BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.1. Education Committee Agenda

Thursday, December 7, 2017 8:00 a.m. - 10:00 a.m. Gordon Dining and Event Center 770 W. Dayton Street, 2nd Floor Symphony Room Madison, Wisconsin

- a. Approval of the Minutes of the October 5, 2017 Meeting of the Education Committee;
- b. Report of the Vice President for Academic and Student Affairs;
 - Report on Math Pathways
 - Report on Grant from the National Association of System Heads
 - Update on the Activities of the UW System Water Research Advisory Collaborative
 - Update on the UW System Policy Requiring Disclosures for Participation in Certain Services and Programs
- c. UW-Green Bay: Approval of the Master of Science in Nutrition and Integrated Health; [Resolution I.1.c.]
- d. UW-La Crosse: Approval of the Master of Science in Applied Statistics; [Resolution I.1.d.]
- e. UW-Milwaukee: Approval of the Bachelor of Arts in Animation; [Resolution I.1.e.]
- f. Approval of the UW-River Falls Faculty Layoff or Termination Policy [Resolution I.1.f.]
- g. Approval of the Outcomes-Based Funding Model for the UW System as Required by Wis. Stats. §36.112 [Resolution I.1.g.]
- h. Approval of a Peer Group for Each UW System Institution as Required by Wis. Stats. §36.112 [Resolution I.1.h.]
- Approval of the Plan for Monitoring and Rewarding Teaching Workloads for UW System Faculty and Instructional Academic Staff as Required by Wis. Stats. §36.115(8) [Resolution I.1.i.]
- j. Presentation by UW-Madison Provost Sarah Mangelsdorf: "Update on New Wisconsin Freshmen Enrollment"

Program Authorization (Implementation) Master of Science in Nutrition and Integrated Health UW-Green Bay

EDUCATION COMMITTEE

Resolution I.1.c.:

That, upon the recommendation of the Chancellor of UW-Green Bay and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Master of Science in Nutrition and Integrated Health.

NEW PROGRAM AUTHORIZATION MASTER OF SCIENCE IN NUTRITION AND INTEGRATED HEALTH UNIVERSITY OF WISCONSIN-GREEN BAY

EXECUTIVE SUMMARY

BACKGROUND

The University of Wisconsin-Green Bay submits this request to establish a Master of Science in Nutrition and Integrated Health. This proposal is presented in accord with the procedures outlined in Academic Planning and Program Review (SYS 102, revised July 2016, available at https://www.wisconsin.edu/program-planning/).

REQUESTED ACTION

Adoption of Resolution I.1.c., authorizing the implementation of the Master of Science degree in Nutrition and Integrated Health proposed by the University of Wisconsin-Green Bay.

DISCUSSION

Program Description. The UW-Green Bay proposes to establish a Master of Science (M.S.) in Nutrition and Integrated Health. The program will meet the new entry-level master's degree requirement recently established by the national accrediting agency, the Commission on Dietetic Registration. The degree also will prepare graduates with an interdisciplinary and functional nutrition medical knowledge that will enable them to understand complex nutrition-related health problems, be effective members of healthcare teams in clinical settings, and address community, public health and food system challenges.

This graduate program will build upon the long-standing and accredited undergraduate program in nutrition offered through the B.S. in Human Biology with an emphasis in Dietetics. The proposed M.S. in Nutrition and Integrated Health may also be coupled with the existing nutrition undergraduate program and dietetic internship practicum experiences to create a five-year program that allows students to earn their B.S. and M.S. degrees, and become Registered Dietitian Nutritionists (RDNs).

Mission. The mission of the University of Wisconsin-Green Bay emphasizes an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues in a multicultural and evolving world. Nutrition is an applied science that intersects with major disciplines in the biological sciences, psychology, behavioral sciences, and environmental sciences and sustainability. Moreover, workforce opportunities increasingly require nutrition experts who possess interdisciplinary skills in behavioral psychology, public health, lifestyle and functional medicine, business management, leadership, and environmental sciences and sustainability. The proposed graduate program in

Nutrition and Integrated Health aligns well with the mission of the university in that it will incorporate multiple disciplines to prepare students for problem-solving and critical thinking skills related to nutrition as applied in healthcare, research, and leadership.

In addition, UW-Green Bay is strategically looking to better serve the northeast region of Wisconsin and beyond. Growing healthcare needs and demands, nutrition-related public health problems, and agriculture-related environmental degradation have been identified as significant issues of both local and national importance. The extensive 2011 LIFE study¹ detailed several health statistics of northeast Wisconsin residents, including Brown County. Similar to health/disease trends nationwide, Brown County continues to see disturbing trends in obesity and diabetes. The report also states the need for developing and strengthening existing programs that improve access to healthy foods, and increasing access to physical activities. This program supports the campus strategic vision to provide a world-class education and promote economic growth and sustainability, as well as health, wellness, and social equity in Green Bay and the surrounding areas.

This program also aligns with the campus goal of growing its graduate program offerings to better serve the Green Bay metropolitan area, and aligns directly with three of the 11 initiatives identified in the 2017 Greater Green Bay Chamber Economic Development Strategic Plan: respond to the needs of existing employers and industries, expand the size and scope of higher education assets, and develop regional talent. As evidence of community support for this program, the Provost has received several letters of support from external partner organizations including the Green Bay Packers, The Farmory, Live54218, Festival Foods, and United Way.

Market and Student Demand. The Academy of Nutrition and Dietetics recently mandated that, effective 2024, the minimum credential requirement to become a Registered Dietitian Nutritionist (RDN) will move from a baccalaureate to a master's degree. Virtually all members of the health care team (i.e., physical therapists, occupational therapists, pharmacists) have moved their academic requirements to a post-baccalaureate level, and the increasing complexity of the nutrition field demands the same of this field. UW-Green Bay has a long-standing, strong undergraduate program and a successful, well-established dietetic internship. To maintain the already successful and well-recognized programs and to meet the new minimum degree requirements for RDNs, UW-Green Bay must move the programs to the master's level by 2024.

Further, U.S. Bureau of Labor Statistics occupational data indicate RDN positions are expected to increase 21% between 2012 and 2022. This increase is greater than the projected average growth (11%) for all occupations.² Locally, the demand for RDNs is outpacing the number of available practitioners.

Credit Load and Tuition. The M.S. in Nutrition and Integrated Health will be comprised of 37 credits and offer a Dietetics internship. Students enrolled in the program will pay the standard graduate tuition rate, which for the Academic Year (AY) 2017-18 is \$3,896.73 per semester for

¹ <u>http://lifestudy.info/wp-content/uploads/2017/01/2011-LIFE-Study-Full-Report.pdf</u>

² Bureau of Labor Statistics. U.S. Department of Labor. Occupational Outlook Handbook, January 2014 edition. Dietitians and Nutritionists. Accessed at <u>http://www.bls.gov/ooh/</u>.

Wisconsin residents enrolled full-time, or \$432.97 per credit for part-time. Student segregated fees are \$790 per semester for full-time students. Students who opt to take a course via distance delivery pay an additional \$25 per credit, which follows existing UW-Green Bay policies. A separate program fee for the Dietetics internship will be assessed to internship enrollees pursuing the registered dietician credential, as is the current practice for the undergraduate program. Based on AY 2017-18 rates, the internship fee will be \$8,663 per student.

Program Funding and Management. Instructional needs will be met with the use and transitioning of existing nutritional faculty and lecturer FTEs. Several faculty and staff positions will be transferred from the existing undergraduate program to the new graduate program. The anticipated increase of the clinical student cohort from 18 students to 24 and growth in program enrollment and credit offerings will necessitate some increases in FTE appointments for current positions and one new faculty position. These increases will equate to 1.29 new FTE and will be allocated in years one and two. Note, new FTE are reflected in the year the FTE is added to the program, and blended into current FTE in subsequent years.

Administrative support needs, primarily associated with the internship program, will be met through transition of current positions, though FTE increases may be needed as internship enrollment grows. The Clinical Director position (1 FTE) will be transferred from the existing undergraduate program to the new graduate program, at the existing FTE, as will the Clinical Supervisor position, whose position requires no formal FTE and is compensated on a per student basis. The 0.5 FTE Clinical Coordinator position will transfer to the graduate program and will increase by 0.5 FTE to 1.0 FTE, between years one and four, and general administrative support will transition and increase by 0.17 FTE, from 0.33 to 0.50 FTE. The program will also support an academic program chair, commensurate with existing UW-Green Bay compensation policies.

RELATED REGENT AND UW SYSTEM POLICIES

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

UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting.

REQUEST FOR AUTHORIZATION TO IMPLEMENT A MASTER OF SCIENCE IN NUTRITION AND INTEGRATED HEALTH AT UW-GREEN BAY PREPARED BY UW-GREEN BAY

ABSTRACT

The University of Wisconsin (UW)-Green Bay proposes to establish a Master of Science (M.S.) in Nutrition and Integrated Health. This graduate program will build upon the long-standing and accredited undergraduate program in nutrition offered through the B.S. in Human Biology with an emphasis in Dietetics. The proposed M.S. in Nutrition and Integrated Health may also be coupled with the existing nutrition undergraduate program and dietetic internship practicum experiences to create a five-year (3+2) program that allows students to earn their B.S. and M.S. degrees, and become Registered Dietitian Nutritionists (RDNs). The program will meet the new entry-level master's degree requirement recently established by the national accrediting agency, the Commission on Dietetic Registration. The M.S. in Nutrition and Integrated Health will be comprised of 37 credits and offer a Dietetics internship. The degree will prepare graduates with an interdisciplinary and functional nutrition medical knowledge that will enable them to understand complex nutrition-related health problems, be effective members of healthcare teams in clinical settings, and address community, public health and food system challenges.

PROGRAM IDENTIFICATION

Institution Name University of Wisconsin-Green Bay

Title of Proposed Program Nutrition and Integrated Health

Degree/Major Designation Master of Science

Mode of Delivery

Single institution. Courses will be delivered using a combination of face-to-face, online, or hybrid formats, with at least 50% available via distance delivery. Supervised practicum/clinical rotations will occur at a number of community, clinical and food service sites with established northeast and central Wisconsin community partners.

Projected Enrollment by Year Five

Table 1 illustrates enrollment projections over the first five years of the program. The projections assume full admission in year four and full enrollment by year five. A 92% retention rate is anticipated based on retention rates of similar programs. By the end of the fifth year, it is expected that 96 students will have enrolled in and 62 students will have graduated from the program. Higher student demand will be addressed based on capacity.

	Year 1	Year 2	Year 3	Year 4	Year 5
New Admitted Students	12	16	20	24	24
Continuing Students	0	11	15	18	22
Total Enrollment	12	27	35	42	46
Graduating Students	0	11	15	18	22

 Table 1: Five Year Degree Program Enrollment Projections (Headcount)

Students may enroll in the master's program, the master's program with the Dietetic internship, or only the Dietetic internship, although UW-Green Bay expects that student demand will drive a transition toward the dual enrollment option. Table 2 illustrates the number of students anticipated to enroll in the Dietetic internship, disaggregated by masters seeking and undergraduate or post-baccalaureate enrollments.

 Table 2: Five Year Internship Enrollment Projections (Headcount)

	Year 1	Year 2	Year 3	Year 4	Year 5
Non-MS Seeking	9	5	1	0	0
MS Seeking	9	15	21	24	24
Total	18	20	22	24	24

Tuition Structure

Students enrolled in the M.S. in Nutrition and Integrated Health will pay the standard graduate tuition rate, which for the Academic Year (AY) 2017-18 is \$3,896.73 per semester for Wisconsin residents enrolled full-time, or \$432.97 per credit for part-time. Student segregated fees are \$790 per semester for full-time students. Students who opt to take a course via distance delivery pay an additional \$25 per credit, which follows existing UW-Green Bay policies.

A separate program fee for the Dietetics internship will be assessed to internship enrollees pursuing the registered dietician credential, as is the current practice for the undergraduate program. Based on AY 2017-18 rates, the internship fee will be \$8,663 per student.

Department, College, School or Functional Equivalent

Department of Human Biology within the College of Science and Technology

Proposed Date of Implementation

Fall 2019

INTRODUCTION

Rationale and Relation to Mission

The mission of the University of Wisconsin-Green Bay emphasizes an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues in a multicultural and evolving world. The field of nutrition is by its very nature interdisciplinary and, as such, embodies the select interdisciplinary mission of UW-Green Bay. Nutrition is an applied science that intersects with major disciplines in the biological sciences, psychology, behavioral sciences, and environmental sciences and sustainability. Future

workforce opportunities will increasingly require nutrition experts who possess interdisciplinary skills in behavioral psychology, public health, lifestyle and functional medicine, business management, leadership, and environmental sciences and sustainability. Effective application of nutrition science quite literally enriches the quality of life of individuals and communities. Healthy food systems, which are inextricably tied to nutrition, promote environmental sustainability. These are all additional foundation principles of UW-Green Bay's select mission. The history, expertise and mission of UW-Green Bay positions the campus to continue serving as a leader in educating and training the next generation of nutrition and Integrated Health aligns well with the mission of the university in that it will incorporate multiple disciplines to prepare students for problem-solving and critical thinking skills related to nutrition as applied in healthcare, research, and leadership.

UW-Green Bay is strategically looking to better serve the northeast region of Wisconsin and beyond. Growing healthcare needs and demands, nutrition-related public health problems, and agriculture-related environmental degradation have been identified as significant issues of both local and national importance. The extensive 2011 LIFE study¹ detailed several health statistics of northeast Wisconsin residents, including Brown County. Similar to health/disease trends nationwide, Brown County continues to see disturbing trends in obesity and diabetes. The report also states the need for developing and strengthening existing programs that improve access to healthy foods (i.e., farmers' markets, a local food cooperative located in the downtown "food desert" region) and increase access to physical activities (i.e., more trails and walk-able communities). The proposed master's program will help the university to position itself as an effective leader and partner with local communities by leveraging partnerships established through the current undergraduate nutrition program. UW-Green Bay collaborates with organizations such as Live54218, Boys and Girls Club, Bellin Health, Oneida Community Health Center, Aging and Disability Resource Center of Green Bay and the Green Bay Packers on innovative projects to address these regional nutrition and health needs.

This program supports the campus strategic vision to provide a world-class education and promote economic growth and sustainability, as well as health, wellness, and social equity in Green Bay and the surrounding areas. Specifically, this program aligns with the campus goal of growing its graduate program offerings to better serve the Green Bay metropolitan area, and aligns directly with three of the 11 initiatives identified in the 2017 Greater Green Bay Chamber Economic Development Strategic Plan: respond to the needs of existing employers and industries, expand the size and scope of higher education assets, and develop regional talent. As evidence of community support for this program, the Provost has received several letters of support from external partner organizations including the Green Bay Packers, The Farmory, Live54218, Festival Foods, and United Way. Finally, RDNs specialize in lifestyle medicine and preventative care, and provide the critical health and wellness services identified in UW System's 2020*FWD* document.²

Need as Suggested by Current Student Demand

The current programs that include the undergraduate nutrition/dietetics program and the

¹ <u>http://lifestudy.info/wp-content/uploads/2017/01/2011-LIFE-Study-Full-Report.pdf</u>

² https://www.wisconsin.edu/2020FWD/download/2020FWD-Framework_spreads.pdf

dietetic internship have sustained student demand and shown enrollment growth. Over the last 10 years, enrollments have doubled to 65-75 students in the undergraduate program and tripled to 18 students in the internship program. Demand for the programs has been strengthened by faculty and program awards and student scholarships received from the external accrediting body, the Academy of Nutrition and Dietetics. The UW-Green Bay student acceptance rate into dietetic internships averaged 93% in recent years, far exceeding the national average of 50%. The success of the program is further evidenced by the large number of students who transfer into the program.

The Academy of Nutrition and Dietetics recently mandated that, effective 2024, the minimum credential requirement to become a Registered Dietitian Nutritionist (RDN) will move from a baccalaureate to a master's degree. Further, student interest for a graduate-level program preceded the credential requirement change. These factors will support student demand for the program. Historically, approximately 45% of all RDNs voluntarily obtained a master's degree.³ Data collected from internal student surveys provide additional support for this programmatic transition. In the fall of 2012, before the new graduate degree mandate, the Nutrition/Dietetics program sent a master-level interest survey to current UW-Green Bay nutrition students, dietetic interns, program alumni, and regional RDNs. Forty-two percent of respondents indicated interest in pursuing a master's degree. A spring 2016 survey sent to current students enrolled in the Human Biology program found that 84% to 100% of student respondents in the Exercise Science, Nutritional Science, and Health Science emphases favored the addition of a master's in Nutritional Science at UW-Green Bay. Human Biology is consistently within the top five majors, by enrollment, at UW-Green Bay.

Need as Suggested by Market Demand

The new degree requirement for RDNs set by the Academy of Nutrition and Dietetics will drive market demand. UW-Green Bay has a long-standing, strong undergraduate program and a successful, well-established dietetic internship. Virtually all members of the health care team (i.e., physical therapists, occupational therapists, pharmacists) have moved their academic requirements to a post-baccalaureate level, and the increasing complexity of the nutrition field demands the same of this field. To maintain the already successful and well-recognized programs and to meet the new minimum degree requirements for RDNs, UW-Green Bay must move the programs to the master's level by 2024.

Further, U.S. Bureau of Labor Statistics occupational data indicate RDN positions are expected to increase 21% between 2012 and 2022. This increase is greater than the projected average growth (11%) for all occupations.⁴ Locally, the demand for RDNs is outpacing the number of available practitioners.

Emerging Knowledge and Advancing New Directions

Building on the existing foundation of the undergraduate programs in the College of

³ Academy of Nutrition and Dietetics. Compensation and Benefits Survey 2011: Moderate Growth in Registered Dietitian and Dietetic Technician, Registered, Compensation in the Past 2 Years. Accessed at http://www.andjrnl.org/article/S2212-2672%2811%2901840-5/pdf.

⁴ Bureau of Labor Statistics. U.S. Department of Labor. Occupational Outlook Handbook, January 2014 edition. Dietitians and Nutritionists. Accessed at <u>http://www.bls.gov/ooh/</u>.

Science and Technology, the proposed M.S. in Nutrition and Integrated Health program will expand available graduate coursework in genetics, nutrigenomics (nutrient-gene interactions in disease risk), biochemistry, and research literature analysis. Curricula will align with the standards of the Academy of Nutrition and Dietetics for master-level programs. The addition of graduate students in this area will further expand faculty scholarship in the College of Science and Technology.

Locally and globally, poor food choice is having a critical and negative impact on individuals and communities. Nutrition-related health concerns constitute the largest portion of disease burden in the U.S. and Wisconsin. According to the Centers for Disease Control and Prevention (CDC), much of this is preventable. Approximately 70% of premature deaths and 75% of health care costs are due to unhealthy nutrition and lifestyle factors.^{5 6} Pilot programs across the country that integrate nutrition and healthy food education in applied programs are effectively improving food habits and health outcomes. The proposed M.S. in Nutrition and Integrated Health will train the next generation of nutrition dietitians to provide balanced, functional nutrition medicine to help patients and communities in northeast Wisconsin reclaim their health.

DESCRIPTION OF PROGRAM

General Structure

The proposed M.S. in Nutrition and Integrated Health will partner with the existing nutrition undergraduate program and dietetic internship practicum experiences to create a five-year (3+2) program that allows students to earn their B.S. and M.S. degrees, and earn their RDN credential. The M.S. and the Dietetics internship program will be offered together or as standalone options, particularly during the program implementation phase. Other practitioners may enroll as graduate special students to meet continuing education requirements for RDNs. Students admitted into the 3+2 program will complete their undergraduate nutrition coursework during the first three years, and their internship practicum and graduate coursework during the last two years of the program. The last two years will include year-round coursework and practicum rotations.

Coursework will consist of graduate-level nutrition courses with select elective offerings. Students will complete a capstone project or master's thesis under the direction of the UW-Green Bay graduate faculty in Human Biology, Natural & Applied Sciences, or a collaborating discipline. Supervised practicum experiences will be provided through the infrastructure in place for UW-Green Bay's existing Dietetic internship program. The program provides interns with 1200 practicum hours through a network of more than 120 clinical and community sites in northeast and central Wisconsin. There is also the opportunity to create new

⁵ National Alliance for Nutrition and Activity. National Health Priorities: Reducing Obesity, Heart Disease, Cancer, Diabetes, and Other Diet- and Inactivity-Related Diseases, Costs, and Disabilities 2010. Accessed at http://cspinet.org/new/pdf/cdc_briefing_book_fy10.pdf.

⁶ Centers for Disease Control and Prevention (CDC). CDC National Health Report: Leading Causes of Morbidity and Mortality and Associated Behavioral Risk and Protective Factors – United States, 2005-2013. Accessed at http://www.cdc.gov/mmwr/preview/mmwrhtml/su6304a2.htm?s_cid=su6304a2_w.

practicum experiences on-site at UW-Green Bay by utilizing the campus dining facilities, the Kress Events Center, and the counseling and health center.

Following the successful completion of these requirements, students can sit for the Registration Examination for RDN certification.

Institutional Program Array

The current Nutrition Sciences emphasis in the Department of Human Biology consists of the necessary array of prerequisite undergraduate courses in biology, chemistry, anatomy and physiology, microbiology, psychology, nutrition, genetics, and related Science, Technology, Engineering, and Math (STEM) fields that are required of students who enroll in the proposed M.S. in Nutritional Science and Integrated Health program. Faculty currently meet Higher Learning Commission (HLC) accreditation requirements to teach at the graduate level, and several already teach at the graduate level through the UW-Green Bay partnership with the Medical College of Wisconsin. UW-Green Bay has strong undergraduate programs in nursing, psychology, environmental sciences and sustainability, and relevant graduate programs in Nursing Leadership and Management in Health Systems, Health and Wellness Management, and Environmental Science & Policy, and Sustainable Management. Expertise from these programs has been important in the development of the current successful undergraduate program and will play a role in the curricular development of the proposed degree program. Northeast Wisconsin has a growing health care economy, and the campus must be positioned to meet its workforce needs through expansion of the graduate offering in Health Sciences.

Other Programs in the University of Wisconsin System

There are four undergraduate accredited programs in dietetics in the UW System: UW-Madison, UW-Green Bay, UW-Stout, and UW-Stevens Point. At the graduate level, there are two nutrition-related master degree programs that are coupled with a dietetic internship. UW-Stout offers a master's in Food and Nutritional Sciences with options in Human Nutrition or Food Science and Technology, and UW-Madison offers a M.S. in Clinical Nutrition. UW-Stevens Point offers a non-clinical MS-Nutritional Sciences with a concentration in Community Nutrition. Elsewhere in Wisconsin, a nutrition-related master's program coupled with a dietetic internship program exists at Mount Mary University (Dietetics), and Viterbo University offers a coordinated undergraduate nutrition program with a dietetic internship.

Although there are existing nutrition-related master's programs in the state, the proposed program will offer a unique array of courses that emphasize integrative and functional nutritional medicine and will prepare students for the RDN credential. Additionally, if approved, the program would be the only Accreditation Council for Education in Nutrition and Dietetics (ACEND)-accredited 3+2 nutrition program terminating in a master's degree in the state of Wisconsin. The proximity of the program to the Green Bay metropolitan area provides essential access to working professionals and a significant number of regional health care providers.

Collaborative Nature of the Program

The UW-Green Bay will be the single institution to deliver the didactic classroom and laboratory instruction. The supervised practicum experiences of the dietetic internship are

provided through the infrastructure and strong community connections supporting the current Dietetic internship program. The collaborative nature of this program is evident in the over 120 clinical and community sites in northeast and central Wisconsin, including a long-standing, strong relationship with Bellin, St. Vincent, and St. Mary's Hospitals, Green Bay Public School System, and Brown County UW-Extension Office.

Diversity

UW-Green Bay is committed to achieving a diverse workforce and to maintaining a community that welcomes and values a climate supporting equal opportunity and difference among its members. The campus engages in several strategic initiatives to recruit a more diverse student population, and offers a wide range of experiences and perspectives to its students. As part of this process, the Chancellor's Council on Diversity and Inclusive Excellence offers a certificate program to develop and recognize commitment to the UW-Green Bay Inclusive Excellence Initiative. In fall 2016, the campus added a Director of Student Success and Engagement in the Provost's Office charged with improving student retention and degree completion. The Office of Admissions also supports recruiters specialized in working with multicultural, bilingual, and international students. In fall 2017, UW-Green Bay added a Vice Chancellor for Student Affairs and Campus Climate to the Chancellor's Cabinet to improve, in part, campus initiatives on diversity and inclusivity. This position will play a critical role in furthering campus efforts to attract and support a diverse campus community reflective of the metropolitan area served by UW-Green Bay.

UW-Green Bay has a broad array of student organizations and institutional resources and offices that offer resources and services to promote academic success and personal growth of students. For example, a number of student organizations provide an environment for cultural sharing, gaining leadership skills, and participation in co-curricular activities. The UW-Green Bay Multicultural Academic Centers promote better understanding of diverse communities and serve as resources for students, faculty, and staff. The Center for Assessment of Teaching and Learning also offers regular workshops and panel discussions to address the complexities of inclusivity and diversity. Finally, the Office of International Education facilitates international student success while students attend UW-Green Bay.

The nutrition program and the accrediting agency establish learning outcomes, knowledge and skills benchmarks that programs must embed in their curricular programming. Historically, diversity content and preparing students for working in a multicultural society have been and will be an important part of the learning outcomes. A number of existing courses at the undergraduate level (i.e., Community Nutrition, Life Cycle Nutrition, and Medical Nutrition Therapy) and proposed courses at the graduate level, as well as practicum experiences, include multicultural awareness, diversity and sensitivity content. Increasing the diversity of RDNs is an important ongoing goal for the program and the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

The UW-Green Bay graduate student applicant review process embraces these goals by taking a holistic approach to student admission. This approach is a proven best practice for accurately predicting student readiness and academic success, and importantly, for instilling the diversity of life and work experiences into the classrooms to build a rich graduate-level

pedagogical environment for the students. No single metric serves as the sole basis for campus admission at the graduate level. Further, the College of Science and Technology, in collaboration with the Office of Graduate Studies, is committed to attracting diverse applicants by recruiting from professional networks that reflect the communities they serve.

Student Learning Outcomes and Program Objectives

The Academy's accreditation branch for nutrition education (ACEND) is in the process of finalizing graduate learning outcomes, skills, and program objectives for the new master's degree requirement. All accredited programs must meet these competencies and performance indicators, and may develop additional, complementary learning outcomes and program objectives. ACEND's proposed competencies will form the basis for the development and evaluation of this proposed program. Students must demonstrate knowledge and skills in seven areas:

- 1. Foundational Knowledge
 - Students should be able to apply foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations.
 - Students should be able to apply an understanding of foundational knowledge in environmental, and molecular factors, food, statistics, anatomy, physiology, pathophysiology, biochemistry, microbiology, genetics, social and psychological factors in the development and management of disease for individuals, groups and populations, and in food product development.
- 2. Client/Patient Services
 - Students should be able to apply and integrate client/patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes.
 - Students should be able to evaluate, develop, and implement nutritional screening tools and programs, utilize the nutrition care process and prescribe nutrition-related pharmacotherapy.
- 3. Food Systems Management
 - Students should be able to apply food systems principles and management skills to ensure safe and efficient delivery of food and water.
 - Students should be able to direct the production and distribution of quantity and quality food products, oversee purchasing through storage of food products, apply principles of food safety and sanitation, and demonstrate an understanding of agricultural practices.
- 4. Community and Population Health Nutrition Students should be able to apply community and population nutrition health theories when providing support to community or population nutrition programs.
- 5. Leadership, Business, Management and Organization Students should be able to demonstrate leadership, business, and management principles to guide practice and achieve operational goals.
- 6. Critical Thinking, Research and Evidence-Informed Practice Students should be able to integrate evidence-informed practice, research principles and critical thinking into practice.
- 7. Core Professional Behaviors Students should be able to demonstrate professional and effective communication in all nutrition and dietetics interactions.

Assessment of Objectives

ACEND requires that the program director, in collaboration with the nutrition faculty, develop measurable performance indicators for each competency; collect data on a regular ongoing basis to assess student outcomes relative to each competency; and when needed, develop measurable steps to improve outcomes. Details on the formal review cycle are provided below within the Program Review Process and Institutional Review section.

Program Curriculum

The M.S. in Nutrition and Integrated Health program will require students to complete 37 credits of graduate coursework, as illustrated in Table 3. Students pursuing the Registered Dietician credential will be required to participate in 1,200 hours of clinical rotations. Students admitted to the program will be required to complete 51 credits of prerequisite undergraduate coursework in biology, chemistry, psychology, nutrition, and related STEM fields.

	Existing	New		
Fall 1 (9 credits)				
Nut Sci 750 Micronutrient Metabolism across the Lifespan		3 cr.		
Nut Sci 421/621 Community and Public Health Nutrition	3 cr.			
Nut Sci 485/685 Health Coaching and Nutrition Counseling	3 cr.			
Spring 1 (10 credits)				
Nut Sci 427/627 Nutrigenomics and Advanced Nutrient Metabolism	3 cr.			
Hum Bio 753 Biostatistics, Research Methods		4 cr.		
Nut Sci 486/686 Functional Nutrition in Disease Prevention & Treatment	3 cr.			
Summer I				
480 hours of clinical rotations* (40hrs/wk for 12 wks)				
Fall 2 (9 credits)				
Nut Sci 787 Advanced Nutrition Assessment and Counseling		3 cr.		
Nut Sci 712 Culinary Medicine		3 cr.		
MS Elective – see list below (or can be taken in Summer 1)		3 cr.		
280 hours of clinical rotations* (20 hrs/wk for 14 weeks)				
Spring 2 (9 credits)				
Nut Sci 799 Capstone Project/Thesis		3 cr.		
Nut Sci 796 Special Topics in Nutrition		3 cr.		
MS Elective	3 cr.			
280 hours of clinical rotations* (20 hrs/wk for 14 weeks)				
Summer 2				
160 hours of clinical rotations*				
Total Credits	15 cr.	22 cr.		
*For students pursing the Registered Dietician credential				
Electives: (choose 2)				
Hum Biol 360/560 Exercise in Health and Disease Prevention	3 cr.			
Psych 450/650 Health Psychology	3 cr.			
Nut Sci 790 Nutrition Support in Critical Care		3 cr.		
Nut Sci 760 Prevention and Treatment of Childhood Obesity	3 cr.			
Nut Sci 754 Nutritional Epidemiology		3 cr.		
PU EN AF 762 Food Policy				
Nut Sci 312/512 Quantity Food Production and Management	3 cr.			

Table 3: Program Requirements

Projected Time to Degree

The projected time to degree for the proposed M.S. in Nutrition and Integrated Health will vary based on the student's academic pathway. Students who enter as new freshmen and intend to earn the RDN credential can complete the degree in five years, as part of a 3+2 B.S. plus M.S. This timeframe includes two summers for internship rotations. This projected time-to-degree applies to undergraduate students who declare a dietetics educational career goal at the beginning of their undergraduate career and are eligible to begin the appropriate undergraduate prerequisite courses without the need for remedial coursework. Students who have earned a bachelor's degree, or a bachelor's degree and RDN credential from UW-Green Bay or another institution, who have completed the required undergraduate prerequisite courses without the need for students undergraduate prerequisite courses without the required undergraduate prerequisite courses without a bachelor's degree and RDN credential from UW-Green Bay or another institution, who have completed the required undergraduate prerequisite courses without the need for students and the master's program in two academic years.

Program Review Process and Institutional Review

The UW-Green Bay Graduate Academic Affairs Council (GAAC) is charged with oversight of all graduate programs, including review and approval of all new programs and all graduate-level credit courses. The GAAC will formally review the M.S. in Nutrition and Integrated Health program on a seven-year cycle. In addition, the master's nutrition program will be formally reviewed on a five-year cycle, by the department and the Dean of the College of Science and Technology. This five-year cycle coincides with the required self-study documents that the accrediting agency requires (see accreditation section below). As a requirement of the outside accrediting agency, ACEND, a graduate nutrition/dietetics steering committee consisting of faculty who participate in teaching the graduate courses and preceptors from the clinical, community and food service rotation sites will be established and will convene at minimum one time per year to evaluate the master's curriculum and how the curriculum is performing on meeting the program goals and competencies.

Accreditation

The master's program will seek accreditation from the Academy of Nutrition and Dietetics' accrediting agency, the Accreditation Council for Education in Nutrition and Dietetics (ACEND). The current bachelor's Nutrition/Dietetics undergraduate program and Dietetics internship are both fully accredited and have remained in good standing since their inception. The accreditation process requires a lengthy and detailed self-study every 10 years that documents program outcomes relative to specified learning outcomes, describes plans for improvement in any deficient outcomes, and details changes and innovations to the curriculum in response to advances in the nutrition/dietetics field. In addition, an on-site visit by ACEND evaluators is part of the 10-year accreditation process. At the five-year midpoint between the 10-year accreditation cycles, a smaller self-study document is submitted to ACEND. In addition, the program will need to be approved through the Higher Learning Commission.

	University of Wisconsin Cost and Revenue Projections for Proposed M.	n - Green Bay .S. in Nutrition and	Integrated	Health			
	Items			Projection	5		
		2019	2020	2021	2022	20	023
		Year 1	Year 2	Year 3	Year 4	Ye	ear 5
Ι	Enrollment (New Student) Headcount	12	16	20	24	4	24
	Enrollment (Continuing Student) Headcount	0	11	15	18	2	22
	Enrollment (New Student) FTE	12	16	20	24	2	24
	Enrollment (Continuing Student) FTE	0	11	15	18	2	22
	Internship Enrollments (see Table 2 of authorization)	18	20	22	24	4	24
		_	10				
П	Total New Credit Hours (# new sections x credits per section)	7	18	6	0		0
	Existing Credit Hours	12	19	31	37	2	37
ш	FTE of New Faculty/Instructional Staff	0.29	0.75	0.25	0.00	0	.00
	FTE of Current Fac/IAS	0.50	0.79	1.54	1.79	1	.79
	FTE of New Admin Staff	0	0.17	0.33	0.17	-	0
	FTE Current Admin Staff	1.83	1.83	2.00	2.33	2	.50
IV	New Revenues						
	From Tuition (new credit hours x FTE)	\$ 93,522	\$214,632	\$283,791	\$347,360	\$ 3	88,051
	From Fees						
	Program Revenue - Grants						
	Program Revenue - Clinical Placement	\$155,934	\$176,725	\$198,286	\$220,638	\$2	225,051
	Reallocation						
	Total New Revenue	\$249,456	\$391,357	\$482,077	\$567,998	\$6	513,102
V	New Expenses						
	Salaries plus Fringes				• · · · • • • •		
	Faculty/Instructional Staff	\$48,688	\$105,651	\$108,408	\$111,233	\$1	114,128
	Other Staff - Director of DPD	\$163,285	\$177,757	\$203,621	\$219,307	\$2	223,339
	Other Expenses	** *	*1 = 000	^	**		
	Startup	\$20,000	\$15,000	\$0	\$0		\$0
	Marketing	\$5,000	\$5,100	\$5,202	\$5,306		\$5,412
	Accreditation, travel, memberships, profesional development, S&E:	\$29,282	\$28,819	\$29,294	\$29,778	0 1	\$30,272 127.007
	Central tax:	\$0	\$0	\$11/,/31	\$125,136	5	127,907
	l otal Expenses	\$266,255	\$332,327	\$464,256	\$490,761	3:	301,059
VI	Net Revenue	-\$16,800	\$59,030	\$17,821	\$77,237		\$112,043
Nar	rative: Explanation of the Numbers and Other Ongoing Commitments the	hat will Benefit the	Proposed P	rogram			
See .	appended Budget Narrative		Datas				
Prov	rost's Signature: Angrad Danis		Date:				

UNIVERSITY OF WISCONSIN – GREEN BAY COST AND REVENUE PROJECTIONS NARRATIVE MASTER OF SCIENCE IN NUTRITION AND INTEGRATED HEALTH

The University of Wisconsin-Green Bay proposes to establish a Master of Science (M.S.) in Nutrition and Integrated Health. The graduate program will build upon the undergraduate B.S. in Human Biology Nutritional Sciences/Dietetics emphasis, and will meet the new entry-level requirement recently established by the Commission on Dietetic Registration. The proposed degree will be comprised of 37 credits plus an optional dietetic internship for students who wish to pursue the registered dietician credential. Enrollments, revenues, and expenses will reflect the transition of some undergraduate programming – particularly as it relates to the internship program – to the newly proposed graduate degree.

Section I – Enrollment

It is anticipated that 12 students will enroll in the first year, and enrollment will increase each year until year four, at which time the program will admit 24 Full-Time Equivalent (FTE) students each year. New students are defined as those recently admitted to the program and include students who were previously enrolled at the university as undergraduates. All FTE will be included for the purposes of revenue projections, as a number of costs will be shifted from the undergraduate to the graduate program.

Calculated separately within this section are internship program enrollments. Students who opt to pursue the Registered Dietician credential must enroll in a 1200-hour internship experience, in addition to the degree program. As referenced on page two (Table 2) of the authorization document, both graduate and undergraduate/post-baccalaureate students will enroll in the internship program during the first three transitional years of the program.

<u>Section II – Credit Hours</u>

As detailed on page nine of the program authorization document (Table 3), 28 new graduate credits will be developed over the first three years of the program. The remaining credits will be drawn from cross-listed courses available in the undergraduate Human Biology Program and Dietetics emphasis.

Section III – Faculty and Staff Appointments

Instructional needs will be met with the use and transitioning of existing nutritional faculty and lecturer FTEs. Several faculty and staff positions will be transferred from the existing undergraduate program to the new graduate program. The anticipated increase of the clinical student cohort from 18 students to 24 and the growth in program enrollment and credit offerings will necessitate some increases in FTE appointments for current positions and one new faculty position. These increases will equate to 1.29 new FTE and will be allocated in years one and two. Note, new FTE are reflected in the year the FTE is added to the program and blended into the current FTE in subsequent years.

Administrative support needs, primarily associated with the internship program, will be met through transition of current positions, though FTE increases may be needed as internship enrollment grows. The Clinical Director position (1 FTE) will be transferred from the existing

undergraduate program to the new graduate program, at the existing FTE, as will the Clinical Supervisor position, whose position requires no formal FTE and is compensated on a per student basis. The 0.5 FTE Clinical Coordinator position will transfer to the graduate program and will increase by 0.5 FTE to 1.0 FTE, between years one and four, and general administrative support will transition and increase by 0.17 FTE, from 0.33 to 0.50 FTE. The program will also support an academic program chair, commensurate with existing UW-Green Bay compensation policies.

Section IV -- Program Revenues

Graduate tuition revenues are calculated using resident tuition rates. Tuition is calculated using FTE enrollments multiplied by the AY 2017-18 full-time tuition rate of \$3,896.73. Beginning in year two, students may opt to take elective credit requirements during the summer semester. Per UW-Green Bay policy, summer coursework is charged on a per credit basis; however, net tuition revenues should be equitable as it is assumed that students who take summer coursework will take fewer credits during the fall and spring semesters. Due to the uncertainties related to the specificities of course offerings via online or face-to-face deliveries, anticipated revenue from distance education fees (\$25/credit) were conservatively omitted from these projections.

The internship experience will be offered as a non-credit program, and the fee structure will be based on the current undergraduate internship program rate of \$8,663 per student. Revenues reflected in this section represent both graduate and non-graduate student internships because the costs associated with running the internship program will be transferred to the proposed program upon implementation.

A 2% annual increase in graduate resident tuition and internship program fees are included to offset projected annual business cost increases beginning in AY 2019-20 (Year 2).

Section V – Program Expenses

Accreditation requirements, coupled with clinical placement workload, will yield significant administrative costs. The salary and fringe expenses referenced in the budget are associated with the total FTE that are attributable to the program and listed in section III. Other expenses will include:

- Costs associated with the start-up of the program and include facility enhancements to accommodate the program shift to the graduate level.
- Marketing and advertising expenses. It is anticipated that these costs can be controlled by bundling marketing efforts with existing buys for advertisement within the Human Biology and Health Care-related programs.
- Costs associated with professional accreditation, association membership fees, travel to clinical sites, faculty and staff professional development, and miscellaneous office S&E costs.
- A central administrative 40% tax on salaries and fringe that will be charged beginning in year three. The tax will cover general university facilities and administration costs.

Section VI – Net Revenue

The program will be financially sustainable by the end of the second year of the program. Net revenues will be reinvested to support the program.

$\frac{\text{University of Wisconsin}}{GREEN BAY}$

Date: October 13, 2017

Re: Authorization to Implement: Master of Science in Nutrition and Integrated Health (MSNIH)

Dear President Cross,

I confirm the University of Wisconsin-Green Bay's strong commitment to adding a Master of Science in Nutrition and Integrated Health (MSNIH) to our graduate program array. The program gained final, formal support from shared governance at Faculty Senate on Wednesday, October 11, 2017. The MSNIH program is designed to satisfy all requirements specified by the Commission on Dietetic Registration, as well as the graduation requirements for UWGB. The program will be funded primarily through new program revenue, with supplemental support from existing resources in the Department of Human Biology. This proposal builds upon our longsuccessful undergraduate offering in nutrition and our post-bachelorette dietetic internship program by responding to mandated educational changes for Registered Dietitian Nutritionists (RDNs). We are extremely excited by the interdisciplinary nature of this program (Mission relevance), the strategic breadth and collaborative nature it adds to our graduate program offerings (Health Care), and its ability to strengthen our long-standing, undergraduate Human Biology program.

The MSNIH program will be housed in the College of Science and Technology, which includes the Department of Human Biology. Human Biology is one of the largest majors on campus with nearly 500 students and provides the prerequisite courses and many upper-level cross listed courses necessary for the proposed MSNIH program. Courses in the program will be delivered through face-to-face, online or hybrid formats, as well as embedded clinical experiences in the surrounding community. Upon completion of the program, students will be eligible to sit for the Registration Examination for RDN certification. The proposed 3+2 option for the MSNIH program facilitates rapid completion of the MSNIH by UW-Green Bay students, reducing both time and tuition costs incurred by students.

The MSNIH program aligns well with the mission and vision of both UW-Green Bay and the College of Science and Technology. The MSNIH program will expand offerings in Human Biology, while taking advantage of the expertise of existing faculty, several of whom are also involved in our collaborative with the Medical College of Wisconsin. With the increased demand for registered dieticians, and the strong interest from our existing Human Biology students, the MSIHN program provides an important opportunity for Green Bay to retain and rapidly integrate our talented students into professional positions in local businesses.

Please let me know if you require any additional information regarding the MSNIH program, and thank you in advance for your consideration. I look forward to receiving authorization from the Board of Regents for the implementation of this important program.

Gregory Davis Provost and Vice Chancellor



13-Time World Champions Super Bowl Champions I, II, XXXI, XLV

> MARK H. MURPHY President & Chief Executive Officer

December 27, 2016

Regent Gerald Whitburn 1860 Van Hise Hall 1220 Linden Drive Madison, WI 53706

Re: Proposed MSNIH

Dear Regent Whitburn:

I'm pleased to send you this letter of support for the proposed Master of Science in Nutrition and Integrated Health (MSN) by the Department of Human Biology at the University of Wisconsin – Green Bay.

We recognize that UWGB's undergraduate programs in Dietetics and its Dietetic Internships have been strong assets to the food service, community wellness, and medical arenas in our State and local community. Such programs have fostered knowledgeable and skilled registered dietician nutritionists (RDN) who have continued to make an impact in our community at large.

We believe that creating an MSN at UWGB is in direct alignment with the mission of UWGB. I understand that the MSN will build upon UWGB's existing programs to meet the new entrylevel master's degree requirement established by the national accrediting agency for dietetic professionals. Food systems and nutrition-related health problems are increasingly complex. This requires nutritionists to have more interdisciplinary, integrative and functional nutritional medicine knowledge and skills to be effective members of healthcare teams in clinical settings and to address community, public health and food system challenges.

We think the development of the MSN is an opportunity to help ensure that both current dieticians as well as future ones are provided with the best opportunity for the advancement of their knowledge and professionalism.

Sincerely, GREEN BAY PACKERS, INC.

Mark H. Murphy President & CEO

Green Bay Packers • Lambeau Field 1265 Lombardi Avenue (54304) • P.O. Box 10628, Green Bay, WI 54307-0628 Main Office: 920.569.7500 • Ticket Office: 920.569.7501 • www.packers.com

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300 N. Broadway, Ste. 3A Green Bay, WI 54303 (920) 593-3403

Natalie Bomstad, MPH

Director of Operations Natalie@Live54218.org July 11, 2017

Dear Regent Gerald Whitburn,

Live54218 is pleased to provide this letter of support on behalf of the University of Wisconsin – Green Bay (UWGB) to begin a Master of Science in Nutrition and Integrated Health degree (MSN&IH). We have partnered with UWGB since our inception in 2010 and specifically with the Dietetic Internship program since 2012 when we began hosting Dietetic Interns during their community rotations. I have personally served both as a preceptor for Dietetic Interns and on the Dietetic Intern selection committee. These strong, established partnerships makes me confident in supporting the new MSN&IH degree program at UWGB to significantly impact the field of nutrition and prepare students for academic and career success.

Live54218 is a local movement to improve the health and well-being of our community by tapping into our strengths to ensure our children are ready to learn, our companies thrive, and our families and neighbors have the opportunity to achieve the highest quality of life. We collaborate with citizens, schools, businesses, and community partners to reimagine how we can work together to implement evidence-based strategies that result in improved health, increased productivity, and lowered health care costs. With devoted staff and a strong multi-sectoral coalition, we connect partners, provide technical assistance, and promote health equity.

We strongly believe innovative, community-engaged approaches will be required to create sustained behavior change in the populations we serve, including improvements to nutrition. During past Dietetic Intern rotations, we have worked with students to develop their understanding of community, public health and food systems challenges and empowered them to employ solutions through integration within our community-based initiatives. To be most effective, students must not only have functional nutritional medical knowledge, but also develop the skills necessary to translate that knowledge into numerous, digestible forms to educate diverse populations. We believe the MSN&IH program has the opportunity to integrate these two approaches.

I urge you to entrust UWGB with the authorization to begin the new Master of Science in Nutrition and Integrated Health degree in the Department of Human Biology. Their commitment to provide the foundation of educational excellence to ensure students are equipped to meet the demands of an evolving field is exemplified in this proposed degree offering. Live54218 looks forward to continuing our partnership with UWGB and supports this proposal.

Sincerely,

natalie In Bonstad

Director of Operations, Live54218



December 29, 2016

Regent Gerald Whitburn Education Committee Chair UW-System Board of Regents 1860 Van Hise Hall 1220 Linden Drive Madison, WI 53706

Regent Whitburn,

I am writing you to share my support for the proposed Master of Science Nutrition and Integrated Health (MSNIH) by the Department of Human Biology at the University of Wisconsin - Green Bay.

As a community member and retail supermarket business owner, I recognize that UWGB's undergraduate programs in Dietetics and subsequent internships have been strong assets to the food industry, community wellness, and medical field across the state of Wisconsin and here in our local community. The programs have resulted in knowledgeable and skilled registered dietitian nutritionists who have continued to make an impact.

The development of the MSNIH is an opportunity to meet the new entry-level master's degree requirements established by the national accredited agency for dietetic professionals and strengthen the solid foundation that UWGB has built in that arena. Food systems and nutrition-related health problems are increasingly complex and I believe the MSNIH will help ensure that both currently practicing dietitians, as well as future dietitians, have access to the best programs for the advancement of their knowledge and profession.

Respectfully,

Mark Skogen

CEO, President Skogen's Festival Foods

Cc: Ronald Pfeifer



Telephone: (920) 593-3708 Fax: (920) 448-3078 www.farmory.org

7/18/2017



Dear Board of Regents:

As Chairman of the Farmory Board of Directors, I urgently request that you grant the University of Wisconsin - Green Bay's petition to begin the process for the new Master of Science in Nutrition and Integrated Health (MSN&IH). Already, UW-GB's undergraduate program in Dietetics and Dietetic Internships is a strong asset to our communities in the areas of food service, community wellness, and medical practices. Furthermore, these programs have fostered knowledgeable and skilled Registered Dietician Nutritionists (RND) who make a very much needed impact on our community.

Hippocrates said that food is our first medicine. However, while the accessibility and affordability of healthy food options is a major concern for many, creating a system where all people have a diet of healthy food options that they can prepare and enjoy is a much bigger challenge. We are working with the Wisconsin Academy of Nutrition and Dietetics (WAND) to grapple with the how system of improving the diet for all and to do this, we need more people educated in the skills that the MSN&IH masters program would afford. And, healthy food options combined with exercise are the least expensive ways to deliver community and personal health.

Please feel free to contact me if you would like to learn more.

Sincerely,

Paul A Linzmeyer Farmory Board Chairman





September 18, 2017

Regent Gerald Whitburn 1860 Van Hise Hall 1220 Linden Drive Madison, WI 53706

Dear Regent Whitburn:

This letter is in regards to providing feedback as to the creation of a Master's of Science Degree in Nutrition and Integrated Health. In talking with our Team Leader of Food and Nutrition as well as our Team Leader Diabetes and Weight Management we are very much in support of this program. We are currently a part of the Dietetic Internship Training and do feel that the future will include the requirement of Master's level Dietitians.

If you have any additional questions please feel free to contact me at (920) 445-7244.

Sincerely,

Thomas Brault, MBA Human Resource Business Partner Bellin Health 744 South Webster Ave, Green Bay, WI 54305 (920) 445-7244



112 North Adams Street, Suite 201 • Green Bay, WI 54301 Phone: (920) 432-3393 • Fax: (920) 432-7144

July 10, 2017

Regent Gerald Whitburn 1860 Van Hise Hall 1220 Linden Drive Madison, WI 53706

Dear Regent Whitburn:

It is my pleasure to provide you with this letter of support for the University of Wisconsin-Green Bay's proposal to begin a new Master of Science in Nutrition and Integrated Health (MSN&IH) degree within its Department of Human Biology.

There is growing interest in and rapid advancement of nutritional science as a field of study. At the same time, our local, state and federal systems of care, as well as our food system, are becoming more complex. The ability to offer a MSN&IH degree opportunity at UWGB is critical to equipping current and future dieticians with the advanced skills required to navigate this evolving landscape.

Brown County United Way has closely and successfully partnered with UWGB on many communitybased endeavors over the course of more than two decades. We trust in its ability to establish this new degree program and urge the Board of Regents to grant permission for the proposal to go forward.

Thank you for your consideration. Please do not hesitate to contact me with any questions.

Sincerely,

Robyn Y. Davis

President and CEO Brown County United Way <u>robyn@browncountyunitedway.org</u> (920)593-4777



Program Authorization (Implementation) Master of Science in Applied Statistics UW-La Crosse

EDUCATION COMMITTEE

Resolution I.1.d.:

That, upon the recommendation of the Chancellor of UW-La Crosse and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Master of Science in Applied Statistics.

NEW PROGRAM AUTHORIZATION MASTER OF SCIENCE IN APPLIED STATISTICS UNIVERSITY OF WISCONSIN-LA CROSSE

EXECUTIVE SUMMARY

BACKGROUND

The University of Wisconsin-La Crosse submits this request to establish a Master of Science in Applied Statistics. This proposal is presented in accord with the procedures outlined in Academic Planning and Program Review (SYS 102, revised July 2016, available at https://www.wisconsin.edu/program-planning/).

REQUESTED ACTION

Adoption of Resolution I.1.d., authorizing the implementation of the Master of Science degree in Applied Statistics proposed by the University of Wisconsin-La Crosse.

DISCUSSION

Program Description. The UW-La Crosse proposes to establish a Master of Science (M.S.) in Applied Statistics. UW-La Crosse currently offers a Bachelor of Science (B.S.) degree in Statistics, which is housed in the Department of Mathematics and Statistics. This graduate program responds to an increased demand for statisticians from both students and the workforce. The goal of the program is to better prepare students for professional careers as statisticians. Graduates will be better equipped to analyze data in a variety of contexts, use statistical software, and interpret and communicate statistical results both in written and oral format.

Mission. The proposed degree will continue to build on the current success of the B.S. in Statistics program by fostering "life-long learning through collaboration, innovation, and discovery," and will "prepare students to take their place in a constantly changing world community" in concordance with UW-La Crosse's mission.¹ The current B.S. in Statistics program has a proven record of producing critical thinkers and skilled practitioners, as evidenced by the success of those who have graduated from the program. Revisions to the undergraduate program have resulted in a deeper and broader incorporation of statistics, emphasizing its multidisciplinary nature.

The proposed M.S. in Applied Statistics degree also will involve a research experience, allowing students to work first-hand with regional business partners or other programs at UW-La Crosse. This partnership aligns with UW-La Crosse's current strategic plan, which seeks to "increase community engagement" and to "create and promote increased opportunities for students'

¹ <u>https://www.uwlax.edu/chancellor/mission/</u>

community engagement that are academically grounded."² The Department of Mathematics and Statistics already has external connections in the community, including relationships with Gundersen Health System and Fastenal. Partnering the students in the proposed M.S. in Applied Statistics program with entities in the community to work on research will positively expand the university's community connections and engagement.

Market Demand. According to Wisconsin Department of Workforce Development projections, the occupation of statistician has robust projected growth, with a 40.06% increase expected from 2014 to 2024.³ The U.S. Bureau of Labor Statistics *Occupational Outlook Handbook* states that statisticians typically need at least a master's degree in statistics, mathematics, or another quantitative field. Also noteworthy is that the Wisconsin Department of Workforce Development lists a master's degree as the typical education level for *entry* as a statistician. Furthermore, the *Occupational Outlook Handbook* projects a national 33% growth for the occupation of statistician from 2016-2026,⁴ which is much faster than the average growth for most occupations. Growth is expected to result from more widespread use of statistical analysis to make informed business, healthcare, and policy decisions. Demand for statisticians is also expected to increase in the pharmaceutical industry, as an aging U.S. population will encourage companies to develop new treatments and medical technologies.

The U.S. Bureau of Labor Statistics lists statistician among the selected Science, Technology, Engineering, and Mathematics (STEM) occupations in which workers with a master's degree earned a premium over workers with a bachelor's degree.⁵ Specifically, statisticians had a 33% higher wage with a master's degree than those with a bachelor's degree. The most recent Salary Survey of Business, Industry, and Government Statisticians (2015) prepared for the American Statistical Association contains information from 1157 statisticians.⁶ This salary survey shows that for earners on the lower end, statisticians with master's degrees earn \$17,000 more annually than those with a bachelor's degree. Earners on the higher end earn \$50,000 more annually with a master's degree. This survey also breaks down salary according to managerial responsibility, but does not even include those with bachelor's degrees in this section due to the low number of respondents with bachelor's degrees.

Student Demand. The Mathematics and Statistics Department has seen an increase in the number of students majoring in and graduating from its Bachelor of Science in Statistics program in recent years. From spring 2012 to fall 2016, the number of students with a major in the B.S. in Statistics program has doubled, growing from 25 to 50 students. With this increase, more students have expressed an interest in graduate school, especially at the master's level. A survey was sent to all current UW-La Crosse undergraduate students with a major in statistics in

² <u>https://www.uwlax.edu/info/strategic-plan/</u>

³ State of Wisconsin Department of Workforce Development Job Center of Wisconsin.

<u>https://jobcenterofwisconsin.com/wisconomy/pub/occupation</u>. Please see Job Projections tab by Occupation, which links to an Excel spreadsheet with the data.

⁴ Bureau of Labor Statistics <u>https://www.bls.gov/ooh/math/statisticians.htm Published 10/24/17.</u>

⁵ U.S. Bureau of Labor Statistics Career Outlook <u>https://www.bls.gov/careeroutlook/2015/article/should-i-get-a-masters-degree.htm#STEM</u>

⁶ 2015 Salary Survey of Business, Industry and Government Statisticians <u>http://www.amstat.org/asa/files/pdfs/YCR-SPAIGsalarysurvey15.pdf</u> Published 10/3/16.

October 2017. Of the 22 students who responded to the survey, 18 indicated that they would be interested in an M.S. in Applied Statistics degree, should UW-La Crosse begin to offer it.

Credit Load and Tuition. The program will comprise 36 credits, including 24 credits of graduate-level courses and 12 thesis credits. Students enrolled in the program will pay the standard tuition and fees for UW-La Crosse graduate students. Tuition costs for graduate students who are enrolled full-time (nine credits per semester) are \$8,567 for residents and \$18,638 for non-residents per year. Additionally, segregated fee costs for full-time graduate students, both resident and non-resident, are currently \$1,337 per year. There are no special course fees for this program.

Program Funding and Management. In anticipation of the addition of this graduate program and in conjunction with the addition of an undergraduate statistics major five years ago, faculty positions with a specialty in statistics have been added over the past several years to the Department of Mathematics and Statistics. Therefore, the new graduate program does not need additional instructional staff until Year 3. The proposed program curriculum includes four required and three elective 500-level courses, three elective 700-level courses and twelve 700-level thesis credits. In the first two years of the program, the 500-level courses will be offered with differential assignments in conjunction with a 400-level companion course, thus eliminating the need for additional faculty to teach those courses. The three new 700-level courses will be offered in three different semesters over a two-year span. The department will adjust faculty workload as needed to staff these new courses. Initially, thesis supervision of students will be covered among the six statistics faculty in the department within their workload. In Year 3, it is anticipated that a full-time tenure-track faculty position will be secured in response to increased need for continuing student thesis supervision.

RELATED REGENT AND UW SYSTEM POLICIES

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

UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting.

REQUEST FOR AUTHORIZATION TO IMPLEMENT A MASTER OF SCIENCE IN APPLIED STATISTICS AT UW-LA CROSSE PREPARED BY UW-LA CROSSE

ABSTRACT

The University of Wisconsin (UW)-La Crosse proposes to establish a Master of Science (M.S.) in Applied Statistics. The development of the program responds to an increased demand for statistics both from students and from the workforce. UW-La Crosse currently offers a Bachelor of Science (B.S.) degree in Statistics, which is housed in the Department of Mathematics and Statistics. The number of students in this undergraduate program has almost doubled over the past four years. The goal of the graduate program will be to prepare students for professional careers as statisticians for various employers. Graduates will be better equipped to analyze data in a variety of contexts, use statistical software, and interpret and communicate statistical results both in written and oral format. The program will be comprised of 36 credits, which will include 24 credits of graduate-level courses and 12 thesis credits.

PROGRAM IDENTIFICATION

Institution Name University of Wisconsin-La Crosse

Title of Proposed Program Applied Statistics

Degree/Major Designations Master of Science

Mode of Delivery

Single institution; on campus, face-to-face delivery.

Projected Enrollments by Year Five

Table 1 below reflects projected enrollment and graduation rates for students entering the program over the next five years. Enrollment retention is estimated to be 91% over the five-year period. This retention rate is based on similar master-level programs at UW-La Crosse. By the end of year five, it is expected that 47 students will have enrolled and 31 students will have graduated from the program.

Table 1: Pro	iected Program	Enrollment for	the M.S. in A	Applied Statistics
I UDIC II IIU	locion i i ogi am			ipplica Diamonico

	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New students admitted	5	7	10	12	13
Continuing students	0	5	7	9	10
Total enrollment	5	12	17	21	23
Graduating students	0	5	7	9	10

Tuition Structure

Students enrolled in the program will pay the standard tuition and fees for UW-La Crosse graduate students. Tuition costs for graduate students who are enrolled full-time (nine credits per semester) are \$8,567 for residents and \$18,638 for non-residents per year. Additionally, segregated fee costs for full-time graduate students, both resident and non-resident, are currently \$1,337 per year. There are no special course fees for this program.

Department or Functional Equivalent

The proposed program will reside within the Department of Mathematics and Statistics.

College, School, or Functional Equivalent

The proposed program will be housed within the College of Science and Health.

Proposed Date of Implementation

September 2018

INTRODUCTION

Rationale and Relation to Mission

The Department of Mathematics and Statistics has seen an increase in the number of students majoring in and graduating from its Bachelor of Science in Statistics program in recent years. From spring 2012 to fall 2016, the number of students with a major in the B.S. in Statistics program has doubled, growing from 25 to 50 students. The number of students graduating during the program has increased accordingly, with four students graduating during the 2011-12 academic year, and 10 students graduating during the 2015-16 academic year. As the number of students in the program and the number of students graduating with a B.S. in Statistics degree grow, more students are showing an interest in graduate school for statistics. Furthermore, career opportunities and opportunities for promotion in the field of statistics are greater for those with advanced degrees.

The current B.S. in Statistics program has a proven record of producing critical thinkers and skilled practitioners, as evidenced by the success of those who have graduated from the program. Revisions to the undergraduate program have resulted in a deeper and broader incorporation of statistics, emphasizing its multidisciplinary nature. The proposed M.S. in Applied Statistics degree will involve a research experience that will allow students to work first-hand with regional business partners or other programs at UW-La Crosse. Therefore, the proposed degree will continue to build on the current success of the B.S. in Statistics program by fostering "life-long learning through collaboration, innovation, and discovery," and will "prepare students to take their place in a constantly changing world community" in concordance with UW-La Crosse's mission.¹

The above-mentioned research collaboration with regional business partners also fits in with UW-La Crosse's current strategic plan. One pillar of the strategic plan is "Increasing Community Engagement," which includes a goal to "create and promote increased opportunities

¹ https://www.uwlax.edu/chancellor/mission/

for students' community engagement that are academically grounded."² The Department of Mathematics and Statistics already has external connections in the community, including relationships with Gundersen Health System and Fastenal. Partnering the students in the proposed M.S. in Applied Statistics program with entities in the community to work on research will positively expand the university's community connections and engagement.

Need as Suggested by Current Student Demand

The number of undergraduate students with a major in statistics at UW-La Crosse has almost doubled over the past four years. With this increase, more students have expressed an interest in graduate school, especially at the master's level. A survey was sent to all current UW-La Crosse undergraduate students with a major in statistics in October 2017. Of the 22 students who responded to the survey, 18 indicated that they would be interested in an M.S. in Applied Statistics degree should UW-La Crosse begin to offer it.

Over the past several years, the faculty have seen nearly 100% of the undergraduate students with a major in statistics who go on to graduate school in statistics leave the state for more application-oriented programs. The proposed M.S. in Applied Statistics degree will be more applied and interdisciplinary in nature than other graduate statistics programs in the state. For example, coursework in the UW-La Crosse program will include data mining, a subject that is often not treated in-depth in more theoretical programs. In this sense, the proposed Applied Statistics program is well aligned with the interests and aptitudes of a large cohort of students currently enrolled in the undergraduate program in statistics. The proposed M.S. in Applied Statistics degree fulfills a present and growing need in Wisconsin.

Need as Suggested by Market Demand

According to Wisconsin Department of Workforce Development projections, the occupation of statistician has robust projected growth, with a 40.06% increase expected from 2014 to 2024.³ Also noteworthy is that the Wisconsin Department of Workforce Development lists a master's degree as the typical education level for entry as a statistician. Furthermore, the U.S. Bureau of Labor Statistics *Occupational Outlook Handbook* projects a national 33% growth for the occupation of statistician from 2016-2026,⁴ which is much faster than the average growth for most occupations. Growth is expected to result from more widespread use of statistical analysis to make informed business, healthcare, and policy decisions. Demand for statisticians is also expected to increase in the pharmaceutical industry, as an aging U.S. population will encourage companies to develop new treatments and medical technologies. The *Occupational Outlook Handbook* also states that statisticians typically need at least a master's degree in statistics, mathematics, or another quantitative field.

The most recent Salary Survey of Business, Industry, and Government Statisticians (2015) prepared for the American Statistical Association contains information from 1157

² https://www.uwlax.edu/info/strategic-plan/

³ State of Wisconsin Department of Workforce Development Job Center of Wisconsin. <u>https://jobcenterofwisconsin.com/wisconomy/pub/occupation</u>. Please see Job Projections tab by Occupation, which links to an Excel spreadsheet with the data.

⁴ U.S. Bureau of Labor Statistics <u>https://www.bls.gov/ooh/math/statisticians.htm_Published 10/24/17.</u>

statisticians.⁵ This salary survey shows that for earners on the lower end, statisticians with master's degrees earn \$17,000 more annually than those with a bachelor's degree. Earners on the higher end earn \$50,000 more annually with a master's degree. This survey also breaks down salary according to managerial responsibility, but does not even include those with bachelor's degrees in this section due to the low number of respondents with bachelor's degrees. This shows that managerial responsibilities tend to be assigned to those with higher degrees. Additionally, the U.S. Bureau of Labor Statistics lists statistician among the selected Science, Technology, Engineering, and Mathematics (STEM) occupations in which workers with a master's degree earned a premium over workers with a bachelor's degree.⁶ According to this source, mathematicians, statisticians, and workers in other math-related occupations had a 33% higher wage with a master's degree than did those with a bachelor's degree.

DESCRIPTION OF PROGRAM

General Structure

The proposed M.S. in Applied Statistics degree will be composed of 36 credits, which will include 24 credits of coursework and 12 thesis credits. The expected time to degree is two years for full-time students taking nine credits per semester. This credit structure is modeled after the already existing applied Master of Software Engineering program at UW-La Crosse. The thesis component of the M.S. in Applied Statistics will involve a research experience that will allow students to work first-hand with regional business partners or other programs at UW-La Crosse on a large-scale statistical project. Because the thesis component will address a real-world problem with partners outside the Department of Mathematics and Statistics, it is expected to be larger in scope than a traditional M.S. thesis. The final thesis will include both a written proposal of graduate student research and a thesis defense to a faculty committee.

In anticipation of the addition of this graduate program and in conjunction with the addition of an undergraduate statistics major five years ago, faculty positions with a specialty in statistics have been added over the past several years to the Department of Mathematics and Statistics. Therefore, the new graduate program does not need additional instructional staff until Year 3. The proposed program curriculum includes four required and three elective 500-level courses, three elective 700-level courses and twelve 700-level thesis credits. In the first two years of the program, the 500-level courses will be offered with differential assignments in conjunction with a 400-level companion course, thus eliminating the need for additional faculty to teach those courses. The three new 700-level courses will be offered in three different semesters over a two-year span. The department will adjust faculty workload as needed to staff these new courses. Initially, thesis supervision of students will be covered among the six statistics faculty in the department within their workload. In Year 3, it is anticipated that a full-time tenure-track faculty position will be secured in response to increased need for continuing student thesis supervision.

⁵ 2015 Salary Survey of Business, Industry and Government Statisticians <u>http://www.amstat.org/asa/files/pdfs/YCR-SPAIGsalarysurvey15.pdf</u> Published 10/3/16.

⁶ U.S. Bureau of Labor Statistics Career Outlook <u>https://www.bls.gov/careeroutlook/2015/article/should-i-get-a-masters-degree.htm#STEM</u>

Institutional Program Array

The proposed M.S. in Applied Statistics degree is built to complement the current B.S. in Statistics degree at UW-La Crosse. The B.S. in Statistics degree is already well established at UW-La Crosse, and although it has only existed in name since 2013, the program has existed since 1977 as a Bachelor of Mathematics with an emphasis in Statistics. Students enrolled in the undergraduate statistics program already have a positive impact on various other programs at UW-La Crosse through their involvement with the Statistical Consulting Center (SCC), which is required under the B.S. in Statistics degree as STAT 440: Statistical Consulting. STAT 440 is a one-credit course, repeatable up to three credits, in which students gain field experience as statistical consultants as they offer statistical guidance to the UW-La Crosse community, including students, faculty, and staff, under the supervision of the SCC director. Several departments and programs are served by the SCC each semester. Some of the programs served by the SCC in recent years include, but are not limited to, Biology, Educational Studies, English, Exercise and Sports Science, Library, Management, Psychology, Student Affairs Administration, and Therapeutic Recreation.

By offering the M.S. in Applied Statistics degree, it is anticipated that the overall statistics program at UW-La Crosse, both at the bachelor's and the master's level, will grow. This will allow for more collaboration between the statistics program and other programs utilizing statistics. By leveraging the established network of research and industry clients who are served by the existing SCC, statistics faculty have a readily accessible pool of thesis projects available to potential candidates in the proposed M.S. in Applied Statistics program.

Other Programs in the University of Wisconsin System

UW-Madison offers an M.S. and a Ph.D. in Statistics, including biostatistics and data science options. UW-Milwaukee offers an M.S. in Mathematics with a Statistics option. These programs at UW-Madison and UW-Milwaukee either require Real Analysis as part of the program, or require it as a prerequisite for other courses that must be taken. Real Analysis is often a senior-level, proof-based mathematics course that is not required of most undergraduate statistics programs, but rather of those majoring in mathematics. Before taking Real Analysis, students typically need a course on introduction to proofs, which is also not often part of an undergraduate statistics degree. Two examples of undergraduate programs that do not require introduction to proofs or Real Analysis as part of their curriculum are the B.S. in Statistics (including an Actuarial Science concentration) at UW-La Crosse and the B.S. in Actuarial Science degree at UW-Eau Claire.

The proposed M.S. in Applied Statistics degree at UW-La Crosse will be less theoretical than the existing programs at UW-Milwaukee and UW-Madison, making it desirable to students who come from a statistics undergraduate program or other related areas and who have intentions of entering the workforce after obtaining an M.S. degree, as opposed to pursuing a doctoral degree. UW-Madison also offers an M.S. in Biomedical Data Science degree, but this program is very specialized, with required courses such as Bioinformatics, Medical Image Analysis, and Health Informatics.

The online UW System Master of Science in Data Science program, of which UW-La Crosse is one of the six partner institutions, started in the Fall 2015 semester. Because the M.S.

in Data Science program includes a focus on computer science and business, in addition to statistics, it does not have the same statistical focus as the proposed M.S. in Applied Statistics degree. Additionally, the online M.S. in Data Science program targets working adults rather than the traditional college student, meaning the target audiences for the two degrees are very different. Thus, the proposed M.S. in Applied Statistics degree at UW-La Crosse will be well positioned to serve Wisconsin by providing advanced education for individuals interested in a career as an applied statistician.

Diversity

The faculty of the Department of Mathematics and Statistics are diverse in age, gender, and ethnicity and actively work to promote student diversity through involvement in UW-La Crosse programs. UW-La Crosse has several programs designed to support diverse students in the STEM fields, including FYRE (First Year Research Exposure), WiscAMP (Wisconsin Alliance for Minority Participation), and a McNair Scholars program. While these programs are not graduate-specific, they illustrate the commitment of UW-La Crosse to Inclusive Excellence in preparing diverse and underserved students for admission to graduate study. Of particular note is the McNair program, which aims to prepare low-income, first-generation undergraduate students for graduate school. Furthermore, the FYRE program provides first-year underrepresented students of color exposure to the wide variety of majors and careers within the STEM fields. Day-long exploratory research experiences in several STEM disciplines, extensive information regarding graduate programs, and active participation in an undergraduate research symposium are cornerstones of the program.

The proposed M.S. in Applied Statistics degree is well suited to expose students to a broad range of social justice issues as explored through data analysis. By purposefully embedding case studies and data sets related to social justice throughout the curriculum, students will be engaged in diverse perspectives and with populations different from themselves.

UW-La Crosse's current strategic plan includes a pillar of "Achieving Excellence through Equity and Diversity." As part of this pillar, the Equity Liaison Initiative has been developed. This is a strategic, institution-wide effort to engage and support members of all departments and units in identifying and measuring equity gaps in the rates of access, retention, and achievement for people of all demographic groups (including but not limited to race, gender, and disability), and implementing evidence-based strategies to remedy equity and inclusion issues in educational and work environments. The Department of Mathematics and Statistics currently has a faculty member serving as an equity liaison. This individual is responsible for identifying equity issues in the department, determining appropriate strategies and resources to address any issues, and serving as an advocate for these efforts within the department.

Student Learning Outcomes and Program Objectives

The objectives of the program are to prepare students for employment as an applied statistician in government, industrial, commercial or private sectors, or for entrance into a doctoral program in statistics, biostatistics, environmental statistics, or other programs that make heavy use of statistics.

Upon completion of the M.S. in Applied Statistics degree, students will:

- 1. Master appropriate statistical methods for a variety of data analysis situations;
- 2. Conduct the computational aspects for a variety of statistical procedures using statistical software, including packaged functions, data manipulation and management, and simulation;
- 3. Effectively communicate statistical analyses orally and in writing;
- 4. Explain probability and distribution theory and how it relates to the construction of statistical inference procedures like confidence intervals and hypothesis tests;
- 5. Use problem recognition, formulation, and modeling to develop and complete a sound research product in an ethical manner.

Assessment of Objectives

Student learning outcomes for the program will be assessed on a three-year cycle. The main assessment activities include:

- 1. Strategically placed assessment tasks, such as specific exam questions, that assess student knowledge in statistical methods, computation, and probability and distribution theory.
- 2. A thesis that includes a written proposal of graduate student research and a thesis defense to a faculty committee. These two measures assess students' basic statistical knowledge, written and oral communication skills, understanding of primary literature in their areas of study, and the ability to analyze, interpret, and report the results of their research.
- 3. Exit feedback interviews upon completion of the degree that serve as an indirect assessment measure of the program.
- 4. An alumni survey conducted after graduation that will provide indirect assessment into preparation for employment or further graduate studies.

Information gathered from these assessment activities will be compiled to evaluate the program. Information will be shared with members of the Department of Mathematics and Statistics at the end of the spring semester each year, and improvements based on assessment results will be subsequently implemented. Assessment information will also be shared with the College of Science and Health and the Office of the Provost.

Program Curriculum

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The M.S. in Applied Statistics program curriculum is comprised of 36 credits. Students entering the M.S. in Applied Statistics program must have a Bachelor of Science or a Bachelor of Arts degree from an accredited institution and must have taken at least three semesters of calculus and at least one semester of a calculus-based probability and statistics course. The curriculum is as follows:

M.S. in Applied Statistics Curriculum^{a,b}

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1.4

Required Courses (24 creans)	
STAT 541: Mathematical Statistics I	3 credits
STAT 542: Mathematical Statistics II	3 credits
STAT 545: Correlation and Regression Analysis	3 credits
STAT 546: Analysis of Variance and Design of Experiments	3 credits
STAT 799: Master's Thesis	12 credits
Elective Courses (12 credits, with at least 6 credits from the 700-level)

STAT 543: Categorical Data Analysis3 creditsSTAT 547: Nonparametric Statistics3 creditsSTAT 549: Multivariate Statistics3 creditsSTAT 762: Bayesian Statistics3 creditsSTAT 764: Data Mining3 creditsSTAT 766: Biostatistics3 credits

Total

36 credits

- ^a At least half of the minimum credits must be in 700-level (graduate only) courses.
- ^b 500-level courses are sometimes offered in conjunction with a 400-level companion course; however, students enrolled in the 500-level course have unique higher-level objectives and assignments, such as independent projects, appropriate to graduate-level student learning outcomes.

Projected Time to Degree

The projected time to degree is two years for full-time students enrolled in at least nine credits per semester, and three to five years for part-time students.

Institutional Review

The first internal review of the M.S. in Applied Statistics program will occur five years after program implementation. Thereafter, the program will be reviewed, along with the other programs in the Department of Mathematics and Statistics, on a seven-year cycle. These internal reviews include reviews by external consultants, the Dean of the College of Science and Health, the UW-La Crosse Graduate Program Review Committee, the UW-La Crosse Graduate Director, the Faculty Senate, and the Provost. Evaluations of program curriculum, assessment of student learning, degree of program success, new initiatives, personnel, and program support are all included in these reviews. Based on the reviews, recommendations will be generated to facilitate continuous program improvement.

Accreditation

No accreditation is required for the proposed M.S. in Applied Statistics degree. UW-La Crosse is accredited by the Higher Learning Commission (HLC), and thus the Applied Statistics program will be reviewed by HLC evaluators on a routine basis, as part of the HLC Reaffirmation of Accreditation Process.

	University of Wisconsin -	La Crosse				
	Cost and Revenue Projections For Newly Proposed	Program: M.S	6. in Applied	Statistics		
	Items			Projections		
		2018	2019	2020	2021	2022
		Year 1	Year 2	Year 3	Year 4	Year 5
Ι	Enrollment (New Student) Headcount	5	7	10	12	1
	Enrollment (Continuing Student) Headcount	0	5	7	9	1
	Enrollment (New Student) FTE	5	7	10	12	1
	Enrollment (Continuing Student) FTE	0	5	7	9	1
				-	-	
Π	Total New Credit Hours (# new sections x credits per section)	12	15	0	0	
	Existing Credit Hours	9	18	33	33	3
TTT	FTE of New Feeulty/Instructional Staff	0	0	1.0	1.0	1
111	FIE of New Faculty/Instructional Staff	1.0	1.0	1.0	1.0	1.
	FIE OF CUFFEIL FAC/IAS	1.0	1.0	1.0	1.0	1.
	F LE OI New Admin Stall	0 02	0 02	0.02	0.02	0.0
	F LE Current Admin Stall	0.03	0.03	0.03	0.03	0.0
IV	New Revenues					
1,	From Tuition	\$42 834	\$102 801	\$145 635	\$179 902	\$197.03
	From Faces	\$0	\$102,001 \$0	\$0	\$0	\$177,05 \$
	Program Revenue Grants	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	¢
	Program Payanua Other	\$0 \$0	\$0 \$0	0# 0#	00 \$0	φ Φ
	Program Revenue - Other	\$0 \$0	\$0 \$0	\$0 \$0	50 \$0	ን ድ
	Reallocation	\$U	φ102 901	\$U \$145.625	\$U \$170.000	ቅ 107 02
X 7	l otal New Revenue	\$42,834	\$102,801	\$145,635	\$179,902	\$197,033
v	New Expenses					
	Salaries plus Fringes	¢0.	¢O	¢02 710	¢04.574	¢06.46
	Facuty/Instructional Staff	\$0 \$0	\$U ¢0	\$92,719	\$94,574	\$90,40 ¢
	Other Staff	\$0	\$0	\$0	\$0	\$
	Other Expenses	\$ 0	¢0	# 0	# 0	<i>ф</i>
	Facilities	\$0	\$0 \$	\$0	\$0	\$
	Equipment	\$645	\$645	\$645	\$645	\$64
	Other:	\$2,317	\$2,317	\$2,317	\$2,317	\$2,31
	Total Expenses	\$2,962	\$2,962	\$95,681	\$97,536	\$99,42
X 7 T	N-4 Decore	¢20.072	¢00.020	¢ 40.052	¢00.266	¢07.60
V1	Net kevenue	\$39,872	\$99,839	\$49,953	\$82,366	\$97,60
	Normative: Explanation of the Numbers and Other Organiz Com	mitmonts that	will Donofi	the Droper	od Drogrom	
	See assemble Pudget nemetive for additional details	muments that	. will belieff	the Fropos	eu r rogram	
	See accompanying Budget narrative for additional details					
<i>i</i> - N	umber of students enrolled					
b - To	o be based on 12 credits at the undergraduate level and 7 credits at the graduate level					
- N	umber of faculty/instructional staff providing significant teaching and advising for the progra	um				
<i>l</i> - N	umber of other staff providing significant services for the program					
Prov	vost's Signature:		Date:			
	Token M			11/17	/2017	
	200000			11/1/	/ 2017	

UNIVERSITY OF WISCONSIN – LA CROSSE COST AND REVENUE PROJECTIONS NARRATIVE MASTER OF SCIENCE IN APPLIED STATISTICS

The proposed Master of Science (M.S.) in Applied Statistics will complement the Bachelor of Science (B.S.) in Statistics that was established at the University of Wisconsin (UW)-La Crosse in 2013. The new program will be comprised of 36 credits, which will include 24 credits of graduate level coursework and 12 thesis credits. Six of the current Department of Mathematics and Statistics faculty will be involved in the program on an ongoing basis. No additional faculty or staff hires will be required until Year 3.

Section I – Enrollment

All anticipated enrollments are classified as new student headcount as the graduate program does not currently exist. The enrollment projections are based on students enrolling full-time for two years and include increases in new student enrollment each year until stabilizing at 13 students at Year 5. Enrollment retention is estimated to be 91% over the five-year period, similar to other master-level programs at UW-La Crosse.

Section II – Credit Hours

Credit-hour projections are based on students enrolling full-time for two years and taking nine credit hours per student per semester. In Year 1, UW-La Crosse anticipates five students enrolling within the program. Three existing 3-credit courses will be offered for a total of nine credit hours, along with four new 3-credit courses for a total of 12 credit hours. Of the four new courses, two are 500-level courses that will be offered, with differential higher-level assignments appropriate to graduate-level student learning outcomes, in conjunction with a 400-level companion course. This will eliminate the need for additional faculty to teach those courses. Existing faculty within the Department of Mathematics and Statistics will staff the remaining two new graduate-level courses through redistribution of workload.

In Year 2, UW-La Crosse anticipates seven new students enrolling within the program, along with five continuing students. Six existing 3-credit courses will be offered for a total of 18 credit hours, along with one new 3-credit course and 12 new credit hours of thesis supervision. Existing faculty within the Department of Mathematics and Statistics will staff the one new graduate-level course through redistribution of workload. The thesis supervision for the five continuing students will be covered among the six statistics faculty in the department within their workload.

In Years 3-5, UW-La Crosse anticipates between 10-13 new students enrolling within the program each year, along with 7-10 continuing students. Seven existing 3-credit courses will be offered each year for a total of 21 credit hours, along with 12 credit hours of thesis supervision for the continuing students. Due to the increase in thesis supervision for the continuing students, in Year 3 it is anticipated that a 1.0 FTE (full-time equivalent) tenure-track faculty position will be secured.

Section III – Faculty and Staff Appointments

In anticipation of the addition of this graduate program and in conjunction with the addition of an undergraduate statistics major five years ago, faculty positions with a specialty in statistics have been added over the past several years to the Department of Mathematics and Statistics. Therefore, the new graduate program does not need additional instructional FTE until Year 3.

In Years 1 and 2, the two new 500-level courses will be offered with differential assignments in conjunction with a 400-level companion course, thus eliminating the need for additional faculty to teach those courses. Furthermore, the department will adjust faculty workload as needed to staff the three new 700-level courses. Thesis supervision of students will be covered among the six statistics faculty in the department within their workload. In Year 3, it is anticipated that a 1.0 FTE tenure-track faculty position will be added in response to increased need for continuing student thesis supervision. There is also sufficient administrative support within this existing large department to absorb the additional administration needs.

Section IV – Program Revenues

Tuition revenue assumes that all students will be participating in the program on a full-time basis; therefore, the revenue calculation multiples the in-state annual institutional graduate tuition rate of \$8,566.74 by the total student FTE (new and continuing). The five-year projection assumes no change in tuition. There are no special course fees or technology fees related to this program. Since this is an on-campus program, students will incur segregated fees, but those have been excluded from the tuition revenue since those fees will ultimately go towards supporting traditional student services and/or activities.

Section V – Program Expenses

In Years 1 and 2, all of the courses required to support the program will be provided by existing faculty, and administrative support will be provided by current staff. With the anticipated level of enrollment starting in Year 3, the program would consider securing one additional tenure-track faculty member. The personnel expense related to that position is calculated based on the average salary of current faculty with a 2% annual salary increase applied, and a 48% fringe rate. The fringe rate is based on a current campus average for the faculty classification. Equipment and other expenses reflect 28.67% of current overall department expenses, and of that number, 10% will be allocated to graduate program expenses and 90% allocated to undergraduate program expenses.

UNIVERSITY of WISCONSIN LACROSSE

August 28, 2017

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 University of Wisconsin-La Crosse's proposed Masters of Science in Applied Statistics. The M.S. degree in Applied Statistics is built to complement the current B.S. degree in Statistics at UW-La Crosse. Over the years, the UW-La Crosse statistics group has become a cohesive body of researchers and educators, with many collaborative projects with regional business partners leading to research contributions in statistics. These research collaborations enhance UW-La Crosse's current strategic plan. One pillar of the strategic plan is Increasing Community Engagement, which includes a goal to "create and promote increased opportunities for students' community engagement that are academically grounded." The Department of Mathematics & Statistics already has external connections in the community, including relationships with Gundersen Health System and Fastenal. Partnering our M.S. students with entities in the community to work on research will positively expand our university's community connections and engagement.

There is university-wide support for the M.S. in Applied Statistics. The program has received approval by the Department of Mathematics & Statistics, the College of Science and Health, the University Curriculum and Academic Planning committees of the Faculty Senate, and the Chancellor. UW-La Crosse has the necessary financial and human resources in place to implement and sustain the program in the form of a well-established Mathematics & Statistics Department consisting of strong faculty with a long history of improving and refining the curriculum. Any additional faculty needed to support the program will be secured through internal reallocation.

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

Thank you for your consideration.

Sincerely,

Betsy Morgan UW-La Crosse Provost and Vice Chancellor for Academic Affairs

OFFICE OF THE PROVOST and VICE CHANCELLOR FOR ACADEMIC AFFAIRS 227 Graff Main Hall 1725 State St. | La Crosse, WI 54601 USA phone 608.785.8042 fax 608.785.8046 www.uwlax.edu

Surround yourself with UW-La Crosse

Program Authorization (Implementation) Bachelor of Arts in Animation UW-Milwaukee

EDUCATION COMMITTEE

Resolution I.1.e.:

That, upon the recommendation of the Chancellor of UW-Milwaukee and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Arts in Animation.

NEW PROGRAM AUTHORIZATION BACHELOR OF ARTS IN ANIMATION UNIVERSITY OF WISCONSIN-MILWAUKEE

EXECUTIVE SUMMARY

BACKGROUND

The University of Wisconsin-Milwaukee submits this request to establish a Bachelor of Arts in Animation. This proposal is presented in accord with the procedures outlined in Academic Planning and Program Review (SYS 102, revised July 2016, available at https://www.wisconsin.edu/program-planning/).

REQUESTED ACTION

Adoption of Resolution I.1.e., authorizing the implementation of the Bachelor of Arts degree in Animation proposed by the University of Wisconsin-Milwaukee.

DISCUSSION

Program Description. The UW-Milwaukee proposes to establish a Bachelor of Arts in Animation (B.A. in Animation). This program will provide students with undergraduate training to meet the demand for creative media professionals, such as multimedia artist and animators, in the moving image production industry. Further, the program builds upon the infrastructure, reputation and direction of the Department of Film, Video, Animation and New Genres and the Peck School of the Arts. Internationally recognized as a top 25 film program, the department seeks to educate the complete artist, the individual who is skilled creatively and conceptually, as well as technically. This guiding principle, as applied to the B.A. in Animation, will contribute to the regional pool of talented artists who possess a full range of skills. Thus, program graduates will be prepared to secure positions such as stop-motion animators, flash animators, animation lighting artists, storyboard artists, and compositing artists.

Mission. The proposed B.A. in Animation will advance the following goals contained within the UW-Milwaukee <u>Select Mission Statement</u>: "(a) To develop and maintain high quality undergraduate, graduate and continuing education programs appropriate to a major urban doctoral university; (b) To attract highly qualified students who demonstrate the potential for intellectual development, innovation, and leadership for their communities; (c) To further academic and professional opportunities at all levels for women, minority, part-time, and financially or educationally disadvantaged students; (d) To establish and maintain productive relationships with appropriate public and private organizations at the local, regional, state, national, and international levels; (e) To promote public service and research efforts directed toward meeting the social, economic and cultural needs of the state of Wisconsin and its metropolitan areas; (f) To provide educational leadership in meeting future social, cultural, and

technological challenges."

Specifically, it is expected that creation of this B.A. in Animation program will have the following impacts:

- Provide a well-rounded undergraduate education in the advanced study and training of animation;
- Serve as a potential source of creative and technically skilled professionals for the growing Wisconsin economy in animation, film and media production;
- Prepare students for professional work in a variety of business, educational, community and non-profit settings, and graduate work in creative and professional programs;
- Provide an opportunity for regional high school and technical college students to access educational and professional opportunities through the completion of a Bachelor of Arts degree.

Student Demand. Steady enrollment in current animation classes and increasing internal and external demand provide strong evidence for the need for this program. The Department of Film, Video, Animation and New Genres has offered courses in animation since its inception in 1974. Prompted by rising student demand over the past 10 years, the number of courses and staff members in Animation has grown to 16 individual topic courses and 3 instructors (1.5 FTE). The 2-year A.A.S. in Animation program at Milwaukee Area Technical College (MATC) is fully enrolled and graduates 30-40 students each year. Academic advisors and recruiters note that Animation is frequently requested by current and prospective students, and thus, it is anticipated that 13-18 students would seek to enter the UW-Milwaukee B.A. in Animation each year. The visibility gained by the stand-alone B.A. in Animation is expected to further increase enrollment in the program.

Market Demand. Preliminary findings from the 2016-17 economic survey, *Greater Milwaukee Film Industry* (published on November 9, 2017), reveal that the regional film and media production sector expanded by 10% between 2010 and 2015, twice the 5% growth of the overall economy. The same study connects 14,600 jobs to the seven-county regional film industry, roughly the same size as the region's Professional Services industry and nearly five times larger than the size of the region's Beverage Manufacturing and Distribution Industries.

The U.S. Department of Labor projects a faster than average job outlook for animators and multimedia artists with a growth rate of 10% in the 2016-26 period with 2016 median pay at \$65,300 per year.¹ The Wisconsin Department of Workforce Development projects a state job growth of 6% from 2014-24 for the same category.²

At the March 28, 2017 meeting of the MATC Animation Advisory Committee, industry representatives expressed a strong interest in hiring well-rounded artists who demonstrate not only technical dexterity but also abilities in critical thinking and creative conceptualization. The regional creative economy will continue to grow when fueled by artists who are ready to fully contribute to industry and are rich with ideas, confident in their expression, experienced in

¹ https://www.bls.gov/ooh/arts-and-design/multimedia-artists-and-animators.htm

² Query for animators category at https://www.jobcenterofwisconsin.com/wisconomy/query

collaboration and technically skilled. These are all educational goals that guide the B.A. in Animation.

Credit Load and Tuition. The B.A. in Animation will be comprised of 120 credits, of which 57 will be credits in the academic program, and will include 45 credits of required courses, including a capstone sequence, and 12 credits of advanced electives in Animation. Standard undergraduate tuition rates will apply for enrolled students. For the spring 2018 semester, the residential tuition and segregated fees total \$4,782.66 per semester based on full-time undergraduate enrollment (15 credits per semester). Of this amount, the sum of \$4,045.56 is attributable to tuition and \$737.10 is attributable to segregated fees. Peck School of the Arts students also pay a differential tuition at the rate of \$21.80 per credit, or \$65.40 per 3-credit course. Students taking online courses pay an additional \$275 special course fee per three-credit online course.

Program Funding and Management. Current instructional academic staff appointments are sufficient to teach existing and new course sections, but some ad hoc instructional academic staff may be needed in years one and two to backfill permanent positions. In year one, four part-time animation instructional staff (1.5 FTE) will provide instruction in the new courses. Beginning in year two, 0.25 FTE will be reassigned each year to maintain instructional capacity given enrollment growth. It is anticipated that one new faculty FTE appointment will be needed by year three of the program. Beginning in the first year, 0.35 FTE current staff will provide administrative support, and the FTE attributable to the coordinator will increase by 0.25 FTE in year three.

RELATED REGENT AND UW SYSTEM POLICIES

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

UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting.

REQUEST FOR AUTHORIZATION TO IMPLEMENT A BACHELOR OF ARTS IN ANIMATION AT UW-MILWAUKEE PREPARED BY UW-MILWAUKEE

ABSTRACT

The University of Wisconsin-Milwaukee (UWM) proposes to establish a Bachelor of Arts in Animation (B.A. in Animation). The development of the program responds to the growing state and local need for fully skilled animation artists. The proposed program will provide students with undergraduate training to meet the demand for creative media professionals, such as multimedia artist and animators, in the moving image production industry. The B.A. in Animation will be comprised of 120 credits, of which 57 will be credits in the academic program and will include 45 credits of required courses, including a capstone sequence, and 12 credits of advanced electives in Animation.

PROGRAM IDENTIFICATION

Institution Name University of Wisconsin-Milwaukee

Title of Proposed Program Animation

Degree/Major Designation Bachelor of Arts

Mode of Delivery

Single institution offered onsite, face-to-face, with several electives available online.

Projected Enrollment by Year Five

Table 1 represents headcount enrollment and graduation projections for new students entering the program over the next five years, Academic Years 2018-2022. This proposed program will not overlap with any existing curricula, and a current concentration in Animation is not available to students within another degree program. Therefore, all enrollments are anticipated to be new students. Projections reflect anticipated attrition rates that are equitable to those in similar programs. By the end of year five, it is expected 50 students will be enrolled annually in the program and 34 students will have graduated from the program. These figures include students who will transfer into the program with an Associate in Applied Science (A.A.S.) in Animation from Milwaukee Area Technical College through an articulation agreement, as well as students entering UW-Milwaukee as new freshmen.

J					
	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	10	13	16	19	20
Continuing Students	0	9	15	23	30
Total Enrollment	10	22	31	42	50
Graduating	0	5	6	10	13

Table 1: Five-Year Projected Student Enrollments and Graduates (Headcount)

Tuition Structure

Standard undergraduate tuition rates will apply to students enrolled in the Bachelor of Arts in Animation program. For the spring 2018 semester, the residential tuition and segregated fees total \$4,782.66 per semester based on full-time undergraduate enrollment (15 credits per semester). Of this amount, the sum of \$4,045.56 is attributable to tuition and \$737.10 is attributable to segregated fees.

Peck School of the Arts students also pay a differential tuition at the rate of \$21.80 per credit, or \$65.40 per 3-credit course. Students taking online courses pay an additional \$275 special course fee per three-credit online course.

Department or Functional Equivalent

The program will be housed in the Peck School of the Arts (PSOA), Department of Film, Video, Animation and New Genres.

Proposed Date of Implementation

Spring 2018

INTRODUCTION

Rationale and Relation to Mission

The proposed B.A. in Animation will advance the following goals contained within the University of Wisconsin-Milwaukee <u>Select Mission Statement</u>: "(a) To develop and maintain high quality undergraduate, graduate and continuing education programs appropriate to a major urban doctoral university; (b) To attract highly qualified students who demonstrate the potential for intellectual development, innovation, and leadership for their communities; (c) To further academic and professional opportunities at all levels for women, minority, part-time, and financially or educationally disadvantaged students; (d) To establish and maintain productive relationships with appropriate public and private organizations at the local, regional, state, national, and international levels; (e) To promote public service and research efforts directed toward meeting the social, economic and cultural needs of the state of Wisconsin and its metropolitan areas; (f) To provide educational leadership in meeting future social, cultural, and technological challenges."

Specifically, it is expected that creation of this B.A. in Animation program will have the following impacts:

- Provide a well-rounded undergraduate education in the advanced study and training of animation.
- Serve as a potential source of creative and technically skilled professionals for the growing Wisconsin economy in animation, film and media production.
- Prepare students for professional work in a variety of business, educational, community and non-profit settings, and graduate work in creative and professional programs.
- Provide an opportunity for regional high school and technical college students to access educational and professional opportunities through the completion of a Bachelor of Arts degree.

Further, the B.A. in Animation program builds upon the infrastructure, reputation and direction of the Department of Film, Video, Animation and New Genres and the Peck School of the Arts and provides concentrated study in a growing creative and technical field. Internationally recognized as a top 25 film program, the department seeks to educate the complete artist, i.e., the individual who is skilled creatively and conceptually, as well as technically. This guiding principle, as applied to the B.A. in Animation, will contribute to the regional pool of talented artists who possess a full range of skills.

Need as Suggested by Current Student Demand

The Department of Film, Video, Animation and New Genres has offered courses in animation since its inception in 1974. Prompted by rising student demand over the past ten years, the number of courses and staff members in Animation has grown to 16 individual topic courses and 3 instructors (1.5 FTE). The department currently offers 6 sections of Animation classes each semester. Film 232, Introduction to Animation, normally exceeds its enrollment ceiling, and an additional section was added for fall 2017. Academic advisors and recruiters note that Animation is frequently requested by current and prospective students. Because of student interest in Animation, the Department of Film, Video, Animation and New Genres doubled the number of available class sections in Film 232, Introduction to Animation, for Fall Semester 2017. Steady enrollment in current animation classes and increasing internal and external demand provides strong evidence for the need for this program. The visibility gained by the stand-alone B.A. in Animation is expected to further increase enrollment in the program.

The two-year A.A.S. in Animation program at MATC is fully enrolled and graduates 30-40 students each year. Students regularly inquire about entering UWM after graduation, and it is anticipated that 13-18 students would seek to enter the UWM's B.A. in Animation each year.

Need as Suggested by Market Demand

Graduates of the proposed B.A. in Animation will be prepared to secure positions as animators and multimedia artists in the moving image production industry. Examples of positions include but are not limited to stop-motion animators, flash animators, animation lighting artists, storyboard artists, and compositing artists. Preliminary findings from the 2016-17 economic survey, *Greater Milwaukee Film Industry* (published on November 9, 2017), reveal that the regional film and media production sector expanded by 10% between 2010 and 2015, twice the 5% growth of the overall economy. The same study connects 14,600 jobs to the sevencounty regional film industry, roughly the same size as the region's Professional Services industry and nearly 5 times larger than the size of the region's Beverage Manufacturing and Distribution Industries.

The U.S. Department of Labor projects a faster than average job outlook for animators and multimedia artists with a growth rate of 10% in the 2016-26 period, with 2016 median pay at \$65,300 per year.¹ The Wisconsin Department of Workforce Development projects a state job growth of 6% from 2014-24 decade for the same category.²

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² Query for animators category at https://www.jobcenterofwisconsin.com/wisconomy/query

At the March 28, 2017 meeting of the MATC Animation Advisory Committee, industry representatives expressed a strong interest in hiring well-rounded artists who demonstrate not only technical dexterity but also abilities in critical thinking and creative conceptualization. The regional creative economy will continue to grow when fueled by artists who are ready to fully contribute to industry and are rich with ideas, confident in their expression, experienced in collaboration, and technically skilled. These are all educational goals that guide the B.A. in Animation.

DESCRIPTION OF PROGRAM

General Structure

The B.A. in Animation will be comprised of 120 total credits. The program requires students to complete 57 undergraduate credits in the academic discipline that will include 45 credits of core, required courses (including a 9-credit capstone course sequence) and 12 credits of Animation electives.

Institutional Program Array

The proposed program fits well with the array of existing baccalaureate programs within the Peck School of the Arts, without overlapping existing curricula. The Department of Film, Video, Animation and New Genres offers a Bachelor of Fine Arts (B.F.A.) with a single track, directed primarily on live-action motion picture production. Students have the option of enrolling in Animation electives, but do not have a concentrated course of study in the field, as provided by the B.A. in Animation.

Other Programs in the University of Wisconsin System

Within the UW System, UW-Stout offers a B.F.A. in Entertainment Design with a concentration in Animation, Comics and Sequential Art or Digital Cinema. The proposed UW-Milwaukee B.A. in Animation will differ in that it will be the first freestanding major program within the UW System, and the first to include a focus on the moving image production industry. The unique nature of the program includes:

- A second undergraduate degree program for students majoring in film production, allowing for more flexibility in course selection and degree design.
- A formal articulation partnership with Milwaukee Area Technical College (MATC), which will provide MATC graduates with an A.A.S. in Animation to complete the program in two years, and allow UWM Film and Animation majors access to MATC Animation classes and facilities, including Milwaukee Public Television.
- Location in the largest metropolitan area in Wisconsin.
- Potential for student internships with area studios and corporations.
- Potential job market for graduates in a large metropolitan area with a growing creative economy.

Collaborative Nature of the Program

The proposed B.A. in Animation will provide new opportunities for students at UW-Milwaukee and MATC by creating a formal collaboration with MATC. Once established, in addition to the articulation agreement described above, it is anticipated that UWM may offer classes at MATC using MATC facilities and UWM instructors.

Diversity

The B.A. in Animation program seeks to prepare students for a world economy by including topics covering some of the socioeconomic, cultural and political factors that impact the experience of the audience, the production and distribution processes, and the available technological infrastructure in both core and some elective courses. Because of UW-Milwaukee's urban setting and relationship to both MATC and the Milwaukee Public Schools, Animation students will have the opportunity to engage in learning opportunities with traditional filmmakers, web content creators, and advertising agency content developers. The rich diversity found in the partnership with the Milwaukee's Filmmaker Alliance will provide students with experiences with artists with a wide-range of ethnic backgrounds and professional practice perspectives. As well, the program seeks to prepare students to work in a wide variety of settings in the state, the nation and the world.

The collaborative relationship between UW-Milwaukee and MATC will support recruitment of underrepresented student populations, thus supporting transfer equity. The alignment of the UW-Milwaukee and MATC curricula will support successful and seamless transition into academic work at UW-Milwaukee.

Student Learning Outcomes/Program Objective

Graduates of this program will be able to:

- 1. Apply knowledge of artistic principles, conventions, methods, and practices through the creation and production of animated works of art;
- 2. Utilize the core concepts, capabilities, and tools of animation technology;
- 3. Apply critical and creative thinking skills in a variety of contexts;
- 4. Identify ways in which animation can be utilized in both creative and practical contexts;
- 5. Assure high quality production values in the work that they create;
- 6. Demonstrate the ability to communicate effectively, produce projects individually and collaboratively, engage fully in the entire production process, from concept to distribution.

Assessment of Objectives

Outcomes and objectives will be assessed on a semester, annual and 10-year basis. Portfolios of students enrolled in the four-year program will be reviewed and assessed upon their completion of the foundation classes. This formal process will be conducted by multiple members of the faculty, and includes screening class projects, reviewing transcripts and discussing a student's participation in classes and the program. The goal of the foundation review will be to determine the preparedness of each student for success at the advanced level. A byproduct of this process will be an evaluation of the curriculum and its effectiveness to deliver the skills needed in each class. In addition to attending regularly scheduled department meetings during the academic year, Animation instructors will meet annually to review student performance, the course array, the Animation curriculum, as well as issues relating to resources.

Additionally, UW-Milwaukee will continue its membership on the Animation Advisory Committee at MATC, which meets twice a year and includes a large contingent of the regional Animation industry. Student input will be considered through the semester course evaluation process, as well as via the annual survey conducted through the PSOA Black and Gold Committee. The information from all sources will be evaluated, and the results will be used as input to a continuous improvement process of the B.A. in Animation.

Program Curriculum

The B.A. in Animation is a 120-credit degree that includes 45 credits of university requirements, 18 credits of general electives and 57 credits in Animation and Filmmaking. University requirements include 6 credits GER-Humanities; 6 credits GER-Social Science; 6 credits GER-Natural Science (including a 3-credit lab course); 3 credits Cultural Diversity; 6 credits Oral and Written Communications-A and B; 6 credits Qualitative Literacy-A and B; 12 credits from at least 3 different departments in the Peck School of the Arts, outside of Film. (Non-Animation/Film) elective credits. Eighteen (18) credits of general electives may be taken from any university discipline, including Animation and Filmmaking.

Animation and Filmmaking requirements: 57 credits total, consisting of 45 credits of core requirements and 12 credits of Animation electives.

Animation Core Requirements (45 credits)

٠	Film 114 Film and Experience	3 cr.
•	Film 116 Listening and Recording	3 cr.
•	Film 117 Filmmaking Technologies and Techniques	3 cr.
•	Film 118 Sound and Image	3 cr.
•	Film 201 Introduction to Experimental Media Arts	3 cr.
•	Film 222 Intro to Digital Filmmaking	3 cr.
٠	Film 231 Concept Development for Film Practice	3 cr.
•	Film 232 Animation I	3 cr.
•	Film 380 Stop-Motion Animation	3 cr.
٠	Film 380 Experimental Animation	3 cr.
•	Film 420 The Business of Animation	3 cr.
•	Film 460 Advanced Animation Studio	3 cr.
•	Film 509 Senior Project I	3 cr.
•	Film 510 Senior Project II	6 cr.

Animation Electives (choose 12 credits from the following elective courses)

•	Film 341 The Animated Short	3 cr.
•	Film 341 Cartoons, Animation & Graphic Novel	3 cr.
•	Film 341 Miyazaki Shorts and Features	3 cr.
•	Film 380 Puppetry	3 cr.
•	Film 380 Interactive Animation	3 cr.
•	Film 380 Character Design & Animation	3 cr.
•	Film 380 Quick Sketch for Animation	3 cr.
•	Film 420 The Animation Production Process	3 cr.
•	Film 420 Visual Effects	3 cr.
•	Film 460 Advanced Visual Effects	3 cr.

Additional Elective (satisfies UWM Cultural Diversity requirement)

• Film 150 Multicultural America 3 cr.

Admission

For admission to the B.A. in Animation program, students must meet the general requirements of UW-Milwaukee including a high school degree with 4 credits in English, 3 credits in mathematics, 3 credits in natural science, 3 credits in history/social science, 2 credits in college preparatory electives and 2 credits in other electives. Performance on ACT/SAT tests is considered, as are two written applicant statements. Students must also apply for and pass the Foundation Review, upon completion of the 24 Foundation requirements in the program.

Applicants entering the program with an A.A.S. degree in Animation from MATC will be granted admission at the third-year level.

Projected Time to Degree

Students taking five courses per semester will complete the requirements in eight semesters. Students entering the degree program with an A.A.S. in Animation from MATC, taking five courses per semester, will be able to complete the program in four semesters. It is also anticipated that some will enroll as part-time students.

Institutional Review

The program will undergo the standard UW-Milwaukee undergraduate program review process.³ The initial review will be conducted in year five based on a self-study document following established guidelines. After the initial review, the normal program review cycle will be 10 years, unless the Academic Program and Curriculum Committee requires more frequent reviews.

Accreditation

This program does not require specialized accreditation. It will be reviewed as part of the campus accreditation process by the Higher Learning Commission.

³ UWM Academic Program and Curriculum Committee, *Audit and Review of Undergraduate Programs*, (accessed at http://uwm.edu/secu/wp-content/uploads/sites/122/2014/07/Audit-Review-Guide.pdf)

	University of Wisconsin - [M Cost and Devenue Projections For Newly Propos	[ilwaukee]	 2m - Anim	ation B A		
	Cost and Revenue Projections For Newly Proposed Program - Animation D.A.					
	IUIIS	2018	2019	2020	2021	2022
		Year 1	Year 2	Year 3	Year 4	Year 5
T	Enrollment (New Student) Headcount	10	13	16	19	20
-	Enrollment (Continuing Student) Headcount	0	9	15	23	30
	Enrollment (New Student) FTE	8	10.4	12.8	15.2	16
	Enrollment (Continuing Student) FTE	0	72	12	18.4	24
	Enronment (Continuing Statent) 112					
	Total New Credit Hours		*******	************		
П	(4 new sections x 3 credits per section) x FTE	96	211.2	297.6	403.2	480
~~	Existing Credit Hours (cur. 6 sections/semester. 15 students/section)	540	540	540	540	540
	7					
III	FTE of New Faculty/Instructional Staff	1	1	1	1	1
	FTE of Current Fac/IAS	0.5	0.75	1.25	1.25	1.25
	FTE of New Admin Staff					
	FTE Current Admin Staff (.25 coordinator1 tech support)	0.35	0.35	0.35	0.6	0.6
IV	New Revenues					
	From Tuition (total student FTE x tuition cost 8091.12)	\$64,729	\$142,404	\$200,660	\$271,862	\$323,645
	Program Revenue - Grants					
	Program Revenue - Other (PSOA differential tuition \$21.80/cr)	\$2,093	\$4,604	\$6,488	\$8,790	\$10,464
	Reallocation of tuition (Campus 20%)	-\$12,946	-\$28,481	-\$40,132	-\$54,372	-\$64,729
	Total New Revenue	\$53,876	\$118,527	\$167,016	\$226,279	\$269,380
v	New Expenses (plus existing costs to be shifted to new program)					
	Salaries plus Fringes (40%)					
	Faculty/Instructional Staff	\$50,400	\$50,400	\$134,400	\$134,400	\$134,400
	Other Staff (Coordinator, technical support)	\$0	\$0	\$0	\$0	\$0
	Other Expenses					
	Facilities	******************				000000000000000000000000000000000000000
	Eauipment	\$2,500	\$5,000	\$10,000	\$12,000	\$13,000
	Other:					
	Total Expenses	\$52,900	\$55,400	\$144,400	\$146,400	\$147,400
	· · ·					
VI	Net Revenue	\$976	\$63,127	\$22,616	\$79,879	\$121,980
Narrative: Explanation of the Numbers and Other Ongoing Commitments that will Benefit the Proposed Program						
<i>a -</i> Nt	mber of students enrolled					
<i>b -</i> To	be based on 12 credits at the undergraduate level and 7 credits at the graduate level	/el				
<i>c</i> - Nu	mber of faculty/instructional staff providing significant teaching and advising for	the program	1			
<i>d -</i> Ni	mber of other staff providing significant services for the program					
Provost's Signature: Date:						
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UNIVERSITY OF WISCONSIN - MILWAUKEE COST AND REVENUE PROJECTIONS NARRATIVE BACHELOR OF ARTS (B.A.) IN ANIMATION

The University of Wisconsin-Milwaukee proposes to establish a Bachelor of Arts in Animation (B.A. in Animation). The development of the program responds to the state and local need for fully skilled animation artists. The proposed bachelor degree program will provide students with undergraduate training to meet the increasing need for creative media professionals in moving image production. The B.A. in Animation will be comprised of 120 credits, of which 57 will be credits in the major. Major credit requirements will include 45 credits of required courses and 12 credits of advanced electives in Animation. The program will be offered onsite and face-to-face, with several electives available online.

Section I – Enrollment

By the end of year five, it is expected a total of 78 new students (headcount) will have enrolled in the program and 34 students will have graduated from the program. These figures include students entering UW-Milwaukee as new freshmen, as well as those who will transfer into the program with an A.A.S. in Animation from Milwaukee Area Technical College (MATC) using an articulation agreement with MATC. Each projected student headcount equals 0.8 student FTE, as it is typical for students to enroll part-time at UW-Milwaukee.

<u> Section II – Credit Hours</u>

It is estimated that the department will offer 16 sections of courses required for the major each year, of which 12 sections are currently offered and 4 new sections will be added. New credit hours listed represent the product of the number of new course sections and the credit hours per course, multiplied by the number of FTE students projected to enroll in the major. Existing course sections will serve both students in the major and other students from outside of the major.

Section III – Faculty and Staff Appointments

No new permanent faculty or staff appointments are anticipated until the third year. Current instructional academic staff appointments are sufficient to teach existing and new course sections, but some ad hoc instructional academic staff may be needed in years one and two to backfill permanent positions. In year one, four part-time animation instructional staff (1.5 FTE) will provide instruction in the new courses. Beginning in year two, 0.25 FTE will be reassigned each year to maintain instructional capacity given enrollment growth. It is anticipated that one new faculty FTE appointment will be needed by year three of the program. Beginning in the first year, 0.35 FTE current staff will provide administrative support, and the FTE attributable to the coordinator will increase by 0.25 FTE in year three.

<u>Section IV – Program Revenues</u>

New revenues include:

• Tuition revenue attributable to total FTE student enrollments, based on the residential tuition rate of \$8,091.12 per academic year. These revenues include tuition attributable to general university credit requirements.

- Program Revenues-Other is attributable to the \$21.80 per credit differential tuition assigned to major coursework offered through the Peck School of the Arts.
- Reallocation of 20% of tuition revenues that are returned to the institution.

Section V – Program Expenses

While no new faculty or staff will be hired until the third year of the program, a proportion of salary and fringe expenses attributable to existing FTE or ad hoc hires will be (re)allocated to this academic program for accounting purposes. This includes four Instructional Academic Staff (IAS) part-time animation instructors (1.5 FTE). Beginning in year three, program expenses will also include salary and fringe for one new faculty FTE.

Other expenses will include costs associated with equipment that will be used in the delivery of instruction.

<u>Section VI – Net Revenue</u>

It is anticipated that the B.A. in Animation program will yield an increase in net revenue for the campus and the school. Growth will be monitored carefully by Peck School of the Arts administrators, and adjustments to teaching, coordination, and equipment investments will be made accordingly. The Film, Video, and New Genres department is among the fastest growing on the UW-Milwaukee campus. Temporary financial deficits that may occur in the first years of the B.A. in Animation program will be offset by the financial growth in the department.



Academic Affairs

Chapman Hall 230 P.O. Box 413 Milwaukee WI 53201-0413 414-229-4503 phone 414-229-4929 fax www3.uwm.edu/dept/acad aff/

November 14, 2017

To: Ray Cross, President, University of Wisconsin System

From: Johannes J. Britz, Provost and Vice Chancellor

Re: Authorization to implement a Bachelor of Arts in Animation

Per UW System guidelines for new program development, I am writing to you to assure the support of the University of Wisconsin – Milwaukee for the proposed Bachelor of Arts in Animation.

The program will be housed in the Department of Film, Animation, and New Genres in the Peck School of the Arts. The need for the program was identified in discussions with the Milwaukee film community as well as with the Milwaukee Area Technical College (MATC). The high enrollment in the introductory course on animation is indicative of student interest in the topic. The US Department of Labor and the WI Department of Commerce project a growing need over the next ten years for graduates of such a program. The program utilizes many currently existing courses at UWM to build a foundation. The courses in animation will be taught by a combination of tenure-track faculty and instructional academic staff. An articulation agreement is being planned with MATC for the associate degree students. With a conservative estimate of the enrollment in the program, it is projected that implementing the program will add modestly to the financial resources at UWM.

The curriculum and other aspects of the authorization document have been vetted through campus faculty governance processes – at the department, school, and campus levels. The proposal meets all of the UWM standards and expectations for quality and rigor at the master's level. Upon implementation, the program will be reviewed in five years and subsequently according to the regular campus program review process.

I am pleased to strongly support approval of this request for authorization.

c: James Henderson, Vice President, UWSA Academic and Student Affairs Carleen Vande Zande, Interim Associate Vice President, UWSA Academic and Student Affairs

Diane Treis-Rusk, UWSA Academic and Student Affairs Scott Emmons, Dean, Peck School of the Arts Dev Venugopalan, Vice Provost, UWM Academic Affairs

Approval of the Faculty Layoff or Termination Policy UW-River Falls

EDUCATION COMMITTEE

Resolution I.1.f.:

That, upon the recommendation of the Chancellor of UW-River Falls and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Faculty Layoff or Termination Policy.

UW-RIVER FALLS PROCEDURES RELATING TO FINANCIAL EMERGENCY OR PROGRAM DISCONTINUANCE REQUIRING FACULTY LAYOFF AND TERMINATION

EXECUTIVE SUMMARY

BACKGROUND

Section UWS 2.02, Wis. Admin. Code ("Faculty Rules: Coverage and Delegation"), states that: "Rules and procedures developed pursuant to UWS 3, 4, 5, 6, 7, and 8 by the faculty of each institution shall be forwarded by the chancellor to the president and by the president to the board for its approval prior to their taking effect. Such policies and procedures, unless disapproved or altered by the regents, shall be in force and effect as rules of the regents."

On March 10, 2016, the UW System Board of Regents created Regent Policy Document (RPD) 20-24, Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination. (Available for review at: <u>https://www.wisconsin.edu/regents/policies/procedures-relating-to-financial-emergency-or-program-discontinuance-requiring-faculty-layoff-and-termination/</u>) RPD 20-24 states that: "UW System institutions shall submit to the Board of Regents for approval any institutional policy developed in accordance with this Regent policy. The chancellor at each institution, with the advice and counsel of the faculty, shall be responsible for implementation of this Regent policy."

Accordingly, attached to this document is a memo from Chancellor Van Galen requesting approval from the Board of Regents for the UW-River Falls Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination. The UW System Office of General Counsel and the Office of Academic and Student Affairs have reviewed the proposed procedures. The President recommends approval of the UW-River Falls Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination.

REQUESTED ACTION

Adoption of Resolution I.1.f., approving the UW-River Falls Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination.

DISCUSSION

The UW-River Falls Faculty Senate approved the university's new Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination on May 3, 2017. Thereafter, Chancellor Van Galen approved these same policies on May 22, 2017, and thereafter, submitted them to President Cross for review and approval. Attached to this document is Appendix A, containing the new UW-River Falls Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination; followed by Appendix B, containing the former procedures, which have been modified in part.

RELATED REGENT POLICIES AND LAWS

Section 36, Wis. Stats. Chapters UWS 2, 3, and 5, Wis. Admin. Code Regent Policy Documents, 20-23 and 20-24

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CHAPTER IV

4.7.1 LAYOFF OR TERMINATION

4.7.1.01. Definitions

4.7.1.02. Layoff and Termination Due to Program Discontinuance for Reasons of Financial Emergency or Educational Considerations

4.7.1.03. Financial Emergency: Consultation and Recommendations

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4.7.1.10. Layoff Status and Retained Rights

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4.7.1: LAYOFF OR TERMINATION

4.7.1.01. DEFINITIONS

A. For the purposes of this chapter, "program" shall mean a related cluster of credit-bearing courses that constitute a coherent body of study within a discipline or set of related disciplines. When feasible, the term shall designate a department or similar administrative unit that offers majors and has been officially recognized by the Academic Program and Policy Committee (AP&P). Academic programs cannot be defined ad hoc, at any size, but should be recognized academic units.

B. For the purposes of this chapter, "program discontinuance" as described in Wis. Stat. 36.21-22 shall mean formal program elimination or closure.

C. For the purposes of this chapter, "curtailment" as described in Wis. Stat. 36.21-22 shall mean a reduction in the size of a program.

D. For the purposes of this chapter, "modification or redirection" as described in Wis. Stat. 36.21-22 shall mean program restructuring, as described in the UWRF Faculty and Staff Handbook (hereafter referred to as "the Handbook").

E. For the purposes of this chapter, "financial emergency" is defined and may be declared as described in s. UWS 5.02 of the Wisconsin Administrative Code.

F. For the purposes of this chapter, "educational considerations" shall not include cyclical or temporary variations in enrollment. Educational considerations must reflect long-range judgments that the educational mission of the institution as a whole will be enhanced by a program's discontinuance. G. For the purposes of this chapter, "layoff" is the indefinite suspension or involuntary reduction in services and compensation of a faculty member's employment by the University of Wisconsin System (Wis. Stat. 36.22(1)(a)). A laid off faculty member retains the rights specified in Wis. Stat. 36.22(11)-36.22 (15).

H. For the purposes of this chapter, "termination" is the permanent elimination of a faculty member's employment by the University of Wisconsin System (Wis. Stat. 36.22(1)(c)). A faculty member whose position has been terminated retains the rights specified in Wis. Stat. 36.22(13)-(14).

4.7.1.02. LAYOFF AND TERMINATION FOR REASONS OF FINANCIAL EMERGENCY OR EDUCATIONAL CONSIDERATIONS

A. The only time that faculty layoff or termination (as included within the scope of this policy) can be considered is because of financial emergency or program closure due to financial considerations.

B. In the event of a faculty member leaving the university that would significantly impact the continuation of the relevant program, the Chancellor must consider the full impact of program discontinuance as part of the normal budget process.

C. Before a financial emergency can be declared, the faculty or an appropriate elected faculty body will have opportunity to render an assessment in writing of the institution's financial condition. Accordingly, the UWRF Faculty Senate will designate an appropriate faculty body (hereafter referred to "the appropriate faculty body") to write an assessment of the institution's financial condition prior to the Chancellor recommending that Regents declare a financial emergency, and this assessment is part of the materials considered by the Regents, as further described in Regent Policy Document (RPD) 20-24, Section I (B-D). The faculty or an appropriate elected faculty body will have access to at least five years of audited financial statements, current and following-year budgets, and detailed cash-flow estimates for future years as well as detailed program, department, and administrative-unit budgets.

D. Except as provided in subdivision E below, no faculty member shall be laid off or terminated due to curtailment, modification, and/or redirection of a department. Faculty displaced due to restructuring of a program or discontinuance of a program for reasons other than financial emergency or educational considerations will be placed in another suitable position, at the same rank. If placement in another position would be facilitated by a reasonable period of training, such retraining and relocation will be provided and the institution will bear the cost.

E. The chancellor may lay off or terminate a tenured faculty member, or lay off or terminate a probationary faculty member prior to the end of his/her appointment, under extraordinary circumstances because of a financial emergency, or because of program discontinuance based on educational considerations. Such layoffs or terminations will be made in accordance with the provisions of UWS Chapter 5, Wis. Stat. 36.22, and this chapter and imply the retention of rights

indicated therein. A nonrenewal under the UWRF Faculty and Staff Handbook regardless of reasons, is not a layoff or termination under this section.

4.7.1.03. FINANCIAL EMERGENCY: CONSULTATION AND RECOMMENDATIONS.

A. The chancellor shall consult with the appropriate faculty body if at any time a declaration of financial emergency is to be considered. It is the right and responsibility of the appropriate faculty body to represent the faculty if a declaration of a state of financial emergency for the campus is being considered and to assure that the procedures of UWS 5.05 and 5.06 are followed.

B. Consultation shall proceed in accordance with UWS 5.05 and shall include consultation with all appropriate faculty bodies as designated by the UWRF Faculty Senate, as well as those other individuals and groups who may be able to provide valuable advice (see UWS 5.05(1)(e)).

C. The chancellor and the appropriate faculty body shall consider all feasible alternatives to termination of appointments such as the voluntary reduction of fulltime faculty members to parttime status, expenditure of onetime money or reserves as bridge funding, furloughs, pay cuts, early-retirement packages, deferral of nonessential capital expenditures, and cuts to noneducational programs and services, including expenses for administration.

D. If the chancellor decides to recommend the declaration of a state of financial emergency for the campus, that recommendation to the system president and the board shall be accompanied by a report which shall be in conformity with UWS 5.06(1).

E. The chancellor and the chair of the appropriate faculty body or their designees, and representatives of affected colleges, schools, departments, and programs may appear before the Board of Regents at the time the recommendation is considered. Other interested parties may submit alternative recommendations or challenges to any part of the report in writing, based upon relevant financial documentation.

4.7.1.04. FINANCIAL EMERGENCY: INDIVIDUAL DESIGNATIONS.

A. Once the Board of Regents has accepted the chancellor's declaration of a state of financial emergency, it shall be the primary responsibility of the faculty in the affected department(s) to recommend which individuals shall have their appointments reduced or terminated. Such recommendations shall be made in accordance with the provisions of UWS 5.07 and this chapter.

4.7.1.05. EDUCATIONAL CONSIDERATIONS.

A. When a program that might produce faculty layoffs is considered for discontinuation for educational considerations, this proposal must be reviewed and voted on by the faculty of the affected department, the school/college governing board, and the appropriate faculty body. The

Chancellor makes the final decision based on these reviews, and the decision must be made within the four month period following the Faculty Senate's receipt of the proposal.

B. The chancellor's recommendation to the board to discontinue formally a program will be based upon educational considerations, as determined primarily by the faculty as a whole or an appropriate committee thereof. This recommendation will be based on Regent Policy 20-24, Section II, Paragraphs A, B, C, D, E, F and G.

C. In addition, a designated faculty committee, which shall include the Dean and Chair of the affected College and Department, respectively, shall review and evaluate any proposal to discontinue a program that will lead to faculty layoff. The committee's review and evaluation may be based on the following considerations, where relevant:

1. The centrality of the program to the institution's mission;

2. The academic strength and quality of the program, and of its faculty in terms of national ratings if applicable;

3. Whether the work done in the program complements that done in another essential program;

4. Whether the work done in the program duplicates academic instruction and course content delivered in other programs at the institution;

5. Student and market demand and projected enrollment in the subject matter taught in the program, based on data obtained through government and/or scholarly sources;

6. Current and predicted comparative cost analysis/effectiveness of the program; and

7. Other relevant factors that the committee deems appropriate.

D. Faculty members in a program being considered for discontinuance for educational considerations will promptly be informed of this activity in writing and provided at least thirty days in which to respond to it. Tenured and probationary faculty and academic staff will be invited to participate in these deliberations.

E. Because the University is part of the broader community in addition to being publicly funded, the community must also be notified of the decision to consider any program for elimination. Community members will be given sufficient, organized opportunities to express their views about the proposal under consideration, and their views will be systematically documented for these deliberations.

F. Before the chancellor issues notice to a faculty member of an intention to terminate an appointment because of discontinuance of a program, the institution will devote its best efforts to place the faculty member concerned in another suitable faculty position. If placement in another position would be facilitated by a reasonable period of training, such retraining and relocation will be provided and the institution will bear the cost where readaptation is feasible as provided in s.36.22 (12). If no position is available within the institution, with or without retraining, the faculty member's appointment then may be terminated, but only with provision for severance as indicated in 4.7.1.11.

G. Faculty members may contest a proposed relocation under the hearing procedures described in section 4.7.1.08 below.

H. Faculty members recommended for layoff or termination due to discontinuance of a program for educational considerations shall have the same rights of notification, hearing, and review described in 4.7.1.07.-4.7.1.10 below.

I. Consistent with Regent Policy 20-24, the tenured faculty in the affected program shall have responsibility for recommending which faculty will be laid off. These recommendations shall follow seniority as defined in UWRF Faculty Handbook Chapter 4.8.2 unless a clear and convincing case is made that program or budget needs dictate other considerations.

4.7.1.06. SENIORITY.

A. For purposes of this chapter, seniority within a department or program shall be according to rank and within rank according to length of service at that rank. Length of service shall be calculated at the full-time rate for those faculty members whose status was reduced to part-time by mutual agreement because of an anticipated declaration of financial emergency.

B. Length of service shall be computed from the effective date of the appointment at the University of Wisconsin-River Falls except that in the case of an initial appointment with tenure the dean may, on the recommendation of the department faculty, grant additional seniority by counting all or a portion of service elsewhere that is equivalent to service in the university at the rank granted. No initial appointment during a financial emergency shall include seniority for service elsewhere than at the University of Wisconsin, River Falls. The letter of appointment shall indicate the nature of the seniority granted if it is other than from the effective date of the appointment.

C. If two or more appointments at the same rank in the same department or program become effective at the same time, and with the same number of years towards a tenure decision, relative seniority among the individuals involved shall be determined by a random process prior to the effective date of the appointment. If two or more individuals currently have identical seniority, and one of them had voluntarily accepted a reduction in appointment in accordance with 4.7.1.02 then that individual shall have the greater seniority; otherwise a process of random selection will be employed to give each a unique seniority position. The process to be used shall be determined by the faculty senate.

D. The period of an approved leave of absence is included in determining length of service.

E. If a faculty member is reappointed as an instructor or assistant professor without a break in service, length of service shall be computed from the date of initial appointment at that rank.

F. If a faculty member is reappointed after having left the university, the appointment shall be treated as an initial appointment and previous service in the university considered on the same basis as service elsewhere as provided in 4.7.1.06.B.

G. Every effort, consistent with federal and state laws regarding fair employment practices, shall be made to ensure that the university's affirmative action programs are not impaired by the operation of this seniority system.

4.7.1.07. NOTIFICATION

A. Each faculty member whose position is recommended for layoff or termination shall be notified in accordance with Wis. Stats. 36.22(4) and 36.22(5).

4.7.1.08. HEARING

A. A faculty member whose position is recommended for layoff or termination is entitled to a full, on-the-record adjudicative hearing as provided in Wis. Stat. 36.22(8). The issues in the hearing may only include those described in Wis. Stat. 36.22(7).

B. The appropriate faculty body shall operate as the hearing agent for the board pursuant to Wis. Stat. 36.22(6), and conduct the hearing, make a verbatim record of the hearing, prepare a summary of the evidence, and transmit such record and summary along with its recommended findings of fact and decision to the board.

4.7.1.09. RECOMMENDATIONS AND BOARD REVIEW

A. The recommendations of the chancellor and the recommendations, if any, of the appropriate faculty body shall be forwarded to the president and the Board of Regents and acted upon by the board in accordance with Wis. Stat. 36.22(9).

B. Review by the board is governed by Wis. Stat. 36.22(9) and 36.22(10).

4.7.1.10. LAYOFF STATUS AND RETAINED RIGHTS

A. A faculty member whose position has been eliminated or reduced in accordance with the provisions of this chapter shall be placed on layoff status and shall so remain until removed according to Wis. Stat. 36.22(11).

B. A faculty member designated for layoff or on layoff status shall have the rights provided in Wis. Stat. 36.22(12), 36.22(13), and 36.22(14), and, in addition, shall have the following rights: faculty on layoff status can request the use of university-wide facilities. Use of the facilities of a school, college, department, or program will be determined by the faculty thereof.

C. Faculty members on voluntary or compulsory reduction of appointment under this chapter retain full membership in the faculty regardless of the percent of appointment and continue to be governed by the Faculty Handbook; in addition, the annual notice required in Wis. Stat. 36.22(11)(b)(5) shall be deemed to be given automatically by virtue of the continued part-time appointment. In the event that a faculty member on voluntary or compulsory reduction of

appointment shall accept an appointment at a greater fraction of full time as specified in UWS 5.16(2)(b) 1, then any subsequent claim to increase appointment shall be forfeited.

D. Faculty members being recommended for layoff or termination due to either financial emergency or educational considerations may challenge this decision before the Faculty Senate or the appropriate faculty body designated by the Faculty Senate as described in Section 4.7.1.08 of this policy.

4.7.1.11. SEVERANCE

A. A faculty member who is to be laid off or terminated under this policy has a statutory right to at least twelve months' notice under Wis. Stat. 36.22(5)(a) at the faculty member's current salary. At the discretion of the chancellor or designee, in consultation with the faculty member, the faculty member may be granted up to twelve months' salary as severance pay in lieu of part or all of the statutory notice period.

CHAPTER IVXX

4.7.1 LAYOFF OR TERMINATION

4.7.1XX.01. Definitions
 4.7.1XX.02. Layoff and Termination Due to Program Discontinuance for Reasons of Financial Emergency or Educational Considerations
 4.7.1XX.03. Financial Emergency: Consultation and Recommendations
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 XX4.7.1.06. Seniority

 XX4.7.1.07. Notification

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 XX4.7.1.09. Recommendations and Board Review

 XX4.7.1.10. Layoff Status and Retained Rights

 XX4.7.1.11. Severance

CHAPTER XX4.7.1: LAYOFF OR TERMINATION

XX4.7.1.01. DEFINITIONS

A. For the purposes of this chapter, "program" shall mean a related cluster of credit-bearing courses that constitute a coherent body of study within a discipline or set of related disciplines. When feasible, the term shall designate a department or similar administrative unit that offers majors and has been officially recognized by the <u>Academic Program and Policy Committee</u> (<u>AP&P</u>) University Academic Planning Council (UAPC). Academic programs cannot be defined ad hoc, at any size, but should be recognized academic units.

B. For the purposes of this chapter, "program discontinuance" as described in Wis. Stat. 36.21-22 shall mean formal program elimination or closure. Program discontinuance also includes the non-funding of vacated positions leading to substantial diminution of the ability to meet the goals of program.

C. For the purposes of this chapter, "curtailment" as described in Wis. Stat. 36.21-22 shall mean a reduction in the size of a program.

D. For the purposes of this chapter, "modification or redirection" as described in Wis. Stat. 36.21-22 shall mean program restructuring, as described in the UWRF Faculty and Staff Handbook (hereafter referred to as "the Handbook"), "departmental restructuring" as described in FPP 5.02.

E. For the purposes of this chapter, "financial emergency" is defined and may be declared as described in s. UWS 5.02 of the Wisconsin Administrative Code.

F. For the purposes of this chapter, "educational considerations" shall not include cyclical or temporary variations in enrollment. Educational considerations must reflect long-range judgments that the educational mission of the institution as a whole will be enhanced by a program's discontinuance.

G. For the purposes of this chapter, "layoff" is the indefinite suspension or involuntary reduction in services and compensation of a faculty member's employment by the University of Wisconsin System (Wis. Stat. 36.22(1)(a)). A laid off faculty member retains the rights specified in Wis. Stat. 36.22(11)-36.22 (15).

H. For the purposes of this chapter, "termination" is the permanent elimination of a faculty member's employment by the University of Wisconsin System (Wis. Stat. 36.22(1)(c)). A faculty member whose position has been terminated retains the rights specified in Wis. Stat. 36.22(13)-(14).

XX4.7.1.02. LAYOFF AND TERMINATION FOR REASONS OF FINANCIAL EMERGENCY OR EDUCATIONAL CONSIDERATIONS

A. The only time that faculty layoff or termination (as included within the scope of this policy) can be considered is because of financial emergency or program closure due to financial considerations.

B. In the event of a faculty member leaving the university that would significantly impact the continuation of the relevant program, the Chancellor must consider the full impact of program discontinuance as part of the normal budget process. The Chancellor will consult faculty and appropriate committees before making a decision to discontinue funding that position, based on the policy of Program Discontinuance for reasons of financial emergency or educational considerations. This must occur before making a decision to discontinue funding that position.

 C_s Before a financial emergency can be declared, the faculty or an appropriate elected faculty body will have opportunity to render an assessment in writing of the institution's financial condition. Accordingly, the UWRF Faculty Senate will designate an appropriate faculty body (hereafter referred to "the appropriate faculty body") to An "appropriate faculty body" musiwrite an assessment of the institution's financial condition prior to the Chancellor recommending that Regents declare a financial emergency, and this assessment is part of the materials considered by the Regents, as further described in Regent Policy Document (RPD) 20-24, Section I (B-D). The faculty or an appropriate elected faculty body will have access to at least five years of audited financial statements, current and following-year budgets, and detailed cashflow estimates for future years as well as detailed program, department, and administrative-unit budgets.

D. Except as provided in subdivision \underline{ED} below, no faculty member shall be laid off or terminated due to curtailment, modification, and/or redirection of a department. Faculty displaced due to restructuring of a program or discontinuance of a program for reasons other than financial emergency or educational considerations will be placed in another suitable position, at

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the same rank. If placement in another position would be facilitated by a reasonable period of training, such retraining and relocation will be provided and the institution will bear the cost.

E. The chancellor may lay off or terminate a tenured faculty member, or lay off or terminate a probationary faculty member prior to the end of his/her appointment, under extraordinary circumstances because of a financial emergency, or because of program discontinuance based on educational considerations. Such layoffs or terminations will be made in accordance with the provisions of UWS Chapter 5, Wis. Stat: 36.22, and this chapter and imply the retention of rights indicated therein. A nonrenewal under FPP 7.06.the UWRF Faculty and Staff Handbook regardless of reasons, is not a layoff or termination under this section.

F. Decisions to eliminate programs must be consistent with the policies, procedures and findings of The University of Wisconsin River Falls program prioritization and program audit review. This cyclical review process is critical to onsure quality educational programming that is effective, sustainable and viability to achieve our mission, values and strategic goals at UWRF.

Comment [TS1]: As noted in our previous comments, this section does not comport with the regent policy

XX4.7.1.03. FINANCIAL EMERGENCY: CONSULTATION AND RECOMMENDATIONS.

A. The chancellor shall consult with the XXX Committee on Financial Emergency (FPP 6.36.) appropriate faculty body if at any time a declaration of financial emergency is to be considered. It is the right and responsibility of the appropriate faculty body XXX Committee on financial emergency to represent the faculty if a declaration of a state of financial emergency for the campus is being considered and to assure that the procedures of UWS 5.05 and 5.06 are followed.

B. Consultation shall proceed in accordance with UWS 5.05 and shall include consultation with all appropriate faculty bodies as designated by the UWRF Faculty Senatethe Academic Staff Executive Committee and the University Staff Executive Committee, as well as those other individuals and groups who may be able to provide valuable advice (see UWS 5.05(1)(e)).

C. The chancellor and the <u>appropriate faculty body XXX Committee on Financial Emergency</u> shall consider all feasible alternatives to termination of appointments such as the voluntary reduction of fulltime faculty members to part-time status, in <u>accordance with FPP 7.19.C.</u>, expenditure of onetime money or reserves as bridge funding, furloughs, pay cuts, deferred compensation plans, early-retirement packages, deferral of nonessential capital expenditures, and cuts to non-educational programs and services, including expenses for administration.

D. If the chancellor decides to recommend the declaration of a state of financial emergency for the campus, that recommendation to the system president and the board shall be accompanied by a report which shall be in conformity with UWS 5.06(1).

E. Before any proposal to declare a financial emergency is made, the faculty or an appropriate elected faculty body will have opportunity to render an assessment in writing of the institution's financial condition. The faculty or an appropriate elected faculty body will have access to at least five years of audited financial statements, current and following year budgets, and detailed cash-

flow estimates for future years as well as detailed program, department, and administrative-unit budgets.

<u>EF</u>. The chancellor and the chair of the XXX Committeeappropriate faculty body on financial emergency or their designees, and representatives of affected colleges, schools, departments, and programs may appear before the <u>Bboard of Regents</u> at the time the recommendation is considered. Other interested parties may submit alternative recommendations or challenges to any part of the report in writing, based upon relevant financial documentation.

XX4.7.1.04. FINANCIAL EMERGENCY: INDIVIDUAL DESIGNATIONS.

A. Once the <u>B</u>board <u>of Regents</u> has accepted the chancellor's declaration of a state of financial emergency, it shall be the primary responsibility of the <u>faculty in dean of the respective college</u>. in <u>consultation with the members of executive committees of the affected department(s)</u> to recommend which individuals shall have their appointments reduced or terminated. Such recommendations shall be made in accordance with the provisions of UWS 5.07 and this chapter.

XX4.7.1.05. EDUCATIONAL CONSIDERATIONS.

A. When a program that might produce faculty layoffs is considered for discontinuation for educational considerations, this proposal must be reviewed and voted on by the faculty of the affected department, the school/college governing board, and either the University Academie Planning Council (if an undergraduate program) or the XXX Committee appropriate faculty body(if a graduate program). The Chancellor makes the final decision based on these reviews, and the decision must be made within the four month period following the Faculty Senate's receipt of the proposal.

B. The chancellor's recommendation to the board to discontinue formally a program will be based upon educational considerations, as determined primarily by the faculty as a whole or an appropriate committee thereof. This recommendation will be based on Regent Policy 20-24, Section II, Paragraphs A, B, and C, D, E, F and G.

C. In addition, a designated faculty committee, which shall include the Dean and Chair of the affected College and Department, respectively, shall review and evaluate any proposal to discontinue a program that will lead to faculty layoff. The committee's review and evaluation may be based on the following considerations, where relevant:

1. The centrality of the program to the institution's mission;

2. The academic strength and quality of the program, and of its faculty in terms of national ratings if applicable;

3. Whether the work done in the program complements that done in another essential program;

4. Whether the work done in the program duplicates academic instruction and course content delivered in other programs at the institution;

5. Student and market demand and projected enrollment in the subject matter taught in the program, based on data obtained through government and/or scholarly sources;

Comment [TS2]: Chapter UWS 5 07, Wisconsin Administrative Code, requires that the faculty in the affected departments to make the layof? recommendations

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6. Current and predicted comparative cost analysis/effectiveness of the program; and

Other relevant factors that the committee deems appropriate.

D. Faculty members in a program being considered for discontinuance for educational considerations will promptly be informed of this activity in writing and provided at least thirty days in which to respond to it. Tenured and probationary faculty and academic staff will be invited to participate in these deliberations.

E. Because the University is part of the broader community in addition to being publicly funded, the community must also be notified of the decision to consider any program for elimination. Community members will be given sufficient, organized opportunities to express their views about the proposal under consideration, and their views will be systematically documented for these deliberations.

F. Before the chancellor issues notice to a faculty member of an intention to terminate an appointment because of discontinuance of a program, the institution will devote its best efforts to place the faculty member concerned in another suitable faculty position. If placement in another position would be facilitated by a reasonable period of training, such retraining and relocation will be provided and the institution will bear the cost where readaptation is feasible as provided in s.36.22 (12). If no position is available within the institution, with or without retraining, the faculty member's appointment then may be terminated, but only with provision for severance as indicated in 104.7.1.11.

G. Faculty members may contest a proposed relocation under the hearing procedures described in section $\frac{XX4.7.1}{XX4.7.1}$.08 below.

H. Faculty members recommended for layoff or termination due to discontinuance of a program for educational considerations shall have the same rights of notification, hearing, and review described in $\frac{1}{2}$ $\frac{1}$

I. Consistent with Regent Policy 20-24, the tenured faculty in the affected program shall have responsibility for recommending which faculty will be laid off. These recommendations shall follow seniority as defined in UWRF Faculty Handbook Chapter 4.8.2 unless a clear and convincing case is made that program or budget needs dictate other considerations.

XX4.7.1.06. SENIORITY.

A. For purposes of this chapter, seniority within a department or program shall be according to rank and within rank according to length of service at that rank. Length of service shall be calculated at the full-time rate for those faculty members whose status was reduced to part-time by mutual agreement because of an anticipated declaration of financial emergency.

B. Length of service shall be computed from the effective date of the appointment at the University of Wisconsin-River Falls except that in the case of an initial appointment with tenure the dean may, on the recommendation of the department <u>facultyal executive committee</u>, grant additional seniority by counting all or a portion of service elsewhere that is equivalent to service

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in the university at the rank granted. No initial appointment during a financial emergency shall include seniority for service elsewhere than at the University of Wisconsin, River Falls. The letter of appointment shall indicate the nature of the seniority granted if it is other than from the effective date of the appointment.

C. If two or more appointments at the same rank -in the same department or program become effective at the same time, and with the same number of years towards a tenure decision, relative seniority among the individuals involved shall be determined by a random process prior to the effective date of the appointment. If two or more individuals currently have identical seniority, and one of them had voluntarily accepted a reduction in appointment in accordance with $\frac{XX4.7.1.02}{\text{ fill in correct section here}}$, then that individual shall have the greater seniority; otherwise a process of random selection will be employed to give each a unique seniority position. The process to be used shall be determined by the faculty senate of the appropriate college.

D. The period of an approved leave of absence is included in determining length of service.

E. If a faculty member is reappointed as an instructor or assistant professor without a break in service, length of service shall be computed from the date of initial appointment at that rank.

F. If a faculty member is reappointed after having left the university, the appointment shall be treated as an initial appointment and previous service in the university considered on the same basis as service elsewhere as provided in XX4.7.1.06.B.

G. Every effort, consistent with federal and state laws regarding fair employment practices, shall be made to ensure that the university's affirmative action programs are not impaired by the operation of this seniority system.

XX4.7.1.07. NOTIFICATION

A. Each faculty member whose position is recommended for layoff or termination shall be notified in accordance with Wis. Stats. 36.22(4) and 36.22(5).

XX4.7.1.08. HEARING

A. A faculty member whose position is recommended for layoff or termination is entitled to a full, on-the-record adjudicative hearing as provided in Wis. Stat. 36.22(8)(b). The issues in the hearing may only include those described in Wis. Stat. 36.22(7)(b).

B. The <u>appropriate faculty bodyCommittee XXX</u> shall operate as the hearing agent for the board pursuant to Wis. Stat. 36.22(6), and conduct the hearing, make a verbatim record of the hearing, prepare a summary of the evidence, and transmit such record and summary along with its recommended findings of fact and decision to the board.

XX4.7.1.09. RECOMMENDATIONS AND BOARD REVIEW

Comment [TS3]: Wisconsin Administrative Code, Chapter UWS 5 08 requires that the faculty of each institution determine semiority in a layoff situation
APPENDIX B

A. The recommendations of the chancellor and the recommendations, if any, of the Committee on Faculty Rights and Responsibilities the appropriate faculty body shall be forwarded to the president and the <u>B</u>board of <u>Regents</u> and acted upon by the board in accordance with Wis. Stat. 36.22(9).

B. Review by the board is governed by Wis. Stat. 36.22(9) and 36.22(10).

XX4.7.1.10. LAYOFF STATUS AND RETAINED RIGHTS

A. A faculty member whose position has been eliminated or reduced in accordance with the provisions of this chapter shall be placed on layoff status and shall so remain until removed according to Wis. Stat. 36.22(11).

B. A faculty member designated for layoff or on layoff status shall have the rights provided in Wis. Stat. 36.22(12), 36.22(13), and 36.22(14), and, in addition, shall have the following rights: faculty on layoff status will be entitled tocan request the use of university-wide facilities. Use of the facilities of a school, college, department, or program will be determined by the faculty thereof.

C. Faculty members on voluntary or compulsory reduction of appointment under this chapter retain full membership in the faculty regardless of the percent of appointment and continue to be governed by these Faculty Policies and Procedures the Faculty Handbook; in addition, the annual notice required in Wis. Stat. 36.22(11)(b)(5) shall be deemed to be given automatically by virtue of the continued part-time appointment. In the event that a faculty member on voluntary or compulsory reduction of appointment shall accept an appointment at a greater fraction of full time as specified in UWS 5.16(2)(b) 1, then any subsequent claim to increase appointment shall be forfeited.

D. Faculty members being recommended for layoff or termination due to either financial emergency or educational considerations may challenge this decision before the Faculty Senate or the XXX committee appropriate faculty body designated by the Faculty Senate as described in Section XX4.7.1.08 of this policy. Subsequently, the faculty member may take the matter to the University Faculty Hearing, Grievance, and Appeals Committee in accordance with the procedures of Chapter IV of this Handbook: Section 4.10 Procedure for Handling Grievances: Faculty Personnel Rules.

XX4.7.1.11. SEVERANCE

A. A faculty member who is to be laid off or terminated under this policy has a statutory right to at least twelve months' notice under Wis. Stat. 36.22(5)(a) at the faculty member's current salary. At the discretion of the chancellor or designee, in consultation with the faculty member, the faculty member may be granted <u>up to</u> twelve months' salary as severance pay in lieu of part or all of the statutory notice period.

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Comment [TS4]: As noted in our previous comments, this is a separate and duplicative hearing process not provided for by the regent policy, administrative code and statutes and needs to be removed. The faculty member facing layoff is entitled to a careful and thorough hearing process as described in the regent policy, state statute and the state administrative code, but the result of that process is final. There is no provision for a second hearing process on top of the process provided by policy, statute and code

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Office of the Chancellor

MEMORANDUM

TO: James P. Henderson, Ph.D., Vice President for Academic and Student Affairs

FROM: Dean Van Galen, Ph.D., Chancellor

DATE: August 24, 2017

SUBJECT: UW-River Falls Faculty Layoff or Termination Policy

It is my pleasure to submit for your consideration the UW-River Falls Layoff or Termination policy which was reviewed by UW System Legal and approved by our Faculty Senate on May 3, 2017 and approved by me on May 22, 2017. I appreciate the work of our Faculty Senate and the support of UW System Legal on this matter. It is my understanding that their policy will need to be approved by the Board of Regents.

Thank you.

Enclosures: UW-River Falls Handbook Section 4.7.1

cc: Dr. Faye Perkins, Interim Provost Dr. Mialisa Moline, Faculty Senate Chair

Approval of the UW System Outcomes-Based Funding Model

EDUCATION COMMITTEE

Resolution I.1.g.:

That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents authorizes the President to implement the UW System Outcomes-Based Funding Model as required by Wis. Stats. §36.112.

OUTCOMES-BASED FUNDING MODEL FOR THE UNIVERSITY OF WISCONSIN SYSTEM

EXECUTIVE SUMMARY

BACKGROUND

Pursuant to the newly-created Wis. Stats. §36.112, the Wisconsin Legislature established the following goals for the University of Wisconsin System:

- 1. Growing and ensuring student access;
- 2. Improving and excelling at student progress and completion;
- 3. Expanding contributions to the workforce; and
- 4. Enhancing operational efficiency and effectiveness.

For each goal, the statute requires the Board of Regents to identify at least four metrics to measure an institution's progress toward meeting the goal.

The statute also requires the Board of Regents to submit to the Joint Finance Committee an outcomes-based funding formula, no later than February 15, 2018. The Board of Regents may use the outcomes-based funding formula only as modified or approved by the Joint Finance Committee, which shall consult with the appropriate standing committee in each house before modifying or approving the formula.

Once approved, the formula must be utilized to distribute \$26,250,000.00 in state appropriations during the 2018-2019 biennium. Distribution of funds must be based upon the outcomes achieved for the statutory goals and metrics by each UW institution.

Accordingly, the following outcomes-based funding model is submitted for approval to the Board of Regents.

REQUESTED ACTION

Approval of Resolution I.1.g., adopting the Outcomes-Based Funding Model for the University of Wisconsin System.

RELATED REGENT POLICIES

Regent Policy Document 5-1: Academic Quality Program Assessment

OUTCOMES-BASED FUNDING MODEL FOR THE UNIVERSITY OF WISCONSIN SYSTEM

The University of Wisconsin System has developed an outcomes-based funding formula for distributing the newly allocated Performance Funding to UW institutions based upon the outcomes associated with four goals set forth in Wis. Stats. §36.112. This formula was developed by a task force chaired by Vice President Henderson, which included: Patricia Kleine, Provost, UW-Eau Claire; Robert Hetzel, Vice President for Administration and Finance, UW-La Crosse; Aaron Brower, Provost, UW-Extension; Jocelyn Milner, Associate Vice Chancellor for Academic Staff, UW-Madison; Jeffrey Schoenfeldt, State Relations Director, UW System; and Laura Dunek, Special Assistant for Governance and Strategic Initiatives, UW System. The model is based on one utilized by the Tennessee Higher Education Commission and Student Assistance Corporation, and was developed in collaboration with consultants from HCM Strategists LLC.

Outcomes-Based Funding: How It Works. Under the funding model, UW institutions receive a proportionate share of new Performance Funding, based upon the outcomes they achieve for each of the four statutory goals. A five-step process is utilized within the funding model.

First, for each of the four statutory goals, four metrics have been identified. Thus, UW institutions receive funding based upon the outcomes they achieve across four statutory categories and 16 metrics. Second, a baseline set of outcomes consisting of a three-year average for each metric is developed for each UW institution, based upon the outcomes achieved for each metric for the three previous years. In order to account for differences in magnitude and missions, the baseline value for each metric is scaled and then weighted. Next, the current year values for each metric are scaled and weighted, using the same scaling factors and weights that were utilized for the baseline data. Then, the sum of the current year scaled and weighted data is compared to the sum of the baseline value scaled and weighted data for each UW institution and for each metric, in order to determine whether the institution improved, sustained performance, or declined in performance. Finally, funds are distributed based on each institution's increase or decrease in their proportion of the total outcomes for the System.

This model has been discussed through its development with legislative representatives and their staff members.

Statutory Goals and Proposed Metrics. The statutory goals and proposed metrics include:

- A. Grow and Ensure Student Access
 - 1. Wisconsin high school graduates enrolled as degree-seeking undergraduates
 - 2. Pell-eligible students enrolled as undergraduate students
 - 3. Under-represented students enrolled as undergraduate students
 - 4. Transfer students enrolled as undergraduates
- B. Improve and Excel at Student Progress and Completion
 - 1. Undergraduates who have achieved 30 credit hours

- 2. Undergraduates who have achieved 90 credit hours
- 3. Undergraduate degrees awarded
- 4. Post-baccalaureate degrees awarded
- C. Expand contributions to the workforce
 - 1. Graduates in STEM disciplines
 - 2. Graduates in health-related disciplines
 - 3. Pell-eligible graduates
 - 4. Research and public service expenditures

D. Enhance operational efficiency and effectiveness

- 1. Core Expense Ratio
- 2. Average number of credit hours required for an undergraduate degree
- 3. Average student debt on baccalaureate graduation
- 4. Degrees awarded per 100 FTE

Approval of the Peer Group for Each UW System Institution

EDUCATION COMMITTEE

Resolution I.1.h.:

That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents approves the peer group for each UW institution as required by Wis. Stats. §36.112.

PEER GROUP FOR EACH UNIVERSITY OF WISCONSIN SYSTEM INSTITUTION

EXECUTIVE SUMMARY

BACKGROUND

Pursuant to the newly-created Wis. Stats. §36.112, the Board of Regents shall approve a peer group for each UW institution that includes institutions of higher education with comparable missions and service populations.

Accordingly, each UW institution developed a list of peer groups, which have comparable missions and service populations. This list is submitted for approval by the Board of Regents.

REQUESTED ACTION

Approval of Resolution I.1.h., adopting the Peer Group for Each University of Wisconsin System Institution.

University of Wisconsin System **Outcomes Based Funding Peer Institutions**

UW-Madison

Indiana University Michigan State University Ohio State University Pennsylvania State University Purdue University Rutgers University-New Brunswick University of California-Berkelev* University of Illinois-Urbana-Champaign University of Iowa University of Maryland-College Park University of Michigan* University of Minnesota-Twin Cities

UW-Oshkosh

Eastern Illinois University Eastern Michigan University Grand Valley State University* Indiana University-South Bend Michigan Technological University* Minnesota State University-Moorhead Saint Cloud State University Southern Illinois University-Edwardsville Western Illinois University Youngstown State University

UW-Stout

Austin Peay State University Ferris State University* Indiana Institute of Technology* Michigan Technological University* Millersville University of Pennsylvania Morehead State University Northeastern State University Northern Michigan University University of Texas at Tyler University of Louisiana at Monroe University of Southern Maine Winona State University

*Aspirational peer

UW-Milwaukee

Cleveland State University CUNY City College Georgia State University* Indiana University-Purdue University-Indianapolis* Portland State University University of Illinois at Chicago University of Massachusetts-Boston University of Memphis University of Missouri-St Louis University of New Orleans University of Toledo Virginia Commonwealth University Wayne State University

UW-Parkside

Cameron University College of Coastal Georgia Indiana University-Northwest Midwestern State University Minot State University Missouri Southern State University Northwestern Oklahoma State University Southeastern Oklahoma State University University of South Carolina-Upstate* University of South Florida-St Petersburg*

UW-Superior

Eastern Connecticut State University Henderson State University Midwestern State University Shepherd University Southern Oregon University The Evergreen State College The University of Virginia's College at Wise University of Maine at Farmington University of Minnesota-Morris* University of Montevallo University of North Carolina at Asheville* University of South Carolina-Aiken

UW-Eau Claire

Appalachian State University* College of Charleston* Rowan University Salisbury University Slippery Rock University of Pennsylvania SUNY Oneonta University of Minnesota-Duluth University of North Carolina Wilmington University of Northern Iowa Western Washington University Winona State University

UW-Platteville

UW-Whitewater

Ferris State University Grand Vallev State University* Indiana University-Purdue University-Fort Wayne Minnesota State University-Moorhead Indiana University-Southeast Minnesota State University-Mankato Purdue University-Calumet Campus Saginaw Valley State University Saint Cloud State University University of Northern Iowa* University of Southern Indiana

UW-Green Bav

Central Connecticut State University Indiana University-Purdue University-Fort Wayne Jacksonville State University Missouri State University Texas A&M University-Corpus Christi The University of Tennessee-Chattanooga University of Nebraska at Omaha* University of North Carolina Wilmington University of North Florida Wichita State University*

UW-River Falls

Bemidii State University Minnesota State University-Mankato Northern Michigan University Northwest Missouri State University Pittsburg State University Southern Illinois University-Edwardsville Southern Utah University Saint Cloud State University University of Minnesota-Duluth* University of Southern Indiana University of Tennessee-Martin Western Illinois University Winona State University*

UW-La Crosse

Appalachian State University* Montclair State University Rowan University Salisbury University State University of New York at New Paltz SUNY College at Brockport SUNY College at Cortland University of Mary Washington University of Minnesota-Duluth University of North Carolina Wilmington University of Northern Iowa* West Chester University of Pennsylvania Western Washington University Winona State University

UW-Stevens Point

Bloomsburg University of Pennsylvania* Colorado State University-Pueblo Kutztown University of Pennsylvania McNeese State University Northern Michigan University Northwestern State University of Louisiana Purdue University-Calumet Campus Salem State University Southern Utah University State University of New York at New Paltz* SUNY College at Oswego*

Bloomsburg University of Pennsylvania* Bridgewater State University Central Washington University Ferris State University Florida Gulf Coast University Murray State University

Southern Illinois University-Edwardsville University of Minnesota-Mankato University of Northern Iowa University of Minnesota-Duluth University of North Carolina Wilmington* Winona State University

Approval of the UW System Plan for Monitoring and Rewarding Teaching Workloads

EDUCATION COMMITTEE

Resolution I.1.i.:

That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents approves the plan for monitoring and rewarding the teaching workloads of faculty and instructional academic staff as required by Wis. Stats. §36.115(8).

APPROVAL OF REGENT POLICY DOCUMENT "TEACHING WORKLOAD POLICY"

EXECUTIVE SUMMARY

BACKGROUND

Pursuant to the newly-created sections 36.115(8), 36.65(2)(dm), and 36.65(6)(b) Wis. Stats., the Board of Regents shall develop and implement a plan for monitoring, rewarding, and reporting the teaching workload of faculty and instructional academic staff for each University of Wisconsin System institution, no later than January 1, 2018.

The Board and chancellors shall revise existing personnel systems, policies, and practices to ensure consistency with this plan, which shall include all of the following:

- 1. Policies for monitoring teaching workloads of faculty and instructional academic staff, including requirements for individual faculty and instructional academic staff members to report to the system administration the number of hours spent teaching;
- 2. Policies for rewarding faculty and instructional academic staff who teach more than a standard academic load;
- 3. Publishing aggregate data on teaching hours on the accountability dashboard; and
- 4. Making accessible via links on the accountability dashboard the teaching hours reported by individual faculty and academic staff members under the required plan.

Accordingly, the Faculty and Instructional Academic Staff Teaching Workload Policy for the University of Wisconsin System was developed to include a plan for monitoring, rewarding, and reporting the teaching workload of faculty and instructional academic staff at each UW institution. The policy is presented here for Board approval.

REQUESTED ACTION

Approval of Resolution I.1.i., adopting the "Teaching Workload Policy' for the University of Wisconsin System.

DISCUSSION

Mission and Purpose

The mission of the UW System is to: develop human resources; discover and disseminate knowledge; extend knowledge and its application beyond the boundaries of its campuses; and serve and stimulate society by developing in students heightened intellectual, cultural and humane sensitivities, scientific, professional and technological expertise, and a sense of purpose.

In fulfillment of this mission, faculty and instructional academic staff engage in teaching, research, and service activities as critical components of their work on behalf of UW System Institutions.

Because sections 36.115 (8), 36.65(2)(dm), and 36.65(6)(b) Wis. Stats., require institutions to monitor, reward, and report on teaching workloads, the proposed policy focuses on the teaching aspect of faculty and instructional academic staff workload, in order to meet the January 1, 2018 legislative deadline. It is recognized that teaching reflects but one component of the total workload. Thus, future versions of the plan will include a system for reporting the broader work of faculty and instructional academic staff to include associated instructional activities, research, scholarship, creative activities, and service.

History of UW System's Teaching Workload Policy

The Board of Regents previously maintained a faculty workload policy, which was implemented in 1994 and rescinded in 2001 pursuant to a sunset provision. The prior policy was responsive to the Governor's Accountability Task Force, and developed in collaboration with UW System leadership, the faculty senates of UW System institutions, and individual faculty members.

Because the prior policy was developed primarily for enrollment management purposes, it does not meet the specific requirements of s. 36.115(8), Wis. Stats. However, the prior policy provides historical precedent for the proposed Regent Policy Document, which is included as Appendix A. Therefore, a copy of the prior policy can be found as Appendix B.

Monitoring and Reporting Teaching Workload

Consistent with sections 36.115 (8), 36.65(2)(dm), and 36.65(6)(b) Wis. Stats., the proposed policy requires UW System institutions to monitor and report on the teaching workloads of faculty and instructional academic staff.

The proposed policy also requires UW System institutions to fulfill requirements for individual faculty and instructional academic staff members to report the number of hours spent teaching to the UW System Administration.

In order to fulfill these statutory requirements, the proposed policy states that in collaboration with UW System institutions, the UW System Administration Office of Academic and Student Affairs shall establish requirements for reporting teaching workload data, and ensuring the reliability of teaching workload data.

Rewarding Teaching Workload

As required by s. 36.115(8)(a) 2., Wis. Stats., the proposed policy requires each UW System institution to reward faculty and instructional academic staff who teach more than a standard academic load.

Revising Personnel Systems and Employment Relations Policies and Procedures

Consistent with sections 36.115 (8), 36.65(2)(dm), and 36.65(6)(b) Wis. Stats., the proposed policy requires each UW System institution to revise personnel systems and employment relations policies and practices as necessary to ensure they comply with statutory requirements.

RELATED REGENT POLICIES

Regent Policy Document 20-21: University Personnel Systems

APPENDIX A

DRAFT RPD XX-xx Teaching Workload Policy

SCOPE

This policy applies to all UW System institutions.

PURPOSE

The purpose of this policy is to develop and implement a plan that fulfills statutory requirements for monitoring, rewarding, and reporting the teaching workload of faculty and instructional academic staff, as set forth in sections 36.115 (8), 36.65(2)(dm), and 36.65(6)(b), Wis. Stats.

POLICY STATEMENT

It is the policy of the Board of Regents that UW System institutions shall monitor, reward, and report the teaching workloads of faculty and instructional academic staff in compliance with sections 36.115 (8), 36.65(2)(dm), and 36.65(6)(b), Wis. Stats. Therefore, each UW System institution shall:

- 1. Monitor the teaching workloads of faculty and instructional academic staff.
- 2. Fulfill requirements for individual faculty and instructional academic staff members to report the number of hours spent teaching to the UW System Administration.
- 3. Reward faculty and instructional academic staff who teach more than the standard academic load for their institution.
- 4. Revise personnel systems and employment relations policies and practices in compliance with sections 36.115 (8), 36.65(2)(dm), and 36.65(6)(b), Wis. Stats., and this policy.

OVERSIGHT, ROLES, AND RESPONSIBILITIES

UW System Chancellors are responsible for ensuring that their institutional systems, policies, and practices are consistent with this policy and sections 36.115 (8), 36.65(2)(dm), and 36.65(6)(b), Wis. Stats.

In collaboration with UW System institutions, the UW System Administration Office of Academic and Student Affairs shall establish requirements for reporting teaching workload data, ensuring the reliability of teaching workload data, and for reporting teaching workload data as required under sections 36.65 (2) (dm) and (6)(b), Wis. Stats., as part of the UW System's annual accountability report to the Governor and Legislature and on the UW System Administration's Accountability Dashboard.

This policy shall go into effect on January 1, 2018, and be reviewed every five years for modification or rescission by the Board of Regents.

APPENDIX B

UNIVERSITY OF WISCONSIN SYSTEM FACULTY EDUCATIONAL WORKLOAD POLICY (SUNSET 2001)

UNIVERSITY OF WISCONSIN SYSTEM FACULTY EDUCATIONAL WORKLOAD POLICY

The University of Wisconsin System Faculty Educational Workload Policy recognizes the full array of educational responsibilities assigned to faculty, as well as reasonable variation among institutions with differing missions and programs. It also responds to recent concerns regarding:

(1)involvement of faculty with undergraduate education, (2)regular oversight by the Board of Regents of educational workload trends,(3) variations of educational workload among institutions with similarmissions, and (4)documentation of the full range of faculty activities.

Thus, the goals of the UW System Educational Workload Policy are to:

- Maintain and enhance faculty contributions to quality educational experience for our students;
- Provide the Board of Regents with regular managerial information regarding educational workload;
- Effect greater consistency in faculty educational workload among institutions with similar missions;
- Document non-classroom elements of faculty educational workload; and
- Take into account budgetary implications when considering the balance of faculty responsibilities.

It is, therefore, the policy of the UW System that:

UW institutions shall regularly assess the quality of student educational experience through a variety of documentable processes (which may include but are not limited to student surveys, program reviews, and assessment activities).

UW institutions shall enhance faculty involvement in undergraduate education consistent with quality, cost and mission requirements. Enhancement shall include both quantitative and qualitative improvements in undergraduate educational experience.

Each UW institution shall maintain a written workload policy

that specifies the criteria upon which units (e.g., schools, colleges, departments, programs) distribute to individuals the instructional, research, and service components of faculty educational workload.

UW institutions, together with UW System Administration, will gather, maintain, and monitor data on the activities and accomplishments that comprise the instructional, research, and service components of faculty educational workload.

The UW System and individual UW institutions shall provide in their annual accountability reports data on faculty educational workload, including both quantitative and qualitative information, and shall report on other dimensions of faculty educational activities and accomplishments as appropriate.

IMPLEMENTATION

This policy will be implemented in the following ways. We recognize and expect that these will change and evolve as we develop more and better ways of documenting faculty contributions to instruction.

- 1. Annual reports by the UW System, compiled from existing data sources, will demonstrate each UW institution 's contributions to instruction, using the following measures:
 - o average weekly group contact hours taught by instructional
 FTE faculty;
 - o average student contact hours taught by instructional FTE
 faculty;
 - o average weekly individual instruction contact hours by instructional FTE faculty;
 - o average course credits in group and individual instruction provided by instructional FTE faculty;
 - o average student credits taught by instructional FTE faculty; and
 - o average number of sections taught by faculty (both group and individual instruction.
- 2. These six measures provide information on faculty contributions to instruction. While we expect many of these measures to show increases during the period of Enrollment Management III, others may show decreases associated with quality improvements. Any institution planning or experiencing a decrease in any measure should inform UWSA and provide an appropriate explanation. UWSA will review that information and may require an institution to

adjust its policies and practices.

- 3. The Accountability Task Force called for annual accountability reports to demonstrate each institution's contributions to improving the faculty involvement in undergraduate instruction, including:
 - the percentage of all undergraduate group instruction contact hours taught by faculty, in total and at the lower division level; and
 - the percentage of all undergraduate course enrollments taught by faculty, in total and at the lower division level.

Any institution planning or experiencing a decrease in any measure should inform UWSA and provide an appropriate explanation. UWSA will review that information and may require an institution to adjust its policies and practices.

- 4. For all the measures listed above, there will be variations among the institutions within and between clusters because of mission, student population, and program mix differences. However, UWSA will annually review the data to be certain that the variations appropriately reflect these differences. Special attention will be paid in this review to those institutions furthest below the "comprehensive" cluster averages; the doctoral institutions will be reviewed using appropriate measures. These reviews may result in UWSA requiring an institution to adjust its policies and practices.
- 5. Each UW institution will devise appropriate methods to gather and maintain information on the activities and accomplishments of its faculty in the areas of research, extension, and institutional and public service. Wherever possible, institutions are encouraged to build their databases from activity or personnel reports already required of their faculty.
- 6. UW System Administration and each UW institution will present data on faculty workload and achievements as called for in its annual accountability report.

This policy shall go into effect in the 1994-95 academic year and remain in effect through the period of Enrollment Management III (1995-2001).

UPDATE ON NEW WISCONSIN FRESHMEN ENROLLMENT

EXECUTIVE SUMMARY

BACKGROUND

On October 9, 2015, the Board of Regents adopted Resolution 10582:

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 3,600 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.

Accordingly, UW-Madison Provost Sarah Mangelsdorf will give a brief presentation to the Education Committee describing how UW-Madison has operationalized an admissions and enrollment plan to accomplish the above objectives.

REQUESTED ACTION

None

RELATED REGENT POLICIES

Regent Policy Document 7-3: University of Wisconsin System Freshman Admissions Policy Board of Regents Resolution 10582 (October 9, 2015; reprinted above as approved from the minutes)