

AGENDA

UW-GREEN BAY FACULTY SENATE MEETING NO. 5

Wednesday, December 9, 2015

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. 5 November 11, 2015 [page 2]

3. CHANCELLOR'S REPORT

4. NEW BUSINESS

- a. Resolution on the Granting of Degrees [page 7]
Presented by UC Chair John Lyon
- b. Resolution on Tenure [page 8]
Presented by Senator Andrew Austin
- c. Code Change on Graduate Academic Affairs Council (first reading) [page 9]
Presented by UC Chair John Lyon
- d. Proposal for M.S. in Health and Wellness Management (first reading) [page 16]
Presented by Dean Sue Mattison and Christine Vandenhouten
- e. Request for Future Business

5. PROVOST'S REPORT

6. OTHER REPORTS

- a. University Committee Report [page 31] – Presented by UC Chair John Lyon
- b. Faculty Representative Report [page 34] – Presented by Christine Vandenhouten
- c. Academic Staff Report – Presented by Katrina Hrivnak
- d. University Staff Report – Presented by Jan Snyder
- e. Student Government Report – Presented by Hannah Stepp
- f. Academic Affairs Report – Prepared by Lora Warner [page 37]

7. ADJOURNMENT

[draft]

MINUTES 2015-2016
UW-GREEN BAY FACULTY SENATE MEETING NO. 4
Wednesday, November 11, 2015
Alumni Rooms, University Union

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

PRESENT: Greg Aldrete (HUS), Andrew Austin (DJS), Bryan Carr (ICS), Ankur Chattopadhyay (ICS), Ryan Currier (NAS), Toni Damkoehler (AND), Greg Davis (Provost, *ex officio*), Doreen Higgins (SOCW), Ray Hutchison (URS), Mark Kiehn (EDU), Arthur Lacey (EDU), William Lepley (BUA), John Lyon (NAS-UC), Kaoime Malloy (TND), Ryan Martin (HUD), Michael McIntire (NAS), Gary Miller (Chancellor, *ex officio*), Paul Mueller (HUB), Steven Muzatko (BUA-Alternate), Rebecca Nesvet (HUS), Uwe Pott (HUB), Janet Reilly (NURS-Alternate), Courtney Sherman (MUS), Christine Smith (HUD), Christine Style (AND-UC), Brian Sutton (HUS), Patricia Terry (NAS-UC), Christine Vandenhouten (NUR-UC), Kristin Vespia (HUD-UC), David Voelker (HUS-UC), Elizabeth Wheat (PEA), and Amy Wolf (NAS)

NOT PRESENT: Alison Stehlik (AND)

REPRESENTATIVES: Josh Goldman and Katrina Hrivnak, Academic Staff; Jan Snyder, University Staff; and Hannah Stepp, Student Government

GUESTS: Lucy Arendt (Assoc. Dean, PS), Matt Dornbush (Asst. Vice Chancellor), Scott Furlong (Dean, LAS), Clifton Ganyard (Assoc. Provost), Paula Ganyard (Director, Cofrin Library), Mary Ellen Gillespie (Director, Athletics), Bill Hubbard (Director, ATS), Derek Jefferies (Prof., HUS), Jennifer Jones (Director, Admissions), Sue Mattison (Dean, PS), Ron Pfeifer (Assoc. Chancellor), Christina Trombley (Assoc. Vice Chancellor), Sheryl Van Gruensven (Vice Chancellor, Business and Finance), Michael Zorn (Prof., NAS)

1. CALL TO ORDER.

Speaker Terry was right on top of things, bringing the hammer down at precisely 3:00 p.m., calling the meeting to order.

2 and 3. APPROVAL OF MINUTES for Faculty Senate Meeting No. 2, October 14, 2015 and for the Special Faculty Senate Meeting No. 3, October 28, 2015.

When the Speaker asked for corrections, Senator Higgins suggested minor corrections (concealed carry “bill” should be concealed carry “proposal” as no bill number had yet been issued). With this minor correction made, the minutes of both meetings passed unanimously.

4. CHANCELLOR’S REPORT.

Chancellor Miller began by agreeing with Senator Higgins that no bill number has been issued to the concealed carry proposal. In addition, another set of legislators introduced another proposal to prohibit firearms on university campuses, although the Chancellor is unsure whether that proposal has a number yet or not.

The Chancellor had just a few items about which to report. UW System continues to work on a Strategic Plan and is gathering ideas from the various campus governance groups from all UW campuses in drafting that plan. The Provost has heard back from two UWGB governance groups, but has not heard back from the faculty (input is due by 11/20). System has completed the public listening sessions regarding the Strategic Plan. The Tenure Task Force continues their work, it next meets Monday, November 30. A draft of the tenure policy will be completed in the near future and a copy of the draft can be made available at that time. Finally, Chancellor Miller asked the Faculty Senate to be aware of and mindful of the events taking place at the University of Missouri, and specifically asks that faculty be proactive in engaging their students in discussions about the race issue on campuses.

5. NEW BUSINESS

a. Resolution on the Four-College Model

UC Chair John Lyon introduced the resolution supporting the administrative reorganization effort (aka, the Four-College Model). The resolution supports the Chancellor's idea that in order to move the university forward we will need some systemic changes by putting more deans into the role of advocating for the university, faculty, and academics. With no questions asked of UC Chair Lyon regarding the resolution, Speaker Terry asked for a motion to approve the resolution. **Senator Vandenhouten moved approval of the Resolution Supporting the Four-College Model (Senator R. Martin seconded).** In the ensuing discussion of the motion, **Senator Austin made a motion for a change in wording in the resolution, suggesting that "business model" be changed to "leadership model" in the second and third "Whereas" statements (Senator Pott seconded).** In discussion of the motion, Chancellor Miller mentioned that he thought it "insignificantly enhances the resolution." With no further discussion, **the Senate voted to accept the motion to change the wording from "business model" to "leadership model" (29-0-0).** Citing the nature of the resolution and the fact that not all members of the Faculty Senator have tenure, **Senator Sutton moved for a paper ballot on this particular vote (Senator Voelker seconded).** Based on Robert's Rules of Order, there is no discussion on this motion. Going straight to a vote, **the motion to vote via paper ballot passed (19-8-2).** Further discussion on the initial motion brought a question regarding the names of the colleges. The Chancellor mentioned that any names for the colleges are simply place-holders at this time, no names are set in stone. **The Senate voted acceptance of the motion to support the resolution (25-4-1).**

b. Request for future business.

Senator Austin mentioned that given the reason for the request for a paper ballot, perhaps we should "revisit this question of probationary faculty on the Faculty Senate." Speaker Terry also reminded Senators they could bring their ideas/concerns to the members of the University Committee at any time or to the next Faculty Senate meeting.

5. PROVOST'S REPORT

Provost Davis reported that he has been working closely with Deans Scott Furlong and Sue Mattison, Associate Provost Clif Ganyard, and Assistant Vice Chancellor Matt Dornbush regarding how the \$128K earmarked for base salary adjustments that came from UW System

will be allocated. Currently, they are leaning toward using a model similar to how the STAR funds were distributed in 2007. Provost Davis expects to have a conclusion to this process sometime in the next month.

The Provost has been visiting with the UC and others regarding the request from President Cross and Chancellor Miller for meritorious pay adjustments, as well as issues related to overload, changes to a 24-credit workload, reassignments, etc. Work is underway to set the budget for fiscal year 2016-17; in the process they are learning about previous budgeting practices and how those will need to be modified so that we have a more understandable budgeting process in the future. UPIC will be back to business the week of November 16. There will be a Provost's meeting in Madison on Friday, November 13, agenda items include: updates on budget and finance projects, a workgroup on GPR allocation, a workgroup on segregated fees, a workgroup on a new budget system, an update on the Tuition Task Force, discussion of the December Education Committee agenda for the Regents Meeting, discussion of the Collaborative University of Wisconsin Library Funding Model and funding of journal subscriptions, discussion of the Math Placement Test Committee suggestion that math (and English) cut-off scores to be set uniformly across the System (currently not the case) – preliminary information indicates that for UWGB the increase in the cut-off score would increase the percentage of UWGB students requiring remedial math from the current 15% to approximately 30-35%, an update on Tenure Task Force, discussion on fetal tissue research and concealed carry proposal, there will also be updates on college readiness webinars, financial aid, the UW System Business Intelligent Project, \$5M for payplan, the LEAP Wisconsin assessment project, the UW System Strategic Planning, and expanding student business experiences.

Provost Davis next welcomed Tim Sewall to the podium to discuss UWGB's plans for growing enrollment (Sewall distributed the handout "Strategy for Enrollment Growth" as the basis for his discussion). Sewall began by emphasizing that the recruitment of students starts 18 months prior to the class that is being recruited. So recruitment efforts for the freshmen class who will be entering in 2017-18 will begin in February 2016. This implies that if we want to make changes to academic programs that will impact student recruitment the change process needs to start well in advance. There are three major components to the strategy that has been developed:

- 1) Recruitment is an all-University requirement. It is not just the enrollment/admissions staff that is responsible for and does all the work associated with recruitment, it is the responsibility of all, perhaps faculty in particular. The institution must continually improve – this is why the four-college model is so important, it will help with the development and marketing of new programs.
- 2) Establishing a foundation/structure for student recruitment. The Strategic Planning Enrollment Council, comprised of key administrators, establishes the enrollment goals and sets recruitment priorities. The Institutional Enrollment Steering Committee, comprised of enrollment services personnel and faculty, operationalizes the recruitment plans. Work is in-progress toward a reorganization of enrollment services with the goal focusing squarely on recruitment and retention.
- 3) Establishing short- and long-term recruitment goals and targets. Work will begin in earnest starting in December and continuing through February and will be based on data analysis to determine best areas in which to recruit. The initial target is to enroll 120 new

freshmen and 35 additional on-campus transfer students for each of the next three years (this does not include online learners, international students, and graduate studies – although Sewall and Asst. Vice Chancellor Dornbush have been in discussions about graduate enrollment goals). Continuing recruitment strategies are being used to connect with potential students and target specific groups of students; for example, Carnegie Communication Digital Services, Lead Generation Services, and ACT Search Initiatives. Special initiatives beginning in 2015-16 include: highlighting five major areas of study (Psychology, Human Biology, Environmental Sciences, Business/Accounting, and Social Work) and creating microsites and 60-, 30-, and 15-second videos for those five areas of study; hiring a bi-lingual admissions counselor to assist with the university's effort to increase its recruitment of minority/underrepresented students especially from the Green Bay area; hiring two new hybrid advisors/recruiters to focus efforts on getting more transfer students and developing transfer agreements with UW-Colleges; hiring a person to expand our use of the Constituent Relationship Management (CRM) software to track prospective students; and expanding marketing capabilities by having a dedicated marketing person in admissions. There are also a number of collaborative efforts regarding recruitment to focus on specific target groups, these include the Underrepresented Student Recruitment Team, Academic Advising Working Group, Transfer Student Team, and the Data Analysis and Communication Team.

Sewall then fielded a number of questions from the Faculty Senate, some of which include: 1) which of the two large populations of minorities would be served by the bilingual admissions counselor, Hispanic or Hmong? (Hispanic) If we are serious about underrepresented recruitment efforts, we should hire two bilingual recruiters, one for each group, particularly to communicate with the parents of prospective students. 2) What is the projected student headcount for this fall? (It is on the university website). 3) Is the "Rising Phoenix Program" currently working on finalizing agreements with UW-Colleges? (Yes, particularly working with the Dean from UW-Sheboygan). 4) Has there been any effort to try to get the McNair program or WISCAMP back on our campus to attract minority students? (Sewall asked that information on these programs be forwarded to him).

6. OTHER REPORTS

In response to feedback from senators about lengthy reports, efforts are underway to transition to including written reports from the respective reporting groups which will be included in the agenda. This should shorten the verbal reporting and leave more time for questions in Senate.

- a. University Committee Report. UC Chair John Lyon reported that the primary item of discussion in the UC will be the 24-credit workload. Any "product" put together for Faculty Senate endorsement will be based on the information gathered from each respective budgetary unit in response to the UC's request regarding what a 24-credit workload would look like.
- b. Faculty Representative Report. Christine Vandenhouten reported that the Faculty Reps met Friday, November 6. Her written report was included in Faculty Senate agenda. She also mentioned there was a request to replace a position on the Teachers Retirement Board

(provides oversight and recommendations for retirement and benefits). This is a self-nomination process with applications due November 20. Also, all UW institutions have passed or are in the process of passing resolutions opposing the concealed carry proposal. UW-Whitewater's resolution included a statement to provide all faculty with body armor.

- c. Academic Staff Report. Katrina Hrivnak reported that the Academic Staff Committee continues to meet and discuss issues relevant to that group.

- d. University Staff Report. Jan Snyder reported that Chancellor Miller will be meeting with the USC the week of November 16 to talk about the transition to the Four College Model. Provost Davis will also meet with USC to discuss the merit review process. They have met with HR regarding merit review, but they will not have anything solid in place by January as System had requested. They will, however, be working with HR to fine tune their current evaluation form and process. The USC sent their feedback to the Provost regarding UW's Strategic Planning document. The USC supported the Faculty Senate's resolution opposing concealed carry, but did not feel a separate university staff resolution was necessary or appropriate since the support was not unanimous. The annual University Staff Professional Development meeting was very successful and was well attended by staff from UWGB, NWTC, and other UW campuses.

- e. Student Government Report. SGA President Hannah Stepp reported that SGA resolution opposing the concealed carry proposal did not pass. In response to comments made by some faculty regarding the opposition to the resolution, Stepp asked that the two bodies (Faculty Senate and SGA) remain respectful of their differences in opinion.

8. ADJOURNMENT at 4:07 p.m.

Respectfully submitted,

Steve Meyer, Secretary of the Faculty and Staff

RESOLUTION ON THE GRANTING OF DEGREES

Be it resolved that the Faculty Senate of the University of Wisconsin-Green Bay, on behalf of the Faculty, recommends to the Chancellor and the Vice Chancellor of the University that the students certified by the Registrar of the University as having completed the requirements of their respective programs be granted their degrees at the Fall 2015 Commencement.

Faculty Senate New Business 4a 12/9/2015

UW-Green Bay Faculty Senate Resolution on Tenure

Whereas, WI Act 55 removed statutory protections for tenure and shared governance, and given effective authority to the University of Wisconsin Board of Regents and individual campus Chancellors, and

Whereas, state law has not removed the ability or responsibility of Regents and Chancellors alike to uphold the standards of tenure and academic freedom, in practice and policy, and

Whereas, draft documents from the Tenure Task Force meetings that have become public portend grave threats to tenure and academic freedom in the Wisconsin state university system in the wake of changes in state law;

Therefore, be it resolved that Faculty of the University of Wisconsin-Green Bay call upon UW System Chancellors and the Regents to affirm and practice the following principles in regard to probationary and tenured faculty, in maximal accordance with both the state standards established by law and administrative rules immediately previous to WI Act 55, as well as the national standards established by the American Association of University Professors (AAUP).

1. Tenured and probationary faculty should be terminated only for just cause, with a rigorous procedure of faculty review to uphold that standard.
2. Tenured and probationary faculty should not be laid off due to budgetary changes unless a financial emergency exists, as declared after detailed consultation with appropriate faculty governance bodies. A financial emergency is a severe financial crisis that fundamentally compromises the academic integrity of the institution as a whole and that cannot be alleviated by less drastic means.
3. The faculty as a whole, or an appropriate committee thereof, should primarily determine program changes for their campus, including any changes that might lead to layoffs. Program decisions should be based essentially upon educational considerations. Educational considerations do not include cyclical or temporary variations in enrollment, but rather must reflect long-range judgments that the educational mission of the institution as a whole will be enhanced by the change.
4. The principles and practices of tenure, and the academic freedom which they enact, should be upheld equally throughout the System, without differentiation between campuses.

Faculty Senate New Business 4b 12/9/2015

Code Change on Graduate Academic Affairs Council

(under 53.12 Graduate Program of the Faculty Handbook)

~~E. Graduate Studies Council. Members of the Graduate Studies Council are elected from among the tenured members of the graduate faculty [as defined in 53.12A]. The Council 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).~~

- ~~1. Council members are elected from among the tenured members of the graduate faculty and include two at large members who serve for three years, with terms staggered to ensure continuity, and who 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 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 Council, 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 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 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 Staff, for inclusion in the *Faculty Governance Handbook*, a current list of graduate programs and graduate level certificate programs.~~

53.13 Amendments

Amendments of this chapter are under the jurisdiction of the Faculty and must carry by a two-thirds majority of the Faculty Senate.

UWGB CHAPTER 54 UNIVERSITY COUNCILS

54.01 University Councils Defined

The Personnel Council is a Faculty council which advises the Provost/Vice Chancellor for Academic Affairs and, as appropriate, the Dean(s).

The Academic Affairs Council, **Graduate Academic Affairs Council** and General Education Council are Faculty councils reporting to and working with the Faculty Senate and its executive committee, the University Committee.

54.02 Membership and Election of Members for each Council

- A. The nomination of Council members shall be the responsibility of the Committee on Committees and Nominations.
- B. **For the Academic Affairs Council, Personnel Council, and General Education Council,** ~~t~~The four domain voting districts shall be as follows: Natural Sciences, Social Sciences, Arts and Humanities, and Professional Studies. The representatives from these domain voting districts shall each be elected by members of the appropriate faculty group. At-large members shall be elected by the faculty as a whole.
- C. ~~For each Council~~ **the Academic Affairs Council, Personnel Council, and General Education Council** there shall be one member from each domain voting district. The Academic Affairs Council and the Personnel Council shall additionally each have one member at-large for a total membership of five. The General Education Council shall have two members at-large for a total membership of six.
- D. **The Graduate Academic Affairs Council members are elected from among the tenured members of the graduate faculty. The Council shall consist of one member from each of the colleges that house a graduate program who is elected by members of the faculty of the college being represented, plus one at-large member who is elected by the faculty as a whole. Additionally, a graduate student shall be selected by the Director of Graduate Studies to serve as a nonvoting member of the Council for a one-year term.**
- E. A faculty member may not serve on two Councils at the same time.
- F. The length of each term shall be three years and staggered to provide continuity.
- G. Professors and associate professors with tenure are eligible to serve on the Councils with the exception of those who are members of the University Committee or interdisciplinary unit chairpersons. Members of the Committee on Rights and Responsibilities or the Committee of Six Full Professors may not serve on the Personnel Council at the same time. If a faculty member has an appointment half-time or more in an administrative position, or one in which there is an apparent conflict of interest, as determined by the University Committee, this faculty member will not be eligible to be elected to, or serve

on, any Council.

- H. After serving for a term, a one year period must elapse before a person becomes eligible to serve again on the same Council.
- I. The chairperson for each Council shall be elected by its members annually. The chairperson shall report annually to the Faculty.
- J. When a vacancy occurs, the person with the next highest vote in the district will be appointed. If there are no available candidates or the next person down has received, in the opinion of the University Committee, too few votes, there will be an election for the vacant position.

54.03 Functions of the Councils

A. Academic Affairs Council

1. Upon request of the appropriate Dean(s), the Academic Affairs Council shall approve or disapprove of all new programs or on modification to existing programs (majors and/or minors), and on all new credit courses or modifications to existing credit courses at the undergraduate level.
2. The Academic Affairs Council shall have the responsibility and authority for review of all credit courses and all academic programs at the undergraduate level. Its official response, including its decision, shall be forwarded to the Faculty Senate through the University Committee. The Faculty Senate will publish all curricular decisions made by the Academic Affairs Council in the minutes of its monthly meetings and forward them along with copies of all official Academic Affairs Council correspondence to the Provost/Vice Chancellor for Academic Affairs.

In a case where the Academic Affairs Council does not approve a new course or program, the initiator of that new course or program may ask the Academic Affairs Council for reconsideration of the decision, providing new arguments or supplementary evidence in support of the claim or making appropriate modifications in the proposal to meet the Academic Affairs Council's published objections. If this initial appeal fails to produce a satisfactory conclusion in the view of the initiator, a second appeal to the University Committee is possible. 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 second no approval decision, 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.

1. The Academic Affairs Council shall have the responsibility for examining the interrelationships among program areas in the University and for overseeing for

the faculty the total academic plan and its various programs and components. This examining and overseeing function shall include, but not be limited to, the reviewing of course titles and content for duplication, and the monitoring of records pertaining to enrollments in lower division courses, upper division courses, and career and adult education courses. The final decision of the Council shall be forwarded to the Faculty Senate through the University Committee. The Faculty Senate will publish all curricular decisions of the Academic Affairs Council in the minutes of its monthly meetings and forward them along with copies of all official Academic Affairs Council correspondence to the Provost/Vice Chancellor for Academic Affairs.

2. On its own initiative, or upon request of the University Committee, the Academic Affairs Council may advise the Faculty Senate about issues of educational policy and implementation that fall within the jurisdiction of the Faculty.
3. The Academic Affairs Council shall annually provide the Secretary of the Faculty and Staff, for inclusion in the Faculty Governance Handbook, a current list of: 1) Interdisciplinary Units and 2) approved academic programs (including majors, minors, emphases, and certificate programs).

B. Personnel Council

1. The appropriate Dean(s) shall seek the advice of the Personnel Council whenever a candidate for appointment or promotion is to receive tenure.
2. The Council shall develop written criteria to be used in providing its advice.
3. While serving on the Personnel Council, a member shall not take part in the deliberations or voting on a candidate for promotion in any review body other than the Personnel Council.
4. On its own initiative, or upon the request of the University Committee, the Personnel Council may advise the Faculty Senate about issues of personnel policy and implementation that fall within the jurisdiction of the Faculty.

C. General Education Council

1. The General Education Council shall provide advice to the Faculty Senate as well as to the Provost/Vice Chancellor, Associate Deans, and Deans on all aspects related to the general education curriculum.
2. The General Education Council will establish and manage the model for assessment and review of the general education curriculum.
3. The General Education Council may establish sub-committees for each General Education program component without an otherwise established governance or

administrative structure. Such sub-committees will have delegated responsibilities as determined by the GEC.

4. Changes in General Education requirements may be initiated by the General Education Council, after consultation with the faculty groups and sub-committees affected, and are subject to approval by the Faculty Senate.

D. Graduate Academic Affairs Council

1. Upon the request of the appropriate Dean(s), the Graduate Academic Affairs Council shall approve or disapprove all new programs or modifications to existing programs, and all new credit courses or modifications to existing credit courses at the graduate level.
2. The Graduate Academic Affairs 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. All curricular decisions made by the Graduate Academic Affairs Council will be published in the agenda of the Faculty Senate and forwarded along with copies of all official Graduate Academic Affairs Council correspondence to the Director of Graduate Studies and the Provost/Vice Chancellor for Academic Affairs.
3. In a case where the Graduate Academic Affairs Council does not approve a new course or program, the initiator of that new course or program may ask the Graduate Academic Affairs Council for reconsideration of the decision, providing new arguments or supplementary evidence in support of the proposal to address the Graduate Academic Affairs 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 Director of Graduate Studies and the Provost/Vice Chancellor for Academic Affairs.
4. The Graduate Academic Affairs Council shall have the responsibility for examining the interrelationships among graduate program areas in the University and for overseeing for the faculty the total graduate academic plan and its various programs and components. This examining and overseeing function shall include, but not be limited to, the reviewing of course titles and content for duplication, and the monitoring of records pertaining to enrollments in graduate programs. The final decision of the Council shall be forwarded to the Faculty Senate through the University Committee. All curricular decisions made by the Graduate Academic Affairs Council will be published in the agenda of the Faculty Senate and forwarded along with copies of all official Graduate Academic Affairs Council correspondence to the Director of Graduate Studies and the Provost/Vice

Chancellor for Academic Affairs.

5. On its own initiative, or upon request of the University Committee, the Graduate Academic Affairs Council may advise the Faculty Senate about issues of graduate level education policy and implementation that fall within the jurisdiction of the Faculty.
6. The Graduate Academic Affairs Council shall annually provide the Secretary of the Faculty and Staff, for inclusion in the *Faculty Governance Handbook*, a current list of graduate programs and graduate-level certificate programs.

54.04 Joint Function of the Councils

- A. When appropriate, the Councils will meet jointly to consider matters of mutual interest.
- B. On their own initiative, or upon request, the joint Councils may advise on educational policy and its implementation.

54.05 Amendments

Amendments of this chapter are under the jurisdiction of the Faculty and must carry by a two-thirds majority of the Faculty Senate.

Faculty Senate New Business 4c 12/9/2015

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A COLLABORATIVE ONLINE
MASTER OF SCIENCE DEGREE IN HEALTH AND WELLNESS MANAGEMENT**

**University of Wisconsin-Green Bay
University of Wisconsin-Parkside
University of Wisconsin-River Falls
University of Wisconsin-Stevens Point
University of Wisconsin-Superior**

With administrative and financial support from the University of Wisconsin-Extension

ABSTRACT

The University of Wisconsin-Extension, on behalf of the above-defined academic partners, proposes to establish an online Master of Science degree in Health and Wellness Management (M.S. in Health and Wellness Management). This program responds to recognized growth in the wellness market and the need to prepare trained managers to plan, implement, promote and evaluate comprehensive wellness programs within and across complex organizations and diverse communities. The program will equip students with the competencies required to successfully promote and advance the health and well-being of defined groups of people, to effectively lead wellness programs and to conduct research in the discipline. The program is unique from other programs in that it has an increased emphasis on management and leadership competency development and focuses on all dimensions of personal and organizational wellness.

The degree has been designed to prepare professionals to assume senior leadership positions in the wellness management field. It is not designed to train specialists in areas common to the wellness field such as health education, nutrition and exercise science. The program is expected to attract practitioners possessing bachelor's degrees in these and other specialty disciplines who are seeking management positions within or outside their current organizations or are interested in a career change. The program features a multidisciplinary curriculum that draws primarily from psychology, health, nursing/healthcare, communication and management, and represents a fixed curriculum comprising 36 credits (12 three-credit courses) to include a required capstone course which represents the culminating experience for students.

The field of worksite wellness was born several decades ago and initially was considered an employee perk or recruitment tool. However, over the past 30 years, wellness has developed into a primary business strategy as these programs, when managed effectively, have documented successes in addressing key business issues such as health care cost containment, productivity, absenteeism, and risk management. The worksite represents a primary delivery venue for wellness programs as it provides a controlled environment and a captured audience in which to deliver targeted wellness education and intervention programs in such areas as health consumerism, health risk management, disease management, physical inactivity, weight control, stress management, and tobacco cessation. In addition to worksites, wellness managers work in a variety of support settings to include managed care organizations, insurance companies, hospitals, health systems, health management firms, community health organizations, health and benefits consulting firms, and health and wellness service providers/vendors.

PROGRAM IDENTIFICATION

Institution Names

University of Wisconsin-Green Bay
University of Wisconsin-Parkside
University of Wisconsin-River Falls
University of Wisconsin-Stevens Point
University of Wisconsin-Superior

Title of Proposed Program

Master of Science in Health and Wellness Management

Degree/Major Designations

Master of Science/Health and Wellness Management

Mode of Delivery

Collaborative online degree program

Projected Enrollments by Year Five

Table 1 represents enrollment and graduation projections for students entering the program over the next five years and is based, in part, on experience with similar University of Wisconsin online programs. It is also assumed that the majority of students will enroll part-time. As shown, we are anticipating strong enrollments with 181 new students enrolling in the program and 36 students having graduated from the program by the end of year five. For the purpose of this model, it is anticipated that the annual attrition will be low.

Table 1: Five-Year Projected Student Enrollments

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	45	55	60	60	60
Continuing Students*	0	38	74	99	113
Total Headcount	45	93	134	159	173
Graduating Students	0	0	7	13	15

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

Tuition Structure

Program tuition for the M.S. in Health and Wellness Management program will be set at \$725/credit for 2016–2017 and will be identical at all five partner institutions. This fixed tuition rate is based on market demand estimates as well as comparisons with other online programs in the University of Wisconsin (UW) System and nationally, and will be charged outside the credit plateau. This amount represents an all-inclusive fixed tuition, and students will not be charged any additional fees (such as segregated fees) as part of the program, except for the costs of their books. There is no tuition differential for out-of-state students. However, they will not be required to pay these fees if they do not take advantage of associated resources. This tuition

pricing approach and structure follows the current UW System pricing guidelines for distance education programs (ACIS-5.4 Revised: Programming for the Non-Traditional Market in the University of Wisconsin System¹).

Department, College, School, or Functional Equivalent

This is a highly collaborative, interdisciplinary program that follows a home campus model (i.e. students identify/select a home campus to receive academic supports and from which the degree is conferred). 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 M.S. in Health and Wellness Management degree will be housed in the Department of Nursing within the College of Professional Studies.
- At the University of Wisconsin-Parkside, the M.S. in Health and Wellness Management degree will be housed in the Department of Health, Exercise Science and Sport Management in the College of Natural and Health Sciences
- At the University of Wisconsin-River Falls, the M.S. in Health and Wellness Management degree will be housed in the Department of Health and Human Performance in the College of Education and Professional Studies.
- At the University of Wisconsin-Stevens Point, the M.S. in Health and Wellness Management degree will be housed in the School of Health Promotion Human Development within the College of Professional Studies.
- At the University of Wisconsin-Superior, the M.S. in Health and Wellness Management degree will be housed within the Department of Business & Economics.

UW-Extension Division of Continuing Education, Outreach and E-Learning provides administrative and financial support for the program. UW-Superior will serve as the lead institution to coordinate the consortial agreement application process to seek approval through the Higher Learning Commission (HLC).

Proposed Date of Implementation

September 2016 pending approval by UW System and the Board of Regents and subsequent approval by the HLC.

INTRODUCTION

Rationale and Relation to Mission

The online M.S. in Health and Wellness Management degree program contributes directly to the institutional mission of the University of Wisconsin System which clearly defines a commitment to “discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses.” Inherent in this mission are methods of instruction,

research, extended education, and public service designed to educate people and improve the human condition. Basic to every purpose of the system is the search for truth.²

The online M.S. in Health and Wellness Management provides a degree in a recognized high-need area as supported by research that included extensive input from employers throughout the state and region, and develops competencies that will enable graduates to contribute immediately to serve this important function and role within the Wisconsin workforce. 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 Health and Wellness Management also 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 skills, leadership, teamwork, and collaboration skills. Furthermore, this will be a multidisciplinary degree that helps build bridges between disciplines and develops students' abilities to think in terms of systems and interrelationships, and within complex organizations.

Need as Suggested by Current Student Demand

In 2011, the UW System approved the collaborative *Bachelor of Science degree in Health and Wellness Management*. This program launched in spring of 2012 and has experienced impressive growth. In the spring 2015 academic semester, the program served approximately 150 students representing over 370 course enrollments. An analysis of the prospect pool for this program (those individuals expressing formal interest but not enrolling in the program) supports the need for an advanced degree in this area. Of the over 6000 prospects in the program database for whom we have education level data, almost 50 percent have an earned bachelor's degree. By comparison, approximately 8 percent of our current students enrolled in the undergraduate program have an earned bachelor's degree. Enrollment advisors have identified this situation as a barrier-to-action for these individuals who have significant interest in joining or advancing in the field and want a UW degree, however, are questioning the value of a second baccalaureate degree. This group makes up a sizable pool of prospective students for the proposed online graduate program in Health and Wellness Management. Based on a recent survey of this audience, 86 percent of those responding ($n=508$) identified an interest in learning more about and potentially enrolling in the program.

Based on input received from members of the established *UW Health and Wellness Management Program Advisory Board* representing 18 regional wellness professionals, and interviews with additional health and wellness experts, there is a recognized need for wellness professionals with advanced training in key areas of management to include, but not limited to, program and organizational budgeting, legal/policy issues, strategic planning, change management, systems thinking, marketing and communication. These individuals also acknowledged that the majority of their recent job applicants held completed undergraduate degrees in the areas of community health, health education, kinesiology, exercise science, nutrition, health promotion, recreation management, human resources and social work, and had limited education and training in the management field. They also shared that they were familiar with a number of professionals in the field, to include their current employees, who would benefit from this advanced degree. All of the industry contacts communicated that they would

refer employees, as appropriate, to the program, and some expressed a personal interest in the advanced degree. Finally, the majority of the industry contacts identified having some level of tuition reimbursement support available through their organization.

One of the many recognized and significant benefits of the collaborative program model is the extended reach or scope of contacts provided through the involvement of multiple academic partners located within unique markets throughout the state. Our academic partners have established significant relationships, reputation, and strength-of-brand within their individual regions, which has proven valuable in identifying regional interest in the program and will help raise awareness of this opportunity throughout the state and expand program reach. This will ultimately result in greater success in reaching and serving students, supporting student and regional business needs and interests, and promoting program growth and positioning it for sustainability.

Need as Suggested by Current Market Demand

Typical positions/job titles for wellness professionals include Chief Wellness Officer, Employee Wellness Director, Wellness Program Director, Wellness Administrator, Corporate Wellness Account Executive and Health and Wellness Benefits Manager³. It is also recognized that, within complex organizations, those responsible for wellness program management may hold more traditional titles such as Health and Benefits Manager, Human Resource Manager, and Risk Manager. According to the Bureau of Labor Statistics (2014), the national median annual salary for wellness program and service managers was \$77,020 with projected growth for the job ranging from 8 to 14 percent nationally. Within Wisconsin, the median annual salary in a related job classification was \$67,200 with a projected annual growth rate of 10 percent⁴.

In early 2014, the collaborative partners commissioned the Education Advisory Board (EAB), to conduct research regarding the market demand and viability of a master's degree in the area of health and wellness management. The resulting Custom Research Brief (September 2014) identified that the demand for graduates with a master's degree in Health and Wellness in the upper Midwest outpaced national demand between 2010 and 2013. Specifically, the number of job postings in industries that require a graduate degree increased 40 percent in the Upper Midwest and decreased 15 percent nationally during this period⁵.

DESCRIPTION OF PROGRAM

General Structure

The online M.S. in Health and Wellness Management degree program will focus primarily on adult and nontraditional students who hold a bachelor's degree and have the desire to continue their education toward a graduate degree, primarily to expand knowledge and specialized skills in this area and for career advancement. A listing of program competencies and outcomes has been provided later in this document.

The M.S. in Health and Wellness Management is a fully online 36-credit (12 three-credit courses to include a capstone course) graduate program offered jointly by UW-Green Bay, UW-Parkside, UW-River Falls, UW-Stevens Point, and UW-Superior. The program follows a home-campus model. Students will apply to one of the five partner institutions. Upon a student's

admittance, that institution will become the student's academic home for the degree through graduation. The program will have an academic director at each institution, and each campus will host two-three courses in the curriculum. Students will receive academic advising regarding admission and graduation requirements, and financial aid through their home institution. Faculty and academic advisers 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.

UW-Extension will provide administrative and financial support to the program. A program manager will be housed at UW-Extension and will work in concert with student services staff at the five partner institutions to provide general program information, problem resolution, and additional supports. The program manager will be in close contact with the enrolled students and with the academic program directors to coordinate 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.

Institutional Program Array

There is consensus among the five academic partners that the M.S. in Health and Wellness Management degree program will serve as a valuable complement to the existing graduate program array at each of their institutions and will not compete with any program currently offered. Wellness management represents a growing multidisciplinary field requiring professionals to effectively collaborate with and between established health and business disciplines for their programs to be successful. These disciplines are represented in other professional study programs offered through each of the partner institutions to include management, nursing, exercise science, kinesiology, public health and communication. Many of the academic resources (faculty, curriculum, materials) contributed by academic partners to the collaborative M.S. in Health and Wellness Management program exist within the above defined professional programs at their institutions. As an example, the MS in Health and Wellness Management course on *Health Systems and Policy* will be developed and instructed by faculty from the Department of Nursing at UW-Green Bay who have significant expertise in the subject area and teach similar courses within other professional programs through their institution. Each of the courses within the curriculum have a similar connection to the existing resources, departments and academic programs at each of the participating host campuses.

Other Programs in the University of Wisconsin System

A comprehensive search of current graduate-level degrees in the areas of health and wellness management, health promotion, lifestyle management or related topics within the UW System yields no same or similar program to the M.S. in Health and Wellness Management currently offered. It is clear that a gap exists within the state at the graduate level consistent with what our research suggested. The partners also recognize that this program will serve as a valuable option for B.S. in Health and Wellness Management students interested in continuing their education in an advanced degree.

The MS in Health and Wellness Management curriculum planning workgroup did identify a small number of similar regional and national graduate programs in the area of Health and Wellness Management or related topics (only three of which were offered in an online format). A review of these programs not only informed their planning but also assisted them in developing a unique online offering for professionals in this subject area. These programs include the following:

- Arizona State University, Master of Science in Exercise and Wellness (In-person, hybrid and Online)
- Ball State University (IN), Master of Science in Health and Wellness Management (In-person)
- Missouri State University, Master of Science in Health Promotion and Wellness Management (In-person)
- Nebraska Methodist University, Master of Science in Health Promotion Management (Online)
- Rowan University (NJ), Master of Arts in Wellness and Lifestyle Management (Online)

Collaborative Nature of the Program

The M.S. in Health and Wellness Management is a collaborative degree program that benefits from the shared resources of all partner institutions. UW System encourages and supports system-wide cooperative and collaborative efforts among institutions as one means to develop need-based programs of mutual interest, benefit, and value to all partners; add to the existing base of quality academic offerings within the System; and, more effectively and efficiently address the needs of both traditional and nontraditional learners, as well as employers within the state. This degree, like other collaborative programs currently offered within the System, provides each of the participating academic institutions the ability to offer a high-quality, sustainable program without a requirement to extend significant local resources and/or a risk of compromising existing programs.

Five partner campuses (UW-Green Bay, UW-Parkside, UW-River Falls, UW-Stevens Point, and UW-Superior) collectively contributed in the development of the program curriculum and competencies. All 12 courses will be 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.

In addition, the program will continue to secure external input and advice through the established *Health and Wellness Management Advisory Board* whose members serve as ambassadors and referral agents to the program. The academic directors from each of the five partner campuses also hold seats on the Board which meets biannually. There is also student representation on the Board. Board members help host students working on capstone projects, and help create school-to-work transitions so that as students graduate from the program, they

will move to gainful employment. The program manager will provide assistance to the Board, coordinate meetings, and so on. The academic directors of the program and program manager will engage with board members and ensure that the board is connected to the program in constructive and positive ways. Board meetings 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.

Finally, it is anticipated that the program will establish several unique partnerships with various companies that represent products and tools commonly used by Health and Wellness Management professionals that may be incorporated into the curriculum/courses. These connections will serve to better prepare and position students for success in the field upon graduation as they put their new knowledge to work and help ensure the curriculum remains relevant.

Diversity

Consistent with current local 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.

As shared earlier, this degree will target primarily nontraditional students. 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. The online delivery format will also provide opportunities to those students who are time and place bound (do not reside within close proximity to an existing UW institution). Hence, from its inception, this degree is designed to attract underserved students. In addition, recruitment and marketing efforts for this degree will focus on underrepresented populations.

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 Health and Wellness Management program, employed by UW-Extension, will conduct outreach, working with employers to encourage and support the education of their employees. Part of this outreach will include exhibiting at professional conferences, job fairs, and other venues to promote program opportunities, especially focusing on underrepresented minorities. In addition, the Advisory Board will provide support in this area by helping the program extend its reach to diverse prospective students and communities.

Ensuring that diverse student populations enter the M.S. in Health and Wellness 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 advisers work closely with *all* 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.

On the curricular side, faculty will incorporate topics and discussions related to diversity and inclusivity into courses as deemed valuable and appropriate to ensure students have an understanding of these issues and how they impact decisions. In addition, we recognize that adult students come to the learning environment from diverse backgrounds, with their bags packed full of unique knowledge and experiences, and looking for opportunities to share that knowledge with others. It follows then that the strength of this program and the success of our students is, in large part, based on our ability to attract and retain a diverse adult student audience.

Student Learning Outcomes

During the summer of 2015, the M.S. in Health and Wellness Management curriculum development workgroup, made up of faculty from each of the partner institutions, dedicated significant time to the development of a targeted and powerful program curriculum. This process and ultimate product were significantly enhanced with input from professionals from a number of health and wellness settings. Specific program competencies and outcomes as developed by workgroup are summarized as follows.

Competency A: Demonstrate effective communication skills for diverse audiences

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

- Demonstrate professional interpersonal skills
- Compose and deliver diverse well-written communications and materials
- Deliver oral presentations addressing current wellness topic(s) for target audiences
- Deliver persuasive arguments based on research, trends, and data
- Demonstrate effective use of technology

Competency B: Demonstrate effective organizational development

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

- Demonstrate ability to assess organizational culture.
- Use change management practices to shape organizational culture.
- Set a clear vision, mission, and strategy.
- Exhibit inclusive leadership skills.
- Develop and lead effective teams.
- Demonstrate conflict management strategies.

Competency C: Utilize population health tools for wellness management

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

- Evaluate a variety of population health tools for application to diverse audiences.
- Apply behavioral economic principles to evaluate wellness promotion programs.
- Critically examine current industry programs and trends.
- Collect, manage, analyze, interpret and apply population health tools to program specific data.
- Utilize best practices in program planning, development and evaluation.

Competency D: Apply appropriate management practices for organizational wellness

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

- Demonstrate the core management practices of planning, leading, organizing and controlling.
- Utilize health care economics principles to inform decision-making.
- Develop effective marketing campaigns.
- Demonstrate sound financial practices.
- Integrate human resource principles into management practices.
- Apply systems thinking strategies in wellness management.

Competency E: Effectively navigate the legal and ethical environment of wellness management

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

- Analyze current federal and state laws as they impact wellness management.
- Assure organizational policies comply with regulations.
- Utilize effective negotiation skills regarding contracts, including RFPs.
- Apply principles of ethics in wellness management decisions.
- Promote corporate social responsibility.

Competency F: Demonstrate knowledge in the scientific foundations of wellness

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

- Elucidate determinants of health.
- Apply specific or targeted interventions to effectively address identified population health issues.
- Model personal wellness.

Assessment of Student Learning Outcomes

The assessment of student learning outcomes for the M.S. in Health and Wellness Management degree program will be managed by an assessment team composed of the five academic program directors from each partner campus as well as the program manager. This team also serves as the oversight and decision-making body for the program. The team will meet biannually in person; however, teleconferences may be used to meet more frequently if the 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 competency areas. The team will also identify what data will be needed and serve as the collection point for the data. 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 learning 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 receive data collected from campuses by UW-Extension each semester. UW-Extension will also monitor data on new enrollments, retention rates, and graduation rates. The assessment team will also 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.

Program assessment and evaluation occur on a more frequent schedule than in traditional academic programs. The M.S. in Health and Wellness Management program will go through an informal program and fiscal review three years following degree implementation. Based on those discussions, recommendations will be made related to the continuation of the program. In addition, the program will engage in a five-year review as required by UW System. Designated Program Planning and Review Liaisons at each of the partner campuses will be invited to participate in these review processes.

Program Curriculum

The M.S. in Health and Wellness Management program represents a fixed curriculum comprising 12 three-credit courses to include a capstone course (36 credit total). Graduates will leave the program as professionals with expertise in a number of specialized areas to include program planning and evaluation, program management, strategic planning, leadership, research, communication, legal and policy issues, health systems and organizational development. A complete course listing to include host campus is summarized as follows:

Course Number	Course Title	Host Campus
HWM 700	Contemporary Health and Wellness Perspectives	UW-Parkside
HWM 705	Strategic Management for Wellness Managers	UW-Superior
HWM 710	Research Methods for Wellness Programs	UW-Green Bay
HWM 715	Persuasion Skills for Wellness Managers	UW-Superior
HWM 720	Exercise and Nutrition in Health and Disease	UW-Parkside

HWM 730	Biopsychosocial Aspects of Health	UW-River Falls
HWM 740	Health Systems and Policy for Wellness Managers	UW-Green Bay
HWM 750	Planning and Evaluation for Wellness Managers	UW-Green Bay
HWM 760	Wellness Law	UW-Superior
HWM 770	Behavior and Development in Organizations	UW-River Falls
HWM 780	Best Practices and Emerging Issues in Wellness	UW-Stevens Point
HWM 790	Health and Wellness Management Capstone Course	UW-Stevens Point

The curriculum planning workgroup has identified the following program prerequisites:

- Personal Health or Equivalent
- Anatomy and Physiology or Human Biology or Equivalent
- Intro to Psychology or Equivalent
- Elementary Statistics or Equivalent

Aptitude tests (GRE, GMAT, other) will not be required.

Projected Time to Degree

Based on experience with similar collaborative offerings within the UW System and the typical adult student profile, it is assumed that most students will enroll part-time and take an average of 3-4 courses per year. At this rate, the majority of students would complete the program within 3 to 4 years. Students may enter the program for the spring, summer, or fall semester. Students will be encouraged to take courses in sequence and as influenced by internal course prerequisites. The capstone, which represents the culminating experience for students, must be taken in the final semester.

Program Review Process

The collaborative partners, including all five academic institutions 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. As defined in the partner agreement, the program will engage in an internal 3-year review focusing on both program and fiscal matters. In addition, the program will conduct a formal 5-year review as required by UW System.

Institutional Review

Each of the partner institutions provides a comprehensive review of academic programs as noted below.

UW-Green Bay...The Graduate Studies Council has responsibility and authority for review of all credit courses and all academic programs at both the undergraduate and graduate levels. Recommendations and decisions of the Graduate Studies Council are forwarded to the Faculty Senate.

UW-Parkside...New programs are reviewed approximately five years after initial implementation. All continuing programs are reviewed on a seven year cycle. The review process includes preparation of a self-study by the program faculty, followed by review by an external evaluator, the college dean, and the faculty Committee on Academic Planning. The product of the review is a recommendation to the Provost to continue the program in its present form, change or redirect the program, consolidate with another program, or suspend or eliminate the program.

UW-River Falls...All academic programs (i.e., entitled majors and graduate programs and associated sub-majors) must complete an approved program audit and review process each six years. New programs must complete a special review in the 5th year subsequent to their entitlement. Following this, subsequent reviews take place every six years. The Provost and Vice Chancellor for Academic Affairs, the Faculty Senate Assessment Committee, and the Associate Vice Chancellor for Academic Affairs are jointly responsible for assessment initiatives. These units work together to support assessment efforts, and to ensure that assessment is being used for program improvement.

UW Stevens Point...The Department Review Subcommittee, which resides under the Faculty Senate's Academic Affairs Committee, reviews academic programs according to the Reporting Cycle for Assessment and Program Review. This occurs at 5 year intervals.

UW-Superior...The Academic Program Review Council is responsible for ongoing program review. The Academic Program Review Council will conduct and supervise a program audit and review process of the Health and Wellness Management program on a regular basis and report the findings, stipulations, suggestions, and observations to the UW-Superior Faculty Senate. The Health and Wellness Management program will also be reviewed annually as part of the Annual Assessment Plan of the Department of Business and Economics.

Accreditation

While there are no specific professional credentialing agencies for the degree program, partners will be securing authorization to offer a consortial, online master's degree program from the Higher Learning Commission, the regional accrediting body for all five partner institutions. Each of the participating academic partners is currently under the Higher Learning Commission defined threshold for online program offerings. UW-Superior will serve as the lead institution for HLC approval.

References

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University of Wisconsin System						
Cost and Revenue Projections for M.S. in Health and Wellness Management Program						
		FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollments (New Students) Headcount	45	55	60	60	60
	Enrollments (Continuing Student) Headcount	0	38	74	99	113
	Enrollment (New Student) FTE	37	28	30	30	30
	Enrollment (Continuing Student) FTE	0	60	90	110	122
II	Total New Credit Hours (# new sections x credits per section)					
	Existing Credit Hours					
III	FTE of New Faculty/Instructional Staff					
	FTE of Current Fac/IAS	2.000	3.125	3.125	3.125	3.125
	FTE of New Admin Staff					
	FTE of Current Admin Staff	6.000	6.000	5.250	5.250	5.250
V	New Revenues					
	From Tuition	239,250	572,025	780,825	915,675	993,975
	From Fees					
	Program Revenue - Grant					
	Program Revenue - Other					
	Reallocation					
	Total new Revenue	239,250	572,025	780,825	915,675	993,975
VI	New Expenses					
	Salaries Plus Fringes					
	Faculty/Instructional Staff	120,000	180,000	257,280	259,200	261,120
	Other Staff	480,278	364,491	426,284	428,678	431,071
	Other Expenses					
	Facilities					
	Equipment					
	Other	127,000	132,000	132,000	132,000	132,000
	Total Expenses	727,278	676,491	815,564	819,878	824,191
VII	Net Revenue	(488,028)	(104,466)	(34,739)	95,797	169,784
	Narrative: Explanation of the Numbers and Other Ongoing Commitments that will Benefit the Proposed Program					
	UW-Extension - CEOEL will initially fund the program with GPR until sufficient program revenues are being generated to pay for the program expenditures. GPR salary, fringe, supplies and expenses, and FTEs will be allocated to the academic institutions form UWEX/CEOEL					

Faculty Senate New Business 4d 12/9/2015

University Committee Report – Prepared by UC Chair John Lyon

University Chair Report
Senate Meeting Number 5
Dec. 9, 2015

Old Business

The UC provided the Provost with some suggestions for the UW System Strategic Planning request.

Current Business

Code change for the restructuring of the Graduate Studies Council.

The members of the Graduate Studies Council requested that the membership and charge of the Graduate Studies Council be revised to produce a committee that would be codified to perform for the graduate programs what the current academic affairs council performs for undergraduate programs. Past changes of the code have moved all graduate course and program approvals from the AAC to the GSC. The most significant change requested from the GSC was that the committee be one of elected members of the graduate faculty instead of a mix of program chairs, directors and elected members. The University Committee was receptive of their request but made some significant modifications to their proposed code changes. First, we propose that the name of the GSC be changed to the Graduate Academic Affairs Council. Second, we propose that the code for the council be moved from the section of the code that deals with the graduate program, Section 53, to that that which deals with governance councils, Section 54. The charge of the new council was made as similar to that of the AAC as the UC felt appropriate.

We have some questions that we would like the Faculty Senate to consider and provide advice on. Should the rule that faculty members can only serve on one council include service on the GAAC? Should members of the UC and interdisciplinary unit chairpersons also be excluded from service on the GAAC? Should the exclusion be expanded to chairs of professional programs?

Resolution in support of strong tenure policy

Policy for annual reviews

We have begun working on some guidelines for annual reviews of faculty and teaching academic staff. I have attached our current draft of these guidelines. We are trying to make something that is low in wasted effort, provides value to the faculty member and the unit and is sustainable. We would like to know if the level of documentation is appropriate? What records of the review should be maintained and where? Should expectations for satisfactory and meritorious performance be included in this document or in a policy document on workload?

Policy on workload

We have received very limited information from the budgetary unit chairs at this time and therefore have not produced an initial draft of a workload policy for the faculty senate to review. The UC will begin working on a draft of a faculty workload policy for review by the faculty senate in the spring.

Policy on appropriate academic credentials

We will continue our development of a policy statement that aligns our expectations for the credentials of our teaching faculty with those of the HLC.

New Business

We have begun our review of the proposed MS program in Health and Wellness Management.

A policy that defines the differences between disciplinary, interdisciplinary and professional programs and the procedures for changing the designation of a program will be working through faculty governance in the spring.

Faculty and Teaching Academic Staff Annual Review Policy

Purpose:

The annual review of faculty and teaching academic staff is conducted to provide timely advice to the preparer regarding the progress they are making towards achieving their career goals. This annual review policy is not designed to replace the merit review procedures instituted in each budgetary unit, but at the discretion of the unit it may be incorporated into that units merit review procedures.

Process:

Annual reviews are performed in the spring semester and, at a minimum, consists of the preparation of three annual review documents and a meeting with their budgetary unit chair to review these documents and address any issues related to their professional development. The three review documents consists of a statement of accomplishments of the past academic year, a statement of activities of the current academic year and a statement of proposed activities for the next academic year. The format of the professional activities report document used by the preparer's unit is appropriate for all three of these documents.

The unit chair then prepares a short summary of the review meeting, addressing any concerns that were identified in the meeting and forwards a copy to their Dean and the faculty member. The faculty member can provide any additional information to the record that they feel was not accurately presented in the summary prepared by the unit chair. Upon the completion of the process, the chair's memo and supporting documents shall be placed in the faculty member's evidentiary file.

Faculty Rep Report

UW-Green Bay Faculty Rep- Christine Vandenhouten

December 4, 2015

9:00 Joint Session of All Reps- David Ward

- **Tenure Task Force Update-** discussed the concern regarding shared governance and faculty input into unsatisfactory performance via professional development vs. dismissal.
 - Regents see this task force as a regent consultative process. (becoming impatient with the process)
 - Concern regarding the language of appeal vs. grievance as faculty recourse.
 - Regent Behling wants to ensure the legislature doesn't want to disrupt post-tenure review processes that exist on campuses (don't want to change something that works).
- **Job title & Compensation Review- Personnel system.**
 - Need to get our own system in place (separate from WI State Office of Employee Compensation)
 - Advisory committee being formed (1 Chancellor, 1 provost, 2 faculty (wanted chairs of governance groups to serve) will discuss in Faculty Rep meeting.
- **Board of Regent meeting- Agenda Items with many things unsettled**
 - Major change in mission for UW Extension
 - Think it will pass but may be formal objection from Voc/Tech colleges
 - Items in business and finance including differential tuition
 - Freedom of Expression resolution is floating around and may be on the Education committee agenda (started at U of Chicago)
 - Recognize what is in place- freedom of expression on campuses
 - Politically driven
 - Presentation on financial aid and Student Debt (Bob J and Fin Aid person at UWEC)
 - Unemployment insurance on layoffs- for staff member-
 - System council said a non-renewed or laid off staff would be able to apply of Unemployment Insurance. The UW System would not object to unemployment claim by a staff that was laid off or non-renewed.
 - Feedback on UW System Strategic Planning- Link is going out today for input from campuses (Phase 2)
 - Asking for a representative from a variety of areas
 - Concealed Carry resolutions-
 - Search for VP of Academic Affairs- 6 semi-finalists interviews week of Dec. 14th
 - Chancellor's docket- federal government Fair Labor Standard Act- Overtime-account for OT but income limit is raised from \$23K to \$50K-ish so may impact many more staff.

- Significant implications on reporting with fines being very large will likely result in administrative changes.
- ACA requirements for providing insurance coverage to every employee who meets the threshold- mostly an issue with student employment.
 - \$64 million at stake if violations of this rule.
 - Compliance is critical.

10:45- **Faculty Rep meeting** - Chair Nick Sloboda, UW Superior

- Report from UWEC rep to the search/screen- **System VP Academic & Student Affairs**
 - Hoping to make an offer 2nd week in Dec.
 - Multiple excellent candidates from pool of 35 applicants (Midwest & national)
 - All candidates have experience at Dean level or above, experience with legislature,
 - Faculty Rep is focusing on the idea of shared governance & respect for tenure

- **Tenure Task Force** discussion with Jeff Buhrandt, Dir. Of State Relations, clerks TTF for Regent Behling
 - On vast majority of points there was consensus except for 2-3 issues
 - Process- make recommendations to system to create new post-tenure review process.
 - Plan 5th meeting to review policy followed by 10 day Comment period with Dec. 23rd meeting planned.
 - Likely will continue to have 2-3 sticking points including faculty layoffs for Program discontinuation vs. program curtailment modification /redirection (layoff of faculty)
 - Genl consensus is chancellor can discontinue a program and that can result in faculty layoff but contention is on how to handle curtailment/modification/redirection.
 - TTF members are in agreement but not Regent reps on TTF.
 - Shared Governance- TTF will likely not vote on a policy but act in an advisory capacity
 - “Frankly, whatever policy is proposed by the TTF, if it isn’t different than existing policy, the legislature will rewrite the policy”
 - Regents were happy to hear that if a faculty retires/leaves that the faculty line is in the hands of the Dean/Provost allowing for changes to programs based on enrollment & need.
 - This has been positive as many regents weren’t aware that the positions are not automatically filled in the same dept.

- Ken Menningen (UWSP) Faculty Rep to TTF suggests tenure is alive and well in WI. Pleased with process. Opportunity for legislators to understand tenure to a larger degree.
- **Shared governance-** faculty veto power vs. advisory. Regents fear that faculty want veto power.
- **Sticking point- “Not a job for Life” mentality-** Review vs. Appeal is critical. Regents/legislators do not want an appeal but are open to review process.
 - Essentially, after post-tenure review triggering remediation regents do not want an appeal process. Feeling is there is a built-in appeal process via Dean and Provost. Currently, while not a formal appeal, the faculty can go to another dept. for a further review. If we create a formal appeal committee, we take away the authority of the Dean/Provost.
- UW-O faculty rep- This is **Bad Public Policy** to create a policy that covers the entire system. If current policy is sufficient, why force a change.
 - Response- some BoRs agree with legislature that the current system is not working.
- Regents are looking for a more consistent method for post-tenure review.
- **Concealed Carry Resolution-** Holly, UW Colleges followed up on status of Concealed Carry.
- **Campus Reps on System Strategic Planning-** campuses
- **Rep to Advisory Council for University of Wisconsin Job Title and Total Compensation Structure Review** – Holly from UW Colleges will represent Fac Reps on this council.

11:45 UW System Strategic Planning

- Reps were presented with the top 10 themes to the Strategic Planning process.
 - Clarified the 10 points & voted on top 4
 - Data report will be published on Dec. 15th with responses by constituent group.

Academic Affairs Council Report

The following actions were taken by the AAC Council:

October 8, 2015

Course or program	Proposed	Outcome
BAS-ILS APP COMM EMPH	Remove IST 106 replace with ILS 198, IST 400 with ILS 400	Discussed, 2015-16 items that were never submitted or were past the due date. Current catalog reflects courses not offered or were changed for 2015-16. Felt group should approve and update catalog to said change made due to discontinued or course changes at top of page. Approved
BAS-ILS ARTS EMPH	Remove IST 106 replace with ILS 198, IST 400 with ILS 400	Approved - see above
BAS-ILS EMER MGMT EMPH	Remove IST 106 replace with ILS 198, IST 400 with ILS 400	Approved - see above
BAS-ILS HUM DEV EMPH	Remove IST 106 replace with ILS 198, IST 400 with ILS 400, remove Anthro 100, BIOL 202, replace with 201, remove SOC 202 some other courses	Approved - see above
BAS-ILS Non-Profit EMPH	Remove IST 106 replace with ILS 198, IST 400 with ILS 400	Approved - see above
BAS-ILS Self-Dir EMPH	Remove IST 106 replace with ILS 198, IST 400 with ILS 400	Approved - see above
BIOL 312: Mycology	Spring 2016-prerequisite to reflect change of BIOL 202 to 201/202/periodicity	Approved
BIOL 322: Env Microbiology	Fall 2015-this is used in the ET program and on the web page for the program, they are trying to add the cross-listing.	Approved, with notation that the graduate version of 522 with the same subjects is for approval to the Graduate studies council.
BUS ADM 334: Logistics Management	Deactivated course being reactivated for use	Approved
Chem 402: Advanced Org Chem	Add Writing Emphasis to course	Approved, if offered fall 2015, students will get credit for WE.

COMP SCI 240: Discrete Math	Section size change	Course was rolled back, no rationale given, AAC asked for this.
COMP SCI 371: Adv Object Oriented Design	Periodicity	Course was rolled back, no rationale given, AAC asked for this.
COMP SCI 441: Human Comp Interaction	New course	Aporoved
DJS: American Emph	Add Pol Sci 370, remove DJS 353	Aporoved
DJS: International Emph	Add Pol Sci 351, 370, remove DJS 353	Aporoved
DJS: Law Emph	Remove DJS 353	Aporoved
DJS: Women's	Add FNS 360	Aporoved
EDUC 280: Instructional Technologies: Evaluation, Production and Application	Remove variable credits	Aporoved
EDUC 324: Tchng Math in Elemntary & Middle Schools	Prerequisite	Aporoved
EDUC 340: Supporting Learning and Behavior in Classroom	Periodicity, remove field reference	Rolled back, had no contact hours and asked for rationale why the field exp was removed.
ENV SCI 322: Env Microbiology	Further review resulted in a roll back.	Approved
ET 106: Parametric Modeling I	Further review resulted in a roll back.	Rolled back to chair to ask for WE support and added GEC to workflow
ET 131: Basic Elec Circuits II	Further review resulted in a roll back.	Rolled back to chair to ask for WE support and added GEC to workflow
ET 201: Intro to Air Quality	Further review resulted in a roll back.	Rolled back to GEC to ask what made them approve as WE, did not see in syllabi
ET 331: Water and Waste Water Treatment	Further review resulted in a roll back.	Approved
ET 334: Solid Waste Management	Further review resulted in a roll back.	Rolled back to GEC to ask what made them approve as WE, did not see in syllabi
ET 360: Project Management	Further review resulted in a roll back.	Rolled back to GEC to ask what made them approve as WE, did not see in syllabi
ET 400: Co-Op, Intership in ET	Further review resulted in a roll back.	Rolled back to GEC to ask what made them approve as WE, did not see in syllabi

ET 410: Capstone Project	Further review resulted in a roll back.	Rolled back to GEC to ask what made them approve as WE, did not see in syllabi
ET 464: Atmospheric Pollution and Abatement	Further review resulted in a roll back.	Approved
GEOSCI 204: Early System Hist Lab	Further review resulted in a roll back.	Approved
HIST 251: Modern Asian Civ	Further review resulted in a roll back.	Rolled back to Dean will send email to dean and chair this will be shredded. Clif Ganyard will not teach and nor will HIST Dept.
HiST 340: Topics in African Amer Hist	Further review resulted in a roll back.	Approved
HIST Minor	Further review resulted in a roll back.	Approved
HUM DEV 336: Gender Dev Across the Lifespan	Further review resulted in a roll back.	Approved
HUM DEV 350: Dev Psychobiology	Further review resulted in a roll back.	Approved
HUM DEV 494X: Capstone	Further review resulted in a roll back.	Approved
ILS 300: Integrative Leadership Seminar II	Further review resulted in a roll back.	Approved
ILS HUM DEV Emphasis	Further review resulted in a roll back.	Approved

October 22, 2015

Course or program	Proposed	Outcome
Design 433: Advanced Studio	Course description, prerequisite, new topic added	Approved
EDUC 340: Supporting Learning and Behavior in Classroom	Remove 24 field experience and updated contact hours	Approved
ENV SCI 490: EMBI Co-op Experience	Cross list with PU EN AF 490; new course, no contact hours	Approved
HUM DEV 496: Research Assistant	Updating the Rec prerequisite	Approved
Theatre 357: Prod Prac: Wardrobe/Makeup	New Practicum course, for wardrobe crew for school productions	Approved

Theatre 358: Perf Prac Musical	New Practicum course, for performance related experiences	Approved
Theatre 404: Design Seminar	New topics course to address needs of Theatre currently offering as independent studies with larger amounts of students as applied learning	Approved
Theatre 480: Capstone	Capstone: Topics courses to allow for students to complete this GEN ED/Graduation requirement	Approved

Nov 5, 2015

Course or Program	Approved/Action taken if not approved
Art: Emphasis in Pre-Art Therapy	Rolled back not constructed.
Art MGMT-I Gallery	Approved
COMP SCI 240: Discrete Math	Shredded as no change made
EDUC 208: Phuture Phoenix Field Exp	Approved
EDUC 209: Phuture Phoenix Service Learning	Approved
ET 131: Basic Elec Circuits II	Approved
HUM DEV minor	Approved
HUM DEV major	Approved
Info Sci 342: Game Design	Approved
Info Sci 411: Statistical Tech & Design Modeling	Approved
Info Sci 412: Data Mining & Predictive Analysis	Approved
INFO SCI: Data Science Emphasis	Approved
INFO SCI: Game Studies Emphasis	Approved
INFO SCI: Information Science Emphasis	Approved
INFO SCI: Info Tech Emphasis	Approved
Math 281: Conceptual Found of Elem Math I	Approved
Math 282: Conceptual Found of Elem Math II	Approved
MUSIC 198: First Year Seminar	Approved
Music 371: Piano Pedogogy	Approved
MUSIC 411: Advanced Composition	Approved
Nursing 492: Special Topics	Approved
PHILOS 208: Biomedical Ethics	Approved
PSYCH 460: Clinical Child Psych	Approved
PSYCH: General Emphasis	Approved

PSYCH: Minor	Approved
SOC WORK 420: Soc Work Methods III	Rolled back instructor not specified