. Approval of issues is determined by a simple majority of those casting a vote. Voting shall be by secret ballot if requested by one or more of the voting members present.

ARTICLE V

Meetings

Section 1: Dates and Locations

The Advisory Board shall meet at least twice each academic year on a date announced by the Chair of the Board or the Dean of the College of Business, Economics, and Computing. Special meetings of the Board may be called by the Chair or Dean at any time, or upon a written request to the Chair or Dean signed by five of the voting members of the Board. Special meetings may be constituted through conference calling of members. Selection of meeting dates and locations will be the responsibility of the Dean in collaboration with the Chair of the Board.

Section 2: Notice of Meetings

Notice shall be given by US postal mail, e-mail, or telephone to members at their usual address at least ten days prior to the annual or regularly scheduled meeting. For special meetings, notice may be given by postal mail, e-mail, or telephone at least three days prior to the date of the meeting. The notice will specify time, place, and the agenda for the meeting.

Section 3: Agenda

An agenda shall be mailed or telephoned with the notice of any meeting of the Board. At the regular meetings, the Chair shall report on the status of the Board, the Dean shall report on the status of the School, and the Chairs of the Standing Committees and Ad hoc committees shall

report on status. Robert's Rules of Order shall govern the conduct of all meetings of the Board. When such rules are in conflict with the Bylaws, the latter shall govern.

Section 4: Recommendations of the Advisory Board

All recommendations of the Advisory Board are advisory to the Dean for implementation at his/her discretion.

Section 4: Minutes

Minutes of each Advisory Board meeting shall be recorded and available to all members within 30 days after each meeting date.

ARTICLE VI **Duties of Officers**

Section 1: Chair

1. To preside at all meetings of the Board.
2. To submit to the Board for approval a list of members willing to serve on committees.
3. To appoint standing and ad hoc committees as may be required for the resolution of matters not already covered by these Bylaws. Such appointments shall be subject to the approval of the Board.
4. To report to the members of the Board at regular and special meetings.
5. To call special meetings of the Board.
6. To serve as Chair of the Executive Committee.
7. Upon completion of the term as Chair, he/she will move to the Past Chair position and will serve one additional year on the Executive Committee.

Section 2: Chair-Elect

1. To perform the duties of the Chair in the absence of the Chair.
2. To serve on the Executive Committee.
3. To chair the Nominating Committee, a sub-committee of the Executive Board. The Nominating Committee shall recommend Board membership and present a slate of officers to the Executive Committee.
4. To perform other duties as may be conferred by the Chair consistent with the Bylaws.

Section 3: Secretary

1. To keep accurate records.
2. To preserve all documents and records determined by the Board to be a part of its official records.
3. To conduct correspondence as directed by the Board.
4. To serve as an ex-officio member of all committees of the Board.
5. To record the proceedings of all regular and special meetings of the Board.
6. To serve on the Executive Committee.

Section 4: Immediate Past Chair

1. To perform the duties of the Chair in the absence of the Chair and Chair-Elect.
2. To perform other duties as may be conferred by the Chair consistent with the Bylaws.
3. To serve on the Executive Committee.

ARTICLE VII

Committees

Section 1: Executive Committee

The Executive Committee of the Board shall be comprised of the Chair of the Board, Chair-Elect of the Board, Secretary of the Board, Immediate Past Chair of the Board, At-Large Member, and the Dean of the College of Business, Economics, and Computing. The At-Large Member shall be selected by a majority vote of the remaining members of the Executive Committee. The Executive Committee shall recommend Board membership and present a slate of officers to the membership.

Section 2: Standing Committees

The Board shall establish Standing Committees. All Committees shall report to the Board at regular and special meetings, when appropriate. The Standing Committees of the Board are:

1. Executive Committee
2. Industry/Education Partnership Committee
3. Public Relations Committee
4. Resource Committee

Section 3: Ad Hoc Committees

The Chair of the Board shall appoint ad hoc committees as may be required subject to approval by a majority vote of those present at a duly called meeting of the Board

Section 4: Formation of Committees

The procedure for forming the committees shall be as follows:

1. The Chair of the Board shall submit a list of names of members willing to serve on committees to the Executive committee. The committee memberships will be approved by the Executive Committee.
2. The Chair of the Board shall appoint a Committee Chair.
3. A quorum for any committee meeting shall be three members.

ARTICLE VIII

Amendments

Section 1: Recommendations

These Bylaws may be amended at any duly held meeting of the Board. Notice of the proposed changes must be on the agenda of the meeting at which the changes are to be considered. All proposed amendments to the Bylaws shall be referred to the Chair of the Board for inclusion on the agenda of the next regular meeting.

Section 2: Voting

A majority vote of the members present at a duly called meeting of the Board shall be required for the Bylaws to be amended.

ARTICLE IX

Finances

Section 1: General Provisions

There shall be no dues required for membership on the Advisory Board. Any unrestricted monies received as contributions or gifts through the Board shall be deposited in the University of Wisconsin-Parkside Foundation on behalf of the College of Business, Economics, and Computing.

Adopted October 20, 2000
Amended October 8, 2001
Amended January 27, 2003
Amended April 30, 2007
Amended February 12, 2013

**University of Wisconsin Parkside
College of Business, Economics, and Computing
Advisory Board 2019-2020**

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