

AGENDA

UW-GREEN BAY FACULTY SENATE MEETING NO. 10

Wednesday, May 2, 2012

Phoenix Room C, 3:00 p.m.

Presiding Officer: Derek Jeffreys, Speaker

Parliamentarian: Clifford Abbott

1. CALL TO ORDER

2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 9

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3. CHANCELLOR'S REPORT

4. CONTINUING BUSINESS

a. Code Change to create Graduate Studies Council (second reading): Presented by Director of Graduate Studies Tim Sewall [page 4]

b. Code Change in Graduate Faculty Status (second reading): Presented by Director of Graduate Studies Tim Sewall [page 6]

c. Code Change in Periodicity of Senate Meetings (second reading): Presented by UC Chair Michael Draney [page 7]

d. Proposal for an M.S. in Sustainable Management (second reading): Presented by Professor John Katers [page 8]

c. Requests for future business

5. NEW BUSINESS

a. Election of Speaker of the Senate for 2012-13

6. PROVOST'S REPORT

7. OTHER REPORTS

a. Academic Affairs Council Report [page 34]

b. Faculty Representative Report

c. University Committee report

d. Academic Staff Representative Report

e. Student Government Representative Report

8. OPEN FORUM: On General Education reform [see attachment page 35]

9. ADJOURNMENT

MINUTES 2011-2012

UW-GREEN BAY FACULTY SENATE MEETING NO. 9

Wednesday, April 25, 2012

Alumni Rooms, University Union

Presiding Officer: Derek Jeffreys, Speaker of the Senate

Parliamentarian: Clifford Abbott

PRESENT: Andrew Austin (DJS), Kimberly Baker (HUB), Franklin Chen (NAS), David Dolan (NAS-UC), Michael Draney (NAS-UC), Jorge Estevez (NAS), Clif Ganyard (HUS), Doreen Higgins (SOWORK), Ray Hutchison (URS-UC), Derek Jeffreys (HUS-UC), Mark Kiehn (EDU), Young Jin Lee (BUA), Kaoime Malloy (AVD), Ryan Martin (HUD), Jennifer Mokren (AVD), Amanda Nelson (HUB), Cristina Ortiz (HUS), Adam Parillo (URS), Laurel Phoenix (PEA), Alma Rodriguez Estrada (NAS), Courtney Sherman (AVD), Mussie Teclezion (BUA), Christine Vandenhouten (NURS), Bryan Vescio (HUS-UC), Julia Wallace (Provost, *ex officio*).

NOT PRESENT: Adolfo Garcia (ICS), Victoria Goff (ICS), Thomas Harden (Chancellor *ex officio*), Tim Kaufman (EDU-UC), Karen Lieuallen (EDU), Christopher Martin (HUS), and Christine Smith (HUD)

GUESTS: Tim Sewall, Sue Mattison, Linda Parins, John Katers, Lucy Arendt, Andrew Kersten, and Scott Furlong

1. Call to Order. Speaker Jeffreys brought the meeting to order at 3:02. Noting the presence of two senators who had been involved in the recent production of *Cabaret*, the Speaker mentioned their efforts and the Senate broke into applause.

2. Approval of Minutes of Faculty Senate Meeting No. 8, April 11, 2012. Speaker Jeffreys asked for any corrections and/or comments and, hearing none, accepted the minutes.

3. Chancellor's Report. Since the Chancellor was away, his report was omitted.

4. New Business.

a. Proposal for an M.S. in Sustainable Management (first reading) Professor John Katers presented this proposal for a collaborative (with Stout, Superior, Parkside, and Oshkosh), on-line degree financed through Extension. The rationale comes mainly from the success of the collaborative undergraduate program and UW-Green Bay's contribution is primarily overload courses for Professors John Katers and Lucy Arendt, along with Professor Emeritus Mike Kraft. Senators raised several questions: would the faculty FTEs for the program detract from the institution's allotment (no, they come from Extension); does the program compete with the current Environmental Science and Policy program (no, it's more likely to complement it); can equity of enrollments across the collaborating campuses be maintained (we'll have to wait and see); and will the participants be able to sustain the energy and enthusiasm a collaborative enterprise demands (enthusiasm is currently high and planned meetings are likely to help sustain it).

b. Code Change in Graduate Faculty Status (first reading) Director of Graduate Studies Tim Sewall introduced the proposed change as a response to recommendations from last year's Task Force on Graduate Education. The aim is to do three things: identify general responsibilities of graduate faculty, encourage home units to recognize contributions to graduate programs, and provide a process for renewable limited term appointments to the graduate faculty. He asked for questions and there were none.

c. Requests for future business The Speaker made the standard request.

5. Provost's Report. The Provost had two items. The first was the progress on identifying a HLC-mandated Quality Improvement Initiative project for the campus to undertake over the next several years. She reported on one of two scheduled forums for discussing several proposals already held and urged all to attend the second scheduled at the end of this week. The second item was progress on UW-System's overhaul of the personnel system, slated for implementation in the summer of 2013. So far six working groups under a steering committee have produced a set of recommendations that will be the subject of forums on May 15 and 16. Based on reactions from those forums and from other means locally and across the state, those recommendations will be tweaked and sent forward.

9. Adjournment. With business concluded, the Speaker adjourned the meeting promptly at 3:20 p.m., allowing the Provost to collect the pool of how long the meeting would last.

Proposed Code Revisions of 53.12 (E) GRADUATE FACULTY BOARD OF ADVISORS

E. ~~Graduate Faculty Board of Advisors~~ **Studies Council**. **Members of t**he Graduate Faculty ~~Board of Advisors is~~ **Studies Council are** elected from among the tenured members of the graduate faculty [as defined in 53.12 (A)]. The Board is convened by the Associate Provost for Academic Affairs/Director of Graduate Studies and serves in an advisory capacity to the **Provost and Vice Chancellor for Academic Affairs**, Associate Provost for Academic Affairs/Director of Graduate Studies and appropriate Dean(s). ~~The Board has the authority to make recommendations concerning curriculum, program and personnel within the graduate program.~~

1. ~~The Board of Advisors is~~ **Council members are** elected from among the tenured members of the graduate faculty and consists of two at-large members who serve for three years, with terms staggered to ensure continuity, and may not be elected for consecutive terms. Graduate program chairs and the chairs of cooperative graduate programs shall also serve as voting members of the ~~Board.~~ **Council**. The Associate Provost for Academic Affairs/Director of Graduate Studies, Dean of the College of Professional Studies, and Dean of the College of Liberal Arts and Sciences serve ex-officio, non-voting. Additionally, a graduate student shall be selected by the Associate Provost for Academic Affairs/Director of Graduate Studies to serve as a nonvoting member of the Board for a one-year term.
2. The Committee on Committees and Nominations shall nominate members for vacancies on the Board of Advisors, ensuring that the two at-large members do not belong to the same graduate program.
3. **Upon the request of the appropriate Dean(s), the Graduate Studies Council shall approve or disapprove all new programs or modifications to existing programs, and on all new credit courses or modifications to existing credit courses at the graduate level.**
4. **The Graduate Studies Council shall have the responsibility and authority for review and approval of all credit courses and all academic programs at the graduate level. Its official decision shall be forwarded to the Faculty Senate through the University Committee. The Faculty Senate will publish all curricular decisions made by the Graduate Studies Council in the minutes of its monthly meetings and forward them along with copies of all official Graduate Studies Council correspondence to the Provost/Vice Chancellor for Academic Affairs.**
5. **In a case where the Graduate Studies Council does not approve a new course or program, the initiator of that new course or program may ask the Graduate**

Studies Council for reconsideration of the decision, providing new arguments or supplementary evidence in support of the proposal to can be made to address the Graduate Studies Council's objections. If this appeal fails to produce a satisfactory conclusion, in the view of the initiator, an appeal to the University Committee can be made. In such cases the University Committee may investigate the appeal themselves or establish an ad hoc committee to do so. If the University Committee chooses to overturn the decision of the Council, the results of that deliberation will be reported to the Senate, published in the Senate minutes and forwarded to the Provost/Vice Chancellor for Academic Affairs.

6. On its own initiative, or upon request of the University Committee, the Graduate Studies Council may advise the Faculty Senate about issues of graduate level education policy and implementation that falls within the jurisdiction of the Faculty.

7. The Graduate Studies Council shall annually provide the Secretary of the Faculty and Academic Staff, for inclusion in the *Faculty Governance Handbook*, a current list of graduate programs, and graduate level certificate programs.

F. ~~Curriculum Review. The course proposals and curriculum of the graduate program are subject to review and approval by the Academic Affairs Council.~~

Faculty Senate Continuing Business 4a 5/2/2012

Proposed Code Changes to 53.12 A.

53.12 GRADUATE PROGRAM

A. Graduate Degree Programs: Membership, Responsibilities, Appointment Process.

1. Membership. The faculty of a graduate program shall consist of those UW-Green Bay faculty members holding professorial rank and Lecturers with faculty status who have been appointed to that program by the Provost/Vice Chancellor for Academic Affairs on **the** recommendation of the ~~Dean of Professional and Graduate Studies~~ **appropriate dean** and the graduate program executive committee. A faculty member may have a split appointment or assignment with another graduate program but may vote in only one program.
2. Responsibilities. Graduate program faculty members will be expected to regularly contribute to the success of the program in one or more of the following ways: (1) serve on thesis committees, either as major professor and/or committee member (in programs that require a culminating research project, the expectation is that faculty will regularly serve as project advisors); (2) provide graduate level instruction either through the teaching of graduate level courses, cross-listed courses, or independent studies/internships; and/or (3) contribute to the graduate program's development (e.g., serving on program committees, attending program meetings, etc.). Interdisciplinary Budget Units are strongly encouraged to recognize the contributions of individuals with an appointment to a graduate program as part of the individual's budgetary unit periodic performance review.
3. Appointment Process. Graduate program faculty appointments will be for a period of three years. Prior to the end of the second year of the appointment an individual should be considered for renewal by members of a program's Executive Committee. Faculty determined not to have met graduate faculty expectations would not have their graduate program appointment renewed. An individual could also decline the opportunity to have her/his appointment renewed by submitting a note to the program chair.

Proposal to Change the periodicity of Senate Meetings

Code Changes

Eliminate struck-through language and add bold (red) language for the following Code sections:

52.06 MEETINGS

- A. The Senate shall normally meet once ~~a month~~ **every three weeks starting three weeks after the beginning of the contract period (not counting spring break and winter break)** during the academic year, or as business dictates.
- B. Special Senate meetings may be called by the Speaker of the Senate or by petition of five senators.
- C. The majority of members constitutes a quorum.
- D. Any member of the University community (students or employees of UWGB) may be recognized by the Presiding Officer to speak on any matter on the agenda.
- E. Faculty shall receive agenda and summary minutes automatically, and may have access to the full proceedings on request to the Secretary of the Faculty and Academic Staff.
- F. There shall be time allotted for new business at each meeting. Items submitted at this time shall be discussion items at the next meeting and action items at the next.

52.01 JURISDICTION OF THE SENATE

- A. The Senate shall represent the Faculty in all matters within the jurisdiction and powers of the Faculty as enumerated in UWGB Chapter 50.04.
- B. The Senate may decide, in matters of major importance, to request that action by the Faculty be taken.
- C. The Senate shall receive ~~regular monthly~~ reports **at each Senate meeting** from the University Committee on appropriate matters, including educational policy, budget, legislation, and actions taken by the Board of Regents, and by the various faculties and faculty committees, and by other bodies or individuals related to the UWGB campus. The Senate may take appropriate action in response to these reports.

Faculty Senate Continuing Business 4c 5/2/2012

Proposal for Authorization to Implement New Program

**Collaborative Online Master of Science Degree
in Sustainable Management**

University of Wisconsin-Green Bay

University of Wisconsin-Oshkosh

University of Wisconsin-Parkside

University of Wisconsin-Stout

University of Wisconsin-Superior

With administrative and financial support from UW-Extension

Introduction

In 2009, UW-Parkside, UW-River Falls, UW-Stout, UW-Superior, and UW-Extension partnered to offer a collaborative, online Bachelor of Science degree in Sustainable Management. Launched in Fall 2009, the program initially enrolled 34 students. From 2009 to 2010, enrollment in the program grew to 79 students, and by Fall 2011, enrollment in the program was 149 students and 373 course registrations.

Development of the undergraduate program was based in part on information that was received from industry leaders, including Ford Motor Company, Johnson Controls, SC Johnson, and others. Each company emphasized the importance of new competencies related to sustainability as our economy and society continue to evolve rapidly. They were highly supportive of the undergraduate program and asked if a master's program in sustainable management was under development. It was reported that the focus at the time was on the undergraduate program because of the need to contribute to increasing the percentage of bachelor's degree holders in Wisconsin and thereby support both the Growth Agenda and the Adult Student Initiative. The corporate advisors understood and encouraged the development of a master's degree in sustainable management as soon as was feasible.

As applications for the undergraduate program were received, it was surprising to learn that nearly one-third of the applicants already had bachelor's degrees. When students were asked why they were applying to another bachelor's program, they said that they wanted to build their knowledge in the area of sustainability, needed to do it online, and trusted the UW brand. Many noted that they would have applied to a master's program if the UW offered one in sustainable management and online.

Many inquiries about an online master's program in Sustainable Management have been received. Database records indicate that 240 students have requested to be contacted if the program is offered. This is a very strong level of interest given no marketing has been done for the program, and there has been no public announcement that the program is being developed.

The need for expertise in sustainable management and a deep understanding of the intersections of the natural, social, and economic realms is stronger today than it was even as recently as three years ago when the undergraduate program began. Scientists continue to refine their understanding of the impacts of climate change, and new information suggests that the impacts of climate change will be more severe and more disruptive to human populations than previously thought. For instance, three years ago, scientists predicted that summer sea ice in the Arctic would be gone by 2050. Today, observations show that it is declining faster than anticipated and the prediction is that it will be gone by 2020. That phenomenon alone has enormous environmental, social, economic, and political implications. When that phenomenon is coupled with the rising acidity levels in oceans, rapid global resource depletion, global population growth, and the social and economic impacts of these enormous changes, it becomes quickly apparent that managing and thriving within these new realities requires new knowledge, new skills, and new competencies. The conversation has changed from mitigation to adaptation, and the M.S. in Sustainable Management is designed to build leaders who have the expertise to help our society adapt better.

1. Program Identification

Title of Program

Master of Science in Sustainable Management

Department, College, School, or Functional Equivalent

This is a highly collaborative, interdisciplinary program. The departments and schools/colleges that will offer courses for this program at each institution are as follows.

- At the University of Wisconsin-Green Bay, the Master of Science in Sustainable Management degree will be housed in the College of Liberal Arts and Science. The degree will be closely aligned with the Environmental Management and Business Institute and the College of Professional Studies.
- At the University of Wisconsin-Oshkosh, the M.S. in Sustainable Management degree will be housed in the College of Business.
- At the University of Wisconsin-Parkside, the M.S. in Sustainable Management degree will be housed in the College of Natural and Health Sciences Center for Environmental Studies.
- At the University of Wisconsin-Stout, the M.S. in Sustainable Management degree will be housed within the College of Management.
- At the University of Wisconsin-Superior, the M.S. in Sustainable Management degree will be housed within the Department of Business and Economics.

Timeline for Initiation

Pending approval by UW System and the Board of Regents in June 2012, the first classes for the degree will be offered in Spring 2013.

Delivery

This master's degree will be delivered fully online. It is currently not offered in any other format on any UW campus.

2. Context

History of Program

The world is changing quickly, and it is now clear significant attention must be paid to determine how we use natural resources and how our business practices impact human welfare. Consequences such as escalating costs of energy, shrinking supplies of fresh water, civil unrest, and global climate change are only a few examples. The business community understands this issue, and the public is concerned as well.

The need and demand exist for a graduate program that focuses specifically on developing effective, engaged, and informed leaders who understand *both* business systems (for-profit and not-for-profit) and natural systems. In addition to relevant and applicable knowledge, graduates need to possess leadership and communication skills enabling them to share this knowledge, while positioning businesses and organizations to be profitable *and* to contribute to global sustainability.

As shared, five campuses in the University of Wisconsin System are taking a leading role in addressing this issue. UW-Green Bay, UW-Oshkosh, UW-Parkside, UW-Stout, and UW-Superior seek approval to develop an online M.S. in Sustainable Management. UW-Extension will provide administrative leadership and financial support. This degree will focus on developing the competencies required to enable graduates to help businesses and organizations meet triple bottom line requirements: strong profitability and vibrant communities within a healthy environment.

This online M.S. in Sustainable Management will focus primarily on adult and nontraditional students who hold an undergraduate degree and have the desire to continue their education to achieve a graduate degree. Particular attention will be given to ensuring that students are well versed in business and science by teaching them about complex topics that require both perspectives. These topics include climate change, renewable resources, and industrial ecology. The program will ensure that students gain a comprehensive understanding of the ways in which changing human activities affect the inseparable natural, social, and economic environments. This knowledge will position UW graduates, many of whom will work for Wisconsin businesses and organizations, to gain a competitive advantage while preserving natural resources and strengthening communities.

A number of businesses and organizations in Wisconsin and in the nation have been consulted about the competencies graduates need to strategically position themselves to be valuable employees. The organizations consulted expressed strong support for this program, and the information they provided has been used in developing the competencies and, thus, the curriculum.

Relation to Institutional and System Mission

The online M.S. in Sustainable Management contributes directly to the institutional mission of the University of Wisconsin System by supporting the UW Growth Agenda. The three components of the Growth Agenda are to:

1. Increase the number of degree holders in Wisconsin.
2. Increase the number of high-paying jobs.
3. Build stronger communities.

The online M.S. in Sustainable Management contributes to all three components of the Growth Agenda by providing a degree in demand and supported by Wisconsin businesses and organizations, and develops competencies that enable graduates to help Wisconsin employers meet the triple bottom line (strong profitability, healthy environment, and vital communities). It is a degree targeted at adult and nontraditional students possessing a bachelor's degree and thus broadens access for alumni and others to the university environment.

The online M.S. in Sustainable Management supports the institutional missions of the five partner campuses by contributing to the core of liberal education by developing communication, critical thinking, problem-solving, analytical skill, leadership, teamwork, and collaboration skills. Furthermore, this will be a multidisciplinary degree that helps build bridges among disciplines and develops students' abilities to think in terms of systems and interrelationships.

At UW-Parkside the M.S. in Sustainable Management aligns well with its mission to build high-quality educational programs, creative and scholarly activities, and services responsive to its diverse student population. This degree supports its local, national, and global communities mission, and it strengthens its goals to utilize technology creatively and effectively in courses, programs, and services. This degree increases the graduate program offerings at UW-Parkside and provides further educational opportunities aligned with the undergraduate degree in Sustainable Management.

UW-Superior's select mission as a focused liberal arts institution is a strong fit for interdisciplinary programs. The interdisciplinary M.S. in Sustainable Management will draw on the university's academic resources in business, science, and economics. The select mission also directs the university to extend its undergraduate and graduate resources beyond the boundaries of the campus through distance learning programs. Building on the success of the undergraduate Sustainable Management degree, UW-Superior will now similarly partner to carry out this mission goal at the graduate level.

The M.S. in Sustainable Management degree is well aligned with the UW-Stout's mission and vision. It is a career-focused degree that will be congruent with the polytechnic nature of the university. Consistent with UW-Stout's mission, the goal of this program is to integrate applied learning, scientific theory, humanistic understanding, creativity, and research to solve real-world problems in sustainable management, help grow the economy, and serve a global society.

At UW-Oshkosh the M.S. in Sustainable Management aligns well with its mission to provide a wide array of quality educational opportunities to the people of northeastern Wisconsin and beyond through the discovery, synthesis, preservation, and dissemination of knowledge. This degree enables educators and students to explore and engage the challenges that confront regional, national, and global communities, using their intellectual and creative capabilities to understand, investigate, and solve problems. The social awareness component of the degree will allow students to respond to domestic and international needs for equitable and sustainable societies. The M.S. in Sustainable Management also supports UW-Oshkosh's learning outcomes of sustainability, leadership, and social and personal responsibility.

The UW-Green Bay mission stresses interdisciplinary studies and problem solving as well as maintaining its historical support for environmental sustainability. The M.S. in Sustainable Management fits extremely well into these crucial elements of UW-Green Bay's institutional mission and will build upon its dedication to engaged citizenship and advance its commitment to serving as an intellectual, cultural, and economic resource.

The ability to provide educational outreach through online learning opportunities, while expanding relationships with the comprehensive University of Wisconsin institutions, makes partnership in offering the M.S. in Sustainable Management program a perfect fit for the mission of UW-Extension.

3. Program Description

This online M.S. in Sustainable Management will focus primarily on adult and nontraditional students who hold an undergraduate degree and have the desire to continue their education towards a graduate degree. Particular attention will be given to ensuring that students are well versed in both business and organizations, and science by teaching them about complex topics that require both perspectives. The program will ensure that students gain a comprehensive understanding of the ways in which changing human activities affect the inseparable natural, social, and economic environments. Graduates will have the knowledge and skills to:

- Effectively communicate complex issues related to sustainability
- Analyze the relationship between human activity and the natural, social and economic environments
- Apply performance metrics utilizing financial, natural, and social capital to drive organizational decision making
- Understand and synthesize the role and impact of the built environment
- Evaluate the social and political impact of sustainability in political systems and their obligations to future generations
- Examine how organizational leaders develop and enable sustainable organizations
- Apply supply chain management to impact the design of products, processes, energy production and use, waste minimization, and pollution prevention

The M.S. in Sustainable Management is an online 34-credit graduate program offered jointly by UW-Superior, UW-Stout, UW-Parkside, UW-Oshkosh, and UW-Green Bay. Students will apply to one of the five partner institutions, and (upon admittance) that institution will become the student's administrative home for the degree.

The program will have an academic director at each institution. Students will receive academic advising regarding admission and graduation requirements and financial aid through their home institution. Faculty and academic advisors at each institution will offer virtual office hours and online chat capabilities as well as access by telephone and email. Students will have online library access through the home institution.

A program manager will be housed at UW-Extension. The M.S. in Sustainable Management program manager will work in concert with student services staff at the five partner institutions to provide general program information, problem resolution, and career advising online, by phone, or in person for students near Madison. The program manager will be in close contact with the enrolled students and with the academic program directors to provide the hands-on active support that has been shown to be important for adult and nontraditional learners. Students enrolled in this program will have access to an extensive array of online student services including writing labs, learning readiness assessments, and career advising offered by UW-Extension.

Home Institution Model

Students apply, and are admitted, to one of the partner campuses in the collaborative degree. Students select UW-Superior, UW-Stout, UW-Parkside, UW-Oshkosh, or UW-Green Bay as their home institution when applying to the program. Once admitted, financial aid, registration, and tuition payment all take place through the home institution. Upon graduation, the diploma and transcript are issued from the home institution. All courses in the program have been approved by all five of the partner institutions. Students will register for any of the 14 courses at their home institution. All program partners will contribute courses, faculty, and direction for the program. Students in this degree program will take courses from all five partner institutions in order to complete the degree.

Students seeking admission to the M.S. in Sustainable Management program will be required to demonstrate a 3.0 cumulative undergraduate GPA and completion of a bachelor's degree. The GRE will not be required for admission to the program. Writing samples or recommendations may be requested and used toward an admissions decision if warranted. Students will apply and be admitted to one of the five partner institutions. The admissions determination will be made by a committee consisting of academic program directors from the five partner institutions. Once admitted, the student's home institution will remain constant for the duration of the degree program. Admissions will occur on a rolling basis with new applicants able to start the program during each of the academic terms: Fall, Spring, and Summer.

To graduate from one of the partner institutions, students in the M.S. in Sustainable Management program will have to satisfy all degree requirements for their home institutions.

Time to Degree

Students may enter the program for the Spring, Summer, or Fall semester. Students can take courses in any order with the exception of the capstone, which must be taken the final semester. Ten courses complete the program, with a capstone orientation and the capstone experience. A student, who is working exclusively and aggressively on the degree, could complete in one year. We expect most students to take one to two courses per semester. Two courses a semester, three times a year, would complete the degree in two years.

Capstone Course

The capstone course has two components. The first is a one-credit orientation course, and the second is a three-credit applied experience course. The second course is designed to assist students in synthesizing what they learned throughout the program and apply that knowledge in a work or related setting.

Each partner institution already has processes and procedures in place for capstone courses on its campus. The academic directors for this program will work together to synthesize the individual campus capstone processes into one, mutually satisfactory process for M.S. in Sustainable Management students to ensure that all students in the program have similar capstone experiences. The outcomes of the capstone course will be based on each student's defined plan of study for the capstone experience and corresponding applied research that creates the learning-application synthesis. All students will complete a capstone project at the end of their M.S. in Sustainable Management program. Under the supervision of the course instructor, students work with professionals in settings convenient to the location of their home. Capstone projects will be based on goals and objectives mutually agreed on by the student, the course instructor, and the company

or other organization providing the experience. Students' capstone projects will result in research papers, multimedia presentations, or other projects that demonstrate each student's ability to understand how to apply what he or she has learned in the program in a field setting.

Learning Outcomes and Overview of Curriculum

Before drafting the curriculum for this program, corporations with histories of being interested in sustainability and triple bottom line criteria were consulted. Some of these corporations have headquarters in Wisconsin, others in the Midwest. A number of them are multinational, Fortune 500 businesses. As a result of the engagement with these companies, a list of competencies was drafted. Faculty representatives from each of the five partner campuses had opportunities to work together to refine the competencies list. Students' acquisition of all competencies is the intended learning outcome of this program. Some of the companies that provided input toward the development of the M.S. in Sustainable Management program were:

- Ford PAS
- Johnson Controls
- Anixter
- Riley Construction

Program Learning Outcomes

Upon completion of the program, graduates will be able to:

- Effectively communicate complex issues related to sustainability
- Analyze the relationship between human activity and the natural, social and economic environments
- Apply performance metrics utilizing financial, natural, and social capital to drive organizational decision making
- Understand and synthesize the role and impact of the built environment
- Evaluate the social and political impact of sustainability in political systems and their obligations to future generations
- Examine how organizational leaders develop and enable sustainable organizations
- Apply supply chain management to impact the design of products, processes, energy production and use, waste minimization, and pollution prevention

During the curriculum drafting process, adult and nontraditional students were consulted and asked about their preferences for course and curriculum formats. They expressed strong preference for having courses offered online in both traditional, semester-length formats and in accelerated formats. Students also expressed preference for a streamlined list of courses with few or no electives. Finally, students asked for minimal repetition or redundancy in the curriculum. In response to students' requests, the partner campus faculty representatives drafted the curriculum and focused the scope of courses offered. A core set of courses consisting of eight courses (24 credits) is required to be completed by all students. Students also choose two (six credits) of four courses in a specialty track. A capstone course sequence (four credits) is required of all

students. The capstone sequence consists of a one-credit capstone preparation course taken the semester before students take the three-credit capstone course. In total, students will be required to complete 12 courses to satisfy the requirements of the online M.S. in Sustainable Management degree (34 credits).

To ensure that students are achieving the program outcomes, an assessment team will be established and charged with leading Sustainable Management program assessment. The team will meet annually to set guidelines for assessment and review progress. For more specifics on the assessment team please see the Assessment and Advising section on pages 16-17.

Program Structure

The M.S. in Sustainable Management consists of eight core courses and two electives. Students will select two three-credit electives (specialty tracks) from four offerings. All students will also take a one-credit capstone preparation course and a three-credit capstone course. Students need to earn 34 credits in the program to graduate.

Each of the partner institutions will provide two to three of the total 14 courses offered. Students will receive academic advising regarding admissions, graduation requirements, and financial aid through their home campus. There will be a program manager (housed at UW-Extension) who works in collaboration with the campus partner institutions to provide support for students enrolled in the program.

Curriculum

The curriculum consists of the following eight core courses, four electives (each student required to take two), a capstone preparation and a capstone experience. Students will select two of four options for their electives. The courses have been developed for this program with specific outcomes relevant to the required competencies for the graduates. These courses are a natural progression from the undergraduate curriculum and are unique to the program.

The full roster of courses will be developed over two years. If the Board of Regents approves the program in June 2012, the first courses will be offered in Spring 2013. Four courses will be developed and fully online in that term. An additional four courses will be developed for offering in Fall 2013. The balance of the courses (six) will be ready for Spring 2014. This program will run three semesters a year: Summer, Fall, and Spring. Students who start the program in Spring 2013 will have their choice of four courses. Each semester that follows will add additional courses.

PROGRAM COURSE LIST

Institution

CORE CURRICULUM (students complete the following 8 courses, 24 credits)

SMGT 700 Cultural and Historical Foundations of Sustainability	Oshkosh
SMGT 710 The Natural Environment	Parkside
SMGT 720 Applied Research and the Triple Bottom Line	Superior
SMGT 730 Policy, Law, and the Ethics of Sustainability	Stout
SMGT 740 Economics of Sustainability	Superior
SMGT 750 The Built Environment	Oshkosh
SMGT 760 Geopolitical Systems: Decision Making for Sustainability on the Local, State, and National Levels	Green Bay
SMGT 770 Leading Sustainable Organizations	Green Bay

SPECIALTY ELECTIVES (students choose 2 of the following 4 courses, 6 credits)

SMGT 780 Corporate Social Responsibility	Superior
SMGT 782 Supply Chain Management	Stout
SMGT 784 Sustainable Water Management	Parkside
SMGT 785 Waste Management and Resource Recovery	Green Bay

CAPSTONE EXPERIENCE (students complete the following, 4 credits)

SMGT 790 Capstone Preparation Course (1 credit)	Oshkosh
SMGT 792 Capstone Project (3 credits)	Oshkosh

It should be noted that considerable attention was paid to the Association to Advance Collegiate Schools of Business (AACSB) accreditation. The curriculum was designed so as not to create accreditation complexities for campuses with AACSB accreditation. By its very nature, this is an interdisciplinary degree and so therefore does not fit the AACSB model. Hence, the partner campuses that have AACSB-accredited colleges of business will offer the program through other colleges, such as their College of Arts and Sciences. Those campuses that are not bound by AACSB accreditation criteria may offer the program through their business colleges/departments.

Students will be allowed to take the courses in whatever order works for them, with the exception of the capstone preparation and the capstone course. The capstone preparation course must be taken the semester before the capstone and the capstone must be taken in the final semester.

Descriptions for the courses in the M.S. in Sustainable Management degree program are as follows:

SMGT 700 Cultural and Historical Foundations of Sustainability – UW-Oshkosh

The changing relationships of humans to the natural environment; changes in dominant scientific perspectives and the process of scientific debate. The quest for understanding, manipulating, and dominating the natural world. Cultural and organizational structures; the role and impact of technology; the systems approach to problem solving and its implications for the future.

SMGT 710 The Natural Environment – UW-Parkside

Natural cycles, climate, water, energy, biosystems, ecosystems, the role of humans in the biosphere; human impacts on natural systems. The carbon cycle as a unifying theme. Specific topics to be studied include: disturbance pollution and toxicity, carrying capacity, and natural capital. Use of case studies.

SMGT 720 Applied Research and the Triple Bottom Line – UW-Superior

Document and project internal and external costs resulting from the inseparability of the natural, social, and economic environments. Assess sustainability issues using basic modeling techniques; cause and effect, root cause analysis, regression analysis, and business scenario-based cases.

SMGT 730 Policy, Law, and the Ethics of Sustainability – UW-Stout

The law and ethics regarding sustainability of economic development and emerging environmental challenges at national and international levels; including National Environmental Policy Act (NEPA), United Nations Environmental Program (UNEP), carbon footprints, Kyoto Protocol, and Brundtland Commission. The policy and role of government and its agencies such as the Army Corps of Engineers and Department of Interior, in building a more just, prosperous, and secure environmental common future.

SMGT 740 Economics of Sustainability – UW-Superior

Understand the economy as a component of the ecosystem within which it resides, with natural capital added to the typical analysis of human, social, built, and financial capital. Explore traditional micro, macro, and international trade theory and policy and the implications of sustainability. Topics include history of economic systems and thought; globalization and localization; distinguishing between growth and development; the nature and causes of market failure; consumption, consumerism, and human well-being; emerging markets; technological change; business organization and financial market alternatives; demographic change; and the global food economy.

SMGT 750 The Built Environment – UW-Oshkosh

Explore how the built environment came to be and the intersection of human needs: water, air, food, waste, transportation, healthcare, and education. Evaluate community design: what does a sustainable community look like? Study related technologies and evaluate alternatives, discuss unintended consequences. Course will include case studies.

SMGT 760 Geopolitical Systems: Decision Making for Sustainability on the Local, State, and National Levels – UW-Green Bay

An examination of decision making and public policy for sustainability at the national, state, and local levels, with emphasis on the social, economic, and political factors affecting decisions within both the public and private sectors. Attention is given to formal American policymaking processes, informal grassroots activities and consensus building, public engagement with sustainability decisions, corporate sustainability actions and reporting, the promise of public-private partnerships and collaborative decision making, and practical examples of how decision making fosters effective transitions to sustainability goals at all levels.

SMGT 770 Leading Sustainable Organizations – UW-Green Bay

A macro-level perspective on leading sustainable organizations. Topics addressed include organizational change and transformation processes, strategic and creative thinking, organizational structures and their impacts, conflict management and negotiation, stakeholder management, and situational leadership styles and

behaviors. Focuses on how organizational leaders develop and enable sustainable organizations, especially in times of environmental change.

SMGT 780 Corporate Social Responsibility – UW-Superior

Corporate social responsibility and an organization. Evaluation of risks and potential impacts in decision making recognizing the links between the success of an organization and the well-being of a community. Integrating corporate social responsibility throughout an organization, creating metrics and communicating CSR policies internally and externally. Development of best practices in an organization pertaining to corporate social responsibility.

SMGT 782 Supply Chain Management – UW-Stout

Planning, organizing, and controlling the organization's supply chain are examined in context of the triple bottom line. Total cost analyses of product and process life cycles are considered in the context of strategy and operations. Topics include sourcing, operations, distribution, reverse logistics, and service supply chains. Process measurements and the impact on organizational performance in the context of footprints (e.g., carbon, water, pollution). Discussion of existing and potential software systems.

SMGT 784 Sustainable Water Management – UW-Parkside

This course addresses practical applications of sustainability in aquatic environments. Topics covered include water and health, water quality and quantity, governance, assessing the aquatic environment, water treatment technologies, environmental mitigation, and impacts of climate change. Emphasis will be on selected areas of interest from the perspective of public health, engineering, and municipal conservation management.

SMGT 785 Waste Management and Resource Recovery – UW-Green Bay

Topics include the generation, processing, management, and disposal of municipal, industrial, and agricultural waste with an emphasis on the technical, economic, and environmental aspects of various recovery processes. Additional topics will include producer responsibility, design for environment, and life cycle analysis.

SMGT 790 Capstone Preparation Course – UW-Oshkosh

This one-credit orientation course is designed to prepare students for the capstone project. Students will conduct research and literature reviews resulting in a capstone project proposal. Project proposals must receive approval before commencement of SMGT 792.

SMGT 792 Capstone Project – UW-Oshkosh

Completion of the approved capstone project assisting students' synthesis of their learning throughout the program. This project will result in research papers, multimedia presentations, actual field settings, or other projects that demonstrate each student's ability to understand how to apply what he or she has learned in the program.

Interrelationship with Other Curricula

As an interdisciplinary, collaborative degree, this program is able to engage faculty experts from each partner campus. Although the courses developed for this degree by campus faculty are unique to this degree, they dovetail very well into the general curriculum of each campus and highlight the academic strengths of each

partner. This is evidenced by the diversity of departments at each campus that support this degree. (See Relation to Institutional Mission Section above.)

Although this is a unique and new degree, it complements the broad array of degrees offered across the UW System by creating a new point of entry for adult and nontraditional students, by building upon the existing online Bachelor of Science in Sustainable Management, and by engaging faculty who have expertise in related areas on all of the partner campuses.

Accreditation Requirements

While there are no specific professional credentialing agencies for the degree program, UW-Green Bay will serve as the lead institution in securing authorization to offer this collaborative, online master's degree from the Higher Learning Commission, the regional accrediting body for all five partner institutions..

Diversity

As do other efforts at all of the partner campuses, this program will strive to achieve inclusive excellence by enrolling, retaining, and graduating sufficient numbers of students from underrepresented populations; engaging faculty from underrepresented populations; implementing strategies to promote and support integration efforts; implementing multidimensional approaches to teaching and learning; and leveraging resources so that the program is able to respond to students' evolving and growing needs.

This degree will target primarily nontraditional student populations. Many students of color, first-generation Americans, first-generation college students, and low-income students are—often by necessity—nontraditional students because they have family or work responsibilities that prevent them from attending school in traditional formats. Hence, from its inception, this degree is designed to attract underserved populations. In addition, however, recruitment and marketing efforts for this degree will focus on underrepresented populations. UW-Extension will leverage advertising space on multiple partner sites in the “Diversity & Inclusion Network”: BlackPlanet.com, AsianAvenue.com, MiGente.com, and others. UW-Extension will also advertise this program in minority-focused newspapers, periodicals, and websites.

While the proposed degree does not project a significant number of new faculty and staff, the partner campuses will continue to be committed to recruiting a culturally diverse campus community. The program will work toward achieving equity in the gender distribution of faculty, and faculty of color will be encouraged to participate in this program.

UW-Extension has several initiatives currently underway to attract more students of color into the UW System. Through UW HELP, brochures focusing on Hispanic and Hmong students are sent to those target groups. A program manager for the M.S. in Sustainable Management employed by UW-Extension will conduct outreach, working with employers to encourage and support the education of their employees, especially focusing on underrepresented minorities. UW-Extension is also maintaining ethnic information from COBE data that will allow UW-Extension to market specifically to ethnic audiences.

The SMGT Advisory Board will consist of representatives from leading employers in Wisconsin and other states that are interested in addressing interconnections between a strong economy, a healthy environment, and vibrant communities. Also on the board will be the academic directors from each of the five partner campuses, the UW-Extension Program Manager for the Sustainable Management program, and a dean's

representative from UW-Extension CEOEL. The SMGT Advisory Board will meet annually. Program faculty will be invited to attend and participate in the meeting. The board members will also be asked to help host students working on capstone projects, and to help create school-to-work transitions so that as students graduate from the program, they will move to gainful employment. The manager of the Sustainable Management degree program will provide assistance to the board, set up the annual board meeting, and so on. The academic directors of the program and the dean from UW-Extension CEOEL 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 stays relevant to trends in the field of sustainability.

Ensuring that diverse student populations enter the M.S. in Sustainable Management program is important, but equally important is providing the support services that students need to feel comfortable and able to succeed. The UW-Extension student advisor will work closely with students to self-identify barriers to their success to either help them overcome those barriers directly or to point them to campus and other resources that will be of assistance to them. UW-Extension will maintain online student environments that will allow individuals from diverse ethnic backgrounds to connect with other students over both cultural similarities and over programmatic interests to help build points of commonality and understanding. Social media opportunities for student connection will be made available through Facebook, Twitter, and LinkedIn to name a few. Simply put, an essential goal of this program is to increase both the access for diverse audiences to this degree and the success of those students once they enter the program. To ensure that this goal is met, one of the areas of assessment focuses on diversity. (See Assessment and Advising section, pp. 18-19.)

Collaboration

The M.S. in Sustainable Management is a collaborative degree. Five partner campuses (UW-Stout, UW-Superior, UW-Parkside, UW-Oshkosh, and UW-Green Bay) assisted in developing the curriculum and competencies necessary for the program. The five partner campuses have jointly developed and approved the program. All 14 courses have been approved at each of the partner institutions.

UW-Extension will provide administrative support, financial investment, marketing, and student services for the program. Although students choose a home institution where they receive the degree, all of the courses are developed and housed at UW-Extension. This cohesive development and offering of courses will ensure students have a consistent experience even though the faculty reside at the different partner institutions. All courses will be listed in the campus registration systems. All partners will share equally in the net revenues from the program.

Outreach

The M.S. in Sustainable Management is a deliberate outreach effort from UW-Extension and the five partner campuses. Courses and student services are all provided online. It is our expectation that many of the students will be nontraditional. The program seeks to support these busy students as they work on their education while also attending to other priorities such as work and family. Marketing and recruitment will seek to reach a large number of students from differing demographics—further extending our outreach efforts.

Through the M.S. in Sustainable Management Advisory Board, and additional outreach efforts, Wisconsin businesses and organizations will be engaged to help develop learning opportunities for students in the program. Student capstone experiences will provide a further bridge into the business and broader community as students partner with companies and organizations to work on sustainable projects. In addition, those businesses and organizations will be involved in helping to create direct school-to-work paths so that students who enroll in the program have opportunities that lead to full-time employment.

Delivery Method

The entire M.S. in Sustainable Management degree program will be offered online. All of the courses, and corresponding student services, are offered online. Students can complete the degree program without visiting their home institution.

4. Need, Market Research, and Market Demand

One need not look far to recognize the importance of sustainability for our society and for the world. The need for sustainability, combined with the knowledge economy, creates the need for well-educated leaders who can address some of the more pressing concerns of the 21st century. This is particularly pertinent in Wisconsin where we manage extensive natural resources, where our manufacturing base is changing rapidly, and where our per capita income is \$4,500 lower than that of neighboring Minnesota (Bureau of Census numbers: <http://www.infoplease.com/ipa/A0104652.html>). By helping to increase educational attainment in Wisconsin, this master's degree will help address this salary differential.

According to the U.S. Bureau of Labor Statistics handbook, jobs in environmental sustainability or “green technology” careers are becoming big business; especially, as the global market expands and more companies expand their commitment to environmental sustainability. Indeed, careers in green technology are expected to grow much faster than the average job market as a whole, translating to about a 20 percent increase per year, at least until 2018.

A strong market for this degree already exists with 23 percent of the 345 applicants for the online Bachelor of Science in Sustainable Management already possessing a bachelor's degree. In addition, 215 students have inquired specifically about a master's degree in sustainable management. The online M.S. in Sustainable Management is a natural extension of the online Bachelor of Science in Sustainable Management.

Based on initial scans, CEOEL commissioned a market study to explore business needs, job opportunities, and potentially competing programs. The study was conducted by Eduventures (a higher education market research firm) to determine whether an online M.S. in Sustainable Management from the UW System campuses is viable.

Key findings of the Eduventures survey include:

While sustainability education is new to the higher education landscape, the University System of Wisconsin has established expertise in this market through current program offerings and campus-wide environmental initiatives. Sustainability is new to the higher education landscape and therefore is not yet clearly defined; however, the University of Wisconsin System does have some established expertise in this discipline. UW-Extension should leverage pedagogical expertise from its current bachelor's, master's and certificate programs to offer a master's degree credential in sustainability leadership.

Types of individuals potentially interested in this degree include:

- Those seeking an advanced degree.
- Those working in the professional and business services sectors.
- Those working in trade, transportation, and utilities sectors.
- Community development professionals.
- General and operations managers.
- Construction managers.
- First-line supervisors/managers of construction trade workers and production and operating workers.
- Entry - to mid-level management professionals.
- Professionals within environmental health and safety positions.
- Individuals aspiring to positions as directors of sustainability or sustainability coordinators.

- Professionals within the construction, business services, manufacturing, and utilities sectors,
- Adult and nontraditional students.

A Lack of University Programs

According to research conducted by Eduventures, 43 institutions in Wisconsin confer master's degrees, but only one offers a master's degree relevant to sustainability. UW-Madison offers the Master of Science in Conservation Biology and Sustainable Development. However, the online M.S. in Sustainable Management degree sought in this document is very different from the degree offered by UW-Madison. It differs in curriculum, delivery format/structure, content, target audience, and price, hence providing an online alternative for nontraditional students.

Other related graduate degrees available within the UW System include:

UW-Green Bay – M.S. in Environmental Science and Policy

Emphasis: Ecosystem Studies

Emphasis: Environmental Technology and Analysis

Emphasis: Environmental Policy/Administration

UW-Madison – M.S. in Agro Ecology

Certificate in Air Resource Management

M.S. in Community/Environmental Sociology

M.S., Ph.D. in Environment and Resources

M.S., Ph.D. in Environmental Chemistry and Technology

M.F.A., M.S., Ph.D. in Human Ecology

M.S., Ph.D. in Urban and Regional Planning

M.S. in Water Resource Management

UW-Milwaukee – M.S. in Freshwater Science and Technology

M.U.P. in Urban Planning

UW-River Falls – Certificate in Sustainable Community Planning

UW-Stevens Point – M.S. in Natural Resources

Nationally, there are a large number of graduate degree programs in sustainability studies; however, it is less clear how many if any focus on sustainable management. Further, the field is dominated by in-person programs, while the online degree options are smaller in number.

Related degrees and programs outside the UW System include:

- Edgewood College – Certificate program in Sustainability Leadership
- Harvard University – Graduate program in Sustainability and Environmental Management
- Ithaca College – Online Professional Certificate program in Sustainability Leadership
- Polytechnic Institute of New York University – Certificate in Sustainability Leadership
- Portland State University – M.S. in Leadership for Sustainability Education
- Saybrook University – M.A. in Organizational Systems, Leadership of Sustainable Systems
Specialization
- University of Massachusetts - Online M.S. in Sustainability Studies
- University of Illinois - Online M.A. in Environmental Studies with a Concentration:
Sustainable Development and Policy
- University of Oregon – Certificate and workshops in Sustainability Leadership
- Walden University - Online M.S. in Leadership - Leading Sustainability

Enrollment

Based, in part, on the positive actual year-to-date performance and projected growth in the online Bachelor of Science in Sustainable Management program, we are projecting strong enrollments in the master’s program. The five-year program enrollment projection patterns shown in the following table are consistent with those of adult students in other University of Wisconsin online programs. For the purpose of this model, it is anticipated that the annual attrition will be moderate—15 percent—for students moving through the program.

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New	29	26	52	49	87
Continuing		25	38	67	59
Total	29	51	90	116	136
Graduating		5	10	40	40

The projections in this chart are conservative, assuming that most students will enroll part-time and take an average of five courses per year. The projections further assume that all students who remain in the program after their first year will graduate—90 percent within four years, 100 percent within five years, or 76 percent and 85 percent, respectively, of the students entering the program.

On-Campus Correlative

Because this is a collaborative online program to which each partner campus contributes two to three courses for a total of 14 courses, none of the individual partner campuses will offer this program in a face-to-face format.

5. Assessment and Advising

Program Assessment

The assessment of student learning outcomes for the M.S. in Sustainable Management degree program will be managed by an assessment team comprised of the five academic program directors from each partner campus. This team also serves as the oversight and decision-making body for the program. The term of service for each of the faculty members will be determined by the home campus they are representing. The team will meet semiannually in person; however, teleconferences may be used to meet more regularly if need arises.

The assessment team will identify and define measures and establish a rubric for evaluating how well students are meeting the program's seven learning outcomes. The team will also identify what data will be needed and serve as the collection point for the data. The rubric will focus on processes and data to measure direct student learning through, for example, the compilation of student portfolios that represent examples of student work obtained from different courses. As a part of the course development process, the assessment team will determine which examples of student work will be most appropriate to demonstrate competency in a specific student outcome. Program graduates will be surveyed to determine success in securing employment related to the major, and regarding the types of roles and careers that graduates have entered.

The assessment team will also receive data collected by UW-Extension each semester. UW-Extension will collect and monitor data on new enrollments, retention rates, and graduation rates. Since this program is part of the UW System Growth Agenda and the Adult Student Initiative, pertinent student demographics will also be collected to determine whether the degree is reaching adult students, and whether students in the program are part of a traditionally underserved demographic (as defined by the UW System).

The assessment team will compile these various sources of data and complete an annual report summarizing the data, the assessment of the data, and decisions regarding improvements to the curriculum, structure, and program delivery. The report will be shared with the faculty of the program and other stakeholders. Decisions of the assessment team will go through the normal curricular processes at each partner institution. The assessment team is responsible for ensuring that recommendations for improvement are implemented.

Student services, instructional, and business office personnel from each institution will also meet annually 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, student recruitment and advising, admission and enrollment processes and trends, and curriculum design.

Advising

From the inception of this program, student support and student advising will take priority. A number of measures will be put in place to ensure that students have the support they need to successfully progress through this program, graduate in a timely manner, and gain good employment. These services include the following.

UW-Extension will provide program advising in consultation with the campus partners. A robust and proactive communications plan is in place to make sure students get the information they need quickly and easily. A full-time advisor at UW-Extension will reach out to the enrolled students several times a semester to make sure problems are resolved quickly. The UW-Extension advisor will work with the campus services and the faculty, assisting students with any concerns.

UW-Extension also offers an online readiness assessment for online learning, an online writing lab, online social networking, and a carefully designed website that serves as a resource for students. In partnership with the five campus institutions, students will have access to a wide array of services.

Access for Individuals with Disabilities

The courses in the online M.S. in Sustainable Management will be ADA accessible. Students with special needs will be directed to work with the disability services offices at their home institutions to work out the best ways to meet their special needs.

6. Personnel

Current Faculty Requirements

Because this will be a collaborative degree shared by five campuses, the burden on faculty at any one campus will be limited. There are 14 courses that make up the online graduate degree, so each campus will teach two to three courses per Fall and Spring semesters once the program is fully operational, and one campus will teach four—with the addition of the capstone course. Campuses will also teach summer courses based on student demand. It will take about one and one-half years for all courses to be offered.

Additional Faculty Requirements

Because this will be a collaborative program, the course development and teaching load is shared among the five partner institutions. Faculty FTEs to teach in this program will be reallocated from each institution, and no new faculty positions are required as the program begins. The partner institutions expect that initial funding from UW-Extension will cover the costs of faculty teaching in this program during the first five years. As the program grows and additional faculty positions are needed, their salary costs, including fringe benefits, will be covered by program revenue to ensure full-cost recovery. Some costs—such as costs to convert classes to online formats—will decrease over time as the online conversion and development process is completed. Other costs—such as faculty instruction—will increase over time as more classes are taught or as new sections are added.

7. Academic Support Services

Library Resources

Students will have access to their home institution's online library resources. Additionally, the UW System provides for inter-library transfers within the UW System. Online courses will be designed to maximize the use of web resources and e-books in the curriculum. Textbooks will be provided by CEOEL's virtual bookstore, MBS. Students may order texts online or via a toll-free call.

Library links for partner campuses:

UW-Green Bay Cofrin Library

<http://www.uwgb.edu/library/>

UW-Oshkosh Polk Library

<http://www.uwosh.edu/library/>

UW-Parkside Library

<http://libguides.uwp.edu/distancelearning>

UW-Stout Library

<http://www.uwstout.edu/lib/services/de.cfm>

UW Superior Library – Distance Learning Resources

<http://library.uwsuper.edu/distancelearning.html>

In addition to traditional UW System library resources, UW-Extension will provide online learning resources. Students will be able to utilize the Online Writing Lab (OWL) housed in and staffed by UW-Extension. This writing lab provides a tutorial service for students who need extra writing help.

<http://access.wisconsin.edu/owl/>

UW-Extension also offers a Smarter Measure assessment that students may take to evaluate their readiness for online learning. If a student requires additional assistance in a particular area, UW-Extension will provide online links to learning resources. <http://uw.readi.info/>

Finally, UW-Extension will host a course “How to Take an Online Course” for the purpose of tutoring students new to online learning.

Access to Student Services

Students in the M.S. in Sustainable Management program will be able to reach the program advisor through several means: Toll-free phone number, email, free video/audio Internet call via Skype and Internet chat. Students in the Madison area may also speak to the advisor in person during regular office hours. The advisor will be available Monday – Friday from 8:00 a.m.–4:30 p.m. In addition, UW-Extension student services for

general advising, program information, registration help, and so on, are available M.–Th. 8 a.m.–4:30 p.m.; F. 8 a.m.–4:30 p.m.; and Su. 2 p.m.–8 p.m.

Each student will be admitted to the home institution of his or her choice (one of the five partner campuses granting the degree). Admissions, financial aid, registration, and institution-specific academic advising will be done at the home institution by phone or online following protocols similar to those for on-campus students.

The student advisor at UW-Extension will work with students from their initial interest in the program. The advisor will help students through the application process and help them move to a home institution for initial credit evaluation and campus-specific advising. The UW-Extension advisor will track students' general progress throughout the program, working with students to maximize their success and to expedite the time to degree.

Technical Support

Technical support is currently provided seven days per week between 6:00 a.m. and 1:00 a.m. via email or a toll-free call by UW-Extension and by Learn@UW. UW-Extension provides technical support M–Th. 8 a.m.–9 p.m.; F. 8 a.m.–4:30 p.m.; and Su. 1 p.m.–9 p.m. Technical support during the remaining hours is provided by Learn@UW. Between 1:00 a.m. and 6:00 a.m., students may leave a voice mail for tech support callback or access the Frequently Asked Questions page or fill out an online ticket request for help. Additionally, tutorials will be available online through the D2L platform to instruct on basic online course tech support issues. As courses are developed, concerted efforts will be made in the design process to minimize complexity from the user's perspective, while proactively working with students to ensure that they can access and use online courses without difficulty.

Technical support is also currently provided by UW-Extension to faculty developing courses and teaching in the program. In addition to online and phone support, UW-Extension course designers travel to partner campuses to work with faculty to help them develop their courses. UW-Extension also holds periodic online course development retreats to inform instructors about emerging technologies and to help them incorporate new technologies into their courses.

Each partner campus also has technical support that Sustainable Management students may access.

UW-Extension will host the D2L instance for this program and monitor related hardware and software.

8. Facilities and Equipment

Capital Resources

This is an online program.

Capital Budget Needs

No additional capital budget needs are anticipated.

Security

All course materials, student submissions, and related materials will be housed on secure servers maintained by Learn@UW. The academic integrity of student submissions and requisite use of learning resources will be monitored by faculty teaching courses in this program, as well as by the advisor dedicated to this program.

9. Finance

Budget Narrative

The initial development and implementation of the program will be funded by 2007–09 Growth Agenda GPR funding for the UW-Extension Adult Student Initiative. These funds will provide start-up resources until the program can be self-supporting. The budget is built on the program being self-supporting within five years of implementation. UW-Extension is underwriting the investment to develop the program’s 14 courses and will also fund UW institutions and UW-Extension program support costs until the program begins to generate revenues in excess of expenses. Thus, current and additional costs will be funded through a combination of GPR and program revenues. In the following budget chart, “additional costs” will be covered by resources and additional FTE allocations from UW-Extension to either buy-out current faculty time or provide resources to allow faculty to teach overload. Revenue surpluses will be shared equally among the participating partners.

Program tuition for the M.S. in Sustainable Management will be set at \$675/credit for 2012–2013 and will be identical at all five partner institutions. For the purpose of budgeting, it has been estimated that tuition will increase at a rate of 5.5 percent per year. Students will not be charged any additional fees as part of the program, except for the costs of their books. If students live near their home campus and wish to pay segregated fees for the use of recreational and other facilities, they may do so. However, they will not be required to pay these fees if they do not take advantage of those resources. This tuition rate is based on market demand estimates as well as comparisons with other online programs in the UW System and nationally.

The tuition revenue estimate is based upon an estimated average enrollment of 29 students x 15 credits/year x \$675/credit in the first year; 51 students x 15 credits/year x \$712/credit in the second year; and 90 students x 15 credits/year x \$751/credit in the third year. If the program does not generate the expected enrollments, the marketing effort will be reevaluated and adjusted to better reach the intended students.

Because this will be a collaborative program, the course development and teaching load is shared among the five partner institutions. Faculty FTEs to teach in this program will be reallocated from each institution and no new faculty positions are required. The partner institutions expect that initial funding from UW-Extension will cover the costs of faculty teaching in this program during the first five years. As the program grows and additional faculty positions are needed, their salary costs, including fringe benefits, will be covered by program revenues to ensure full cost recovery. Some costs—such as costs to convert classes to online formats—will decrease over time as the online conversion and development process is completed. Other costs—such as faculty instruction—will increase over time as more classes are taught or as new sections are added.

Program costs include compensation for an academic director at each institution and for the faculty who teach the courses each term; for staff providing continuing education and outreach support at each institution; for one person at UW-Extension to manage the administrative aspects of the collaboration and one to provide student service coordination; and for IT staff to design, develop, update, and maintain the online courses. Non-personnel costs

include funds for supplies and expense dollars to support each course section, funds to each institution for regional marketing, and funds at UW-Extension for state and national marketing.

Estimated Total Costs and Resources

	FY 2011–12		FY 2012–13		FY 2013–14	
CURRENT COSTS	#FTE	Dollars	#FTE	Dollars	#FTE	Dollars
Personnel						
Faculty/Instructional Staff	1.250	\$175,000	1.250	\$175,000	1.250	\$175,000
Academic/Classified Staff	2.00	\$198,038	2.750	\$324,758	1.50	\$138,198
Non-Personnel		0		0		0
Subtotal	3.250	\$373,038	4.00	\$499,758	2.750	\$313,198
ADDITIONAL COSTS						
Personnel						
Faculty/Instructional Staff	0.50	\$28,000	2.50	\$207,200	5.75	\$291,200
Academic/Classified Staff	0	0	0.875	\$103,160	1.00	\$161,720
Other - (S&E)		\$2,000		\$141,000		\$146,000
Subtotal	0.50	\$30,000	3.375	\$451,360	6.75	\$598,920
TOTAL COSTS	3.750	\$403,068	7.375	\$951,118	9.5	\$912,918
CURRENT RESOURCES						
Adult Student Initiative		\$403,068		\$659,518		\$207,238
Subtotal		\$403,068		\$659,518		\$207,238
ADDITIONAL RESOURCES						
Program Revenue–Tuition		0		\$291,600		\$704,880
Subtotal		0		\$291,600		\$704,880
TOTAL RESOURCES		\$403,068		\$951,118		\$912,918

In fiscal year 2011–12 current costs represent a total of 3.25 FTEs and \$373,038:

Personnel

- Faculty/Instructional Staff 1.25 FTEs and \$175,000:
 - **UW Campus Academic Director (FTE, Salary, and Fringe)** - 0.25 FTE and \$35,000 to fund an Academic Program Director at each of the five partner campuses. \$175,000 includes \$25,000 salary plus 40.0% fringe or \$10,000 x 5 partner campuses.
- Academic/Classified Staff 2.0 FTEs and \$198,038:
 - **UW-Extension CEOEL Instructional Design Support (FTE, Salary, and Fringe)** – 1.0 FTEs and \$123,200 to design and develop online courses. Reflects a cost rate of \$70.00 per hour, to design and develop 4 courses at 440 hours per course. \$123,200 includes 440 hours @ \$70.00/hour x 4 courses.
 - **UW-Extension CEOEL Program Management/Student Services Support (FTE, Salary, and Fringe)** - 1.00 FTE and \$74,838 for a program manager and student service coordinator each at 0.5 time. \$74,838 includes \$53,456 salary plus 40.0% fringe or \$74,838 for these two positions within the division.

In fiscal year 2011–12 additional costs represent a total of 0.5 FTEs and \$30,000:

Personnel

- Faculty and Instructional Staff 0.5 FTE and \$28,000:
 - **UW Campus Course Development (FTE, Salary and Fringe)** – 0.5 FTEs and \$28,000 represent 0.125 FTEs and \$7,000 per course to fund faculty content development. \$28,000 includes \$5,000 salary plus 40.0% fringe or \$2,000 per course (as assigned to campuses) x 4 courses.
- Other (Supplies & Expenses) \$2,000:
 - **UW Campus Course Materials Acquisition/Development/Production (S & E)** - \$2,000 represents \$500 per course section taught. \$2,000 includes \$500 per course section (as assigned to campuses) x 4 course sections.

In fiscal year 2012–13 current costs represent a total of 4.0 FTEs and \$499,758:

Personnel

- Faculty/Instructional Staff 1.25 FTEs and \$175,000:
 - **UW Campus Academic Director (FTE, Salary and Fringe)** - 0.25 FTE and \$35,000 to fund an Academic Program Director at each of the five partner campuses. \$175,000 includes \$25,000 salary plus 40.0% fringe or \$10,000 x 5 partner campuses.
- Academic/Classified Staff 2.750 FTEs and \$324,758:
 - **UW-Extension CEOEL Instructional Design Support (FTE, Salary, and Fringe)** – 1.750 FTEs and \$249,920 to design and develop online courses. Reflects a cost rate of \$71.00 per hour, to design and develop 8 courses at 440 hours per course. \$249,920 includes 440 hours @ \$71.00/hour x 8 courses.
 - **UW-Extension CEOEL Program Management/Student Services Support (FTE, Salary, and Fringe)** - 1.00 FTE and \$74,838 for a program manager and student service coordinator at .5 time. \$74,838 includes \$53,456 salary plus 40.0% fringe or \$74,838 for these two positions within the Division.

In fiscal year 2012–13 additional costs represent a total of 3.375 FTEs and \$426,160:

Personnel

- Faculty and Instructional Staff 2.5 FTEs and \$207,200:
 - **UW Campus Course Development (FTE, Salary, and Fringe)** - 1.00 FTE and \$56,000 represent 0.125 FTEs and \$7,000 to fund faculty content development. \$56,000 includes \$5,000 salary plus 40.0% fringe or \$2,000 per course (as assigned to campuses) x 8 courses.
 - **UW Campus Course Instruction (FTE, Salary, and Fringe)** – 1.5 FTEs and \$151,200 represent 0.125 and \$12,600 for instructional costs per course section. \$151,200 includes \$9,000 salary plus 40.0% fringe or \$3,600 per course (as assigned to campuses) for the teaching of 12 course sections.
- Academic/Classified Staff 0.875 FTE and \$103,160:
 - **UW Campus Student Services Support (FTE, Salary, and Fringe)** - 0.625 FTE and \$35,000 represent 0.125 and \$7,000 to fund registrar services at each of the five partner campuses. \$35,000 includes \$5,000 salary plus 40.0% fringe or \$2,000 x 5 partner campuses.
 - **UW-Extension CEOEL Course Updates/Maintenance (FTE, Salary, and Fringe)** - 0.250 FTE and \$68,160 for course maintenance. Reflects a cost rate of \$71.00 per hour, the maintenance of 12 course sections at 40 hours per course section. \$68,160 includes 80 hours @ \$71.00 per hour x 12 course sections.
- Other (Supplies & Expenses) \$141,000:
 - **UW Campus Course Materials Acquisition/Development/Production (S & E)** - \$6,000 represents \$500 per course section taught. \$6,000 includes \$500 per course section (as assigned to campuses) x 12 course sections.
 - **UW Campus Local and Regional Marketing (S & E)** - \$35,000 represents \$7,000 to fund local marketing at each of the five partner campuses. \$35,000 includes \$7,000 x 5 partner campuses.
 - **UW-Extension CEOEL Statewide Marketing (S & E)** - \$100,000 for ongoing statewide marketing and public relations.

In fiscal year 2013–14 current costs represent a total of 2.750 FTEs and \$313,198:

- Faculty/Instructional Staff 1.25 FTEs and \$175,000:
 - **UW Campus Academic Director (FTE, Salary, and Fringe)** - 0.25 FTE and \$35,000 to fund an Academic Program Director at each of the five partner campuses. \$175,000 includes \$25,000 salary plus 40.0% fringe or \$10,000 x 5 partner campuses.
- Academic/Classified Staff 1.5 FTEs and \$138,198:
 - **UW-Extension CEOEL Instructional Design Support (FTE, Salary and Fringe)** – .5 FTEs and \$63,360 to design and develop online courses. Reflects a cost rate of \$72.00 per hour, to design and develop 2 courses at 440 hours per course. \$63,360 includes 440 hours @ \$72.00/hour x 2 courses.
 - **UW-Extension CEOEL Program Management/Student Services Support (FTE, Salary and Fringe)** - 1.00 FTE and \$74,838 for a program manager and student service coordinator at 0.5 time. \$74,838 includes \$53,456 salary plus 40.0% fringe or \$74,838 for these two positions within the Division.

In fiscal year 2013–14 additional costs represent a total of 9.5 FTEs and \$895,918:

Personnel

- Faculty and Instructional Staff 3.0 FTEs and \$291,200:
 - **UW Campus Course Development (FTE, Salary, and Fringe)** – 0.250 FTE and \$14,000 represent 0.125 FTE and \$7,000 to fund faculty content development. \$14,000 includes \$5,000 salary plus 40.0% fringe or \$2,000 per course (as assigned to campuses) x 2 courses.
 - **UW Campus Course Instruction (FTE, Salary, and Fringe)** – 2.75 FTEs and \$277,200 represents 0.125 and \$12,600 for instructional costs per course section. \$277,200 includes \$9,000 salary plus 40.0% fringe or \$3,600 per course (as assigned to campuses) for the teaching of 22 course sections.
- Academic/Classified Staff 1.0 FTE and \$161,720:
 - **UW Campus Student Services Support (FTE, Salary, and Fringe)** - 0.625 FTE and \$35,000 represent 0.125 and \$7,000 to fund registrar services at each of the five partner campuses. \$35,000 includes \$5,000 salary plus 40.0% fringe or \$2,000 x 5 partner campuses.
 - **UW-Extension CEOEL Course Updates/Maintenance (FTE, Salary, and Fringe)** - 0.5 FTE and \$126,720 for course maintenance. Reflects a cost rate of \$72.00 per hour, the maintenance of 22 course sections at 80 hours per course section. \$126,720 includes 80 hours @ \$72.00 per hour x 22 course sections.
- Other (Supplies & Expenses) \$146,000:
 - **UW Campus Course Materials Acquisition/Development/Production (S & E)** - \$11,000 represents \$500 per course section taught. \$11,000 includes \$500 per course section (as assigned to campuses) x 22 course sections.
 - **UW Campus Local and Regional Marketing (S & E)** - \$35,000 represents \$7,000 to fund local marketing at each of the five partner campuses. \$35,000 includes \$7,000 x 5 partner campuses.
 - **UW-Extension CEOEL Statewide Marketing (S & E)** - \$100,000 for ongoing statewide marketing and public relations.

Commitment to Maintain Program

Each partner campus and UW-Extension will review the program annually. Academic directors, faculty, and administrators from all partners will have input into programmatic changes and upcoming needs. UW-Extension, as the fiscal agent for this program, will manage resources to ensure that funds are available to invest in the program as needed. The decision about how to invest in the program will be made collaboratively by all partners.

UW-Extension will continue to provide marketing, recruitment, and outreach services along with technical expertise, IT services, equipment and software, financial planning, and oversight.

Each partner campus will be responsible for ensuring that appropriate faculty teaches in the program. UW-Extension will work with partner campuses so that courses are developed and updated on a regular schedule that ensures quality. Every online course will be significantly updated every two years, and all courses will receive minor updates for each semester.

Faculty Senate Continuing Business 4d 5/2/2012

Academic Affairs Council Report

The AAC approved CMFs for the M.S. in Sustainable Management, URS 320 Cities in Cinema and BIO 411 Developmental Biology Lab, modified requirements in Biology, Global Studies, DJS, and URS.

The AAC is also reviewing programs in Art, Business, and the M.S. in Management.

General Education Task Force
Faculty Senate Meeting

The General Education Task Force appreciates the opportunities to discuss the Task Force's current draft model, issues associated with the model, and the processes that we have been following to respond to feedback on the model. Our plan is to have the Senate vote on our framework at the September 2012 meeting.

Goals of the General Education Task Force

At the end of the spring semester (2011), the Task Force agreed on a working model that would be used to discuss with the faculty in all of the interdisciplinary units during the fall semester (2011). As approved by the General Education Council and the Faculty Senate, the Task Force has proceeded in its discussions and development based the following purpose and mission statement.

General Education Purpose and Mission

The UWGB General Education Program supports the University's Select Mission by providing an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues in a multicultural and evolving world.

To that end, the UWGB General Education Program will help to develop liberally educated students and facilitate their living in an ever changing world by:

1. Introducing students to interdisciplinary education;
 - This goal relates most directly to the primary mission of UWGB and ensures that students have an introduction to interdisciplinarity and its importance early in their career.
2. Providing knowledge that includes disciplinary breadth;
 - Students must have adequate breadth of knowledge and course work that is representative of distinct ways of thinking.
3. Working with students to develop an understanding of critical social problems;
 - In order to have an appropriate understanding of problems and issues (e.g., sustainability) regardless of their eventual major, students must have background and/or a variety of experiences from global and multicultural perspectives. In addition, UWGB's select mission recognizes the importance of a university education to promote engaged citizens. The General Education program will help foster these elements of a student's education.
4. Supporting the development of important academic skills including communication, critical thinking, problem solving, and quantitative and information literacy.
 - Certain skills are critical for any liberally educated individual in order to promote life-long learning and understand the complexity of the issues and problems of our world.

Based on the above direction, research, and discussions, the Task Force developed its draft model that was discussed at the unit meetings (see Appendix A).

Advantages of the Draft Model

The Task Force sees this model as providing a number of advantages for our General Education program:

1. General Education should be reflective of our mission. What we're proposing does that, in accordance with what the Faculty Senate approved.

2. General Education should be distinctive to Green Bay. It needs to reflect what we do well. This proposal takes into account UWGB's distinctive competencies (e.g., focus on interdisciplinarity, problem-solving, and sustainability).
3. The proposed General Education better enables integration with the rest of the curriculum.
4. Conversations in higher education across the country argue for making college in general, and General Education in particular, more relevant to society. This proposal includes a focus on complex societal issues that require an informed citizenry to resolve.
5. The number of credits associated with this proposal is approximately the same as the existing number of required Gen Ed credits.
6. This proposal offers faculty members needed flexibility, in terms of courses to be taught and the categories in which they fit.
7. The proposed program is simpler to understand and explain than the current Gen Ed program.
8. The proposed program is a coherent package, with a beginning (first year seminar) and an end (capstone seminar or experience), and clearly delineated and understandable elements in between. It will be easier to explain our General Education program to incoming freshmen and their parents. The program starts with an interdisciplinary seminar that introduces students to UWGB's distinctive academic plan. In order to fully develop their capacity to engage in interdisciplinary problem-solving, students are next introduced to breadth in the disciplines. Then, students are asked to examine complex, societal issues from several perspectives (global, ethnic, sustainability). Throughout the Gen Ed program, students build the technical and personal skills needed to succeed in their advanced courses and careers. Finally, students complete a capstone seminar or capstone experience that integrates their Gen Ed and advanced courses into a cohesive whole.
9. This is a draft framework. The details about specific courses will be determined at the unit, domain, and governance levels.

Next Steps

The Task Force is presenting the framework to the Faculty Senate at its May 2012 meeting with an expectation of a vote at its September 2012 meeting. The Task Force will continue to take feedback and consider changes. The Task Force will also be working with the unit chairs on modeling resource implications. Governance will vote on the framework, and then considerable dialogue will ensue engaging all relevant parties in the discussion of details. The Task Force will not decide which courses fit where. That will be a mutual decision of units and the General Education Council, consistent with our code and practice.

General Education Task Force
Working Model

Gen Ed Element	Credits	Comments
First Year Seminar	3	The First Year Seminar would introduce interdisciplinarity and include other skill elements
Capstone Seminar or Experience	3	The upper level Seminar could be related to the major program; and other ways to meet this requirement such as honors project, internship, practicum, etc.
BREADTH		
The assumption is that these classes would be large in order to enable the smaller enrollments associated with the seminar and perspectives courses.		
Science Requirement	6	Minimum two courses from different programs
Social Science Requirement	6	Minimum two courses from different programs
Humanities Requirement	6	Minimum two courses from different programs
Fine Arts Requirement	3	One three credit course or accepted performance based courses (total = 3 credits)
PERSPECTIVES REQUIREMENTS		
The assumption is that these courses would have 40 students each. There will be some amount of writing associated with these classes.		
Global Perspectives	3	Minimum one course whose focus is primarily on issues outside of the US or a travel course experience or foreign language at the 225 level or above
Ethnic Studies Perspectives	3	Similar to what we do now
Sustainability Perspectives	3	Select one of a variety of existing courses such as: Intro to Env Science, Env and Society, Energy and Society, Sustainable Development, Business and its Environment
Quantitative Competency	3	Could do this through a series of courses such as Math 104 (or testing out at this level) and above, any stats course, accounting, logic
Other skills (critical thinking, written/oral communication, problem solving, information literacy) will not have specific credits dedicated to them. Rather, they will be incorporated into the above classes—although not necessarily all skill in all courses.		
Total Credits	39	

Faculty Senate Open Forum 5/2/2012