09/29/2015

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.1. Education Committee

Thursday, October 8, 2015
10:45 a.m.-12:15 p.m.
Gordon Dining and Event Center
770 W. Dayton Street, 2nd floor
Symphony Room
Madison, Wisconsin

a. Approval of the Minutes of the September 10, 2015 meeting of the Education Committee;

b. Report of the Vice President:
   1. High School to College Success Reports in the UW System
      a. Presentation, "Data-Sharing Project with the PK-12 Schools: Partnership for Success" by UW-Stout Professor Jackie Weissenburger.
   2. Accreditations maintained by UW institutions in particular academic disciplines; and
   3. Preliminary UW System Fall Enrollments.

c. UW-Stevens Point: Approval of a B.A. in Sustainable Food and Nutrition;
   [Resolution I.1.c.]

d. UW-La Crosse: Retroactive Approval of an M.S. in Therapeutic Recreation;
   [Resolution I.1.d]

e. UW-Madison: Waiver of Nonresident Enrollment Limit; and
   [Resolution I.1.e.]

f. Approval of the Reappointment of UW-Madison Professor James Bennett and the Appointment of UW-Madison Professor David Mladenoff to the Natural Areas Preservation Council.
   [Resolution I.1.f.]

HIGH SCHOOL TO COLLEGE SUCCESS REPORTS IN THE UNIVERSITY OF WISCONSIN SYSTEM

BACKGROUND

As part of his report to the Education Committee, Interim Vice President David J. Ward will explain how the University of Wisconsin System (UW System) reports to high schools on student success. Each year, approximately 20,000 Wisconsin high school graduates enroll in a UW System institution. Information provided to Wisconsin high schools on the college readiness and progress of their graduates at the post-secondary level is intended to help administrators evaluate and strengthen their efforts in preparing students for success beyond high school. This type of feedback to the Wisconsin secondary education partners can help to foster communications, align the curriculum, and reduce the need for developmental education.

REQUESTED ACTION

For information only.

DISCUSSION

For two decades, UW System Administration has provided feedback to Wisconsin high schools on graduates who entered UW System institutions. The high school feedback reports are made available through a contract with ACT, Inc., to produce and distribute reports on the college outcomes of high school graduates. The reports include preparation information on Wisconsin high school graduates and their enrollment and success in the UW System. Examples of outcome information provided in the reports include the need for remedial English and mathematics, college GPA, and persistence to the second year of college.

The high school to college success reports are endorsed by the state Superintendent of Public Instruction (DPI) and are produced approximately every three years. In spring 2014, reports were generated for over 500 Wisconsin high schools and distributed via email and published on the web to high school principals, school counselors, district assessment coordinators, and district superintendents, in addition to being mailed to each high school. Sixty-two percent of the reports were viewed online one or more times by high school staff.

In 2015 the Wisconsin legislature enacted legislation (Act 28) requiring the UW System to report to appropriate standing committees of the legislature, and to the state superintendent of public instruction, the number of students from each high school required to take remedial English or mathematics. Only high schools with more than six students requiring remedial coursework are to be identified. Students are not identified by name. The state superintendent of public instruction is required to provide a copy of the report to each school board. The UW System is prepared to provide such report annually by September 1, starting September 2016.

RELATED POLICIES

None.

Program Authorization (Implementation)
B.A. in Sustainable Food and Nutrition
UW-Stevens Point

EDUCATION COMMITTEE

Resolution I.1.c:

That, upon recommendation of the Chancellor of the University of Wisconsin-Stevens Point, as well as the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Arts in Sustainable Food and Nutrition at UW-Stevens Point.

NEW PROGRAM AUTHORIZATION
BACHELOR OF ARTS IN SUSTAINABLE FOOD AND NUTRITION
UNIVERSITY OF WISCONSIN-STEVENS POINT

BACKGROUND

This proposal is presented in accordance with the procedures outlined in Academic Planning and Program Review (ACIS 1.0, Revised August 2012, available at http://www.uwsa.edu/acss/planning/). The new program proposal for a Bachelor of Arts (B.A.) in Sustainable Food and Nutrition at the University of Wisconsin-Stevens Point is presented to the Board of Regents for consideration. UW-Stevens Point's Provost submitted an authorization document and a letter of institutional commitment.

REQUESTED ACTION

Adoption of Resolution I.1.c., approving the implementation of the Bachelor of Arts in Sustainable Food and Nutrition degree program at the University of Wisconsin-Stevens Point.

DISCUSSION

The University of Wisconsin-Stevens Point proposes to establish a 120-credit Bachelor of Arts in Sustainable Food and Nutrition coordinated by the College of Professional Studies and housed within the School of Health Promotion and Human Development (HPHD). The development of this program responds to the increasing challenges of communities to maintain or achieve optimal health in a world challenged by climate changes and resource depletion. The program will serve the need of Wisconsin communities to maintain and improve their natural resources and agricultural knowledge and skills to maximize the health and prosperity of their communities, especially rural communities. The B.A. in Sustainable Food and Nutrition will prepare graduates to be employed in community health and wellness programs helping to address nutritional needs and preventable diet-related health conditions.

According to the Bureau of Labor Statistics, employment of health educators/community health workers is expected to grow by 21% through 2022[1] and by 21% for dietitians and nutritionists[2]. In Wisconsin, projected growth through 2022 for these occupations is as follows: 13.5% for health educators[3], 11.3% for community health workers[4], and 11.27% for dietitians/nutritionists[5]. The proposed B.A. in Sustainable Food and Nutrition major aims to produce graduates who will fill this market need and enrich the nutrition education profession with additional expertise in sustainable food systems. Standard residential tuition and fee rates will total $3,836.37 per semester.

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[1] http://www.bls.gov/ooh/community-and-social-service/health-educators.htm
[2] http://www.bls.gov/ooh/healthcare/dietitians-and-nutritionists.htm
[3] http://worknet.wisconsin.gov/worknet/daoccprj.aspx?menuselection=da
[4] http://worknet.wisconsin.gov/worknet/daoccprj.aspx?menuselection=da
[5] http://worknet.wisconsin.gov/worknet/daoccprj.aspx?menuselection=da

RELATED REGENT AND UW SYSTEM POLICIES

Regent Policy 4-12: Academic Program Planning, Review, and Approval in the University of Wisconsin System.

Academic Information Series #1 (ACIS 1.0, Revised August 2012): Statement of the UW System Policy on Academic Planning and Program Review.

REQUEST FOR AUTHORIZATION TO IMPLEMENT A BACHELOR OF ARTS IN SUSTAINABLE FOOD AND NUTRITION AT UW-STEVENS POINT PREPARED BY UW-STEVENS POINT

ABSTRACT

The University of Wisconsin-Stevens Point proposes to establish a Bachelor of Arts in Sustainable Food and Nutrition. The 120-credit B.A. in Sustainable Food and Nutrition prepares graduates to support sustainable food systems that address nutritional needs and preventable diet-related health conditions, working primarily within communities to ensure meaningful connections among regional food economies, natural resources stewardship, and health and wellness. The program serves the need of Wisconsin communities to maintain and improve their natural resources and agricultural knowledge and skills to maximize the health and prosperity of their communities, especially rural communities. The goal of the program is to develop student competencies in critical thinking, problem-solving, systems analysis, intercultural knowledge, tolerance and respect, and community development.

PROGRAM IDENTIFICATION

Institution Name
University of Wisconsin-Stevens Point

Title of Proposed Program
Sustainable Food and Nutrition

Degree/Major Designations
Bachelor of Arts

Mode of Delivery
Single institution; primarily face-to-face, some blended/hybrid courses

Projected Enrollments by Year Five
Table 1 represents enrollment and graduation projections for students new to UW-Stevens Point entering the program for the first five years. By the end of Year Five, it is expected that 115 students will have enrolled in the program and 18 students will have graduated from the program. Enrollment projections assume a 10% rate of attrition.

Table 1: Projected enrollment and graduation rates for first five years.

	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	10	20	25	30	30
Continuing Students	0	9	27	49	76
Total Students	10	29	52	79	106
Graduating Students	0	0	0	9	18

Tuition Structure

For students enrolled full time in the B.A. in Sustainable Food and Nutrition program (i.e., enrolled in 12 to 17 credits per semester), standard residential tuition and fee rates (including segregated fees) for the current academic year (2015-16) total $3,836.37 per semester. Of this amount, $3,149.16 is attributable to tuition, $596.61 is attributable to segregated fees, and $90.60 is attributable to textbook rental. Continuing Education courses delivered via online delivery will be assessed a $20 per credit fee, up to $60 per course.

Department or Functional Equivalent

College of Professional Studies.

College, School, or Functional Equivalent

School of Health Promotion and Human Development (HPHD).

Proposed Date of Implementation

January 2016

INTRODUCTION

Rationale and Relation to Mission

UW-Stevens Point is recognized internationally for its academic programs in natural resources and wellness. The proposed B.A. in Sustainable Food and Nutrition program will purposefully integrate key aspects of existing UW-Stevens Point curricula in health, wellness, and natural resources into the program. Currently, UW-Stevens Point programs in professional studies (dietetics, health care, and nursing), letters and science (geography, chemistry, biology, history, and sociology), and natural resources (soils, and water), include courses that incorporate food and nutrition topics. However, the current array of coursework represents a disjointed patchwork of knowledge offered in disparate majors that individually address resource management, significance of food within society, and health consequences of nutritional adequacy. The B.A. in Sustainable Food and Nutrition program will provide interrelated course offerings to consider food and nutrition in the context of wellness and community to foster food systems that support sustainable practices, economic growth, and healthy citizens.

The proposed B.A. in Sustainable Food and Nutrition program supports the UW-Stevens Point mission to stimulate intellectual growth in students through a liberal education and prepare graduates for work in a diverse and sustainable world. Students will demonstrate, synthesize, and apply knowledge across a broad range of disciplines including human biology, health, culture, and behavior together with knowledge of natural resource management, ecology, public policy, and economics. As a Bachelor of Arts degree that emphasizes the importance of intercultural knowledge and competence, the B.A. in Sustainable Food and Nutrition program integrates a world language requirement to further prepare graduates for working in a diverse world, both within Wisconsin and beyond. Moreover, the UW-Stevens Point vision emphasizes the importance of preparing students to become responsible citizens who will become leaders in local, regional, national, and global affairs.

UW-Stevens Point's strategic plan, known as the *Partnership for Thriving Communities*, identifies specific efforts that support four key areas of thriving communities:

- Healthy: nurture the well-being of citizens through cutting-edge programs in health and wellness
- Prosperous: leverage resources to support a prosperous economy
- Sustainable: foster sustainable stewardship of natural resources
- Vibrant: create flourishing local cultural centers

The B.A. in Sustainable Food and Nutrition degree program directly attends to three of the above mentioned strategic focus areas by partnering with community and private entities to foster a resilient regional food system that will promote healthy nutrition and a diversified economy and also build upon the sustainable leveraging of natural resources to further the agricultural legacy of the Central Wisconsin region. The proposed degree emphasizes principles and practices in sustainability through required coursework in natural resources, local food systems, and community nutrition. Moreover, the proposed program includes practicum experiences in community organization. These hands-on learning experiences will build critical thinking and creative problem solving skills. Practicum sites will present students with opportunities to address existing and emerging community health and nutrition issues and apply their learning from a food systems approach.

Need as Suggested by Current Student Demand

Health-related degree programs at UW-Stevens Point are among the fastest growing majors in terms of enrollments, and student interest in food and nutrition academic programs is very high. Between 2002 and 2011, enrollments quadrupled in the nutrition minor, largely due to its attractiveness to existing majors in baccalaureate Health Promotion and Athletic Training programs. While there are two emphasis options within the existing nutrition minor (personalized health advice and food choices within the food system), this minor does not provide sufficient content expertise for students to gain employment within the field of food and nutrition. State licensure and certification regulations restrict the provision of personalized health advice to medical personnel and registered dietitians. Furthermore, existing content within the food system emphasis of the minor is not sufficient to meet employment requirements in the food and nutrition field.

Annually, the UW-Stevens Point B.S. in Dietetics enrolls approximately 120 students. This accredited program is designed for students wishing to become registered dietitians after completing the undergraduate degree, conducting a post-graduate internship, and successfully completing the national exam. Beginning in 2024, completion of a graduate degree (in any field) will become an additional requirement for students desiring to become registered dietitians. Students who wish to work within the food and nutrition profession, but not progress to become a registered dietitian, represent approximately 20% of enrollments in the B.S. in Dietetics. Exit interview and post-graduate employment data suggest graduates are primarily interested in the field of community nutrition, an area that does not require content knowledge provided in the medical nutrition therapy courses or through internship experiences that are required as part of the B.S. in Dietetics. The B.A. in Sustainable Food and Nutrition will better serve these students with course work that meets the professional knowledge and skills required within the community nutrition practice.

The proposed program will provide the necessary preparation for the emerging applied food system and community nutrition employment opportunities. It is anticipated student demand for the proposed undergraduate degree will follow a growth trajectory similar to that observed for the existing M.S. in Sustainable and Resilient Food Systems (formerly named M.S. in Nutritional Science, and approved by the Board of Regents in 2009). Since that time, enrollment in the graduate program increased from 2 to 4 students in 2008 and 2009 to 6 to14 students in 2010-2014. To date, all graduates of the program are employed in health-related community development positions.

Need as Suggested by Market Demand

Strong evidence of the need for the proposed B.A. in Sustainable Food and Nutrition exists from both the supply and demand side of the market. The rise in preventable diet-related health conditions, such as obesity and Type 2 diabetes, has wide-ranging economic impacts in both public and private sectors. The federal initiative, *Objectives of the Healthy People 2020*, calls for an increase in health literacy within communities[1]. However, there is a lack of health educators, especially in underserved communities, including rural areas such as central and northern Wisconsin. According to the Federal Bureau of Labor Statistics, employment of health educators/community health workers is expected to grow by 21% through 2022[2] and by 21% for dietitians/nutritionists[3]. In Wisconsin, projected growth through 2022 for these occupations is as follows: 13.5% for health educators[4], 11.3% for community health workers[5], and 11.27% for dietitians/nutritionists[6]. The proposed B.A. in Sustainable Food and Nutrition major aims to produce graduates who will fill this market need and enrich the nutrition education profession with additional expertise in sustainable food systems.

There is increased recognition that agriculture and public health should be interwoven within the college curriculum so that nutritionists understand agricultural practices that are nutrition-sensitive in addition to the public policy and nutrition science that shape dietary guidance. Attending to the need for natural resources sufficient to sustain healthy communities through generations will present practitioners with a diverse set of challenges, including population growth, water security, and topsoil erosion. Consequently, the proposed 2015 U.S. Dietary Guidelines for the first time consider both health and sustainability as necessary for a healthy food supply and food security for the U.S. population[7]. The United Nations recognizes the development of regional ecosystem solutions to be the most effective strategy to solve sustainable food and nutrition problems and reduce health disparities[8]. Likewise, food systems

[1] http://www.healthypeople.gov/2020/topics-objectives/topic/health-communication-and-health-information-technology
[2] http://www.bls.gov/ooh/community-and-social-service/health-educators.htm
[3] http://www.bls.gov/ooh/healthcare/dietitians-and-nutritionists.htm
[4] http://worknet.wisconsin.gov/worknet/daoccprj.aspx?menuselection=da
[5] http://worknet.wisconsin.gov/worknet/daoccprj.aspx?menuselection=da
[6] http://worknet.wisconsin.gov/worknet/daoccprj.aspx?menuselection=da
[7] U.S. Department of Agriculture (USDA), 2015. Scientific Report of the 2015 Dietary Guidelines Advisory Committee, Part D. Chapter 5. http://www.health.gov/dietaryguidelines/2015-scientific-report/PDFs/Scientific-Report-of-the-2015-Dietary-Guidelines-Advisory-Committee.pdf
[8] *Agroecology and the Right to Fo*od, report presented at the 16th Session of the United Nations Human Rights

are at the core of community health and economic development. Nationally, economic development is a critical priority in rural communities[9]. Among the documented benefits of expanding local food systems is the strong and positive impact on local employment and income levels[10]. Expertise in sustainable food systems is increasingly needed for effective rural economic development and health promotion.

Finally, current community health promotion efforts have focused on care for populations that may be at highest risk for negative outcomes related to poor nutrition. These may include individuals with low income or lower levels of education, and minority populations. A systems approach that integrates food system, preventive health, resource management and intercultural competence will enable practitioners to address the multiple factors that impact high-health-risk populations.

Professional groups such as the American Public Health Association, Society for Nutrition Education and Behavior, and Academy of Nutrition and Dietetics have emphasized the importance of sustainable and resilient food systems. Each organization has formed practice groups that focus on sustainable food and nutrition knowledge and skills. The B.A. in Sustainable Food and Nutrition program will promote the development of these competencies at the undergraduate level.

DESCRIPTION OF PROGRAM

Institutional Program Array

The B.A. in Sustainable Food and Nutrition curriculum draws almost entirely from courses currently offered at UW-Stevens Point. The School of Health Promotion and Human Development's existing B.S. in Dietetics program outcomes align with its accreditation standards, featuring coursework in chemistry, biology and clinical nutrition preparation. The proposed B.A. in Sustainable Food and Nutrition program will draw on these existing courses but add a concentration on community food and nutrition with an emphasis on promoting healthy eating and preventing disease, rather than treating disease.

The School of Health Promotion and Human Development currently offers a Master of Science in Sustainable and Resilient Food Systems. This degree develops collaborative leadership skills and expertise in community nutrition and regional economic development through sustainable food systems. The direct alignment between the graduate program and the proposed B.A. in Sustainable Food and Nutrition program has the potential to develop an efficient 4+1 year timeframe for students to earn a baccalaureate and Master of Science degree. Such an opportunity aligns well with the UW System's Growth Agenda.

Council, March 2011: http://www.srfood.org/images/stories/pdf/officialreports/20110308_a-hrc-16-49_agroecology_en.pdf (retrieved December 2013).

[9] Vilsack, T.J. 2010. Testimony before the Senate Committee on Agriculture, Nutrition, and Forestry. June 30, and presented locally (Portage County LIFE Report, 2012).

[10] http://farmpolicy.com/wp-content/uploads/2012/01/R42155_jan25.pdf (retrieved December 2013).

Other Programs in the University of Wisconsin System

Existing UW programs focus on one of the following areas: environmental health (UW-Stout); environmental public health (UW-Eau Claire); environmental studies (UW-Parkside); dietetics or nutritional science (UW-Green Bay, UW-Madison, UW-Stout), agriculture,including sustainable agriculture or agroecology (UW-Madison, UW-Platteville, UW-River Falls); food science (UW-Madison, UW-River Falls); and community health education (UW-La Crosse). The B.A. in Sustainable Food and Nutrition offers a unique integration of environmental studies, natural resources, food, food system, nutrition, and community health areas, based on the institution's faculty expertise.

Collaborative Nature of the Program

UW-Stevens Point will independently offer this degree.

Diversity

Several components of the proposed program focus on diversity, inclusivity, and equity and appear throughout the curriculum. Integrations of diverse cultural and social perspectives are essential to building a resilient and sustainable society. The program curricula will include cultural sensitivity training within courses. Field placements and summer experiences, as well as optional semester abroad experiences, will be implemented in diverse community settings. Inclusion of second language skills will increase student familiarity with and communication in another culture. Students will choose among courses in communication, English, history, political science, religious studies, and sociology.

A recent study by a UW-Stevens Point diversity committee highlighted the diversity of students in the surrounding high schools. Efforts will be made to attract a diverse student body from the surrounding communities, such as the Hmong, Native American, African-American and Hispanic ethnicities.

Student Learning Outcomes and Program Objectives

Upon completion of the B.A. in Sustainable Food and Nutrition, graduates will be able to:

- Apply a systems approach to analyze food and nutrition issues, and consider the social determinants of health, using current and historical perspectives.
- Identify best practices based on the existing body of research evidence, discuss research methodology, interpret research literature, and integrate research principles into evidence-based practice.
- Assess the economic, cultural, social, political and environmental subsystems to support sustainability and resilience of a community food and water system, and recommend improvements.
- Explain the fundamentals of existing public policy and its implication and impact, including the legislative and regulatory base surrounding food and nutrition issues.
- Demonstrate critical thinking, collaborative leadership, and community-participatory research skills as applied to fostering community development.
- Evaluate effective health and human development programs for populations within communities.
- Develop a variety of communication skills to effectively deliver information and

services to individuals, groups, and populations.
- Demonstrate an understanding regarding the interrelated role of environment, food, nutrition, and lifestyle choices in health promotion and disease prevention.

Students graduating with the B.A. in Sustainable Food and Nutrition program will have completed the UW-Stevens Point General Education Program (GEP). After completing the GEP curriculum, students will be able to:

- Demonstrate critical thinking, quantitative and communication skills necessary to succeed in a rapidly-changing global society.
- Demonstrate broad knowledge of the physical, social, and cultural worlds, as well as the methods by which this knowledge is produced.
- Recognize that responsible global citizenship involves personal accountability, social equity, and environmental sustainability.
- Apply their knowledge and skills, working in interdisciplinary ways to solve problems.

Assessment of Learning Outcomes and Program Objectives

The program objectives and learning outcomes listed above will be mapped onto the required coursework. This curriculum map will provide a blueprint for both students and faculty to ensure alignment between the learning outcomes of the program and the individual courses being offered. Departmental faculty will utilize the maps to conduct program and course-level assessment. This curriculum map will also serve as a valuable resource for developing a customized academic plan during advising sessions.

A number of assessment methods will be employed to assess these specific program and student learning outcomes:

- Apply a systems approach to analyze food and nutrition issues, with consideration of the social determinants of health.
    - Assessment methods: case studies, community research project, class activities, field work report. Preceptor feedback from field work.
- Assess the economic, cultural, social, political and environmental subsystems to support sustainability and resilience of a community food and water system and recommend improvements.
    - Assessment methods: exam questions, case studies, community project data, and project report.
- Demonstrate critical thinking, collaborative leadership and community-participatory research skills in fostering community development.
    - Assessment methods: case studies, exam questions, capstone course research report. Preceptor feedback from field work and community project. Student reflections in journal and ePortfolio.
- Evaluate effective health and human development programs.
    - Assessment methods: exam questions, field experience documentation and report. Preceptor feedback.
- Demonstrate confidence and competence in a professional setting.
    - Assessment methods: student reflections in course journals and ePortfolio. Preceptor and instructor feedback.

Program Curriculum

The proposed degree program will require completion of at least 120 credit hours comprised of 24-26 credits to satisfy university and general education program requirements, 30 credits that satisfy both major requirements and general education requirements and 64-66 credits to satisfy remaining major requirements.

Bachelor of Arts in Sustainable Food and Nutrition

A. Bachelor of Arts Support Courses (6-8 credits total):	
World Languages	6-8 credits
B. General Education Program required courses (21 credits total):	
First Year Seminar	3 credits
Freshman English (ENGL 101& 202)	6 credits
Fundamentals of Communication (COMM 101)	3 credits
Arts, Historical Perspectives or Humanities (History-Food and Environment; History-Food and History recommended)	9 credits
C. General Education Program support courses (27 credits total):	
General Psychology (PSYC 110)	3 credits
Basic Chemistry (CHEM 101)	5 credits
General Biology (BIOL 101 or 160)	5 credits
Human Physiology (BIOL 385)	4 credits
Principles of Macroeconomics (ECON 110)	3 credits
Introduction to Sociology (SOC 101) or Cultural Diversity (ANTH 110)	3 credits
Elementary Statistical Methods (MATH 355)	4 credits
D. *Sustainable Food and Nutrition Courses* (45 credits total):	
Introduction to the Profession of Dietetics (FN 101)	1 credit
Contemporary Nutrition (FN 151)	3 credits
Introduction to Nutrients & Nutrient Metabolism (FN 253)	3 credits
Introductory Foods (FN 206)	3 credits
Advanced Foods-Sustainable culinary techniques & food science (FN 346)	3 credits
Ecology of Foods-Food system & resource management (FN 357)	3 credits
Nutrition Through the Life Span (FN 373)	3 credits
Educational Techniques & Research in Food & Nutrition (FN 393)	3 credits
Food & Nutrition Capstone- Research in sustainable food systems (FN 438)	2 credits
Advanced Community Nutrition (FN 456)	3 credits
Field Experience (FN 395)	9 credits
Global Climate Change & Water (NRES 220)	3 credits
People, Resources & Biosphere (NRES 150) or Humanity & the Global Environment (INTL 150)	3 credits
Sustainable Agriculture for Food Production	3 credits

E. Electives for emphasis (19-21 credits total among these suggested areas):

Communication: Marketing, Communication, Social Media
(BUS 330, COMM 192, 221, 230, 321, 373, HPW 490)
Foods: Food Service Management, Entrepreneurship, Consumer Economics
(FN 347, 499, COMM 323, BUS 221, 320, 337, HD 372)
Economics/business: Management and Entrepreneurship
(BUS 221, 320, 321, 321, 330, HD 372, 386)
Public health, policy & planning: GIS, Urban planning, Policy making
(GEOG 364, 388, SOC 357, 360, 376, POLI 202, 306, 309, 414, PSYC 321)
Natural Resources: Environmental Change, Sustainability Issues, Water, Aquaculture
(GEOG 100, 101, 279, 335, 340, 388, WATR 350, 386, SMGT 230, 235, 330, 360, 435, 460)

Projected Time to Degree

Students enrolling in the program on a full-time basis can complete the requirements within eight semesters (four years). Students enrolling in the program on a part-time basis will require additional time (three or more years).

Institutional Review

In the fifth year of the program, a comprehensive assessment report will be submitted to the Assessment Subcommittee, in accordance with typical campus-wide reporting cycles. Likewise, in the fifth year a comprehensive programmatic self-study will be submitted to the Department Review Subcommittee. After this initial review during the fifth year, the program will submit assessment reports every five years and comprehensive self-studies every ten years as required by UW-Stevens Point's *University Handbook*.

The assessment report will focus on student learning and attainment of the program learning outcomes. A variety of direct and indirect measures will provide indicators of student success. An exit survey will be administered to all program graduates. Responses will be used to evaluate student perceptions of program quality and will include questions about the curriculum, teaching methods used, and other forms of support such as advising, career exploration, and use of campus resources. Responses from regularly administered alumni surveys will be used to track successful placements and inform faculty about the types of careers that students are able to pursue after completing the program. Finally, a variety of data points will be used to longitudinally track student enrollment, retention, and graduation rates.

Based on the data and findings, adjustments will be made to the curriculum (course content, course sequencing, etc.), teaching methods (modes of delivery, types of assignments, etc.), and student support services (advising, career services, etc.). These adjustments will help to ensure that the B.A. in Sustainable Food and Nutrition is delivering relevant and meaningful educational opportunities to students.

Population growth and resource depletion will challenge the communities and their food systems. Therefore, community leaders will need resilience, ingenuity, and flexibility

to address social determinants of health, including food security, as part of a fair and sustainable society. A core component of community-based participatory research is culturally sensitive intervention. Social and cultural diversity are recognized strengths of sustainable and resilient community systems. Inclusion of program activities to promote cultural sensitivity will be assessed as part of the ongoing appropriate course assessment measures.

Accreditation

There is no specific accrediting body for the Sustainable Food and Nutrition degree program. UW-Stevens Point is accredited by the Higher Learning Commission and is authorized to offer baccalaureate level degree programs delivered in both face-to-face and online formats.

University of Wisconsin System

Cost and Revenue Projections For the B.A. in Sustainable Food and Nutrition

	Items	Projections				
		2015	2016	2017	2018	2019
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount (Note 1)	10	20	25	30	30
	Enrollment (Continuing Student) Headcount	0	9	27	49	76
	Enrollment (New Student) FTE	10	20	25	30	30
	Enrollment (Continuing Student) FTE	0	9	27	49	76
II	Total New Credit Hours (# new sections x cr/section) (Note 2)	3	6	9	12	12
	Existing Credit Hours (Note 3)	42	42	42	42	42
III	FTE of New Faculty/Instructional Staff (Note 4)	0	0	0	0	0
	FTE of Current Fac/IAS	2.5	2.5	2.5	2.5	2.5
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0	0	0	0	0
IV	New Revenues					
	From Tuition (new credit hours x FTE) (Note 5)	40,302	116,877	173,300	209,572	229,724
	From Fees (Note 6)	7,836	22,723	33,693	40,745	44,663
	Program Revenue - Grants	0	0	0	0	0
	Program Revenue - Other	0	0	0	0	0
	Reallocation	0	0	0	0	0
	Total New Revenue	48,138	139,600	206,993	250,318	274,387
V	New Expenses (Note 7)					
	Salaries plus Fringes					
	Faculty/Instructional Staff	0	0	0	0	0
	Other Staff	0	0	0	0	0
	Other Expenses					
	Facilities	0	0	0	0	0
	Equipment	0	0	0	0	0
	Other:	0	0	0	0	0
	Total Expenses					
VI	Net Revenue					

Narrative: Explanation of the Numbers and Other Ongoing Commitments that will Benefit the Proposed Program

Note 1	Reflects new students attracted to UW-Stevens Point for the SFN major.
Note 2	12 new credits will be required for the SFN major; 3 credits are taken during the summer of each year of the curriculum.
Note 3	Reflects minimum number of credits required by the major; this does not include credits required by the General Education Program.
Note 4	No new faculty or staff are required.
Note 5	New revenue reflects enrollments in 12 cr/term ($3,239.76 annual) plus 3 cr annually ($790.48) in summer.
Note 6	Includes campus segregated fees ($594.63/FTE/yr) plus for summer ($176.93) plus course fees (avg. $12/FTE/yr).
Note 7	Students enrolled in food labs currently pay a lab fee to cover supply costs; therefore existing personnel, facilities, and equipment are adequate to support the proposed program.

Signature by the Provost: Greg Summers

Date: 9/14/2015

University of Wisconsin-Stevens Point
Office of Provost and Vice Chancellor
Stevens Point WI 54481-3897
715-346-4686; Fax 715-346-4132
www.uwsp.edu/admin/acadaffairs

To: Ray Cross, President, University of Wisconsin System
From: Greg Summers, Provost and Vice Chancellor for Academic Affairs Greg Summers
Re: Authorization to Implement: B.A. in Sustainable Food and Nutrition
Date: August 3, 2015

I write to make clear the firm commitment of the University of Wisconsin-Stevens Point to the proposed B.A. in Sustainable Food and Nutrition (SFN) program for which we are presently seeking authorization.

The proposed SFN program provides interrelated course offerings to consider food and nutrition in the context of wellness and community to foster food systems that support sustainable practices, economic growth, and healthy citizens. To achieve these outcomes, the SFN program purposefully integrates key aspects of our existing curricula in health, wellness, and natural resources. Additionally, the UW-Stevens Point School of Health Promotion and Human Development currently offers a Master of Science in Sustainable and Resilient Food Systems with a concentration in sustainable food systems. This existing graduate degree develops collaborative leadership skills and expertise in community nutrition and regional economic development through sustainable food systems. Thus, there is a direct alignment between the existing graduate program and the proposed SFN program that has the potential to develop an efficient 4+1 year timeframe for students to earn both baccalaureate and Master of Science degrees.

In terms of the alignment of the proposed SFN program with our institutional mission, the current mission statement of UW-Stevens Point reads: "Through the discovery, dissemination and application of knowledge, UW-Stevens Point stimulates intellectual growth, provides a liberal education, and prepares students for a diverse and sustainable world." Therefore, the SFN program advances this mission by combining coursework in natural resources, local food systems, and community nutrition, all of which emphasize principles and practices in sustainability. Moreover, the UW-Stevens Point vision emphasizes the importance of preparing students to become responsible citizens who will become leaders in local, regional, national, and global affairs. The SFN program also aligns well with UW-Stevens Point's strategic plan, our Partnership for Thriving Communities, and specifically the Healthy Communities Initiative pillar of this strategic plan. The Healthy Communities Initiative focuses on nurturing the well-being of our citizens through first-rate professional programs in health care and wellness. The initiative is intended as a public-private partnership focusing on the existing strengths of the university's healthcare and wellness curriculum.

Finally, the proposed SFN program will be fully integrated into our existing campus assessment and program review procedures. This will ensure its academic quality, regular evaluation, and continuous improvement.

Please let me know if you need further information. I look forward to receiving authorization from the Board of Regents for this important program. Thank you.

Program Authorization (Implementation)
M.S. in Therapeutic Recreation
UW-La Crosse

EDUCATION COMMITTEE

Resolution I.1.d:

That, upon recommendation of the Chancellor of the University of Wisconsin-La Crosse, as well as the President of the University of Wisconsin System, the Chancellor is retroactively authorized to implement the Master of Science in Therapeutic Recreation at UW-La Crosse.

NEW PROGRAM AUTHORIZATION (Retroactive)
MASTER OF SCIENCE IN THERAPEUTIC RECREATION
UNIVERSITY OF WISCONSIN-LA CROSSE

BACKGROUND

The program proposal for a Master of Science (M.S.) in Therapeutic Recreation at the University of Wisconsin-La Crosse is presented to the Board of Regents for consideration as a special case. UW-La Crosse requests retroactive approval of a degree program that has been delivered by the institution since 1991. In reviewing the unique set of circumstances, UW System Administration has sought to apply the current procedures outlined in Academic Planning and Program Review (ACIS 1.0, Revised August 2012, available at http://www.uwsa.edu/acss/planning/). The institution has submitted a letter of institutional commitment from the university's Chancellor supporting the retroactive approval and outlining the circumstances and history.

REQUESTED ACTION

Adoption of Resolution I.1.d., authorizing the implementation of the M.S. in Therapeutic Recreation degree program at the University of Wisconsin-La Crosse retroactive to September 1, 1991.

DISCUSSION

In July 2015, as part of a systematic and comprehensive review of its academic program records and catalog, UW-La Crosse personnel identified that a currently offered and published degree program, the M.S. in Therapeutic Recreation, had not been authorized by the UW System Board of Regents. The finding was reported to UW System Administration's Office of Academic and Student Affairs on July 27, 2015.

Institutional History

In 1977, the UW System Board of Regents authorized UW-La Crosse to establish a Master of Science (M.S.) in Recreation. In 1989, the Board of Regents authorized the institution to establish a B.S. in Therapeutic Recreation. Beginning in 1989, students were offered two concentrations of study within the M.S. in Recreation. According to institutional data and published catalog records, the concentrations included Recreation Management and Therapeutic Recreation.

In 1986, UW-La Crosse converted its student record system to an automated system. At that time, the M.S. in Recreation was miscoded and entered in the system as two independent major programs, based on the concentration program names. Beginning in 1991, the process for recording the conferred degree on the student transcript also became automated. Consequently, UW-La Crosse began conferring the M.S. in Therapeutic Recreation beginning in the fall semester of 1991. Since 1991, 98 students have graduated from UW-La Crosse with a degree recorded as a M.S. in Therapeutic Recreation on the transcript.

The M.S. in Recreation was renamed to a M.S. in Recreation Management in 1996. The UW-La Crosse graduate catalog published the availability of two degrees, the M.S. in Recreation Management and the M.S. in Therapeutic Recreation beginning in the academic year 1995-96. Automated processes and personnel changes that occurred over time may have contributed to the perpetuation of the record error, so that it was not uncovered until the systematic review of academic programs was conducted during the summer of 2015.

Program Description

The M.S. in Recreation Management and the requested M.S. in Therapeutic Recreation program are housed in the Department of Recreation Management and Therapeutic Recreation within the College of Science and Health at UW-La Crosse. The department has been accredited by the Council on Accreditation of Parks, Recreation, Tourism, and Related Professions (COAPRT) since 1988. The M.S. in Therapeutic Recreation is offered face-to-face, and standard UW-La Crosse graduate tuition rates apply.

The Department admits 20 new graduate students each year. Typically, ten new students begin the M.S. in Therapeutic Recreation each year. Counting continuing student enrollments, approximately 20 students are enrolled in the program each year. Table 1 illustrates enrollment and graduation data for the past five academic years. It is anticipated that future enrollment projections will remain consistent based on student demand and institutional capacity.

Table 1: M.S. in Therapeutic Recreation enrollment and graduation data 2010-2015

Academic Year	Students Enrolled	Degrees Conferred
2010-11	9	4
2011-12	11	3
2012-13	20	7
2013-14	19	6
2014-15	21	9

While both undergraduate programs within the Department of Recreation Management and Therapeutic Recreation are accredited by COAPRT, the discipline of therapeutic recreation is distinct from recreation management and practitioners are certified by different agencies. The M.S. in Recreation Management prepares graduates with high level skills required to assume management positions in the leisure services industry. Recreation management professionals are certified by the National Recreation and Park Association (NRPA). The M.S. in Therapeutic Recreation also prepares graduates with management and leadership proficiencies, advanced skills in the area of clinical administrations, and proficiencies required for practice as a Certified Therapeutic Recreation Specialist (CTRS) through the National Council for Therapeutic Recreation Certification (NCTRC).

Market Demand for the M.S. in Therapeutic Recreation

Graduates from therapeutic recreation programs are employed in hospitals and physical rehabilitation facilities, mental health treatment centers, residential settings, long-term care

facilities, human service agencies, and recreation agencies. Market demand for the M.S. in Therapeutic Recreation is strong, given an aging population, demand for improved therapy services for veterans and military service members, and expanded recreation therapy services available in a number of institutional settings. The Occupational Outlook Handbook data published by the U.S. Bureau of Labor Statistics indicate 13% job growth in the area of recreational therapists between 2012 and 2022 (see www.bls.gov/ooh/healthcare/recreational-therapists.htm. In Wisconsin, occupational projections in the area of recreational therapists are steady.

Wisconsin Department of Workforce Development data produced by the Office of Economic Advisors indicate a 2.5% job growth rate for the period 2012-2022 (see http://worknet.wisconsin.gov/worknet/daoccprj.aspx?menuselection=da). According to the UW-La Crosse Department of Recreation Management and Therapeutic Recreation, current job placement for students in the graduate program approaches 100%.

No other institution within the University of Wisconsin System offers a M.S. in Therapeutic Recreation. Three institutions, UW-Madison, UW-La Crosse, and UW-Milwaukee, offer an M.S. in Occupational Therapy. While the discipline of occupational therapy may share some curricular elements with the discipline of recreational therapy, the program-level learning outcomes and occupational duties are distinctive, and graduates are certified by different licensure bodies.

Curriculum

The M.S. in Therapeutic Recreation program is comprised of 30 to 36 graduate credits. The program offers two distinct pathways. One is designed for students who hold a bachelor's degree in therapeutic recreation and already are eligible to take the certification examination of the National Council for Therapeutic Recreation Certification (NCTRC). The other program pathway is designed for students who do not have an undergraduate degree in Therapeutic Recreation and need additional coursework and experiences to qualify for the NCTRC certification examination. Information regarding the program curriculum may be found at http://www.uwlax.edu/Therapeutic-Recreation-MS/Curriculum/?mid=4218.

Upon completion of degree requirements, graduates are eligible to sit for the CTRS exam. Ninety-one percent of UW-La Crosse graduates who sit for the examination pass the examination, as compared to the national pass rate of 67%. (NCTRC does not differentiate undergraduate and graduate degrees in the passage rate statistics.)

RECOMMENDATION

The President of the University of Wisconsin System recommends adoption of resolution I.1.d., authorizing the implementation of the Master of Science in Therapeutic Recreation at the UW-La Crosse retroactive to September 1, 1991.

RELATED REGENT AND UW SYSTEM POLICIES

Regent Policy 4-12: Academic Program Planning, Review, and Approval in the University of Wisconsin System.
Academic Information Series #1 (ACIS-1.0; revised August 2012): Statement of the UW System Policy on Academic Planning and Program Review.

UNIVERSITY of WISCONSIN
LA CROSSE

September 23, 2015

Dr. Ray Cross, President
University of Wisconsin System Administration
1720 Van Hise Hall
1220 Linden Drive
Madison, WI 53706

Dear President Cross:

I am writing to express my support for the retroactive approval of the Masters of Science in Therapeutic Recreation degree program at the University of Wisconsin-La Crosse. The Masters in Therapeutic Recreation program has been an important component of UW-La Crosse's program array for many decades. Along with a bachelor's degree in Therapeutic Recreation, the master's degree complements our institution's focus on health-related fields.

The M.S. in Therapeutic Recreation prepares graduates with management, leadership proficiencies, and advanced skills in the area of clinical administration as well as proficiencies required for practice as a Certified Therapeutic Recreation Specialist (CTRS) through the National Council for Therapeutic Recreation Certification (NCTRC). UW-La Crosse's therapeutic recreation graduates are employed in hospitals and physical rehabilitation facilities; mental health treatment centers; residential settings; long-term care facilities; human service agencies, and recreation agencies.

Market demand for the M.S. in Therapeutic Recreation is strong in Wisconsin and throughout the United States given the aging population, demand for improved therapy services for Veterans and military service members, and expanded recreation therapy services available in a number of institutional settings. Current job placement of our graduates approaches 100%.

There is university-wide support for the masters in Therapeutic Recreation program. UW-La Crosse has the necessary financial and faculty resources in place to sustain the program. The well-established Recreation Management and Therapeutic Recreation Department consists of nationally recognized therapeutic recreation faculty who are active scholars. UW-La Crosse has shown support of this program through the recent addition of several positions.

The program undergoes regular program evaluation through both college and university-wide review. These internal reviews include evaluations by an external consultant, the Dean, Faculty Senate, and the Provost, focusing on program curriculum, assessment of student learning, degree of program success, new initiatives, and personnel and program support. Based on the review, recommendations are generated to facilitate continual program improvement.

Thank you for your consideration.

Sincerely,

Joe Gow
Chancellor

OFFICE OF THE CHANCELLOR
135 Graff Main Hall
1725 State St. | La Crosse, WI 54601 USA

phone 608.785.8004
fax 608.785.6907
www.uwlax.edu

Waiver of Nonresident Enrollment Limit
for UW-Madison

EDUCATION COMMITTEE

Resolution I.1.e:

That, upon the recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Board of Regents waives the 27.5-percent nonresident enrollment limit (Regent Policy Document 7-3, section III) for UW-Madison, for 2016-17 through 2019-20. During the waiver period, to maintain access for resident students, UW-Madison must enroll and maintain a minimum of 3,500 Wisconsin residents in each new freshman class. Further, to enable the Board to determine future action on the waiver, UW-Madison must provide the Board, in December 2019, with a report that describes admission and enrollment activity and other relevant outcomes that result from the waiver; UW-Madison must also provide at least one interim report, in December 2017.

UW SYSTEM NONRESIDENT ENROLLMENT LIMIT
UW-MADISON WAIVER

BACKGROUND

UW System Board of Regents policy on freshman admissions states: "Based on a three-year average, the nonresident undergraduate enrollment shall not exceed 27.5% of the total undergraduate enrollment at any UW institution. This limitation does not include Minnesota reciprocity students. Enrollments at UW-Madison will be reviewed annually to ensure that UW-Madison has operationalized the enrollment management plan that meets the goals of increasing the number of new Wisconsin freshman admitted and enrolled relative to the 2009-2012 averages" [Regent Policy Document (RPD) 7-3, Section III].

The nonresident enrollment limit described in RPD 7-3 was increased from 25 percent to 27.5 percent in December 2012, at the request of UW-Madison. At that time, UW-Madison agreed to implement a multi-year enrollment management plan which would guarantee 3,500 Wisconsin freshmen enrollments.

Consistent with this plan, UW-Madison has enrolled more than 3,500 Wisconsin-resident new freshmen in each of the last three academic years. In addition, UW-Madison has maintained total undergraduate enrollment levels of below 27.5 percent each year, based on a three-year average, as directed by RPD 7-3.

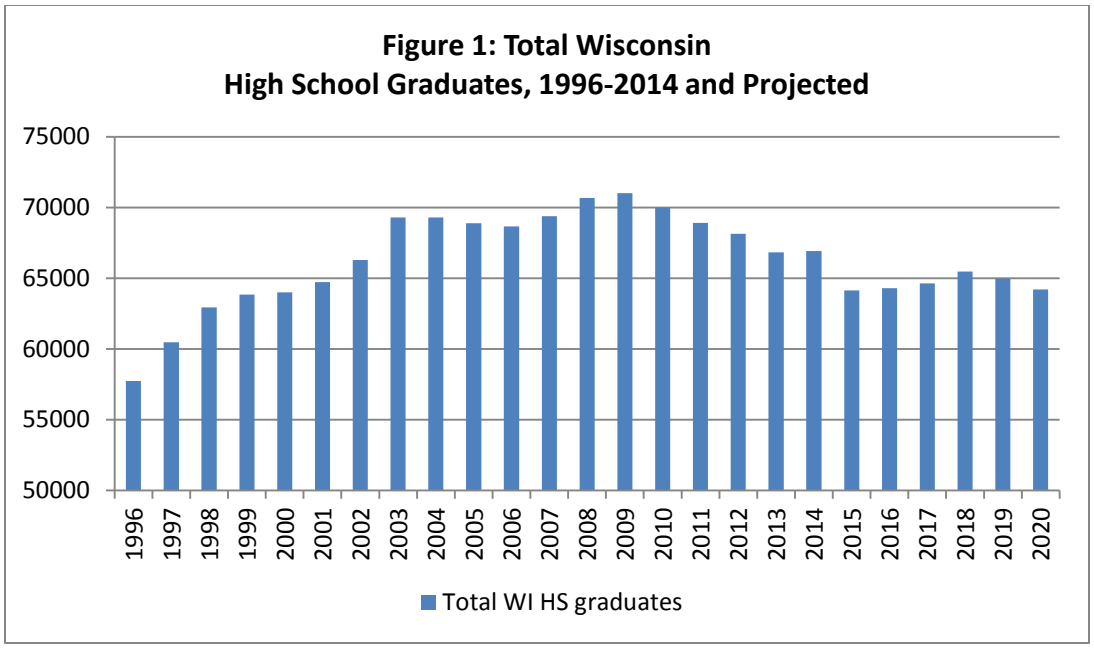
REQUESTED ACTION

Adoption of Resolution I.1.e., authorizing a waiver from the 27.5 percent nonresident enrollment limit (Regent Policy Document 7-3, section III) for UW-Madison, for 2016-17 through 2019-20; requiring UW-Madison to maintain a minimum of 3,500 Wisconsin residents in each new freshman class during the waiver period; and specifying reporting requirements for UW-Madison.

DISCUSSION

Wisconsin is facing serious demographic challenges, with declines in the number of working-age citizens. Many businesses indicate they are challenged to find workers when needed. A ready supply of skilled and able workers is often central to company location decisions.

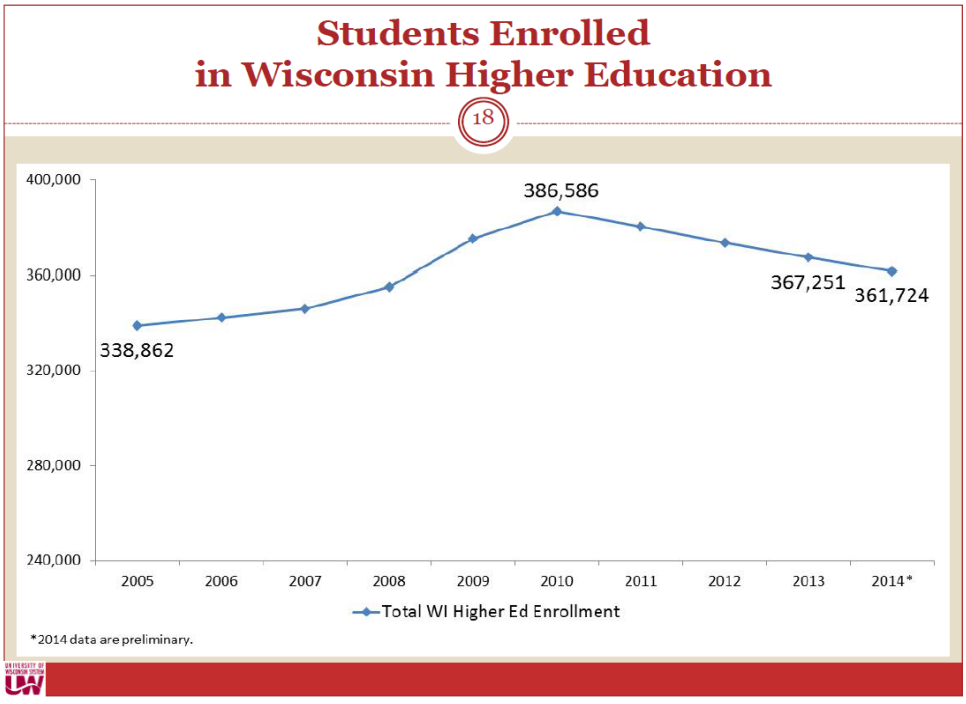
This problem will only get worse as the number of high school graduates declines. High school graduates peaked at 71,000 in 2009; for 2015 there are projected to be only 64,100 high school graduates, and this number is expected to fall further. (See Figure 1 and column 1 of Appendix Table 1.)



Source: UW-Madison

Enrollments in higher education in Wisconsin reflect these demographics. While enrollments in UW System institutions have been flat, overall higher education enrollment in Wisconsin is declining when private colleges and state technical colleges are included, as shown in Figure 2.

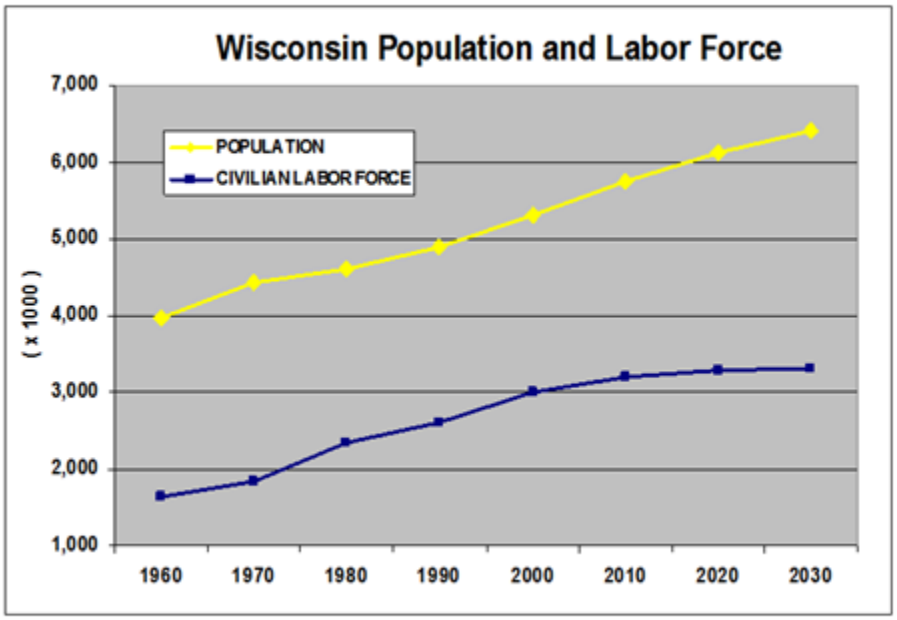
Figure 2:



Source: Federal IPEDS Fall Enrollment Survey

At the same time, the number of older workers and retirees has grown. This exacerbates the financial problems the state will face as fewer younger workers must pay for the public services the state has long provided its older citizens. (See Figure 3.)

Figure 3:



Source: Dennis Winters, Wisconsin Department of Workforce Development

All of this suggests that Wisconsin is facing a long-term and serious demographic problem. The state needs to retain more young people and attract others to enter the state.

UW-Madison must be centrally involved in these efforts. On the one hand, the state needs to retain its best and brightest young adults. When they leave to attend college out of state, it greatly increases the likelihood they will find employment out of state. Many of the top-performing Wisconsin students who apply to UW-Madison are also looking at out-of-state alternatives, and the admission office has stepped up its efforts to reach out to Wisconsin students. This includes explicitly identifying top Wisconsin students, contacting them earlier (before their senior year), creating a new campus-wide "Experience Wisconsin" event for around 1,000 invited recruits, bringing top admitted Wisconsin students to special events like the Chancellor's Reception, and partnering with alumni volunteers to identify and court prospective Wisconsin students. Among Wisconsin residents at UW-Madison, 72% stay in the state following graduation.

On the other hand, Wisconsin needs to attract new young people into the state. UW-Madison can be an engine for this. In 2015, UW-Madison received over 24,000 applications from outside Wisconsin (compared to 8,400 from within the state). Among non-resident students, 15% stayed in Wisconsin in the year following graduation in 2014. Even if they leave, UW-Madison alumni return to Wisconsin often, spending money in the state and supporting their University. When done in a way that does not reduce access to Wisconsin students, it is a competitive advantage to

the state to have more top national and international students come to Wisconsin to attend college.

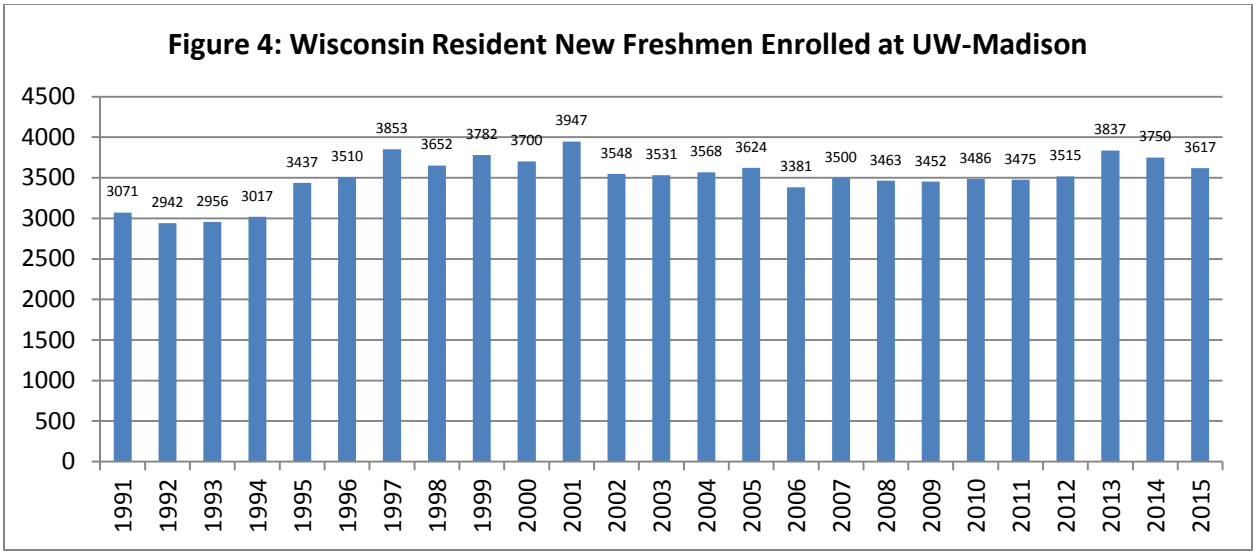
In the midst of declining numbers of young adults from Wisconsin, it will be increasingly important for UW System institutions to form partnerships with Wisconsin companies to recruit college students to stay in the state. UW-Madison is strongly committed to work on this initiative.

The University of Wisconsin System has begun a concerted effort in partnership with Wisconsin Manufacturers and Commerce and with businesses around the state to engage all UW juniors and seniors with Wisconsin businesses. The goal is to significantly increase the number of graduates remaining in the state to live, work and play.

All of this suggests that now is the time to implement a policy at UW-Madison that maintains a strong ongoing commitment to Wisconsin freshmen, but also allows the institution to capitalize on its ability to recruit top out-of-state students as well.

Therefore, UW-Madison seeks a waiver from the 27.5-percent nonresident enrollment limit, starting in 2016-17 and continuing through 2019-20. In conjunction with the waiver, UW-Madison will guarantee enrollment of at least 3,500 Wisconsin residents in each year's new freshman class. The declining number of high school students in Wisconsin actually suggests that UW-Madison will be admitting a growing share of high school graduates if it is committed to enrolling at least 3,500 Wisconsin freshmen each year. It is also worth noting that UW-Madison regularly enrolls another 700 to 800 Wisconsin residents each year as transfer students, and it will continue to enroll these students as well.

The 3,500 minimum level for new freshmen from Wisconsin at UW-Madison is about the number of new freshmen enrolled over most of the last 20 years (see Figure 4). In fact, in the year with the highest number of high school graduates (2009), UW-Madison enrolled 3,452 Wisconsin residents as new freshmen, a number lower than the threshold proposed now for an access guarantee, even though the pool of recent Wisconsin high school graduates is smaller. The numbers rose in 2012 when the Regents requested an increase in admitted students, but have fallen since then.



Source of data: UW-Madison

By shifting from a percentage requirement to a numerical enrollment requirement for Wisconsin resident new freshmen, UW-Madison will be able to focus its enrollment management efforts and admissions planning on providing access for Wisconsin residents. To achieve a percentage of admits or enrolled freshmen, UW-Madison's admissions office must carefully monitor admits and enrollments among both resident and nonresident students. Unexpected changes in behavior among any of these groups can undermine efforts to hit targets. By focusing on enrolling at least 3,500 resident new freshmen, efforts can be directed to recruiting talented Wisconsin students and encouraging their enrollment.

While the strongest argument for this policy is given above, there are several other potential benefits to implementing an aggressive effort to pursue exceptional students:

- Enhance academic quality. UW-Madison is committed to recruiting Wisconsin's "best and brightest." As discussed above, several initiatives have been or will be implemented to assure talented Wisconsin high school graduates are given high priority.

  UW-Madison is highly competitive nationally and internationally for undergraduates, but is one of the few schools in the Big Ten that has a policy that limits nonresident enrollment.[1] Removing this limit will allow UW-Madison to compete on a level playing field with peer universities in the region and nationally.

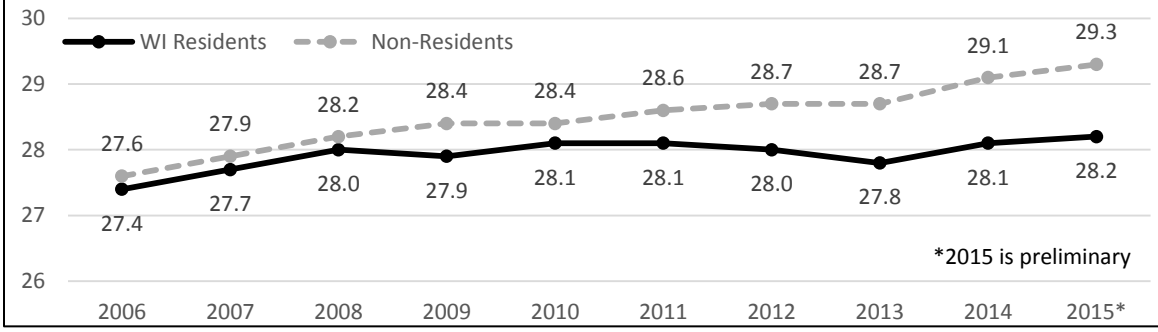
  UW-Madison aims to enroll a class of students that demonstrates the potential for high-quality academic work, as well as leadership. In the holistic admissions review process, test scores are one factor to be considered, along with evidence of academic achievement in a challenging high school curriculum, leadership, and other activities. This allows UW-Madison to meet its goal of enrolling students from across the state, as well as a mix of students from diverse backgrounds from across the country and around the world.

[1] Maryland, which joined the Big Ten last year, has a 30% limit on out-of-state undergraduate enrollments. Ohio State has a goal of no more than 35% non-resident freshmen starting in 2016.

Admission is competitive, and it is important that resident and nonresident students alike are well prepared to succeed in their academic endeavors and in the workplace upon graduation.

While not the only measure considered in admissions, test scores serve as the one quantitative measure available to compare academic preparedness. Figure 5 shows patterns in ACT scores over time and indicates that average ACT scores among enrolled Wisconsin resident new freshmen declined when the freshman class size rose to more than 3,500 in 2012 and 2013. In contrast, the number and quality of nonresident applicants has risen.

Figure 5: Average ACT Score for UW-Madison New Freshmen, by Residency



Source: UW-Madison

By maintaining a new freshman class of at least 3,500 Wisconsin residents and focusing efforts on attracting top-quality Wisconsin high school students, UW-Madison will be able to enroll Wisconsin residents who will succeed at the institution.

- Maintain access to services and classes for Wisconsin students. Recent budget reductions were distributed across educational and administrative units, resulting in some reduced services to students and more limited class offerings. A waiver of the nonresident enrollment limit would allow UW-Madison to increase its revenues from nonresident students and help maintain access to services and classes for resident, as well as nonresident, students.

- Enhance experiences of diversity for all students. Nonresident students enrich the educational opportunities for all undergraduates at UW-Madison, especially Wisconsin resident undergraduates, to interact with and learn from students from other states and countries. Employers expect college graduates to be prepared to work in a diverse, global work environment. By enrolling a diverse group of non-residents, UW-Madison provides all students the opportunity to interact with peers from different cultures, backgrounds and experiences, thereby increasing the employability of all graduates.

It is important to emphasize that this waiver will not change access for Wisconsin students. Over the past 20 years, the admit rate – the percent of applicants who are admitted to UW-Madison – has averaged just under 70%. In 2014, 72% were offered admission. That is to say, a substantial majority of Wisconsin students who apply are offered the opportunity to enroll at UW-Madison.

RELATED REGENT POLICY DOCUMENTS

Regent Policy Document 7-3, University of Wisconsin System Freshman Admissions Policy

Appendix Table 1: Wisconsin High School Graduates and New Freshman Applicants, Admits and Enrollees at UW-Madison

Year	Total Wis High School Graduates	Wis Resident New Freshmen Applicants	Admits	Enrolled	
1991	54,370	6,695	5,522	3,071	
1992	53,034	6,498	5,326	2,942	
1993	54,674	7,377	5,528	2,956	
1994	53,159	6,861	5,231	3,017	
1995	56,660	7,771	5,681	3,437	
1996	57,739	7,327	5,833	3,510	
1997	60,461	7,914	6,183	3,853	
1998	62,946	8,048	5,818	3,652	
1999	63,837	7,909	6,467	3,782	
2000	64,001	8,366	6,153	3,700	
2001	64,728	8,770	6,319	3,947	
2002	66,283	8,928	5,758	3,548	
2003	69,300	9,066	5,854	3,531	
2004	69,293	8,945	5,842	3,568	
2005	68,894	8,772	5,749	3,624	
2006	68,665	8,640	5,402	3,381	
2007	69,394	9,074	5,419	3,500	
2008	70,684	8,986	5,445	3,463	
2009	71,017	8,140	5,637	3,452	
2010	69,993	8,253	5,504	3,486	
2011	68,913	8,921	5,614	3,475	
2012	68,137	8,441	5,740	3,515	
2013	66,822	7,564	5,860	3,837	
2014	66,927	7,999	5,750	3,750	
2015	*64,136*	8,452	5,672	3,617	*
2016	*64,300*	---	---	---	*
2017	*64,639*	---	---	---	*
2018	*65,467*	---	---	---	*
2019	*64,978*	---	---	---	*
2020	*64,195*	---	---	---	*

Sources:

1. Public and Private WI High School Graduates (1991-2009): Western Interstate Commission on Higher Education (WICHE)
2. Public and Private WI High School Graduates (2010-2014): Wisconsin Department of Public Instruction (DPI)
3. Projections of WI High School Graduates (2015-2020): WICHE
4. WI Resident Applicants/Admits: Office of Undergraduate Recruitment and Admissions (from InfoAccess)
5. Enrolled New Freshmen: Office of the Registrar (from InfoAccess)
6. Asterisk (*) notes projections for HS graduates.

Data as of September 30, 2015
Source: UW-Madison

Approval of Appointments to the
Natural Areas Preservation Council

EDUCATION COMMITTEE

Resolution I.1.f.

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents approves the re-appointment of UW-Madison Professor Dr. James P. Bennett and the appointment of UW-Madison Professor Dr. David Mladenoff, for terms effective immediately, and ending July 1, 2018, as University of Wisconsin System representatives to the Natural Areas Preservation Council.

UW SYSTEM APPOINTMENTS TO THE NATURAL AREAS PRESERVATION COUNCIL

BACKGROUND

Established by statute in 1951, the Natural Areas Preservation Council (NAPC) advises the Wisconsin Department of Natural Resources' State Natural Areas Program on issues relating to the establishment, protection, and management of Wisconsin's natural areas. It is composed of 11 members with backgrounds in conservation biology, botany, zoology, ecology, and geology. Council members are appointed for three-year terms by their respective appointing institutions. The UW System makes four of these appointments, which must be approved by the Board of Regents. The UW System is one of five appointing institutions; others are the Wisconsin Department of Natural Resources; the Wisconsin Academy of Sciences, Arts & Letters; the Wisconsin Department of Public Instruction; and the Milwaukee Public Museum.

Dr. James P. Bennett is currently the council chair and is willing to serve for another three-year term. Dr. Bennett is editor- in-chief *of Science of the Total Environment* and Adjunct Professor of Botany in the Department of Botany at the University of Wisconsin-Madison. He has been on the council since June 2009, and his area of study is the ecology and classification of lichens. Among the council's and the chair's accomplishments since 2013 are the following:

- Instituted SNA Program Initiatives with the Bureau of Natural Heritage Conservation to engage council members as champions with bureau staff, in such areas as volunteer stewards, site assessments, scientific research, role definitions, and marketing and outreach.
- Initiated reviews of old NAPC Guidelines and drafting new ones.
- Reviewed NR 40, the Department of Natural Resources (DNR) Invasive Species rules.
- Collaborated with the DNR on the 10-year update of the Wildlife Action Plan.

Dr. David Mladenoff replaces Dr. Patrick Robinson, who had served on the council since 2009, was re-appointed to the NAPC in October 2013, and has now resigned from the council. Dr. Mladenoff is the Beers-Bascom Professor in Conversation in the Department of Forest and Wildlife Ecology at Russell Labs located at the UW-Madison. He will contribute to the council his expertise in forest and landscape ecology. From 2001-2005, he was the editor-in-chief of *Landscape Ecology* and is an honorary professor of the Chinese Academy of Science.

If approved, Dr. Bennett's and Dr. Mladenoff's terms will expire on July 1, 2018. Attached in Appendices A and B are their short-form curricula vitae.

REQUESTED ACTION

Approval of Resolution I.1.f., authorizing the re-appointment of Dr. James P. Bennett and the appointment of Dr. David Mladenoff as University of Wisconsin System representatives to the Natural Areas Preservation Council.

JAMES P. BENNETT
University of Wisconsin-Madison
Department of Botany
Email: *jpbennet@wisc.edu*

SUMMARY

More than 40 years of experience in BOTANY, STATISTICS and AIR POLLUTION, including teaching, research, program management, and supervision.

EDUCATION

1975	PhD	University of British Columbia	Plant Science
1969	MA	University of Michigan	Botany, Conservation
1968	BA	Washington University	Botany
1963		University of Chicago	Russian

Academic Awards

1974 Research Fellowship
International Agricultural Center
Wageningen, Netherlands

Specialized Training

1986 Government Contract & Procurement Regulations
1982 Government Contracting for Scientists
1981 Clean Air Act PSD Permitting

EMPLOYMENT AND POST-RETIREMENT

2012-Present: Adjunct Professor
Department of Botany
University of Wisconsin
430 Lincoln Dr
Madison, WI 53706

2012-Present: Editor in Chief
Science of the Total Environment

2013-Present: Board Member
Wisconsin Natural Resources Foundation

Concurrent and Former Positions

1990-2011: Research Ecologist & Adjunct Professor
Biological Resources Division, U. S. Geological Survey
Institute for Environmental Studies
University of Wisconsin
445 Henry Mall
Madison, WI 53706

2003–2011: Associate Editor
Science of the Total Environment
Elsevier, Amsterdam, Netherlands

2001-Present: Member

Editorial Board
Ecological Indicators
Elsevier, Amsterdam, Netherlands

2009–Present: Secretary/Treasurer
American Bryological and Lichenological Society

2000-2009: Business Manager
American Bryological and Lichenological Society

2009–Present: Councilor
Wisconsin Natural Areas Preservation Council

2008–2009: Treasurer
Botanical Club of Wisconsin

1998-2008: Vice President
Botanical Club of Wisconsin

1988-Present: Member
Editorial Board
Environmental and Experimental Botany
Elsevier, Amsterdam, Netherlands

1996-Present: Member
Editorial Board
Physiology and Molecular Biology of Plants, An International Journal of Plant Research
Rohilkhand University, Bareilly, India

1994-Present: Member
Grants and Awards Committee
Ecological Society of America

1996-1997: Member
Ad Hoc Committee on the World Wide Web
Division of Cooperative Research
National Biological Service

1986-1990: Member
NAPAP Terrestrial Effects Task Group V

1985-1991: Chairman
Natural History Collections Committee
National Park Service

1981-1990: Ecologist
Air Quality Division
National Park Service
P. O. Box 25287
Denver, Colorado

1980-1981: Ecologist
National Power Plant Team
U.S. Fish & Wildlife Service
2929 Plymouth Rd.
Ann Arbor, Michigan

1975-1980: Assistant Professor
Department of Vegetable Crops
University of California
Davis, California

1971-1975: Research & Teaching Assistant
Department of Plant Science
University of British Columbia
Vancouver, BC, Canada

1970-1971: Instructor
School of Architecture
Pratt Institute
Brooklyn, New York

1969-1970: Senior Scientist
Hudson River Valley Commission
Tarrytown, New York

1967-1969: Research & Teaching Assistant
Department of Botany
University of Michigan
Ann Arbor, Michigan

1968: Teaching Assistant
University of Montana Biological Station
Flathead Lake, Montana

1965-1967: Research & Teaching Assistant
Department of Botany
Washington University
St. Louis, Missouri

PUBLICATIONS

More than 85 publications in refereed journals and more than 75 other types of publications. Lists available on request.

PROFESSIONAL SOCIETIES

American Bryological and Lichenological Society
Ecological Society of America
Natural Areas Association
Botanical Club of Wisconsin

David Mladenoff, Ph.D.

Current Position

Beers-Bascom Professor in Conservation in the Department of Forest and Wildlife Ecology at Russell Labs, UW-Madison.

Expertise

Forest Ecology, Landscape Ecology

Education

Degree	Institution	Major Field	Period/Granted
B.A.	UW-Madison	Anthropology/Psychology	1969-1973
M.S.	UW-Madison	Forest Ecology	1977-1979
Ph.D.	UW-Madison	Forest Ecology	1982-1985

Professional Experience

Institution	Title	Specialization	Years
The Nature Conservancy	Program Coordinator	Ecological Invent	1979-1982
The Nature Conservancy	Stewardship Director	Ecology Research & Mgt.	1985-1988
Univ. of MN	Research Associate	Forest Ecology Research	1988-1994
WI DNR	Forest Ecologist	Forest Ecology Research	1994-1996
UW-Madison	Assistant Professor	Forest Ecology	1994-1998
UW-Madison	Associate Professor	Forest Ecology	1998-2003
UW-Madison	Beers-Bascom Professor of Conservation	Forest Ecology	2005-2010
UW-Madison	Professor	Forest Ecology	2003-pre

Honors and Awards

UW Kellet Mid-career Award, 2010-2015.
Beers-Bascom Professor in Conservation, UW-Madison, May 2006-2010.
Board of Senior Advisors, Landscape Ecology, 2006-present.
Romnes Faculty Award, University of Wisconsin-Madison, 2001.
Pound CALS Research Award, 1997.
Editor-in-Chief, Landscape Ecology, 2001-2005.
Honorary Professor, Chinese Academy of Science, 1999-present.
College of Reviewers, Canadian University Research Chairs Program, 2005-present.
Member, MacArthur Fellowships Nominating Committee, 2007-
Nominee for President, US Landscape Ecology Association, 2005, 2006. (declined)
Grad Student Dissertation Award to V. C. Radeloff. IUFRO International Congress, Sept. 2000.
Member, Governor's Task Force on Climate Change, Ag and Forests Work Group, 2007-present.
Member, Governor's Council on Forestry, Biomass Fuels Committee, 2007-present.
Member, Pacific Forest Trust, Forest Carbon Advisory Committee, 2007-present.
Member, Clean Wisconsin Climate Change Advisory Group, 2007-present.

Society/Professional Memberships

Ecological Society of America
American Institute of Biological Science
Society for Conservation Biology
International Association for Landscape
Society of American Foresters
American Association for the Advancement of Science

Selected Publications

Burton, J.I., D.J. Mladenoff, M.K. Clayton, and J.A. Forrester. 2011. The roles of environmental filtering and colonization in the fine-scale spatial patterning of ground-layer plant communities in north temperate deciduous forests. Journal of Ecology 99: 764-776.

Forrester, J.A., D.J. Mladenoff, S.T. Gower, and J.L. Stoffel. 2012. Interactions of temperature and moisture with respiration from coarse woody debris in experimental forest canopy gaps. Forest Ecology & Management 265: 124-132.

Liu, F., D.J. Mladenoff, N.S. Keuler, and L.S. Moore. 2011. Broadscale variability in tree data of the historical Public Land Survey and its consequences for ecological studies. Ecological Monographs 81(2): 259-275.

Muss, J.D., D.J. Mladenoff, and P.A. Townsend. 2011. A pseudo-waveform technique to assess forest structure using discrete lidar data. Remote Sensing of Environment 115: 824-835.

Scheller, R.M., D. Hua, P.V. Bolstad, R.A. Birdsey, and D.J. Mladenoff. 2011. The effects of forest harvest intensity in combination with wind disturbance on carbon dynamics in Lake States Mesic Forests. Ecological Modelling 222: 144-153.

Steen-Adams, M.M., D.J. Mladenoff, N.E. Langston, F. Liu, and J. Zhu. 2011. Influence of biophysical factors and differences in Ojibwe reservation versus Euro-American social histories on forest landscape change in northern Wisconsin, USA. Landscape Ecology 26(8): 1165-1178.