May 4, 2011 Faculty Senate Agenda
3:30 pm Willow River Room,
University Center.

Call to Order:
Seating of Substitutes:
Approval of Minutes from April 27, 2011 Faculty Senate Meeting

Reports:
Chair’s Report
Vice Chair’s Report
Other Reports

Unfinished Business:
1. Motion from the Faculty Senate Executive Committee (James Madsen, Chair) to appoint Gretchen Link (4th Division) to chair the ad hoc committee on constitutional reform.
Action was postponed at 12-1-2010 meeting.

2. Motion from the Faculty Senate Executive Committee (Jim Madsen, Chair) to approve the Strategic Plan Planning Road Map (Attached). Fernando Delgado, Seconded by Brad Mogen. Wes Chapin then made a motion to amend the Road Map as proposed in a document he provided to the Senate; it was seconded by John Heppen. Laine Vignona then moved to postpone any action on the proposed amendment and, thus, the entire Road Map until the May 4, 2011 meeting of the Faculty Senate; Brad Mogen seconded this motion to postpone action. Motion to postpone passed.
Consent Agenda Items

1. Motion from the Faculty Welfare and Personnel Policies Committee (Brad Mogen, Chair) to revise the policy on the Frequency of administering student evaluations for IAS Senior Lecturers (Attached).

2. Motion from the Athletic Committee (Melissa Wilson, Chair) to revise the Procedures for Terminating orSuspending a Varsity Sport (Attached).

3. Motion from the Academic Programs and Policy Committee (Jim Zimmerman, Chair) to approve the Collaborative, Online Bachelor of Science Degree Completion Program in Health and Wellness Management (Attached).

4. Motion from the Academic Programs and Policy Committee (Jim Zimmerman, Chair) to approve the Termination of the Master of Science in Education –Science Emphasis Degree Program (Attached).

New Business:

1. Report from Teaching and Learning Committee (Magdalena Pala) on the Textbook Rental Privitization issues

2. Motion from the ad hoc Salary Equity Plan Review Committee (Dawn Hukai, Chair): Motion 2010-2011/27 is suspended and the salary equity plan issue returns to the Faculty Compensation committee, which will submit re-examined guidelines and procedures based on the University of Wisconsin-Superior model to the Faculty Senate by December 14, 2011. The second round of distribution for 2011-2012 will be determined by the new guidelines and procedures.

3. Motion from the ad hoc Salary Equity Plan Review Committee (Dawn Hukai, Chair): The Faculty Senate requests that a one-year salary equity pool of $200,000 be distributed for 2011-2012 to address the inequity that was created by the compression-increasing distribution in 2010-2011.

4. Recommendation from Faculty Senate Executive Committee on Committee Membership/Chairs

5. Seating of new Senators

6. Election of New Executive Committee

Miscellaneous New Business:

Adjournment
Minutes of the UWRF Faculty Senate for April 27, 2011, Volume 35, Number 16

<table>
<thead>
<tr>
<th>Representation</th>
<th>Term Expires 2011</th>
<th>Term Expires 2012</th>
<th>Term Expires 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAFES</strong></td>
<td>Laine Vignona</td>
<td>David Rainville</td>
<td>Michael Middleton</td>
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<tr>
<td><strong>CAS</strong></td>
<td>Patricia Berg</td>
<td>David Rainville</td>
<td>James Madsen*</td>
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<td></td>
<td>John Heppen</td>
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<td>Brad Mogen</td>
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<td></td>
<td>Jennifer Willis-Rivera*</td>
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<td></td>
<td>(Thomas Pedersen)</td>
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<td><strong>CEPS</strong></td>
<td>Hilary Pollack</td>
<td>Todd A. Savage</td>
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<tr>
<td><strong>CBE</strong></td>
<td></td>
<td>Hossein Najafi*</td>
<td>(Charlie Corcoran)</td>
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<tr>
<td><strong>4th Division</strong></td>
<td>Valerie Malzacher</td>
<td>Barbara Stinson</td>
<td>Kristie Feist</td>
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<td></td>
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<td></td>
<td>Ashley Olson</td>
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<tr>
<td><strong>At-Large</strong></td>
<td>Dennis Cooper*</td>
<td>Dawn Hukai</td>
<td>Wes Chapin</td>
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<td></td>
<td>(Ian Williams)</td>
<td>Robyne Tiedeman</td>
<td>Stephen Reed*</td>
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<td></td>
<td>Kathleen Hunzer</td>
<td>Marshall Toman</td>
<td>(Kristen Hendrickson)</td>
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<td><strong>Chancellor’s Designee</strong></td>
<td>Fernando Delgado</td>
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* Absent
() Substitute

Agenda, April 27, 2011

**Call to Order: 3:36 p.m., Willow River Room, UC**

1. Seating of Substitutes
   - Ian Williams for Dennis Cooper
   - Charlie Corcoran for Hossein Najafi
   - Kristen Hendrickson for Stephen Reed
   - Thomas Pedersen for Jennifer Willis-Rivera
A motion to approve the seating of substitutes as outlined above was made by Kristie Feist; it was seconded by Ashley Olson. The motion carried unanimously (19 of 19 voting members present at this point in the meeting).

2. Approval of the minutes from the April 20, 2011 meeting of the Faculty Senate

A motion to approve the minutes from the April 20, 2011 meeting of the Faculty Senate was made by Barbara Stinson; it was seconded by Valerie Malzacher. The motion carried (19 yeas; 0 neas; 1 abstention of voting members present at this point in the meeting).

Reports:
Chair’s Report (James Madsen, CAS)
No Chair’s report was presented at this meeting.

Vice Chair’s Report (Dawn Hukai, CBE)
The ballots for the Termination Committee election will go out April 28, 2011, in addition to ballots for the referendum. Please, complete them and return them as soon as possible to Polly Kleven in 116 North Hall; they are officially due to her by 4:00 p.m. on Thursday, May 5, 2011.

Other Reports
No other reports were presented at today’s meeting.

Unfinished Business:
Motion from the Faculty Senate Executive Committee (James Madsen, Chair) to appoint Gretchen Link (4th Division) to chair the ad hoc committee on constitutional reform. Action was postponed at 12-1-2010 meeting.

Consent Agenda Items

1. Motion from the Academic Programs and Policy Committee (Jim Zimmerman, Chair) to revise the Transmittal Forms for Graduate Courses.

2. Motion from the Academic Programs and Policy Committee (Jim Zimmerman, Chair) to approve changes in the Political Science major and minor.

A motion to approve the Consent Agenda was made by John Heppen; it was seconded by Wes Chapin. The motion carried unanimously (20 of 20 voting members present at this point in the meeting).

New Business:
1. Resolution in support of academic freedom

A motion to endorse a resolution in support of academic freedom was made by David Rainville; it was seconded by Kathleen Hunzer. The resolution was
endorsed by Faculty Senate (17 yeas; 0 neas; 3 abstentions of voting members present at this point in the meeting).

2. Motion from the Faculty Senate Executive Committee (Jim Madsen, Chair) to approve the Strategic Plan Planning Road Map

A motion to approve the Strategic Planning Road Map was made by Fernando Delgado; it was seconded by Brad Mogen. Wes Chapin then made a motion to amend the Road Map as proposed in a document he provided to the Senate; it was seconded by John Heppen. Laine Vignona then moved to postpone any action on the proposed amendment and, thus, the entire Road Map until the May 4, 2011 meeting of the Faculty Senate; Brad Mogen seconded this motion to postpone action. This motion carried (19 yeas; 0 neas; 1 abstention of voting members at this point in the meeting).

Wes Chapin then made a motion to approve the implementation of a survey for strategic planning that will be the responsibility of the Strategic Planning Coordinating Group chair. The survey will be made available as soon as practical and it would be closed approximately one month later. This motion was seconded by Laine Vignona. The motion carried unanimously (20 of 20 voting members present at this point in the meeting).

Wes Chapin subsequently made a motion to have the Faculty Senate Executive Committee solicit names and appoint faculty members to the Strategic Planning workgroup that will operate during summer 2011; these recommended appointments will need to be presented to Faculty Senate at its May 4, 2011 meeting. This motion was seconded by Barbara Stinson. The motion carried unanimously (20 of 20 voting members present at this point in the meeting).

3. Second reading of a proposed new section to Chapter III of the Faculty and Academic Staff Handbook

3.4 Policies, Procedures, Processes and Guidelines

Article I

The purpose of this section of the Handbook is to record all policies, procedures, processes, guidelines, and related items that are not recorded in the Constitution, By-Laws, or other sections of the Handbook. This section is not intended to replace any other section of the Handbook, but to supplement them."

AND the motion shall empower the Senate Vice Chair to incorporate all existing policies, procedures, processes, guidelines, and related items that have already been approved by the Senate but are not recorded in the Constitution, By-Laws, or other section of the Handbook.
4. Presentation of the UWRF Master Plan by the master plan consultant team

The consultant team that has been working on the proposed UWRF Master Plan presented its draft final master plan and it fielded questions, comments, feedback, and concerns about it from the members of Faculty Senate.

5. Motion from the International Programs Committee (Marshall Toman, Chair) and the Faculty Compensation Committee (Stephen Olsen, Chair) to approve a Policy for Compensation for Short-Term Study Abroad Faculty

A motion to approve this proposed compensation policy was made by David Rainville; it was seconded by John Heppen. The motion carried unanimously (17 of 17 voting members present at this point in the meeting).

6. Motion from the International Programs Committee (Marshall Toman, Chair) and the Academic Programs and Policy Committee (Jim Zimmerman, Chair) to approve a Policy for Curriculum Approval of Education Abroad Courses

A motion to approve this proposed policy was made by Robyne Tiedeman; it was seconded by Kathleen Hunzer. The motion carried unanimously (17 of 17 voting members present at this point in the meeting).

Miscellaneous New Business:
David Rainville made a motion to accept and to approve the recommended appointments to the Salary Equity Pay Plan Review Ad Hoc Committee as presented by the Faculty Senate Executive Committee (James Madsen, Chair) and as indicated below; Ian Williams seconded this motion. The motion carried unanimously (17 of 17 voting members present at this point in the meeting).

Salary Equity Plan Review Ad Hoc Committee
Dawn Hukai (CBE; Faculty Senator), Chair
Michael Middleton (CAFES; Faculty Senator)
Brad Mogen (CAS; Faculty Senator)
David Rainville (CAS; Faculty Senator)
Zhiguo Yang (CAS; Member, Faculty Compensation Committee)

Adjournment:
Adjournment of the Faculty Senate occurred by consensus. The meeting was adjourned at 5:30 p.m.
Strategic planning determines where an organization is going over the next year or more, how it’s going to get there, and how it’ll know if it got there or not (McNamara, 2008). Another way of looking at it is to ask the following questions:

- Where are we?
- What do we have to work with?
- Where do we want to be?
- How do we get there?

UW-River Falls is developing an ambitious, forward thinking Strategic Plan that will build on its strengths and past strategic planning efforts. The process for developing the University’s 2012-2017 Strategic Plan is broken into three phases:

**Pre-Planning**
- Report on Living the Promise
- Establish Planning Structure
- Draft Process
- Develop Communication Plan
- Approve Process

**Development**
- Establish Vision
- Reaffirm Mission & Values
- External Environmental Scan
- SWOT Analysis
- Define Strategic Direction-Goals
- Develop Strategic Initiatives

**Implementation & Assessment**
- Draft Planning Document
- Define Implementation Structure & Process
- Develop Communication Plan
- Determine Assessment
- Celebrate Success

**GOAL:** The University will have a new strategic plan by May 2012 with implementation to begin in summer 2012.
Even as we look to the future and our next strategic plan, it is important to continue to support the goals of “Living the Promise” (LTP) and to identify “lessons learned” that can be applied to the development and implementation of the next strategic plan. To that end, the table below shows the steps that have been and will be taken this upcoming year to ensure we successfully close the loop on the LTP plan.

### LIVING THE PROMISE – CLOSING THE LOOP PLAN

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Process</th>
<th>Participation</th>
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<tbody>
<tr>
<td>December 2010 – April 2011</td>
<td>Executive Cabinet (E-Cab) listening sessions on LTP (what worked, what was learned, etc.)</td>
<td>Cabinet, Leadership Assembly, Faculty Senate, LTP Steering Committee, University Planning Group (UPG)</td>
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<tr>
<td>April – May 2011</td>
<td>Review notes &amp; develop a report on LTP, what worked, etc.</td>
<td>UPG</td>
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<td>Develop a report regarding the accomplishment of LTP over the first four years of plan</td>
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<td>Communicate both of the above to campus</td>
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<td>May – July 2011</td>
<td>Build a list of LTP goals for 2011-2012 Academic Year</td>
<td>Cabinet with review/input by UPG</td>
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<td>Communicate goals to campus</td>
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STRATEGIC PLAN PROCESS DEVELOPMENT

The timeline for the development of the next strategic plan at UWRF is broken into three phases as follows:

- **Phase I:** Pre-Planning phase
- **Phase II:** Development & Approval phase
- **Phase III:** Implementation & Assessment phase

### DETAILED STRATEGIC PLAN PROCESS TIMELINE ("ROADMAP")

<table>
<thead>
<tr>
<th>Timeframe (Note: dates below are “target” dates and best efforts will be made to adhere to them. Any significant deviation from these dates shall be approved by the Faculty Senate.)</th>
<th>Activity</th>
<th>Persons or Groups Responsible</th>
<th>Governance Involvement</th>
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<tbody>
<tr>
<td>THROUGHOUT PROCESS</td>
<td>Faculty Senate Committees or Ad Hoc Task Forces charged as needed with focused tasks or development of recommendations</td>
<td>Faculty Senate Chair and Chancellor</td>
<td>Existing Faculty Senate committees utilized as appropriate; members of Ad Hoc groups approved through governance</td>
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<tr>
<td>May 2011</td>
<td>Announce initial steps in the development of Strategic Plan</td>
<td>Chancellor</td>
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<tr>
<td>April – June 2011</td>
<td>Develop Proposed Strategic Planning Process</td>
<td>Coordinating Group</td>
<td>Faculty and Academic Staff members of Coordinating Group approved by Faculty Senate</td>
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<td>Approve Strategic Planning Process (&quot;Roadmap&quot;)</td>
<td>Faculty Senate, Chancellor, e-cab</td>
<td>Faculty Senate approves process</td>
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<td>Summer 2011 (All dates from this point onward are tentative. Final)</td>
<td>Conduct Environmental Scan (primarily data collection/analysis and gaining)</td>
<td>Environmental Scan Taskforce in coordination with Chancellor’s Advisory Council and other key external constituents</td>
<td>Faculty Senate Exec. provided update over summer and invited to major meetings with external groups (e.g. Chancellor’s Advisory Council)</td>
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<td>August/September 2011</td>
<td>Opening Meeting</td>
<td>Chancellor provides campus with update on strategic plan process and encourages involvement</td>
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<td>Opening Week: Town Hall Meeting of faculty, staff, administrators, students, community members; supplemental SWOT analysis. Discussion of survey results. What should UWRF look like in 5/10 years? What LTP/new goals should UWRF</td>
<td>Faculty Senate Chair and Student Senate President will also encourage engagement</td>
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<td>Develop Communication Plan</td>
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<td>Draft Communication Plan shared with Faculty Senate Exec. and Student Senate President for feedback over summer implementation no later than June 10</td>
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<td>perspectives from external groups)</td>
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<td>Survey to be made available as soon as practical (preferably before final examinations are finished), and to be closed approximately one month after implementation. Results will be collated and made available by the end of June.</td>
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<td>Implement survey of stakeholders (faculty, staff, administrators, students, etc.)</td>
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<td>SWOT Analysis Taskforce will include faculty representation appointed by the Senate, and the SPCG already includes Senate-appointed representation.</td>
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<td>Initial SWOT analysis</td>
<td>Chair of Strategic Planning Coordinating Group</td>
<td>SWOT Analysis Taskforce in coordination with the Strategic Planning Coordinating Group</td>
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<tr>
<td>Communication and Events Planning Taskforce (to include the Faculty Senate Chair) (supported by communications/web team)</td>
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<tr>
<td>Pursue?</td>
<td>Opening Week, special College and Departmental Meetings: Agendas include discussions about the roles, and preferences that the college and department have vis-a-vis university-level strategic planning (i.e. these discussions should inform participation in the Town Hall meeting).</td>
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<tr>
<td>SWOT Analysis</td>
<td>College-level and department-level discussions will provide valuable input into the strategic planning processes.</td>
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<tr>
<td>Campus and Community Listening Sessions</td>
<td>Chancellor leads: multiple sessions with focused questions hosted by Coordinating Group.</td>
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<tr>
<td>Results of survey, town-hall meeting, on-line feedback, and listening sessions collated by Friday, September 2.</td>
<td>Faculty Senate Chair, Student Senate President, Academic Staff Council Chair, and Classified Staff Rep. attend all sessions.</td>
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<tr>
<td>September</td>
<td>Provides valuable input into the strategic planning processes.</td>
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<tr>
<td>On-line input regarding presentation of key strategic planning principles, information at Town Hall meeting and survey results: 9/6 – 9/17. Results</td>
<td>Strategic Planning Coordinating Group</td>
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<td>Open to all members of the university and wider community.</td>
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<thead>
<tr>
<th>Strategic Planning Coordinating Group (with support from/ by ???)</th>
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<tr>
<td>Chancellor leads: multiple sessions with focused questions hosted by Coordinating Group.</td>
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<tr>
<th>Timeframe</th>
<th>Activity Description</th>
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<tr>
<td>Late- Early October September 2011</td>
<td>Present SWOT analysis and Environmental Scan results of all information-gathering exercises (Campus and Community Listening Sessions)</td>
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<tr>
<td>September 2011</td>
<td>Propose any changes to University Vision, Mission, Values for discussion at Planning Retreat</td>
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<tr>
<td>October- By Mid-October 2011</td>
<td>Based on Environmental Scan, SWOT, and Listening Sessions, develop draft “future oriented” strategic vision and focal points to guide strategic plan; this is starting point for Planning Retreat</td>
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<tr>
<td>End of October 2011</td>
<td>Planning Retreat to react/refine strategic vision and focal points; identify possible “indicators”</td>
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<tr>
<td>October 2011</td>
<td>Strategic Planning Coordinating Group, SWOT and Environmental Scan Taskforces lead multiple sessions (include future Planning Retreat participants)</td>
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<td>Chancellor leads multiple sessions with focused questions, hosted by Coordinating Group.</td>
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<td>Chancellor and Mission/Vision/Values Task Force</td>
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<td>Task Force to include Faculty Senate Chair and Student Senate President. Any changes reviewed/approved by Faculty Senate.</td>
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<td>Activity occurs at one or several Wednesday evening sessions of the Faculty Senate, supplemented by a select group of faculty, administrators, students, and community leaders. Faculty Senate Chair, Student Senate President, Academic Staff Council Chair, and Classified Staff Rep. attend all sessions.</td>
</tr>
<tr>
<td></td>
<td>Activity occurs at one or several Wednesday evening sessions of the Faculty Senate, supplemented by a select group of faculty, administrators, students, and community leaders. Consultation during development with Faculty Senate Exec. Committee, Student Senate Leadership, Academic Staff Council Chair, Classified Staff leadership, Cabinet, Coordinating Group.</td>
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|                     | Faculty and Student Senate leaders
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<tr>
<th>Date</th>
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<th>Participants/Groups</th>
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<tbody>
<tr>
<td>November 2011</td>
<td>of success,” discuss implementation and accountability options</td>
<td>Student Senate President, Cabinet, Classified Staff Representative, 2-3 external leaders, key committee and task force chairs</td>
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<td></td>
<td>Broad feedback sought on strategic vision, focal points and other items emerging from Planning Retreat, including online Survey</td>
<td>Communication Taskforce, Coordinating Group, e-cab</td>
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<tr>
<td>December 2011</td>
<td>Collating, synthesizing, sharing all information and status to date with campus (part of opening spring meeting)</td>
<td>Strategic Planning Coordinating Group and Communications Task Force</td>
</tr>
<tr>
<td>January 2012</td>
<td>Based on all information gathered including outcomes of Planning Retreat and feedback and decisions made during fall, expand updated strategic vision and focal points to develop first draft of the Strategic Plan's, include list of proposed strategic initiatives, measurable indicators of progress/success and proposed implementation and accountability plan. Drafting team: Provost and Chair of Faculty Senate in consultation with Coordinating Group and Chancellor.</td>
<td>Faculty Senate Chair on drafting team; need consultation with Assessment Committee and other committees as appropriate</td>
</tr>
<tr>
<td>February – March 2012</td>
<td>The draft plan is submitted to the Chancellor, Cabinet, Faculty Senate, Student Senate and Campus for review and comment. Online forums and facilitated campus information sessions provide feedback</td>
<td>Draft plan discussed by Faculty Senate and Student Senate</td>
</tr>
<tr>
<td>April – May 2012</td>
<td><strong>UWRF Adopts Strategic Plan:</strong> Drafting Team Revises the Strategic Plan and Submits to Faculty Senate and the Chancellor for Final Review and Approval Campus Celebration</td>
<td>Faculty Senate reviews/approves;</td>
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</table>
Revisions to this plan can be requested by the Chancellor and/or the Senate Executive Committee and will be subject to Senate and Chancellor approval.
THE FRAMEWORK

The framework we will follow in creating the Strategic Plan is simple and as follows:

- **Values**: This is why the organization was created and what its basic purpose is.

- **SWOT Analysis** (Strength, Weaknesses, Opportunity, Threats): During this analysis, planners can use a variety of assessments, or methods to “measure” the health of the organization.
  - **External Environment Scan**: Typically, the scan includes variables like demographics, economic and budgetary issues, current research.

- **Goals**: Specific accomplishments (output) that must be accomplished in total, or in some combination, in order to achieve some larger overall result preferred from the system, for example, the mission of an organization, are the goals.

- **Strategies**: To accomplish the goals, strategies are developed by which the University establishes objectives, associates responsibilities and timelines to each goal, and communicates the plan.

- **Evaluation and Control**: This is where the University:
  - Establishes its acknowledgement of success
  - Makes necessary changes
ROLES AND RESPONSIBILITIES FOR DEVELOPMENT OF THE UNIVERSITY’S NEXT STRATEGIC PLAN

Chancellor:
- Initiate the strategic planning process in partnership with governance groups
- Work with Faculty Senate leadership to develop a “roadmap” for the planning process
- Actively engage in key listening, planning and visioning sessions
- Serve as the primary conduit for discussion of UWRF’s future with key external constituents including UW System, the Board of Regents, legislators, alumni and major donors, business and community leaders
- Based on analysis of key internal and external information as well as broad campus input, articulate a future-oriented vision and set of principles that will guide the development of the strategic plan
- Approve and communicate the strategic plan goals and key strategies

Faculty Senate:
- Collaborate with the Chancellor to establish a “roadmap” for strategic plan development that is approved by Faculty Senate
- Ensure strong faculty engagement in the strategic planning process
- Facilitate engagement of Faculty Senate committees or appoint faculty to other groups to develop goals and/or strategies
- Approve vision, mission and goals of the Strategic Plan

Strategic Planning Coordinating Group:
- Guided by the strategic planning “roadmap” and timeline, coordinate the strategic planning process, ensure broad input and governance involvement, facilitate strong communication, plan and schedule meetings and activities, and develop and manage documents related to the strategic planning process
- Coordinating Group Composition (provided support from Office of Integrated Planning):
  - One member of Executive Cabinet appointed by the Chancellor
  - One tenured academic administrator appointed by the Provost
  - Faculty Senate Chair
  - One additional faculty member to be appointed by Faculty Senate
  - Academic Staff Member appointed by the Chancellor in consultation with the Chair of Academic Staff Council

Student Senate:
- Ensure student engagement in the strategic planning process
- Review strategic plan and provide feedback and recommendations to the Chancellor
Strategic Plan Taskforces in Support of Strategic Plan Development

Coordinating Group

- Mission/Vision/Values Taskforce
- Assessment Taskforce
- Communication & Events Planning Taskforce
- SWOT Analysis Taskforce
- Environmental Scan Taskforce
- LTP review & Report Taskforce
- * Strategic Work Groups

* Faculty Senate Committees or Special task force groups as charged by Chancellor and/or Faculty Senate Chair
Memorandum

To: James Madsen, Chair, Faculty Senate
From: Brad Mogen, Chair, Faculty Welfare and Personnel Policies Committee (FWPP)
Cc: Todd Savage, Secretary, Faculty Senate
Date: November 30th, 2010

Re: Frequency of administering student evaluations for IAS Senior Lecturers.

Jim,

FWPP was charged with reviewing the current policy detailing the frequency in which Senior Lecturers are required to administer student evaluations. This was addressed at the November 30th, 2010 meeting of FWPP and a vote was taken to submit a proposed language revision to Senate. The specific changes voted upon, and approved by, FWPP are detailed below. Please place this on the Senate’s agenda for a vote. Note that I have run the language by Laura Zlogar and her colleagues and they felt it was fine.

Let me know if you have any questions/concerns.

Thank you.

Brad Mogen
Chair FWPP
The FWPP charge from Faculty Senate:

“Review the policies and procedures for the student evaluation of instructional academic staff and make the practices consistent with how other faculty are evaluated and make recommendations for updating the Faculty & Academic Staff Handbook in these regards.”

Existing Handbook Language...

4.5.5.3 Uniform Survey Instrument

a. The survey instrument will include only questions approved by the Faculty Senate, and will be administered by the Provost and Vice Chancellor for Academic Affairs.

b. Any statistical measures will be applied to the results of one question only, not to any combination of all the questions. Statistical measures applied to a question must be limited to the responses to that question in one class section only. There must not be any "composite" number derived from the results of the questions.

c. The frequency, standard deviation, mean or average of the results of each question must not be used explicitly to compute any department, College, or University-wide salary change including raises, merit pay or pay reductions.

d. The results of uniform student evaluations will be sent to the individual faculty member surveyed, to the department chair, to the Dean, to the Provost and Vice Chancellor for Academic Affairs, and will be available in the Library.

e. Uniform student evaluations will be conducted within the last three weeks of the semester. Fall semester evaluation(s) shall be conducted in a timely manner so that results for probationary faculty will be available by January 10th. The results of the survey will not be available until after the final grade rosters are submitted to the Registrar. The Provost and Vice Chancellor for Academic Affairs will ensure that all grade rosters have been submitted.

f. **Uniform student evaluations will be administered in all classes each semester for probationary faculty and instructional academic staff only, and evaluations will be administered each semester for one-third of tenured faculty. Tenured faculty to be evaluated will be selected alphabetically every third evaluation period. Faculty have the option to have evaluations done more frequently.**

Proposed Revision—voted on and passed by FWPP at their 11/30/10 meeting...

f. **Uniform student evaluations will be administered in all classes each semester for probationary faculty and instructional academic staff classified as Associate Lecturer and Lecturer. Student evaluations will be administered each semester for one-third of tenured faculty and instructional academic staff classified as Senior Lecturers. Tenured faculty and Senior Lecturers to be evaluated by students will be selected alphabetically every third evaluation period. Faculty and Senior Lecturers have the option to have student evaluations done more frequently.**
Collaborative, Online Bachelor of Science Degree Completion Program
in Health and Wellness Management

University of Wisconsin-La Crosse
University of Wisconsin-River Falls
University of Wisconsin-Stevens Point
University of Wisconsin-Superior

With administrative and financial support from UW-Extension

Summary
This proposal is to develop an online bachelor's degree completion program in Health and Wellness Management. This degree will be offered in collaboration with UW-La Crosse, UW-River Falls, UW-Stevens Point and UW-Superior. This degree is intended primarily for adult and nontraditional students. Since the first two years of the program curriculum will consist primarily of general education requirements and prerequisites, students can enter the program through the UW Colleges, the Wisconsin Technical Colleges, or any of the UW System campuses. Students wishing to complete the entire curriculum online may do so by entering through UW Colleges Online or another UW institution that offers the general education requirements online, and then finishing this online program through any one of the four institutions requesting this Entitlement to Plan.

Introduction
The costs of healthcare in the United States have skyrocketed. One important reason for the skyrocketing costs of healthcare is the combination of people living increasingly less healthy lifestyles combined with improvements in healthcare that allow people to live much longer lives. As a consequence, many individuals are sick for long periods of time. There are many factors to not living healthfully, but some of the rapidly rising consequences include obesity, diabetes, heart disease, and cancer. These consequences are both personally and socially extremely costly. For example, “the overall, tangible, annual costs of being obese are $4,879 for an obese woman and $2,646 for an obese man. Adding the value of lost life to these annual costs produces even more dramatic results. Average annualized costs, including value of lost life, are $8,365 for obese women and $6,518 for obese men, and employers have responded in part by passing some costs onto employees and also by developing programs to keep their employees healthy…. Employers and employees share the burden for many of these expenditures, including direct medical costs, short-term disability, disability pension insurance, absenteeism, and productivity losses. Employers directly pick up the costs for many of these expenditures. However, employees indirectly share part of this burden through lower wages. In addition, through publicly funded programs such as Medicare and Medicaid, the government pays a significant portion of direct medical costs for their beneficiaries.” (Avi Dor. “A Heavy Burden.” George Washington University Research Report, Sept. 2010.)

Obesity is one significant and rapidly growing consequence of living unhealthy lifestyles, but there are many others as well. Regardless of the type of unhealthy lifestyle, however, the increased costs are significant. “Illness and injury associated with an unhealthy lifestyle or modifiable risk factors is reported to account for at least 25% of employee health care expenditures. The most significant of these risk factors are stress, tobacco use, overweight or obesity, physical inactivity, excessive alcohol
use, and poor nutritional habits.” (Daniel Zank and Donna Friedsam, “Employee Health Promotion Programs.” Wisconsin Public Health and Health Policy Institute Brief, September 2005.)

As they come to understand the relationships between lifestyle and costs broadly construed (direct medical costs, absenteeism, reduced productivity, etc.), employers have begun to develop health promotion programs to encourage their employees to live more healthfully. “Evidence continues to grow that well-designed and well-resourced health promotion and disease prevention programs provide multi-faceted payback on investment. Peer-reviewed evaluations and meta analyses show that return on investment (ROI) is achieved through improved worker health, reduced benefit expense, and enhanced productivity.” (Zank and Friedsam, 2005.)

There is a strong need for qualified individuals who can manage and administer the integration of health and wellness culture across divisions, departments, and business units to reduce healthcare costs, improve productivity and employee well-being. The Bachelor of Science in Health and Wellness Management program will prepare students to capitalize on that opportunity.

**Need and Market Demand**

To increase wellness, behavior change is required. To achieve behavior change, population-based approaches such as policy, systems, and environmental changes across 5 evidence-based strategies – access, media, point of decision information, social support services, and price are necessary. These behavioral changes are executed by an array of multidisciplinary health promotion and wellness professionals who specialize in work and community environments. This program will meet the increasing demand for professionals that focus on integrating various wellness services (e.g. preventative wellness programming; safety and environmental health risk management; human resources benefits management, return to work programs, etc.). The education of these professionals will focus on the complexity of the issues and systems management of divergent aspects of healthcare as applied to business and community organizations.

According to the Bureau of Labor Statistics, as healthcare costs continue to rise, insurance companies, employers, and governments are attempting to find ways to curb costs. This is leading to positive anticipated employment growth (18-22 percent) in the health and wellness field. Increasing healthcare costs and a growing number of healthcare coverage options will spur demand for professionals to develop strategically integrated wellness programs. In light of these trends, graduates of the Health and Wellness Management program will:

- Integrate a wide array of programs to enhance employee safety and wellness and improve work-life balance
- Influence corporate productivity
- Reduce health care costs
- Engage management and leadership at multiple levels
- Foster a culture of wellness in organizations
- Provide passionate and persistent leadership for health and wellness
- Communicate the value of health and wellness across diverse sectors
- Develop and maintain collaborations with internal and external partners
- Interpret and apply assessment and evaluation information pertaining to health
When researching the potential income and job market for individuals who complete this degree the following data was obtained. The overall average salary for a wellness professional in 2008 was $55,304, the survey found.

And, taking level of education into account, a Master’s degree-level wellness professional earns $8,212 more per year than their counterpart holding a Bachelor’s degree, the survey found.

In a future issue we will look at an analysis of salary level combined with years of experience.

The following table illustrates ranking wellness titles with average salary, in descending order of average salary, titles we could compare.

<table>
<thead>
<tr>
<th>Comparing Wellness Titles With Salaries</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
</tr>
<tr>
<td>Wellness Manager</td>
</tr>
<tr>
<td>Manager, Employee Health and Wellness</td>
</tr>
<tr>
<td>Senior Program Manager</td>
</tr>
<tr>
<td>Wellness Consultant</td>
</tr>
<tr>
<td>Wellness Coordinator</td>
</tr>
</tbody>
</table>

*Source: Wellness Professionals Salary and Benefits Survey, conducted by Wellness Program Management Advisor. Copyright 2009 Wellness Management Information Center*

Nationally, there are very few similar degrees. A recent search identified the following.

- Athens State University, GA--BS in Health and Wellness Management (while the title is a match, it appears to be a traditional health degree.) Delivered face to face.
- Ball State University, IN--MS in Wellness Management – resembles the proposed Bachelor of Science in Health and Wellness Management degree, but it is delivered in a face-to-face format and at the master’s level.
- State University of New York-Oswego, NY--BS in Wellness Management--similar to what we propose but delivered in a face-to-face format and aimed at traditional, campus student audiences.
- Kaplan – for-profit national provider - BS in Health & Wellness – online
- University of Central Oklahoma – MS in Wellness Management – somewhat similar to the proposed degree, but in a face-to-face format and at the master’s level.
American University, Washington, D.C., - BS in Health Promotion

Learning Outcomes and Overview of the Curriculum
The curriculum for the HWM program was developed by faculty at the four partner campuses to ensure curricular consistency and quality, and to utilize the academic strengths of the partner institutions.

The curriculum consists of 21 classes (63 credits). Because adult and nontraditional students want a very clear programmatic structure, all students in the program will be required to take all 21 classes in the curriculum. There are no electives. Students who successfully complete the 63 credits of work and satisfy campus graduation requirements will graduate.

The following roster lists the courses, degree course numbers, and the campuses that have selected to offer the courses.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RVF HWM300</td>
<td>Introduction to Human Health</td>
</tr>
<tr>
<td>RVF HWM310</td>
<td>Changes Across the Life Span</td>
</tr>
<tr>
<td>SUP HWM320</td>
<td>Health and Medical Terminology</td>
</tr>
<tr>
<td>LAX HWM330</td>
<td>Survey of Information Technology in Healthcare</td>
</tr>
<tr>
<td>STP HWM340</td>
<td>The Wellness Profession</td>
</tr>
<tr>
<td>RVF HWM350</td>
<td>Applied Research Methods in Health</td>
</tr>
<tr>
<td>SUP HWM360</td>
<td>Stress and Dependencies and Addictions</td>
</tr>
<tr>
<td>SUP HWM370</td>
<td>Health Behavior/Understanding and Effecting Change</td>
</tr>
<tr>
<td>LAX HWM380</td>
<td>Environmental Health</td>
</tr>
<tr>
<td>STP HWM390</td>
<td>Marketing and Communication for Health and Wellness</td>
</tr>
<tr>
<td>RVF HWM400</td>
<td>Health Resource Management</td>
</tr>
<tr>
<td>SUP HWM410</td>
<td>Applied Human Anatomy and Fitness Principles</td>
</tr>
<tr>
<td>LAX HWM420</td>
<td>Health Literacy</td>
</tr>
<tr>
<td>LAX HWM430</td>
<td>Population Health</td>
</tr>
<tr>
<td>STP HWM440</td>
<td>Health and Wellness Coaching</td>
</tr>
<tr>
<td>RVF HWM450</td>
<td>Medical Ethics/Policy</td>
</tr>
<tr>
<td>SUP HWM460</td>
<td>Leadership and Change Management in Health</td>
</tr>
<tr>
<td>LAX HWM470</td>
<td>Assessment and Evaluation</td>
</tr>
<tr>
<td>STP HWM480</td>
<td>Health Benefit Plans and Providers</td>
</tr>
<tr>
<td>STP HWM490</td>
<td>Employee Health and Well Being</td>
</tr>
<tr>
<td>HWM495</td>
<td>CAPSTONE</td>
</tr>
</tbody>
</table>

Student learning outcomes include a fundamental understanding of:

- Human Health
  - Physical aspects of health
  - Personal health-applications and integrations
  - Lifestyle coaching
  - Environmental impact on health (built and natural)
  - Changes across the lifespan (human development)
- Philosophy of wellness
- Exercise physiology
- Trans-theoretical model, Health Belief Model, Social Learning Theory
- Healthy lifestyles vs. unhealthy lifestyles
- Seven dimensions of health
- Psychology: Stress, dependencies (tobacco, alcohol, drugs)
- Health coaching: Behavior health management/lifestyle coaching
- Population health
  - Epidemiology/disease prevention and treatment
  - Health research and research processes
  - Benefits management/compliance/benefits
  - Disease risk factors and genetic risk factors
  - Special populations
  - Health disparities
  - Impacts of the community on health
  - Integrated medicine
- Communication strategies
  - Marketing
  - Promotion
  - Technology e.g. mobile devices, games for health, etc.
  - Social networking
  - Health literacy and research methods
  - Information literacy
  - Medical terminology/health communications
  - Dispositions, temperaments, personal qualities
- Technology Literacy
  - Health information systems and records
  - Medical informatics/communication among providers
  - Medical devices
  - Alternate delivery systems
- Management strategies
  - Management training
  - Benefits, providers, incentives, insurers,
  - Healthcare cost containment
  - Compliance
  - Evaluation and assessment
  - Strategic planning
  - Leadership and change management
  - Budget, finance and resource management
  - Building coalitions and collaborations
  - Facilitating, mentoring and conflict management
- Assessment and evaluation
  - Program
  - Policy analysis
  - Benefit analysis
  - Individual health risk
• Ethics and Policy
  o Medical and legal issues
  o Federal and state policies
  o Advocacy
  o Regulation, licensing and credentialing/certifications

• Teaching and Programming
  o Adult learning principles
  o Learning delivery systems
  o Generational differences

Relation to Institutional Mission

The Bachelor of Science in Health and Wellness Management contributes directly to the institutional mission of the University of Wisconsin System by supporting the UW Growth Agenda. The three components of the Growth Agenda are to increase the number of degree holders in Wisconsin, increase the number of high paying jobs, and build stronger communities. The HWM degree contributes to all three components of the Growth Agenda by providing a degree that is in demand, supported by Wisconsin employers, and develops competencies that enable graduates to help Wisconsin employers reduce costs while increasing worker health and productivity. It is a degree targeted at adult and nontraditional students and thus broadens access to the university.

The HWM degree supports the institutional missions of the four partner campuses by contributing to the core of liberal education by developing communication, critical thinking, problem-solving, analytical, leadership, teamwork, and collaboration skills. Furthermore, this is a multidisciplinary degree that helps build bridges among disciplines and develops students’ abilities to think in terms of systems and interrelationships.

At UW-La Crosse this Health and Wellness Management degree supports the mission of UW-La Crosse to prepare individuals to take their place in a constantly changing world. In addition graduates of this program will be employed in environments focused on reducing health care costs and improving personal well-being. The collaborative nature of this degree and the employment settings of graduates further advances UW-La Crosse’s mission of fostering curiosity and learning through collaborative, innovation, and the discovery and dissemination of new knowledge.

For UW-River Falls “Develop engaged leaders” is Goal 4 of “Living the Promise,” the strategic plan for UW-River Falls adopted in 2007-08. The fourth initiative under that goal states that the university will strive to “produce graduates with an appreciation for life-long learning who will become the productive, creative, ethical engaged citizens and leaders” promised in our mission statement. Hence, the Health and Wellness Management degree fits very well into the Campus strategic plan.

UW-Stevens Point has a long history in helping create the wellness movement. The Health Promotion and Wellness program was introduced in 1987. UWSP faculty were instrumental in developing the modern concept of wellness, which was expanded in 1990 into a 7-dimensional model. The program has received several national awards for preparing Health Promotion and Wellness professionals with a Bachelor of Science degree. The HWM degree continues to build upon this national leadership in wellness and health promotion by expanding its reach into distance
learning. For UW-Stevens Point, the HWM degree aligns with the strategic efforts to develop interdisciplinary programs with a wide audience and promising market perspectives while supporting the current mission to provide undergraduate professional programs with a strong liberal studies foundation. The HWM degree supports the missions and visions of the College of Professional Studies and the School of Health Promotion and Human Development, key aspects of which are to 1) develop professionals who promote lifelong wellness for individuals and communities, 2) expand opportunities for bachelor's degrees that contribute to a vibrant economy and flourishing communities, 3) and to explore new mutually beneficial partnerships.

The mission of UW-Superior is to foster intellectual growth and career preparation within a liberal arts tradition that emphasizes individual attention and embodies respect for diverse cultures and multiple voices. Students who master the liberal arts competencies embedded within the Health and Wellness Management degree will be fulfilling the UW-Superior mission by becoming positioned to help employees maximize their work production within their respective workplace[s] by optimizing and understanding their personal wellness. The seven dimensional wellness model includes social, physical, emotional, intellectual, career, environmental and spiritual wellness.

Relation to Other UW-System Programs
There are no such programs like the Bachelor of Science in Health and Wellness Management in the UW System. The closest programs that exist in the UW System are in face-to-face formats only, and their foci are quite different:

- UW Eau Claire: BS in Environmental Public health
  - Health and Aging Services (certificate)
- UW La Crosse: BS in Community Health Education
  - BS in Fitness Management
- UW Milwaukee: BS in Kinesiology, submajor in Health and Fitness Management
- UW Oshkosh: BS in Environmental Health
- UW Parkside: BS in Fitness Management (also have a certificate in this)
- UW Stevens Point: BS in Health Promotion and Wellness
- UW Stout: BS in Health and Fitness – minor
- UW Superior: BS in Community Health Promotion

Although this is a unique and new degree, it complements the broad array of degrees offered across the UW System by creating a new point of entry for adult and nontraditional students, by building upon the associate’s degree offered by the UW Colleges and other campuses, and by engaging faculty who have expertise in related areas on all of the partner campuses. In addition, the HWM degree is an excellent starting point for students who wish to go onto master’s degrees in business, public health, healthcare management, and related fields.

Resources
This collaborative degree is part of the Adult Student Initiative. The budget model developed for this degree is designed so that the program will become self-supporting within 5 years from the time that classes are first offered. In order to minimize the financial burden on partner campuses, UW-Extension Division of Continuing Education, Outreach and E-Learning will cover program deficits
until the program is producing net revenues. Once the program is producing net revenues, funds will be split equally among the program partners.

Conclusion
The Collaborative, Online Bachelor of Science in Health and Wellness Management will be offered by UW-La Crosse, UW-River Falls, UW-Stevens Point, and UW-Superior. The first two years are already offered by all System campuses and also available through UW Colleges Online.
TRANSMITTAL for UNDERGRADUATE PROGRAMS: Changes or Proposals

INFORMATION

1. Program title:  Health And Wellness Management
2. Department(s): Health & Human Performance
3. College(s): Coeps
4. Proposal prepared by: Joe Okroy Date: 4-7-2011

5. Check all that apply:
   □ New program
   □ Change in course name
   □ Change in Major
   □ Change in course content
   □ Existing program
   □ Change in number of credits
   □ Change in Minor
   □ Change in Emphasis/Option

6. Other Programs/Departments Consulted (Requires letters of support from all Departments or Programs substantially affected):
   1. None
   2.  
   3.  
   4.  

7. Date of Implementation: F ALL Semester 2011 Year

8. Have all courses in this program been approved?  Yes □ No □
   If "No," which ones?

9. Attach Request Narrative. (Include description of program before and after proposed changes).

UNIT APPROVALS: Requires signatures of all Departments Chairs and Deans whose programs will be affected by the changes or proposal. Signature lines for the affected Departments and Colleges (Noted in 6 above), are on the back of this form. These signatures should be obtained prior to review by all other shared governance levels.

Department Chair  
Signature  
Date  

College Curriculum Cmmt. Chair  
Signature  
Date  

Dean of College  
Signature  
Date  

University Curriculum Cmmt. Chair  
Signature  
Date  

Academic Policy & Programs Cmmt. Chair  
Signature  
Date  

Faculty Senate Chair  

Provost / Vice Chancellor

Chancellor

NOTE: The master copy of this transmittal and accompanying documents must be filed in the Provost's office upon final approval. The Provost's office will notify all appropriate administrative offices [Registrar, Dean(s), and Department Chair(s)] of approvals and necessary actions to implement changes.

Rev. 11/08
Rationale for Program Elimination

In 1986, The Wisconsin Department of Public Instruction (WDPI) surveyed Wisconsin school districts to determine their science needs. This survey indicated that the future supply of physics teachers in Wisconsin would come from teachers already teaching another science or mathematics and drafted into physics. This trend was confirmed on a national level in a 1988 survey by the American Institute of Physics (AIP). Based on this information, a statewide program was developed beginning in 1986 to provide these "drafteres" the opportunity to achieve physics certification over three summers. Since 1988, the program has been supported through a combination of NSF, Eisenhower, corporate, district and individual participant funds. Over 170 drafterees teachers from all parts of the state have been certified as a result of the program. In addition, we have had approximately 50 participants every summer since 1986 through 2006. Since 2000, when continuous records were kept, there have been a total of 261 individual secondary science teachers who have taken at least one summer course through the UWRP Physics Department. Since 2003, Biology, Chemistry, and Geology joined the Master's programs. Physics built quickly and early due primarily to two causes: the extreme need for licensed physics teachers and the grants that provided tuition and lodging for participants. The other three departments did not seek grants and the need for other licensures in Wisconsin, while healthy, was not at the extreme levels physics was. We had been awarding an average of 6 MSE degrees per year. But numbers across all disciplines have dropped dramatically. Biology, Chemistry, and Earth Science had been running classes with one or two students. Physics numbers are a bit bigger with classes of about 10. There have been no new requests for information from possible participants and even the larger Physics numbers are returning participants who appreciated, enjoyed, and needed the credits. The granting agencies listed below stopped wanting to fund our program because they stated, even though the program was worthwhile and useful, it was not new.

The Physics Department has had funding for its summer program for 19 of the last 25 years. Eisenhower and later ESEA funds have been used in combination with funds from the corporate sector, school districts, UW-System, and NSF to support the licensure and advanced degree program. Dominant funds have been NSF ($271,738) and Eisenhower/WITQ ($553,876). The support levels have been:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1988</td>
<td>$10,600</td>
<td>IKE</td>
</tr>
<tr>
<td>1989</td>
<td>$18,078</td>
<td>IKE</td>
</tr>
<tr>
<td>1989-1992</td>
<td>$271,738</td>
<td>NSF</td>
</tr>
<tr>
<td>1992</td>
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<td>1993</td>
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<tr>
<td>1994</td>
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<tr>
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<tr>
<td>1998</td>
<td>$43,900</td>
<td>IKE</td>
</tr>
</tbody>
</table>
The Master of Science in Education – Science emphasis Degree Program has served a useful purpose in licensing and promoting better content preparation for secondary teachers but districts now want teachers to work on Professional Development plans that involve classroom improvement or curriculum development, effectively reducing the demand for programs such as ours which provided content coursework as teachers required.

Impact of Program Elimination
Since the demand from possible secondary teacher participants has been greatly reduced, we don’t anticipate much impact. There are still occasional requests for summer opportunities for credits to enhance salary but more and more national on-line programs are available providing greater variety and flexibility than we can provide with our in-person on-campus approach.

Impact on Faculty
Faculty have enough other options for providing service to the university and our field that we view the impact of elimination of the MSE-Science Program as a necessary loss but allowing us a change in priorities as we determine other avenues of service. TED hopes we will provide some kind of program for teachers in STEM areas and we are in discussion about what form that might take.

Transition Period
Biology, Chemistry, and Earth Science will offer courses as needed or an Independent Study for those participants still in their sequence. Physics will offer one last three-year sequence of the full licensure cycle to make sure we meet the needs of those teachers still working toward physics licensure and the salary enhancement of a Master’s degree. For all participants, the deadline for completing any outstanding courses and projects will be the end of Fall semester 2013.
2/23/11

Eileen Korenic
Coordination, MSE program

Dear Eileen,

I support termination of the MSE program in biology. We have very few students enrolled the MSE program and do not have the staff or resources to continue this program.

Regards,

Mark Bergland
Chair, Department of Biology

mark.s.bergland@uwrf.edu
715-425-3591 (office) or 715-529-8845 (cell)

University of Wisconsin-River Falls
410 S. Third Street • River Falls, WI 54022 • USA
Thursday, March 24, 2011

Dr. Eileen Korenic
MSE Program Coordinator

Dear Eileen,

I support terminating the MSE program in chemistry. The historically low enrollment in the MSE program does not justify the staff or resources necessary to continue this program.

Sincerely,

Dr. Jeff Rosenthal
Professor and Chair
Chemistry Department

Jeffrey.Rosenthal@uwrf.edu
March 28, 2011

Eileen Korenic
Coordination, MSE program

Dear Eileen,

The Plant and Earth Science Department supports termination of the MSE-Science program.

Thanks,

[Signature]

Donavon Taylor, Chair
Department of Plant and Earth Science
March 28, 2011

To: Eileen Korenic

From: Jim Madsen---Chair, Physics Department

Re: Termination of MSE program

Dear Professor Korenic:

The Physics Department supports the decision to terminate the MSE program.
April 12, 2011

Eileen Korenic
Coordinator, MSE Science

Dear Eileen,

We understand your decision to “wind down” the MSE in science because of low enrollment. But it seems that in an era where STEM areas in Teacher Education are in high demand, the UWRF campus should be able to create an MSE in Science that would meet the needs of science teachers within our geographic area.

While the faculty in TED support your desire to conclude the MSE Science in its current configuration, we would encourage the graduate office to “hold on to the possibility that a new and improved MSE-Science might be created to serve our constituency. Perhaps an online/hybrid model similar to the SIC would be more appealing to current science teachers in Western Wisconsin.

We appreciate the hard work the science faculty have contributed to the MSE-Science in previous years.

Sincerely,

[Signature]

Teri Crotty
TED Chair

Cc: Michael Miller
April 25, 2011

TO:        Eileen Korenic    Dale Gallenberg
           James Madsen       Donavon Taylor
           Jeffrey Rosenthal  Katrina Larsen
           Mark Bergland      Linda Jacobson
           Brad Caskey        Teri Crotty

Cc:        Fernando Delgado

FROM:      Michael Miller  AVCAA and Graduate Studies

The Office of Graduate Studies supports suspending enrollment to the MSE-Science Program as a point on the pathway towards eventual termination.
TRANSMITTAL for GRADUATE PROGRAMS: Changes or Proposals

I. INFORMATION:

A. Check all that apply: Existing Program ☒ New Program ☐
   - Name Change ☐ Credits Change ☐ Substantial Change in Curriculum ☒ elimination

b. Program Title: Master of Science in Education - Science (MSE-S) - termination
C. Department(s) (Originating): Physics

D. College(s) (Originating): CAS

E. Programs / Departments Consulted (Requires letters of support from all Departments or Programs substantially affected):
   1) Biology
   2) Chemistry
   3) Plant and Earth Science
   4) Physics
   4) Teacher Education

F. Date of Implementation: Dec Semester 2013 Year
G. Have all courses in this program been approved? Yes ☐ No ☐ If “No”, which ones?
H. Attach Request Narrative

II. UNIT APPROVALS: Requires signatures of all Department Chairs and Deans whose programs will be substantially affected by the changes or proposal. Signature lines for the affected Departments and Colleges (noted in “E” above), are on the back of this form. These signatures should be obtained prior to review by all other shared governance levels.

<table>
<thead>
<tr>
<th>Department</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Eileen Horovic</td>
<td>4/13/11</td>
</tr>
<tr>
<td>Committee Chair (optional)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department/Program Chair</td>
<td>Mark Bergland</td>
<td>4/15/11</td>
</tr>
<tr>
<td>Committee Chair</td>
<td></td>
<td></td>
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<td>College Curriculum</td>
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<tr>
<td>Dean of College</td>
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<td>Graduate Council Chair</td>
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<td>University Curriculum Cmtt. Chair</td>
<td>Barbara S. Nelson</td>
<td>4/27/11</td>
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<tr>
<td>Academic Policy &amp; Program Cmtt. Chair</td>
<td>Janis Zimmerman</td>
<td>4/29/11</td>
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<tr>
<td>Faculty Senate Chair</td>
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<td>Provost / Vice Chancellor</td>
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<td>Chancellor</td>
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*NOTE: The master copy of this transmittal & accompanying documents must be filed in the Provost’s office upon final approval. The Provost’s office will notify all appropriate administrative offices [Registrar, Office of Graduate Studies, Dean(s), Department Chair(s)] of approvals & necessary actions to implement changes.*
University of Wisconsin-River Falls

Procedures for Terminating or Suspending a Varsity Sport

1. The principal responsibility for initiating a recommendation to review a sport for possible termination or suspension rests with the Athletic Director.

2.1. The Athletic Director will meet with the Chancellor to discuss and determine if the review process should be engaged.

   a. The Chancellor approves or disapproves of the review process moving forward. If the Chancellor approves a review process, this does not indicate approval of terminating or suspending the sport.
   b. If it is determined that a review will best serve the needs of the University, the Chancellor will inform other Chancellors of WIAC institutions that the process should proceed and invite discussion with the other Chancellors of the potential impact on conference competition.

3. The Athletic Director meets with the Faculty Athletic Representatives and the Director of Equity and Compliance to discuss the rationale for the suspension or dropping of the sport. If the Athletic Director elects to move forward, a meeting with the coach of the sport is held and the rationale for considering terminating or suspending the sport is explained.

3. The Athletic Director meets with the Faculty Senate Athletic Committee and presents the rationale for suspending/terminating the sport.

4. The Chair of the Athletic Committee will schedule an open meeting held via open meeting law where members of the coaching staff, student athletes, alumni, community members, and supporters of the sport will have the opportunity to express their perspectives and concerns to the Athletic Committee. Members of the coaching staff and the student athletes of the sport involved have the opportunity to express their perspectives and concerns to the Athletic Committee.

   a. Notification and the agenda for this meeting are sent to the President of the Student Senate and posted on Falcon Daily.
   b. Those in attendance who wish to share their support or concerns, should address the eight published Considerations for Suspending or Terminating a Varsity Sport, which would be supplied to all in attendance.
   c. Those unable to attend the open forum who wish to share their support or concerns with members of the Athletic Committee may do so via email with messages sent directly to the Chair of the Athletic Committee.

5. The Athletic Committee makes a recommendation regarding the termination or suspension, and that recommendation is sent simultaneously to the Chancellor and the Chair of Faculty Senate, with a copy sent to the Athletic Director.

6. Faculty Senate may also provide additional input to the Chancellor, but this is not required.

7. The Athletic Director makes a final recommendation to the Chancellor regarding the decision to drop or suspend a sport.

8. The Chancellor approves or denies the athletic director’s recommendation. If it is agreed to drop or suspend a sport, the athletic director’s office works in concert with University
Communications to make an announcement and address follow up communications. The Athletic Director implements the Chancellor's decision as necessary.

Considerations for Suspending or Terminating a Varsity Sport (not in any priority order):

1. Title IX impact
2. Are the facilities adequate to support a competitive program?
3. What is the competitive history and participation of the sport?
4. Is quality, consistent coaching available?
5. What are the financial implications, including the possibility of reallocating resources within and outside of athletics?
6. Contribution to broad based program:
   a. Balance between team and individual sports
   b. Other opportunities for competition
   c. Availability of intramural alternatives
7. Effect on community involvement and service.
8. What are the enrollment implications, including impact on the university's strategic enrollment goals?