

AGENDA

UW-GREEN BAY FACULTY SENATE MEETING NO. 2

Wednesday, October 12, 2016

1965 Room, 3:00 p.m.

Presiding Officer: Patricia Terry, Speaker

Parliamentarian: Steve Meyer

1. CALL TO ORDER

2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 1, September 14, 2016 [page 2]

3. CHANCELLOR'S REPORT

4. CONTINUING BUSINESS

a. Post-Tenure Review Policy (second reading) [page 8]
Presented by David Voelker, UC Chair

b. Authorization to Implement an MS in Athletic Training (second reading) [page 13]
Presented by Amanda Nelson, Associate Professor (HUB) and Associate Dean (CST)

5. NEW BUSINESS

a. Request for future business

6. PROVOST'S REPORT

7. OTHER REPORTS

- a. University Committee Report – Presented by UC Chair David Voelker
- b. Faculty Representative Report – Presented by Christine Vandenhouten
- c. Academic Staff Report – Presented by Eric Craver
- d. University Staff Report – Presented by Jan Snyder
- e. Student Government Report - Presented by Nikolas Austin

8. ADJOURNMENT

[draft]

MINUTES 2016-2017
UW-GREEN BAY FACULTY SENATE MEETING NO. 1

Wednesday, September 14, 2016
1965 Room, University Union

Presiding Officer: Patricia Terry, Speaker of the Senate
Parliamentarian: Steve Meyer

PRESENT: Greg Aldrete (HUS), Andrew Austin (DJS-UC), Gaurav Bansal (BUA), Bryan Carr (ICS), Ryan Currier (NAS), Greg Davis (Provost, *ex officio*), Mary Gichobi (EDU-Alternate), Joan Groessl (SOCW), Lisa Grubisha (NAS), Harvey Kaye (DJS), Mark Kiehn (EDU), Minkyu Lee (AND-Alternate), Jim Loebel (BUA), Vince Lowery (HUS), John Luczaj (NAS), Upal Mahfuz (NAS), Kaoime Malloy (THEATRE), Gary Miller (Chancellor, *ex-officio*), Paul Mueller (HUB), Rebecca Nesvet (HUS), Laurel Phoenix (PEA), Uwe Pott (HUB), Michael Rector (MUS-Alternate), Chuck Rybak (HUS-UC), Christine Smith (HUD), Patricia Terry (NAS-UC), Brenda Tyczkowski (NUR), Christine Vandenhouten (NUR-UC), Kristin Vespia (HUD), David Voelker (HUS-UC), Elizabeth Wheat (PEA), Amy Wolf (NAS)

NOT PRESENT: Katia Levintova (PEA-UC)

REPRESENTATIVES: Nikolas Austin (SGA), Eric Craver (ASC), Holly Keener (USC-Alternate)

GUESTS: Scott Ashmann (Assoc. Dean, CHESW), Matt Dornbush (Asst. VC for Academic Affairs/Director of Graduate Programs), Scott Furlong (Dean, CAHSS), Clifton Ganyard (Assoc. Provost), Paula Ganyard (Director, Cofrin Library), Doug Hensler (Dean, CSOB), Doreen Higgins, John Katers (Dean, CST), Amanda Nelson (Assoc. Dean, CST), Ron Pfeiffer (Chief of Staff), Christina Trombley (Asst. VC for Enrollment Management), Mike Zorn (Assoc. Dean, CST)

1. CALL TO ORDER.

At precisely three bells, Speaker Terry gaveled the first Faculty Senate meeting of the 2016-17 academic year to order.

2. APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 9, April 27, 2016 and APPROVAL OF MINUTES OF FACULTY SENATE MEETING NO. 10, May 11, 2016

Speaker Terry asked for comments on or edits to the minutes. Hearing none, the minutes were declared superb (OK, they were accepted).

3. CHANCELLOR'S REPORT.

The Chancellor welcomed everyone and jumped into his report with both feet by highlighting three accomplishments from last year: 1) a successful 50 Year Celebration, culminating with a time capsule dedication (both enjoying the items left for us 50 years ago and viewing the items we will leave for our counterparts to enjoy 50 years from now), 2) the reorganization of the

University into four colleges, and 3) student enrollment, more specifically, seeing an increase in enrollment after a six-year decline.

The Chancellor announced an event set for 30 September 2016. The first University Business Meeting will be held in the University Theatre at 10:00 a.m. and 1:00 p.m. The Leadership Team will give a briefing on the finances of the university, share data that UWGB and System examines to assess the financial health of the institution, discuss more about enrollment, and will brief attendees on the negotiations associated with the new biennial budget. It is not intended to be a town hall meeting, but rather an informational event. It is hoped that this will become an annual event.

Chancellor Miller then shared his to-do list, which included: continued focus on enrollment (top of the list in terms of priorities), working toward an analytical approach to enrollment growth; spending a lot of time off campus regarding the state budget (the Chancellor has already been busy briefing the Chamber of Commerce Board, the NEW North Board, the NEW ERA Board, the Alumni Board, and (next week) the Council of Trustees, regarding the elements of the budget); working on a notice of intent proposal for the creation of a baccalaureate program in Mechanical Engineering; a lot of time will be spent on fundraising, a strategic plan will be presented to the Council of Trustees on September 20; the development of a new external communication strategy, currently focused on enrollment and recruitment of students but will be broadened to develop a different awareness of the university, in advance of a new branding operation (which is a couple years away); we will be looking at new business partnerships, primarily for the purpose of supporting faculty research; and in response to long, slow lines at the polling booths on campus at the last voting event, Nikolas Austin has worked with a couple of state legislators to try to extend voting hours, with little traction.

When the chancellor opened the floor for questions, a senator voiced displeasure over the new all-you-care-to-eat arrangement, specifically regarding the inability to enter the commons area to eat/visit with colleagues and students if you brought your own lunch. The Chancellor replied that the Garden Café will be available in another month or so, however, much to his chagrin, the Chancellor has no say-so regarding student dining.

4. OLD BUSINESS

There was no business carried over to the new academic year. So we shall start afresh.

5. NEW BUSINESS

a. Election of a Speaker of the Senate for 2015-16

With an embarrassed SOFAS realizing Faculty Senate had not elected a Speaker of the Senate at the last senate meeting of 2015-16, current Speaker of the Senate, Prof. Terry, called for nominations. **Senator Austin nominated Senator Terry for another term as Speaker (seconded by Senator Voelker).** Senator Terry accepted the nomination, and with no other nominees, the **Senate showed their appreciation for the fine job that Speaker Terry has done by voting her to another term as Speaker of the Senate for 2016-17 (26-0-1).**

b. Election of a Deputy Speaker of the Senate for 2015-16

Newly re-crowned Speaker Terry then called for nominations for a Deputy Speaker of the Senate. **Senator Vandenhouten nominated Senator Rybak (seconded by Senator Voelker).** Speaker Terry's call for other nominations was met with silence and the **Senate endorsed Chuck Rybak as Deputy Speaker of the Senate for 2016-17 (26-0-1).**

c. Post-Tenure Review Policy (first reading)

UC Chair David Voelker provided some background leading up to the development of the Post Tenure Review Policy that is before the Senate. Last spring, the Board of Regents passed a policy that required each UW campus to create a Post Tenure Review Policy. Our current policy found in the Faculty Handbook was not completely in line with all the specifications of the new Board policy, so the UC decided to create a new policy that would meet the requirements of the Board of Regents Policy. The UC began work on the policy last year and has run iterations of the policy past UW-System Legal a couple of times for feedback. Many of the features in the newly developed policy come directly from the Board of Regents mandate. Because there is a very short timeline to get an approved policy to UW System, the new policy will be brought back for a second reading in October, at which time something needs to be approved so that we can send it forward to the Board of Regents. Voelker then discussed some of the finer points of the policy that individual units may want to deliberate over in their respective faculty meetings. He then invited questions/comments from the Senate (for example: What happens if the three-month notice is not given (III. 5.)? Is the "meets expectations/does not meet expectations" a separate judgment of each of the three areas being reviewed (teaching, scholarship, service) or is it summative/holistic judgment (III. 9. a, b)? If the review takes place in spring semester and remediation is necessary, does the three-semester remediation begin immediately or does it begin with the fall semester?).

d. Authorization to plan MS in Athletic Training (first reading)

Amanda Nelson presented some background on the document, starting with a clarification – this document is the "Authorization to Implement" the program, not the "Authorization to Plan." The "Intent to Plan" document has already been approved. This is an entry level Masters of Science in Athletic Training program. It has received unanimous approval at the Graduate Academic Affairs Council. The program will be housed within the Human Biology unit in the College of Science and Technology and will have a start date of Summer 2018. It must also be approved through an accrediting body – Commission on Accreditation in Athletic Training Education (CAATE). It is a two-year program, requiring completion of 73 credit hours (a typical load for an M.S. program in athletic training). There is a thesis option with this program, and it is anticipated that 20-25% of the students would choose this route. The market demand is huge, nationwide the athletic trainer job outlook is projecting a 21% increase by 2024 and an 18% increase in Wisconsin. By Fall 2022, all athletic training programs are moving to the M.S. as the terminal degree. Currently, there are only two universities within Wisconsin that currently have M.S. programs in athletic training – Concordia and UW-Milwaukee; UW-Stevens Point is at about the same point in the process of developing a Masters program as are we. In terms of staffing, this Masters program will require two new fulltime staff – a Program Director and Clinical Coordinator (50% of each of these positions would be administrative and 50% would be faculty load – so they would be teaching many of the courses within the program). A number of the clinical courses would be ad hoc (e.g., Prevea athletic trainers would participate in the clinical courses). There are currently six undergraduate athletic programs in System that Prof.

Nelson believes will move to Masters programs. Assistant Vice Chancellor Matt Dornbush chimed in that many of these programs are limited in size by the number of clinical placement spaces; therefore, it is not unusual for many small programs to exist within a state. UWGB is well-positioned geographically to offer many clinical placements.

e. Appointment of Director of Student Success and Engagement as an *ex-officio* member of the General Education Council

Associate Provost Clif Ganyard requested a change to the membership of the General Education Council with the addition of the Director of Student Success and Engagement as an *ex-officio* non-voting member. Some of the reasons Prof. Ganyard cited for making this request included: the person in this position oversees a lot of important work expanding and extending student success support (student access, in particular), this person is very engaged with a number of offices across campus (Provost's Office, Enrollment Services, Student Affairs, the four colleges), and general education plays an important part in initiatives such as the Gateway to Phuture Success (GPS) program and First Year Seminars. Having this individual on the GEC will be very useful to members of the council as they will get direct reports, feedback, and opinions from the Director, and vice-versa. Prof. Ganyard pointed out that the GEC does more than just approve general education courses, their role is to oversee the entire general education program, work on assessment procedures for that program, and make sure it is all carried out appropriately. Having the Director involved in that process will be very useful for both parties to maintain good communication. **Senator Vandenhouten moved to appoint the Director of Student Success and Engagement as an *ex-officio* member of the General Education Council (Senator Austin seconded).** No discussion followed and **the motion passed (28-0-0).**

f. Request for future business

Short and sweet, there was no response when the call for future business was made.

6. PROVOST'S REPORT

Provost Davis updated the Faculty Senate on a number of items and events relevant to the campus. He began with a friendly reminder that the four-college model went operational on July 1 – he also took the opportunity to introduce Doug Hensler, the new Dean of the Cofrin School of Business. Enrollment news is positive as enrollment has likely increased for the first time in five or six years, although numbers will not be official until September 20; initial indications are that student FTE is up about 50. Provost Davis congratulated Enrollment Services personnel for doing a great job and thanked all faculty and staff for their contributions to increasing enrollment. Taking a cue from his new friend, Debbie Downer, Provost Davis felt obliged to put a damper on the good feelings brought about by enrollment figures (we wouldn't actually want to start feeling happy now, would we?) by reminding senate about the \$2M expenditure reduction last year which was actually the first part of a proposed \$3M expenditure reduction – so we still have an additional \$1M in reductions to consider. However, according to budget guru Dick Anderson, that 50 FTE increase in student enrollment may actually reduce the remaining \$1M in expenditure reductions.

Back to positive news (we knew you had it in you, Provost), toward the end of the last academic year, \$2.7M was sent back to UWGB courtesy of a warmer-than-normal winter (energy savings funds). These funds came with a list of spending constraints, for example, \$700K must be

earmarked for student need-based aid. Use of the other \$2M was discussed with groups such as UPIC and the Administrative Council, with the caveat that these funds would be used toward improving student success. On September 2, Chancellor Miller approved a gross distribution model which included: \$500K for renovation of the 2nd floor of the library to create a “Student Success Center” (not the official name) – initial thinking is that this renovation would create space for the Tutoring Services, Writing Center, and Library Resources, and require relocating Outreach and Adult Access and the Office of International Education; \$150K is earmarked for early alert/student retention initiatives; \$250K is earmarked for faculty and staff professional development and must be used such that it connects back to student success; three block grants of \$200K each to the College of Science and Technology, College of Health, Education, and Social Welfare, and College of Arts, Humanities, and Social Sciences (the School of Business has other funds available through money donated by the Cofrin family); \$150K is set aside for diversity initiatives; \$170K will support an institutional grant writer for two years (includes benefits); and \$150K will be in a contingency fund available for the Chancellor to support initiatives related to student success. Provost Davis met with his Administrative Council to determine methods for distributing the funds (proposal requests need to be relatively brief and creative) and there is a willingness on the part of administration to accept some “risk” as long as there is a potential for a good return in terms of student success.

Provost Davis mentioned that compensation would be brought up during the System budgeting process in December. If System does put a compensation plan in place, System can argue for a tuition increase as well. However, any increase in compensation must be split 50/50 between the state and the university. The System budget request is heavily tied to the “2020 Forward” document created by System which was based on the listening sessions held all across Wisconsin last Fall. The “2020 Forward” document can be found on the System webpage.

The last item Provost Davis wanted to share with senate was an all-day “Crossing the Bridge” meeting between the Administrative Council and their respective counterparts from NWTC that will take place Friday. The two goals of the meeting are to try to have key people at the respective institutions understand how the other operates and also to develop collaborations that will enhance post-secondary education.

7. OTHER REPORTS

a. University Committee Summary for 2015-16. UC Chair David Voelker asked senators to go to the SOFAS website (see the link in the minutes) if they wanted a review of the previous year’s UC actions.

b. University Committee Report. UC Chair Voelker noted that there is a marvelous group of colleagues serving on the UC this year. To this point, much of their attention has been focused on the Post Tenure Review Policy. However, looking ahead there are many issues the UC will consider in the coming year, including: an annual review policy, the shift to a 24-credit load, how committee membership may be determined in the future (the current four voting domains vs. the four colleges), consideration of whether some committees are over-staffed, whether some committees should be eliminated, relations with the Council of Trustees (the Chancellor has arranged a meeting between the UC and the COT Advocacy Committee), updates to the Faculty Handbook, and revisiting the Board of Regents discontinuation of programs policy.

c. Faculty Representative Report. Christine Vandenhouten shared information from the Board of Regents meeting held on August 18, 2016. Of interest from that meeting was the Research and Economic Development Innovation Committee's "Career Connect" web portal to be launched September 1. The "Career Connect" web portal is a method of connecting students with internships and job prospects. The Education Committee discussed a standard math placement score to be applied across all UW universities. Finally, the Board voiced support for increasing faculty salaries.

d. Academic Staff Committee Report. Eric Craver informed the senate about what the Academic Staff Committee has been up to lately. In doing so, he highlighted the following points: the Academic Staff is involved in discussions with Human Resources regarding the finalization of the Employee Handbook; the ASC has been asked by HR to look at issues affecting employee morale; recently the Joint Legislative Committee has met and is looking at its rationale for continuing to exist as a specific committee; and, lastly, the ASC has had conversations that look at predictable vs. non-predictable funding as it applies to university employee contracts.

e. University Staff Committee Report. Next up to the plate was Holly Keener, who was pinch hitting for Amanda Wildenberg, who was pinch hitting for Jan Snyder. Holly shared that the USC is also working on the employee morale "thing"; with a little bit of "convincing" all committee positions are filled (perhaps the faculty need ASC's "convincer"); the USC has launched their new website; planning continues for the annual Fall Conference being held at Tundra Lodge later in October; and the toner recycling program will continue.

f. Student Government Association Report. SGA President Nikolas Austin informed the group that the first student senate meeting will take place next Monday. In anticipation of a large voter turn-out at the general election in November, communication with Representative Genrich has been established to try to alleviate issues related to long lines at the polling station located in the Union. The Transit Committee has voted to cancel the bus contract with UWGB, meaning no more free bus transportation with a university ID. The SGA will try to draft a smoking ban policy this year which would be valid within the inner circle of campus (where all the academic buildings are located), the reason for this is that we are ineligible for certain grants because our non-smoking policy is so outdated. Discussions will resume on the restriction of bottled water sales, part of an environmental push to limit the disposal of plastic water bottles. Finally, Nikolas Austin is working on filling the many open committee positions.

8. ADJOURNMENT at 4:40 p.m.

Respectfully submitted,

Steve Meyer, Secretary of the Faculty and Staff

Guidelines for Periodic Post-Tenure Review in Support of Tenured Faculty Development

This policy has been created in pursuance of Regent Policy Document 20-9: Periodic Post-Tenure Review in Support of Tenured Faculty Development (adopted 3/10/2016).

I. DEFINITIONS

1. For the purposes of this document, the following definitions are used:
 - a. “Annual review” refers to any review of a faculty member that is carried out annually in accordance with University or System policies.
 - b. “Merit review” refers to the periodic review of a faculty member, carried out by their unit, for the purposes of determining a merit score for compensation increases, when available.
 - c. “Post-tenure review” refers to the review of a tenured faculty member every five years, starting with the fifth academic year following the awarding of tenure.
 - d. “Unit” refers to the primary budgetary unit to which a given faculty member belongs, viz., the unit that holds the budgetary line for the given faculty position.

II. PURPOSE AND PRINCIPLES

1. Post-tenure review shall be a formative process with the goal of continuing to develop and support, to the fullest extent possible, the talents and aspirations of each faculty member. The review shall not infringe on existing faculty rights and protections, including those of academic freedom, as defined by the University of Wisconsin–Green Bay Faculty Handbook. The review shall not be construed as a re-tenuring process.
2. The University should have an appropriately funded faculty development program that is available to all faculty members to support their professional development at any time during their careers. Evaluation of professional development and scholarly and creative activities should take into consideration the available resources and support (e.g, a freeze on travel or a lack of funds for travel or research, etc.).
3. These guidelines are intended to provide a framework and basic procedures for post-tenure review. Each unit is responsible for generating more specific policies, evaluation criteria, etc., consistent with the basic guidelines articulated herein.

III. PROCEDURES

1. Post-tenure review is a separate and distinct process from any annual and merit reviews conducted by a unit. However, the post-tenure review process fulfills any annual review requirement for the year in which it is carried out, and, at the discretion of the unit, a review for merit may happen at the same meeting as the post-tenure review. Moreover, a faculty member seeking promotion to full professor may use review and

- evaluation for promotion to meet the requirements for post-tenure review. The substitution is permissible only when promotion is sought in the same year as, or sooner than, the faculty member's scheduled post-tenure review. An individual receiving a positive recommendation for promotion consideration will be awarded a "meets expectations" status for the post-tenure review and will not be required to undergo another post-tenure review for five years. If the individual receives a negative recommendation for promotion consideration, the executive committee will subsequently vote on the post-tenure review determination as specified in Section III.9 below. A negative recommendation for promotion shall not be construed as a determination that the faculty member "does not meet expectations."
2. Post-tenure review shall be performed every fifth year after the year of the faculty member's promotion to tenure. The review may be deferred upon the request of a faculty member only with the approval of the Provost/Vice Chancellor for Academic Affairs, for unusual circumstances such as when the review would coincide with a sabbatical, other approved leave, promotion review, announced retirement, or an appointment to a full-time administrative position. In such cases, the Provost will specify the new review cycle that applies to the faculty member. As a general rule, a faculty member who assumes a full-time administrative position should have a new five-year review schedule begin upon resumption of normal faculty duties.
 3. The review shall be based upon the faculty member's current activities and the performance of the faculty member since their last post-tenure review, or since gaining tenure (for faculty who are having their first post-tenure review). The updated personnel file of the faculty member shall be used for the documentation of appropriate activities. This file shall contain the following materials, in addition to any other materials required by the relevant unit's policy: updated curriculum vita, Professional Activity Reports for the period under review, a summary of student evaluation data for the period under review, any annual and merit review memos from the period under review, and a one-page statement addressing the three areas of evaluation (see below).
 4. The outcome of the post-tenure review should be consistent with the evaluations of materials from any annual and merit reviews from the same time period while taking into consideration materials from any unreviewed period.
 5. Faculty shall have at least three-month's notice of the intent of a unit to perform their post-tenure review. However, failure to meet this notice requirement does not obviate the requirement to conduct and participate in the review. If notification requirements have not been met, the faculty member may accept a review date with less than three-months notice, or the review may be delayed, so long as the review takes place before the end of the academic year for which the faculty member is due to be reviewed.
 6. Each unit shall develop criteria by which they will evaluate their tenured faculty. The criteria should be based upon the professional obligations of the faculty of the unit. The criteria should: allow for the effective evaluation of the tenured faculty member's performance; be consistent with the mission and expectations of the university and the faculty member's college and unit; and be sufficiently flexible to permit shifts in professional emphasis. All criteria must fall within the following three categories: teaching; scholarly and creative activities; and university and community service. Minimal standards include:

- a. Teaching: Faculty consistently meet all of their classes and hold appropriate office hours (or maintain equivalent engagement with students for online courses); they continually reflect on their teaching and respond to constructive feedback; and they update their course content and pedagogy as appropriate, in light of scholarly and pedagogical developments in their fields.
 - b. Scholarly and Creative Activities: Faculty maintain familiarity with recent developments in their disciplinary field(s) and maintain scholarly or creative engagement, whether through attending conferences, publishing, or otherwise participating in scholarly or creative communities or dialogues.
 - c. Departmental, Institutional, and Community Service: Faculty contribute to departmental, college, university, professional group, and community life through participation in committees, panels, forums, projects, etc. While regular participation is expected at the unit and departmental level, contributions to other groups will vary over time, and major commitments in one area (*e.g.*, serving as a committee chair) may compensate for fewer contributions in other areas (*e.g.*, community-level service).
7. Post-tenure reviews will usually occur during the first half of the spring semester. Supporting documentation to be considered during the review should be available to the review committee at least one week before the scheduled review.
 8. The review shall be conducted by the executive committee of the unit, or by a review committee agreed upon by the executive committee, employing procedures to be determined by the unit.
 9. Based upon the materials submitted for review, the review committee should consider whether the faculty member under review has discharged conscientiously and with professional competence the duties appropriately associated with the faculty member's position and then find the member to either meet expectations or not, as follows:
 - a. Meets expectations. This category is awarded to those tenured faculty members whose performance reflects the expected level of accomplishment in all three categories over the previous five years.
 - b. Does not meet expectations. This designation should be given to those tenured faculty members whose performance reflects a level of accomplishment below the expected level and which requires correction. All reviews resulting in "does not meet expectations," unless overturned upon further review, will result in a remediation plan as described below.
 10. For faculty members who receive the "meets expectation" award:
 - a. The review committee shall produce a written report for each faculty member reviewed. The report should address how the university can support the professional development goals of the faculty member being reviewed. The reviewed faculty member shall be given access to the report and shall have the opportunity to provide a written response to the report. The report and any responses to the report shall be provided to the faculty member, their unit chair, Dean, and the Provost/Vice Chancellor for Academic Affairs.
 11. For faculty members who receive the "does not meet expectations" designation:
 - a. The review committee shall produce a written report identifying the deficiencies identified in the record that require remediation before a "meets expectations"

award can be given. Said report shall specify which of the three categories (teaching, scholarship and creative activity, and/or university and community service) needs improvement for the faculty member to be recognized as meeting expectations. The faculty member will be given the opportunity to provide the review committee with a written statement addressing the findings of the review committee. (The faculty member's response shall be submitted within thirty days, unless an extension is granted by the Dean.) The report, along with any statements by the faculty member under review, shall be forwarded to their unit chair and Dean.

- b. The Dean, upon the examination of the faculty member's post-tenure review documentation, the report of the review committee, and any statements from the faculty member under review addressing the findings of the review committee, must either concur with or dissent from the findings of the review committee and forward the case to the Chancellor (or the Chancellor's designee) for consideration.
- c. The Chancellor (or designee) may, upon review of the case, inform the faculty member that a finding of "meets expectation" has been awarded to the faculty member or may identify which deficiencies identified in the review committee report must be addressed in a remediation plan.
- d. Upon the request of the Chancellor (or designee) to develop a remediation plan, the faculty member, in consultation with their Dean, will develop a plan to address the deficiencies identified by the Chancellor (or designee).
 - i. The primary focus of the remediation plan shall be developmental and to provide the faculty member with appropriate support from the unit, department, or Dean as applicable.
 - ii. The plan will contain one or more specific measureable achievements for each deficiency identified by the chancellor or designee. The plan will specify what array of achievements will constitute the completion of the plan.
 - iii. The timeline for the completion of the plan should not be more than three consecutive semesters (not including summer terms) starting at the beginning of the semester after the chancellor or designee has requested a remediation plan. In remediation plans related to a performance shortfall in research, where more than three academic semesters may be necessary to correct identified deficiencies, an extension of one academic semester shall be permitted only with the approval of the Chancellor, which shall trigger a notification of that extension to the UW System Administration Vice President for Academic and Student Affairs.
 - iv. The remediation plan should indicate that: 1) progress meetings will be scheduled with the Dean, the chair, and the faculty member near the conclusion of each semester during which the plan is in effect in order to help determine progress and identify additional improvement resources that may aid the faculty member; and 2) a final remediation follow-up meeting will occur between the Dean, the chair, and the faculty member after the deadline, but before the start of the next academic semester, and not to exceed 21 calendar days past the deadline (e.g., if three semesters

are provided, within 21 calendar days of the close of the third semester to allow for student evaluations to be accessed, etc.). At the meeting, the Dean will consult with the faculty member and the chair about the evidence indicating that the faculty member has met or not met the obligations of the remediation plan. The Dean may request additional evidence from the unit, the faculty member, and other sources (such as a publisher) prior to or following the meeting.

- v. The faculty member is also advised to consult with the Secretary of the Faculty and Staff (SOFAS), as University Ombudsperson, throughout the remediation period.
 - vi. The faculty member may submit to the Dean evidence of the completion of the remediation plan at any time during the timeline of the remediation plan. Upon review of this material and following the remediation follow-up meeting described in 11.d.4 above, the Dean may:
 1. deem the remediation plan to be completed and restore the faculty member to a status of “meets expectations.”
 2. deem the evidence to be insufficient to constitute the completion of the remediation plan and provide the faculty member with specific reasons for this determination.
 - vii. If the remediation plan is not completed to the satisfaction of the Dean by the end of its timeline, the Dean may file a complaint against the faculty member to the Chancellor regarding the faculty member’s failure to meet the expectations of their employment. Upon review of the complaint, the Chancellor, after consulting with the Dean, shall determine whether sanctions are necessary and, if so, shall pursue the appropriate sanctions specified in the remediation plan (see 11.d.ii), in compliance with UWGB 6.01 (for disciplinary action) or UWGB Chapter 4 (for dismissal).
 - viii. Faculty members who are completing a remediation plan, or who have been found to have not met the conditions of a remediation plan, are not eligible for merit-based pay increases. After the faculty member is restored to “meets expectations” status, the faculty member is once again eligible for merit pay, but retroactive pay cannot be awarded.
12. A full written record of each faculty member’s post-tenure review shall be provided to the Dean and Chancellor (or designee). Information and documentation relating to the review shall be maintained by the Dean and disclosed only at the discretion, or with the explicit consent, of the faculty member, unless required by business necessity or by law.
13. Each unit chair is required to report annually to the Dean and Chancellor (or designee) that all post-tenure reviews for tenured faculty in their annual cycle have been completed. The Chancellor (or designee) has responsibility for ensuring the reviews are completed on schedule.
14. The reviews conducted and remediation plans developed in accordance with this policy are not subjected to the grievance process set forth in Chapter UWS 6.02, Wis. Admin. Code.

**REQUEST FOR AUTHORIZATION TO IMPLEMENT AN
ENTRY-LEVEL MASTER’S IN ATHLETIC TRAINING PROGRAM AT UW-GREEN BAY**

PREPARED BY UW-GREEN BAY

ABSTRACT

The University of Wisconsin-Green Bay proposes to establish an entry-level Master of Science in Athletic Training (MSAT) degree with a five year (3+2) option in the Department of Human Biology. The MSAT program is designed to satisfy all of the requirements specified by the Commission on Accreditation of Athletic Training Education (CAATE), as well as the graduation requirements for UWGB. Upon the completion of this proposed program, students will be eligible to sit for the National Athletic Trainers’ Association (NATA) Board of Certification Exam. The projected entry-level MSAT with a five year (3+2) option will provide a unique opportunity for UW-Green Bay students to obtain credentials as a certified athletic trainer in northeast Wisconsin. The professional graduate program will require 73 credits, which includes 14 credits of clinical practicum and six credits of research methods in preparation of a capstone project or thesis. The program will enhance both graduate and undergraduate research opportunities, strengthen community partnerships, support UW-Green Bay’s Division 1 athletic program, and retain alumni from the UW system who are seeking careers as certified athletic trainers.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin – Green Bay

Title of Proposed Program

Athletic Training

Degree/major Designation

Master of Science

Mode of Delivery

Instruction of lectures and labs will be face-to-face and clinical/practicum rotations will occur at UWGB and in the surrounding Northeast Wisconsin communities.

Single Institution or Collaboration

Single Institution

Projected Enrollment by Year Five

The table below represents enrollment and graduation projections for students entering the program over the first five years of program implementation. The numbers are based on the assumption that there will be a 90% retention rate from year one to year two of the program. By the end of the fifth year, it is expected that 52 students will have enrolled in the program. By the end of the sixth year, it is expected that 46 students will have graduated from the program.

	1st Year	2nd Year	3rd Year	4th Year	5th Year
New Students Admitted	14	0	18	0	20
Continuing Students	0	12.6	0	16.2	0
Total Enrollment	14	12.6	18	16.2	20
Graduating Students	0	12.6	0	16.2	0

Tuition Structure

The MSAT degree will consist of 73 credits. Coursework is separated into four categories: crosslisted courses, didactic courses, clinical courses, and research/thesis courses. Cross listed courses (20 credits; e.g. Kinesiology, Psychology of Sport and Injury) will be funded from general purpose revenue (GPR). Didactic courses (33 credits; e.g. Therapeutic Modalities, Athletic Training Administration), clinical courses (14 credits; e.g. Clinical Practicum), and research/thesis (6 credits; Research Methods) will be funded from tuition generated by the program.

Students enrolled in the MSAT program will pay standard per credit graduate tuition rates (\$424.47/cr. for in-state students) per existing UW-Green Bay policies. However, due to the high programmatic credit load typical of MSAT professional graduate programs (e.g. 73 credits), student will pay on a per credit basis, and thus will not be eligible for existing tuition plateaus designed for traditional graduate programs (e.g. 30 credits). Nevertheless, student segregated fees will follow existing UWGB policies; MSAT students will not carry a larger burden of student segregated fees. Research of eight additional MSAT graduate programs across the nation indicated that the tuition structure varies considerably from program to program (i.e. \$385-\$733 per credit hour; \$14,013-\$49,176 per year).

Department or Functional Equivalent

Department of Human Biology

College, School, or Functional Equivalent

College of Science and Technology

Proposed Date of Implementation

Pending approval by the UW System and the Board of Regents, the first class for the degree will be offered in Summer 2018.

INTRODUCTION

Rationale and Relation to Mission/Strategic Plan

UW-Green Bay's mission is based on a commitment to provide a problem-focused educational experience that enhances critical thinking skills to address complex issues. The proposed plan for an entry-level MSAT is consistent with that mission in that it will enable students to address problems using knowledge gained through clinical rotations, practicum experiences, didactic education, and research inquiry. This proposed program also aligns with UWGB's strategic plan, which emphasizes enrollment growth (particularly through graduate programs), promoting opportunities for innovation, establishing distinctive partnerships within the community, and highlighting academic programs focused on healthcare.

According to CAATE, "Athletic trainers are health care professionals who collaborate with physicians to provide preventative services, emergency care, clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions." Clearly, such a program will enhance collaboration and cooperation with health based institutions within the Green Bay community and Northeast Wisconsin region. The Green Bay community is unique in that it offers a wealth of opportunities for students to gain clinical experiences. As well as partnering with a number of high quality medical institutions (i.e. Prevea Health, Bellin Health, Aurora Health Care), Green Bay is a "sports-rich community" and rotation opportunities will include professional (i.e. Green Bay Packers, Green Bay Blizzard), minor league (i.e. Green Bay Bullfrogs, Green Bay Gamblers, Appleton Timber Rattlers), collegiate (i.e. D1 UW-Green Bay, D3 St. Norbert College, D3 Lawrence University), and/or high school practicum sites. In fact, UWGB has received letters of support from a number of the aforementioned organizations. Students enrolled in the program will receive exposure to multiple levels of competition and network with more than 30 medical professionals in the area.

In addition to developing significant relationships with community partners, a program of this nature will strengthen relationships between academics, athletics, and student populations on the UWGB campus. An entry-level MSAT complements the Human Biology undergraduate degree, particularly emphasizes in Health Science and Exercise Science. Human Biology is currently the second largest major on campus (spring 2016 enrollment: 421 students). Students at UW-Green Bay, in particular, will have an (new) option for career development in an emerging area of the health care profession.

Need as Suggested by Current Student Demand and Market Demand

UWGB's Department of Human Biology surveyed Human Biology declared majors during the spring 2016 term to gain student perspective on the need for the MSAT program, to gauge personal interest in enrolling in this program at UWGB, and to determine the perceived value of this program to UWGB and the Northeast Wisconsin region. The Human Biology major includes four areas of emphasis: Exercise Science, Nutritional Science, Health Science, and General. Students who pursue a master's in athletic training after completing a B.S. in Human Biology typically graduate with an Exercise Science emphasis. The survey (N=79) indicated that 51.9% of all Human Biology majors and 73.1% of Human Biology majors with an Exercise Science emphasis have a personal interest in a MSAT program at UWGB. Over 92% of the respondents believe there is a need for the MSAT program at UWGB and 94.9% believe that this program would enhance the image of UWGB and is important to the Northeast Wisconsin region. The addition of the MSAT program at UWGB will enable current Human Biology students to continue their studies via the 3+2 option, while simultaneously recruiting students regionally and nationally.

According to the Bureau of Labor Statistics, the job outlook for athletic trainers across the nation is anticipated to grow by as much as 21.3% from 2014-2024, which is much faster than the average for all occupations.¹ There is a projected 18% increase in the number of athletic training jobs in Wisconsin from 2012-2022. Similarly, Wisconsin Department of Workforce Development's 2012-2022 projections indicate a 14.83% increase in health care occupations throughout the state.²

Currently, only 24.5% of athletic trainers (aged 25-44) have attained a master's degree or doctoral degree. The NATA has recently changed the mandatory athletic training degree level to a master's degree. Baccalaureate programs may not admit, enroll, or matriculate students into the athletic training programs after the start of the fall 2022 semester. After that point, athletic training candidates must possess a master's in athletic training to sit for the NATABOC exam and practice as a certified athletic trainer.

¹ U.S. Bureau of Labor Statistics. (2015). *Occupational Outlook Handbook. Healthcare, Athletic Trainers*. Retrieved from <http://www.bls.gov/ooh/healthcare/athletic-trainers.htm#tab-6>

² State of Wisconsin Department of Workforce Development. (2014). *Labor Market Information*. Retrieved from <http://wisconsinjobcenter.org/labormarketinfo/>

Emerging Knowledge and Emerging Directions

Athletic trainers have traditionally been employed in athletic settings, including professional sports, universities/colleges, and high schools. However, the field of athletic training has evolved, and now requires certified athletic trainers to develop the skills and knowledge to treat clients and patients in a variety of settings beyond the athletic field/court (e.g. performing arts, military, law enforcement, government, hospitals, clinics, industry, etc.). Athletic training professionals have progressively become an extension of other health domains (e.g. understand how to measure and fit medical equipment prescribed by physicians). The National Athletic Trainers' Association has recognized this new direction in employment opportunities and created a committee specifically focused on emerging practices in the profession (the Clinical and Emerging Practices Athletic Trainers' Committee).

The proposed MSAT program will embrace this new direction and provide experiences that integrate student athletic trainers in nontraditional settings (e.g. AT Field Experience). For example, the AT Field Experience would include an opportunity to attend a fire and rescue training session with a local fire

department. Graduates of the MSAT program will understand the concepts of professional practice and develop the knowledge and skills necessary to contribute to the field in this diverse capacity.

DESCRIPTION OF PROGRAM

An entry-level MSAT is designed for graduates of a baccalaureate program with a degree in a related field (i.e. Human Biology, Kinesiology, Exercise Science) who would like to pursue the profession of athletic training. Students pursuing the proposed 3+2 MSAT degree would complete undergraduate core/athletic training courses during the first 3 ½ years of the program and would complete graduate core/elective courses during the last 1 ½ years of the program. Students who complete a baccalaureate program at UWGB, or at another institution, and pursue UWGB's entry-level MSAT would complete the graduate program in 2 years.

Graduate athletic training programs follow the constructs of most professional health care programs, which include a didactic classroom curriculum and a variety of clinical experiences (approximately 750 contact hours). Based on accreditation standards, this program necessitates that UWGB will partner with the community to provide traditional clinical rotations. Required clinical experiences include exposure to treatment and care of injuries related to sports activities of both genders and contact/noncontact athletics (i.e. high school settings, equipment intensive, upper vs. lower extremity focus, etc.). Additional clinical rotations, including orthopedics (i.e. surgical observation, rehabilitation, primary care sports medicine) and general medicine (i.e. family practice, urgent care), would also be a requirement of the program. Students will complete a master's thesis or capstone project under the direction of a faculty member in the Department of Human Biology with opportunities to collaborate with faculty from other disciplines (e.g., psychology). Following the completion of this program, students would be eligible to sit for the Board of Certification exam and enter the profession of athletic training.

Institutional Program Array

UW-Green Bay currently provides pre-professional prerequisite courses necessary to enroll in the proposed MSAT program. Required pre-athletic training coursework is drawn from biology, psychology, mathematics, physics, chemistry, anatomy, and physiology. Typically, UWGB students complete a B.S. in human biology and apply to entry-level master's programs out of state to obtain their credentials to practice as a certified athletic trainer. This program aims to retain NE Wisconsin students in NE Wisconsin.

Other Programs in the University of Wisconsin System

There are currently six accredited undergraduate programs in "good standing" in the University of Wisconsin System, including: UW-Eau Claire, UW-LaCrosse, UW-Madison, UW-Milwaukee, UW-Oshkosh, and UW-Stevens Point. These programs are designed for soon-to-be high school graduates who plan to complete a four-year baccalaureate degree. To be clear, this is not the type of program suggested in this proposal. It is our contention that UWGB is well suited to accept well trained undergraduates interested in pursuing a master's degree and athletic training certification concurrently.

There are currently two Masters in Athletic Training programs offered in the state of Wisconsin, UW-Milwaukee (degree change pending) and Concordia University (active, in good standing). The Board of Regents recently approved UW-Stevens Point's request to implement a graduate program. UW-Eau Claire and UW-Oshkosh have completed their notices of intent to develop a graduate degree and will be seeking approval from the Board of Regents in the near future.

Furthermore, the NATA Board of Directors and the Commissioners of the CAATE recently announced a major decision to establish the professional degree in athletic training at the master's level as of 2022. With that being said, it is anticipated that all UW-System undergraduate programs will be transitioning to a MSAT as the requirement is phased in over the next several years. While offering strong programs for

other regions of the state, the existing degree programs do not meet the needs of many students in northeastern Wisconsin, which is also home to a high concentration of high caliber athletic organizations.

Collaborative Nature of Program

While classroom and laboratory instruction in the MSAT program will be delivered from a single institution, a number of academic programs (i.e. human biology, nursing, psychology, graduate studies) and non-academic programs (i.e. athletics, student advising, financial aid) at UW-Green Bay will collaborate to fulfill the student learning outcomes for the accredited program. Furthermore, the Department of Human Biology and the Department of Natural and Applied Sciences house the necessary facilities and equipment to conduct research for master's theses and/or a capstone project. It is also anticipated that many of the graduate students enrolled in the proposed MSAT program would receive teaching assistantships to instruct lower-level labs within the human biology undergraduate degree (i.e. Anatomy & Physiology Lab). Teaching Assistants provide an important and cost-effective means of delivering high-quality instruction in introductory science laboratories, yet UWGB remains under-developed in this resource. UW-Green Bay's Division 1 athletic program and Prevea Health (the organization currently contracted for athletic training support at UWGB) enthusiastically support the current proposal. As indicated previously in this document, it is expected that the MSAT program will establish several community partnerships with various organizations (i.e. Green Bay Packers, Green Bay Blizzard, Green Bay Gamblers) to fulfill clinical rotations.

Delivery

The MSAT didactic courses (lectures and labs) will be taught in a traditional face-to-face format on the UW-Green Bay campus. The clinical courses (AT Practicum I-IV and AT Field Experience) will be taught at medical institutions and athletic facilities in the surrounding community, as organized by the clinical coordinator and under the direction of identified preceptors. The MSAT program will require oversight and instruction by certified athletic trainers, including: a program director, a clinical coordinator, and addition adjunct clinical instructors.

Diversity

UW-Green Bay is dedicated to finding ways to expand the diversity of their campus community. UWGB faculty and staff have engaged in several strategic initiatives to recruit a more diverse student body and offer diverse experiences and perspectives throughout a student's undergraduate program. The American Intercultural Center (AIC) and the Center for Advancement of Teaching and Learning (CATL) offer resources and services that promote academic success and personal growth of multicultural students. The College of Science and Technology, in collaboration with the AIC and CATL, is committed to fostering diverse experiences for students in the MSAT program.

The proposed MSAT program will serve a diverse student body who will be recruited regionally and nationally, including nontraditional students. The 3+2 program option has potential to create streamlined transfer paths and articulation agreements with Wisconsin Technical Colleges (e.g. NWTC's Physical Therapist Assistant – Associate Degree) and the two-year UW Colleges, which will serve a more diverse student population.

Upon admission into the program, students will be exposed to diverse settings across the region through clinical rotations integrated within the curriculum. Students will participate in diverse clinical rotations in various corporate and academic settings.

Student Learning Outcomes

The National Athletic Trainers' Association published a thorough document entitled *5th edition of the NATA Athletic Training Education Competencies*¹ (<http://caate.net/wp-content/uploads/2014/06/5th-Edition-Competencies.pdf>), which provides detailed student learning outcomes for accredited athletic

training programs. The competencies outlined in the document are the minimum requirements for a student's professional education. In addition to classroom and laboratory instruction, students will fulfill these competencies through clinical rotations and integrated research experiences.

As determined by CAATE (and included in the *5th edition of the NATA Athletic Training Education Competencies*), an athletic trainer must demonstrate the knowledge and skills within the following content areas:

- Evidence-Based Practice
- Prevention and Health Promotion
 - General Prevention Principles
 - Prevention Strategies and Procedures
 - Protective Equipment and Prophylactic Procedures
 - Fitness/Wellness
 - General Nutrition Concepts
 - Weight Management and Body Composition
 - Disordered Eating and Eating Disorders
 - Performance Enhancing and Recreational Supplements and Drugs
- Clinical Examination and Diagnosis
 - Systems and Regions
 - Musculoskeletal
 - Integumentary
 - Neurological
 - Cardiovascular
 - Endocrine
 - Pulmonary
 - Gastrointestinal
 - Hepatobiliary
 - Immune
 - Renal and Urogenital
 - Face, including Maxillofacial Region and Mouth
 - Eye, Ear, Nose, and Throat
- Acute Care of Injury and Illness
 - Planning
 - Examination
 - Immediate Emergent Management
 - Immediate Musculoskeletal Management
 - Transportation
 - Education
- Therapeutic Interventions
 - Physical Rehabilitation and Therapeutic Modalities
 - Therapeutic Medications
- Psychosocial Strategies and Referral
 - Theoretical Background
 - Psychosocial Strategies
 - Mental Health and Referral
- Healthcare Administration
- Professional Development and Responsibility
- Clinical Integrated Proficiencies
 - Prevention and Health Promotion
 - Clinical Assessment and Diagnosis/Acute Care/Therapeutic Intervention
 - Psychosocial Strategies and Referral
 - Healthcare Administration

In addition to the above competencies, the 5th edition of the NATA Athletic Training Education Competencies states that the following foundational behaviors of professional practice should be incorporated into accredited athletic training programs:

- Primacy of the Patient
- Team Approach to Practice
- Legal Practice
- Ethical Practice
- Advancing Knowledge
- Cultural Competence
- Professionalism

¹ National Athletic Trainers' Association. (2014). *Athletic Training Education Competencies*. Retrieved from <http://caate.net/wp-content/uploads/2014/06/5th-Edition-Competencies.pdf>

Assessment of Objectives

The program director and clinical coordinator will have the responsibility for the assessment of student learning. The program director will assign specific learning goals to each course that are designed to address core competencies as outlined in the 5th edition of the NATA Athletic Training Education Competencies. Student learning outcomes will be assessed directly and indirectly throughout the two-year program. A more detailed assessment plan will be created by the program director and clinical coordinator as the courses are implemented during the first two years of program development.

Program Curriculum

After the obtaining a baccalaureate degree and completing the prerequisite courses listed below, the MSAT will consist of 73 credits. The credit load includes 14 credits of clinical practicum and six credits of research methods in preparation of a capstone project or thesis.

Prerequisite Coursework (34 hours)	Hours/Course
One semester biology w/ lab	4
Two semesters of chemistry w/ lab	8
One semester of physics w/ lab	4
Two semesters anatomy and physiology or equivalent w/ lab	8
Exercise Physiology	3
Introduction to Psychology	3
Statistics	4
Medical Terminology (credit or non-credit course)	
Required Graduate Courses (73 hours)	Hours/Course
<i>Summer 1</i>	
Gross Anatomy (cross-listed)	4
Principles in Athletic Training (cross-listed)	3
Evaluation and Management - Emergent Conditions	2
<i>Fall 1</i>	

Orthopedic Assessment - Lower Extremity and Spine	4
Therapeutic Modalities	3
Kinesiology/Biomechanics (cross-listed)	4
AT Clinical Practicum I	3
<i>Spring 1</i>	
Orthopedic Assessment - Upper Extremity, Trunk, and Head	4
Bioenergetics of Athletic Performance (cross-listed)	4
Rehabilitation in AT I	4
AT Clinical Practicum II	3
<i>Summer 2</i>	
Psychology of Sport and Injury (cross-listed)	3
Athletic Training Administration	3
Research Methods I	1
AT Field Experience	2
<i>Fall 2</i>	
Diagnostic Imaging and Lab Studies	2
Healthcare Information Technology (cross-listed)	2
Rehabilitation in AT II	3
Research Methods II	2
AT Clinical Practicum III	4
<i>Spring 2</i>	
Nutritional and Pharmacological Interventions	2
Seminar in AT	3
Research Methods III	3
AT Clinical Practicum IV	4
BOC Prep	1

Projected Time to Degree

Students who apply to the MSAT program with a baccalaureate degree (and having already met the prerequisite courses) will complete the degree in two full years (including summers). UWGB undergraduate students who have fulfilled the prerequisite courses and enroll in the 3+2 track will be able to complete both a B.S. in Human Biology and M.S. in Athletic Training in five years. Students will be required to take courses in sequence and must enter the program the summer term. The master's thesis or capstone project must be completed in the final semester.

Program Review Process

UWGB's Graduate Academic Affairs Council (GAAC) is charged with oversight of all graduate programs on campus, including review and approval of all credit courses and all academic programs at the graduate level. The MSAT program will be formally reviewed on a seven-year cycle by the department, the college program review committee, the Dean of the College of Science and Technology, and the

GAAC. The Graduate Academic Affairs Council forwards all recommendations and decisions to the Faculty Senate, and provides advice regarding issues of graduate level education policy and implementation.

In addition, the program must submit an annual report (and additional progress reports if requested) to CAATE, which includes changes to program, personnel, and fiscal matters. Initial CAATE accreditation of the program requires a five-year review, including a self-study, peer review, and site visit. Continuing accreditation may be granted by CAATE for a maximum of ten years. The College of Science and Technology and the Department of Human Biology will manage the resources to ensure that funds are available to invest in the program as needed.

Accreditation

The program will need to be approved through the Higher Learning Commission. In order for students to practice in the field, they must graduate from a CAATE accredited program and pass the National Athletic Trainers' Association Board of Certification Exam. For this reason, the entry-level MSAT program will seek accreditation through the Commission on Accreditation of Athletic Education (CAATE)¹.

¹ Commission on Accreditation of Athletic Training. (2015). *Pursuing and Maintaining Accreditation of Professional Programs in Athletic Training*. Retrieved from <http://caate.net/wp-content/uploads/2015/10/Pursuing-and-Maintaining-Accreditation-Professional-Final-1.pdf>

University of Wisconsin - Green Bay						
Cost and Revenue Projections For Newly Proposed Program						
	Items	Projections				
		2018	20 19	2020	2021	2022
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	14	0	18	0	20
	Enrollment (Continuing Student) Headcount	0	12.6	0	16.2	0
	Enrollment (New Student) FTE	14	0	18	0	20
	Enrollment (Continuing Student) FTE	0	12.6	0	16.2	0
II	Total New Credit Hours (# new sections x credits per section)	30	32	0	0	0
	Existing Credit Hours	8	9	38	41	38
III	FTE of New Faculty/Instructional Staff	1.0	0.0	0.0	0.0	0.0
	FTE of Current Fac/IAS	0.25	1.33	1.25	1.33	1.25
	FTE of New Admin Staff	1.25	0.0	0.0	0.0	0.0
	FTE Current Admin Staff	0	1.25	1.25	1.25	1.25
IV	New Revenues					
	<i>From Tuition (new credit hours x FTE)</i>	\$219,285	\$201,303	\$293,328	\$269,275	\$339,087
	<i>From Fees</i>	\$0	\$0	\$0	\$0	\$0
	<i>Program Revenue - Grants</i>	\$0	\$0	\$0	\$0	\$0
	<i>Program Revenue - Other</i>	\$0	\$0	\$0	\$0	\$0
	<i>Reallocation</i>	\$0	\$0	\$0	\$0	\$0
	Total New Revenue	\$219,285	\$201,303	\$293,328	\$269,275	\$339,087
V	New Expenses					
	Salaries plus Fringes					
	<i>Faculty/Instructional Staff</i>	\$99,388	\$110,785	\$103,739	\$115,243	\$108,307
	<i>Other Staff</i>	\$96,932	\$110,690	\$112,904	\$115,162	\$117,466
	Other Expenses					
	<i>Facilities</i>	\$0	\$0	\$0	\$0	\$0
	<i>Equipment</i>	\$0	\$0	\$0	\$0	\$0
	<i>Other: NATA membership, Accred., Prof. Dev., etc</i>	\$10,517	\$12,104	\$11,017	\$12,104	\$11,017
	Total Expenses	\$206,837	\$233,580	\$227,661	\$242,510	\$236,790
VI	Net Revenue	\$12,448	-\$32,276	\$65,667	\$26,765	\$102,297
Narrative: Explanation of the Numbers and Other Ongoing Commitments that will Benefit the Proposed Program						
I.	Enrollment assumes admitting an initial biennial cohort of 14 full-time students, increasing to 20 students by year 5, with 90% student retention rate between years 1 and 2 of the program.					
II.	We are proposing 55 new graduate SCH, with the remaining SCH (20) pulled from cross-listed courses available in our large undergraduate Human Biology Program, thus benefitting both programs and providing limited elective options.					
III.	We propose adding a Director (50% teaching/50% admin) and a Clinical Coordinator (50% teaching/50% admin) in yr 1. We have also budgeted 25% time for general admin support (also starting yr 1), primarily to support the clinical interns. Additional instruction will occur in summer, via existing faculty, and through use of practicing Athletic Trainers. Accreditation requirement, coupled with clinical placement workload mandates a large administrative cost.					
IV.	Graduate tuition rates are held at the standard level for UWGB, but we request students pay per credit for all credits. Professional MSAT programs have high SCH (73 for this program), thus traditional graduate student credit load does not apply, nor work financially.					
V.	We included membership and accreditation expenses for NATA, as well as faculty and staff professional development dollars.					
<i>a</i>	- Number of students enrolled					
<i>b</i>	- To be based on 12 credits at the undergraduate level and 7 credits at the graduate level					
<i>c</i>	- Number of faculty/instructional staff providing significant teaching and advising for the program					
<i>d</i>	- Number of other staff providing significant services for the program					
Provost's Signature:				Date:		