

## AGENDA

### **UW-GREEN BAY FACULTY SENATE MEETING NO. 6**

Wednesday, January 27, 2016

University Union 103, 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**

**December 9, 2015** [page 2]

#### **3. CHANCELLOR'S REPORT**

#### **4. OLD BUSINESS**

a. Code Change on Graduate Academic Affairs Council (second reading) [page 7]

Presented by UC Chair John Lyon

b. Proposal for M.S. in Health and Wellness Management (second reading) [page 14]

Presented by Dean Sue Mattison and Christine Vandenhouten

#### **5. NEW BUSINESS**

a. Policy on Qualifications for Faculty and Instructional Academic Staff (first reading)  
[page 29]

Presented by UC Chair John Lyon and Associate Provost Clifton Ganyard

b. Policy on Faculty and Teaching Academic Staff Annual Review (first reading) [page  
30]

Presented by UC Chair John Lyon

c. Request for Future Business

#### **6. PROVOST'S REPORT**

#### **7. OTHER REPORTS**

a. University Committee Report – Presented by UC Chair John Lyon

b. Faculty Representative Report – Presented by Christine Vandenhouten

c. Academic Staff Report – Presented by Katrina Hrivnak

d. University Staff Report [page 31]– Presented by Jan Snyder

e. Student Government Report – Presented by Hannah Stepp

#### **8. ADJOURNMENT**

[draft]

**MINUTES 2015-2016**  
**UW-GREEN BAY FACULTY SENATE MEETING NO. 5**

Wednesday, December 9, 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), Ryan Currier (NAS), Toni Damkoehler (AND), Greg Davis (Provost, *ex officio*), Doreen Higgins (SOCW), William Lepley (BUA), Jim Loebel (BUA), John Lyon (NAS-UC), Kaoime Malloy (TND), Ryan Martin (HUD), Michael McIntire (NAS), Gary Miller (Chancellor, *ex officio*), Paul Mueller (HUB), Rebecca Nesvet (HUS), Uwe Pott (HUB), Courtney Sherman (MUS), Christine Smith (HUD), Christine Style (AND-UC), Brian Sutton (HUS), Patricia Terry (NAS-UC), Brenda Tyczkowski (NURS), Kristin Vespia (HUD-UC), David Voelker (HUS-UC), Elizabeth Wheat (PEA), and Amy Wolf (NAS)

NOT PRESENT: Ankur Chattopadhyay (ICS), Ray Hutchison (URS), Mark Kiehn (EDU), Arthur Lacey (EDU), Alison Stehlik (AND), and Christine Vandenhouten (NUR-UC)

REPRESENTATIVES: Katrina Hrivnak (Academic Staff) and Amanda Wildenberg (University Staff)

GUESTS: Matt Dornbush (Asst. Vice Chancellor), Scott Furlong (Dean, LAS), Clifton Ganyard (Assoc. Provost), Paula Ganyard (Director, Cofrin Library), Heather Herdman (Nursing), Sue Mattison (Dean, PS), and Christina Trombley (Assoc. Vice Chancellor)

**1. CALL TO ORDER.**

Ever at the ready, with a quorum reached, Speaker Terry called the meeting to order at 3:01 p.m.

**2 APPROVAL OF MINUTES for Faculty Senate Meeting No. 4, November 11, 2015.**

Speaker Terry asked for corrections; hearing none, the minutes were passed unanimously.

**3. CHANCELLOR'S REPORT.**

Chancellor Miller informed the Faculty Senate that he will be presenting UW-Green Bay's reorganization plan to the Board of Regents Education Committee on December 10 and expects approval based on conversations he has had with the Regents. One item added to the Regent's agenda at the last minute is a Resolution on Academic Freedom and Expression, a reaffirmation of a previous commitment by the Regents to faculties' rights and responsibilities regarding freedom of speech and academic freedom. Chancellor Miller was uncertain of the motivation for this resolution. The Chancellor would like to ensure that these freedoms extend to students such that they have a voice on the controversial issues facing the country today.

Following up on a recent panel discussion on race relations organized by the American Intercultural Center and led by Justin Mallett, Chancellor Miller voiced that he would like to

determine how to continue and broaden discussion about race relations. It is important that we engage our students in these ideas.

We continue to work through the budget cuts. We're faced with a lot of legacy budget processes, but the Provost and his staff and the Chief Financial Officer and her staff are working to straighten that out. Chancellor Miller was staunch in reiterating that this is all about enrollment, and will continue to be all about enrollment in the absence of any tuition increases.

Two issues the university will grapple with in the future are: 1) changes in the Fair Labor Standards Act which will afford some university employees the opportunity for more compensation (this is not a legislative mandate, but a directive from President Obama), it goes into effect later next summer, and 2) compliance with the Affordable Care Act, which ramps up each of the next two years (as a System we have to be 70% compliant this year (we are) and close to 90% compliant by next year), this will cause some changes in the way we operate with student employees – carefully tracking the number of hours students work – as there is a huge financial liability (about \$64M) associated with non-compliance.

The System Strategic Planning Process continues. System has finished their statewide discussion groups and have compiled a list of priorities from those groups. System will now set up “expert panels,” people who are familiar with certain aspects of the operation, to flesh-out ideas they are hearing from the community.

There is an organized effort at the System level to examine GPR baseline budget balances between universities. UWGB believes our baseline budget is “out of whack” (administrative technical jargon) with some of the schools to which we should be compared. Although this process was done once before, the task force did not reallocate any money (despite tremendous time and effort expended from our Council of Trustees). In January, a consultant and people from System will visit with our leadership team and an advocacy group from the Council Trustees regarding our university GPR budget compared to other UW schools. Chancellor Miller believes our budget is about \$1.5M “out of whack” (again with the technical jargon).

At the commencement ceremonies coming up Saturday, December 19, Prof. Harvey Kaye will be the speaker. The Chancellor expounded that he would like to see faculty as commencement speakers at one of the two commencement ceremonies each year. With that, the Chancellor wished everyone well for the holidays, thanked them for their service to the campus and community, and encouraged them to take some time to relax over the break.

#### **4. NEW BUSINESS**

##### **a. Resolution on the Granting of Degrees**

UC Chair John Lyon introduced the resolution to grant degrees to graduates at the Fall 2015 commencement ceremonies. **Senator Austin moved approval, Senator Wolf seconded.**

With no discussion offered on the resolution (including no opposition – wouldn't it be interesting if there was), **the motion passed (25-0-0).**

##### **b. Resolution on Tenure.** Senator Austin, having previously brought this resolution to the UC (which the UC endorsed), presented the resolution before the Faculty Senate. **Senator Voelker moved approval of the resolution, Senator R. Martin seconded.** While no

discussion ensued, Senator Pott voiced his thanks to Senator Austin and the leadership of the Union for bringing this resolution before the Senate. **The motion passed (25-0-0).** As UWGB representative on the Tenure Task Force, SOFAS Meyer asked Senator Austin if he would like Meyer to inform the Tenure Task Force of the passage of this resolution. Senator Austin expressed his appreciation for such an action.

- c. Code Change on Graduate Academic Affairs Council (first reading). UC Chair John Lyon provided an explanation as to why the change in code was sought. The Graduate Studies Council, currently a large group of individuals most of whom serve *ex-officio* (i.e., graduate chairs and Directors of Graduate Programs), made this recommendation. In their view, the composition of the council is not appropriate for the type of work this council needs to do (review of new courses, approval of new programs, program graduate reviews), so they are looking to create a new council that mirrors the undergraduate Academic Affairs Council and its duties. The UC took the GSC recommendation a little further, proposing to move the code from Chapter 53 Academic Units (more specifically, 53.12 E. Graduate Studies Council) to Chapter 54 University Councils (and proposing a new section of code, 54.03 D. Graduate Academic Affairs Council).
- d. Proposal for M.S. in Health and Wellness Management (first reading). Sue Mattison, Dean of Professional Studies, presented the proposed new M.S. in Health and Wellness Management on behalf of the professional program in Nursing. This Master's degree will be a five campus collaborative between UW-Green Bay, UW-Parkside, UW-River Falls, UW-Stevens Point, and UW-Superior. UW-Superior is the lead institution in seeking accreditation. This online degree will be housed in the Nursing program at UWGB, and will be supported through CEOEL (UW-Extension) – piggybacking on CEOEL's bachelor degree in Health and Wellness. Applicants must have a prior Bachelor's degree. The program will follow the home campus model currently used by the BSN at-home collaboration. The Master's degree will require 36 credits (12 3-credit courses), including a required capstone course at the conclusion of the program. The program has been approved at UW-River Falls and UW-Parkside, it was approved by UWGB's Graduate Studies Council on 12/2/15, and is currently before the Faculty Senates at UW-Green Bay, UW-Superior, and UW-Stevens Point. Tuition will be \$725 per credit hour across all campuses. Pending approval, the program will be launched Fall 2016. UW-Green Bay is responsible for two (possibly three) courses, including Research Methods, Health System and Policy, and Planning and Evaluation.
- e. Request for future business.  
Speaker Terry also reminded Senators they could bring their ideas/concerns to their friendly neighborhood University Committee at any time or to the next Faculty Senate meeting.

## **5. PROVOST'S REPORT**

With Chancellor Miller stealing most of his thunder during the Chancellor's Report, Provost Davis provided a quick report to the Faculty Senate regarding the recent Provost's Meeting in Madison. The two "most interesting" discussion items were: 1) UW System potentially becoming involved in an MSARA agreement which would allow all the UW institutions to negotiate simultaneously for permission to offer online programs in other states, and 2) the impact of remedial mathematics on our campus if we go forward with the recommendations of a

subcommittee associated with the Wisconsin Math Placement Test. This subcommittee has developed both a list of math competencies high school students should have prior to attending college and a standard cutoff score associated with the math placement test that would be used by all the UW campuses across the system. UWGB now remediates approximately 15% of our students in mathematics, if the proposed cutoff score is approved that would increase to 45-50%. This is in direct opposition to the Regents stated desire to cut back on the number of students being remediated.

Provost Davis also reported that David Ward, UW System Interim Vice President for Academic and Student Affairs, will be retiring (for at least the third time). Ward is chairing the search committee for his replacement and interviews will take place soon.

Finally, Provost Davis discussed one agenda item on tap for the Education Committee at the upcoming Regents Meeting. This involves a vote on the mission change for UW-Extension. If passed, this may have implications for UWGB regarding which degrees Extension may be able to offer on a competency/online basis.

## **6. OTHER REPORTS**

- a. University Committee Report. UC Chair John Lyon submitted a written report appended to the Faculty Senate agenda. He had nothing new to report and there were no questions/comments.
- b. Faculty Representative Report. Christine Vandenhouten could not make the Faculty Senate meeting.
- c. Academic Staff Report. Katrina Hrivnak reported that the Academic Staff Committee continues to meet with the Provost and Human Resources and discuss issues relevant to that group.
- d. University Staff Report. Amanda Wildenberg filled in for Jan Snyder who had just delivered a bouncing baby appendix. Amanda had nothing to offer at this time.
- e. Student Government Report. Neither SGA President Hannah Stepp nor SGA Vice President Lorenzo Lones were able to attend the meeting.
- f. Tenure Task Force Report. Going off script/agenda a bit, SOFAS Steve Meyer provided the Faculty Senate a brief update on the Tenure Task Force which met 11/30/15. Meyer described two Regent Policy Documents on which the task force was working. One document on Faculty Layoff and another on Tenured Faculty Review and Development (i.e., Post Tenure Review). Regarding the Regent Policy Document on Layoff, reasons for layoff included program discontinuance, curtailment, modification, or redirection; however, it appears that program discontinuance will be the primary focus for this document. Regarding the Regent Policy Document on Tenured Faculty Review and Development, the Regents/legislature want a review at least every five years. An unsatisfactory review would call for a remediation process to be developed for the faculty member; if successful, the faculty member would be back in good standing. Faculty on the Task Force think this is akin to tenure having to be re-earned every five years, which is not really tenure. The next draft of these documents should be

available on 12/14/15 (Meyer will post this draft to the SOFAS website). The next task force meeting is set for 12/23/15 and there should be one more meeting in January to finalize the documents before they go to the Education Committee for the February 4-5, 2016 Regents Meeting for a first reading. A second reading and vote will take place at the March Regents Meeting.

**7. ADJOURNMENT** at 3:55 p.m.

Respectfully submitted,

Steve Meyer, Secretary of the Faculty and Staff

## 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 Old Business 4a 1/27/2016**

**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 System<sup>1</sup>).

### **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.<sup>2</sup>

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 Manager<sup>3</sup>. 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 percent<sup>4</sup>.

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 period<sup>5</sup>.

## **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:

<b>Course Number</b>	<b>Course Title</b>	<b>Host Campus</b>
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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- <sup>5</sup>Education Advisory Board. (2014). *Examining Curricula and Demand for Health and Wellness Graduate Programs*. Custom Research Brief.

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
<b>I</b>	<b>Enrollments (New Students) Headcount</b>	45	55	60	60	60
	<b>Enrollments (Continuing Student) Headcount</b>	0	38	74	99	113
	<b>Enrollment (New Student) FTE</b>	37	28	30	30	30
	<b>Enrollment (Continuing Student) FTE</b>	0	60	90	110	122
<b>II</b>	<b>Total New Credit Hours (# new sections x credits per section)</b>					
	<b>Existing Credit Hours</b>					
<b>III</b>	<b>FTE of New Faculty/Instructional Staff</b>					
	<b>FTE of Current Fac/IAS</b>	2.000	3.125	3.125	3.125	3.125
	<b>FTE of New Admin Staff</b>					
	<b>FTE of Current Admin Staff</b>	6.000	6.000	5.250	5.250	5.250
<b>V</b>	<b>New Revenues</b>					
	From Tuition	239,250	572,025	780,825	915,675	993,975
	From Fees					
	Program Revenue - Grant					
	Program Revenue - Other					
	Reallocation					
	<b>Total new Revenue</b>	<b>239,250</b>	<b>572,025</b>	<b>780,825</b>	<b>915,675</b>	<b>993,975</b>
<b>VI</b>	<b>New Expenses</b>					
	<b>Salaries Plus Fringes</b>					
	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
	<b>Total Expenses</b>	<b>727,278</b>	<b>676,491</b>	<b>815,564</b>	<b>819,878</b>	<b>824,191</b>
<b>VII</b>	<b>Net Revenue</b>	<b>(488,028)</b>	<b>(104,466)</b>	<b>(34,739)</b>	<b>95,797</b>	<b>169,784</b>
	<b>Narrative: Explanation of the Numbers and Other Ongoing Commitments that will Benefit the Proposed Program</b>					
	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 Old Business 4b 1/27/2016

## **Qualifications for Faculty and Instructional Academic Staff**

### Policy

The criteria to be used to determine if someone is qualified to teach any for credit course at UW-Green Bay are:

For Faculty and Instructional Academic Staff of graduate programs

1. Have a terminal degree appropriate for the content to be taught.
2. Instructors teaching doctoral level programs should have an appropriate record of scholarship.

For Faculty and Instructional Academic Staff of undergraduate programs

Have a terminal degree appropriate for the content to be taught, OR

Have a terminal degree in a collateral field and expertise appropriate for the content to be taught, OR

3. Have a degree appropriate for the content to be taught that is at least one level higher than the program that they will contribute instruction to, OR
4. Have a Master's degree plus at least 18 graduate credits relevant to the content to be taught.

Special Accommodations for faculty with equivalent experience.

Exceptions to the minimum criteria stated above can be made for individuals with the appropriate equivalent experience. The criteria that these individuals should meet are:

Have a degree appropriate to the content to be taught and at the same level of the program that they will contribute instruction to and an appropriate amount of professional experience that is relevant to the content to be taught that include documented experience and advancement or recognition in the field. For programs that have to meet professional accreditation requirements "an appropriate amount of professional experience" will be defined as being consistent with the requirements of the accreditation body. For other programs, 5 years of professional experience will be considered an appropriate amount of professional experience. Evidence can include publications in peer-reviewed journals, professional recognition of scholarly activities and/or expertise specific to the content to be taught.

**Faculty Senate New Business 5a 1/27/2016**

## **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, consist of the preparation of 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 annual review documents consists of a current Professional Activities Report and a brief summary statement of recent and current professional activities.

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 Senate New Business 5b 1/27/2016**

**USC Update for Faculty Senate Meeting  
January 2016**

Here's what the University Staff Committee and its subcommittees are up to:

- Preparing for our annual assembly of all UW-Green Bay university staff on February 2.
- Preparing for our annual interest survey in February, to be followed by elections for open committee positions for 2016-17 terms.
- Reviewing the possibility/feasibility of requesting emeritus status for university staff.
- Developing a governance participation policy for university staff to insure all who wish to be involved in governance are allowed to do so, and to set guidelines for time allocation.
- In conjunction with the Academic Staff Professional Development Committee, our Professional Development Committee is presenting monthly workshops for the Spring 2016 semester.
- Thanks to a campus toner recycling program conducted by the USC, and various fundraising projects over several years, our self-funded earnings have finally reached the endowment level. This presents many possibilities for use of the interest that will be generated, such as scholarships, specific professional development projects, staff networking or team building events, etc.