

## BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

### I.1. Education Committee

2:00 p.m. Education Committee

Thursday, June 6, 2013  
UW-Milwaukee  
Wisconsin Room  
The Union  
Milwaukee, WI

#### a. Consent Agenda:

1. Approval of the Minutes of the April, 2013, Meeting of the Education Committee;
2. Announcement of the proffer from the Trustees of the William F. Vilas Trust Estate for support of scholarships, fellowships, professorships, and special programs in arts and humanities, social sciences, and music;  
[Resolution I.1.a.(2)]
3. UW-Oshkosh: Bachelor of Business Administration in Management;  
[Resolution I.1.a.(3)]
4. UW-La Crosse: Bachelor of Science in Statistics;  
[Resolution I.1.a.(4)]
5. UW-Milwaukee: Master (M.S.P) in Sustainable Peacebuilding;  
[Resolution I.1.a.(5)]
6. UW-Milwaukee: Master of Science in Architecture;  
[Resolution I.1.a.(6)]
7. UW-Oshkosh: Master of Science in Transnational Human Services Leadership;  
[Resolution I.1.a.(7)]
8. Report on Promotions, Tenure Designations, and Related Academic Items;  
[Resolution I.1.a.(8)]
9. UW System Appointments to the Natural Areas Preservation Council;  
and  
[Resolution I.1.a.(9)]
10. UW-Eau Claire: Revised Faculty Personnel Rules.  
[Resolution I.1.a.(10)]

#### b. UW-Milwaukee Presentation:

“Embedding Innovation into Academic Planning: Process and Outcomes.”  
Johannes B. Britz, Provost and Vice Chancellor for Academic Affairs.

#### c. Report of the Senior Vice President:

1. Biennial Budget and Academic Affairs Update; and
2. College Readiness Partnership with DPI, CESA, WTCS, and WAICU.

Acceptance of the Proffer from the Trustees  
of the William F. Vilas Trust Estate

EDUCATION COMMITTEE

Resolution I.1.a.(2):

That, upon recommendation of the Chancellors of the University of Wisconsin-Madison and the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents accepts the proffer of \$5,811,119 made by the Trustees of the William F. Vilas Trust Estate for fiscal year July 1, 2013 to June 30, 2014, as provided by the terms of the William F. Vilas Trust, for Support of Scholarships, Fellowships, Professorships, and Special Programs in Arts and Humanities, Social Sciences, Biological Sciences, Physical Sciences, and Music.

**ANNOUNCEMENT OF THE PROFFER FROM THE  
TRUSTEES OF THE WILLIAM F. VILAS TRUST ESTATE  
FOR SUPPORT OF SCHOLARSHIPS, FELLOWSHIPS, PROFESSORSHIPS, AND  
SPECIAL PROGRAMS IN ARTS AND HUMANITIES, SOCIAL SCIENCES, AND  
MUSIC**

**EXECUTIVE SUMMARY**

**BACKGROUND**

The terms of the Deed of Gift and Conveyance of the estate of William F. Vilas, subsequently validated and accepted by an act of the Legislature of Wisconsin, provides in part that the Trustees of the Estate may proffer in writing to the Board of Regents funds for the maintenance of scholarships, fellowships, professorships, with their respective auxiliary allowances, and other like endowments specifically enumerated, defined, and provided for by the Deed.

At the beginning of each calendar year, the Trustees of the William F. Vilas Trust Estate formally request that the President of the UW System ask the Chancellors of UW-Madison and UW-Milwaukee to determine from the Vilas Professors the amounts they will request for special project allowances for the ensuing academic year and to obtain from the Chairs of the UW-Madison and UW-Milwaukee music departments their programs and requests for the next year. In addition, the Chancellor of UW-Madison is asked to determine the number of scholarships, fellowships, Vilas Associates, and any other initiatives to be requested.

The Board of Regents approved the UW-Madison and UW-Milwaukee requests totaling \$5,825,179 at the April, 2013, meeting. Following that approval, UW System President Reilly sent the formal request to the Trustees. In mid-May, the Board of Regents received the proffer issued by the Vilas Trustees of the funding available to the UW System for 2013-14. Based on the available funds determined in accordance with the provisions of the will of William F. Vilas, the proffer is able to fund most of the requested amount, meeting the key components of UW-Madison's request. The Trustees elected to award an additional \$7,299 to the Milwaukee School of Music because monies from the trust principal were available.

The Regents are asked to approve the proffer at their June, 2013 meeting.

**REQUESTED ACTION**

Approval of resolution I.1.a.(2), accepting the proffer in the sum of \$5,811,119 from the Trustees of the William F. Vilas Trust Estate.

**DISCUSSION**

For 2013-2014, the Vilas Trust is able to fund the UW System's request for "Continuation of Approved Programs" for a total of \$5,811,119. Of that sum, \$3,211,119 will go towards Vilas undergraduate scholarships and graduate fellowships; Vilas Research

Professorships; Retirement Benefits for Vilas Professors; and Vilas Associates in the Arts and Humanities, Social Sciences, Physical Sciences, and Biological Sciences. As a part of the “Continuation” proffer, UW-Madison will receive \$20,368 for its music request, and UW-Milwaukee \$65,568. The Trust is also able to fund the “One-Time-Only Program Allocation” component of the request from UW-Madison in the amount of \$2,600,000 for additional Vilas professorships, research awards, and undergraduate scholarships, among other programs. The attached document contains the Vilas Trustees' proffer detailing how the funds will be expended.

## **RECOMMENDATION**

The University of Wisconsin System Administration recommends approval of Resolution I.1.a.(2), accepting the proffer in the sum of \$5,811,119 from the Trustees of the William F. Vilas Trust Estate.

WILLIAM F. VILAS TRUST ESTATE  
602 PLEASANT OAK DR., SUITE F  
OREGON, WISCONSIN 53575

May 10, 2013

UW SYSTEM

MAY 14 2013

Office of the President

The Regents of the University of Wisconsin  
1860 Van Hise Hall  
1220 Linden Drive  
Madison, Wisconsin 53706-1557

Dear Regents:

COPY

The fiscal year of the William F. Vilas Trust Estate ended on March 31, 2013. The Trustees met on Monday, April 22, 2013, and considered the annual audited financial statements, the revised request for funding for the Madison campus, as set forth in Interim Chancellor David Ward's letter of April 11, 2013, to President Kevin P. Reilly, and the request for funding from the Milwaukee campus, as set forth in Provost and Vice Chancellor Johannes Britz's letter to President Reilly dated March 14, 2012. Our audit confirmed that the Trust realized net income of \$7,141,752.89 this year. After considering the requests for funding, the Trustees have resolved to fund the fixed annual expenditures described in paragraphs (A), (B), (C) and (D) of Article 4 (Fourth) of the Trust, as described in the letters of Interim Chancellor Ward and Provost and Vice Chancellor Britz. However, the funding of programs for the encouragement of merit and talent and promotion of appreciation for the art of music in paragraph (B) is limited to one-tenth of one percent of the capital of the estate, as shown on the Trust Estate's preceding inventory (\$85,936.62), and the original requests totaled \$99,996.00. The Trustees reduced both requests. The Trustees have also resolved to fund Vilas Distinguished Achievement Professorships described in B.1.; Vilas Life Cycle Professorship program described in B.2.; Vilas Research Investigator Awards described in B.3.; Vilas Faculty Young/Mid-Career Investigator Awards described in B.4.; and an expanded number of undergraduate scholarships and fellowships described in B.5 of Interim Chancellor Ward's letter. In accordance with the provisions of the Will of William F. Vilas, the Trustees proffer to the Regents of the University of Wisconsin the sum of **\$5,811,119.00** for its fiscal year July 1, 2013, to June 30, 2014, to be expended in the following manner:

**A. CONTINUATION OF APPROVED PROGRAMS**

- |    |  |                 |           |
|----|--|-----------------|-----------|
| 1. | Continuation of 10 Vilas Undergraduate Scholarships for the 2012-2013 academic year at \$400.00 each | \$              | 4,000.00  |
| 2. | Continuation of 10 Graduate Fellowships for the 2012-2013 academic year:                             |                 |           |
|    | a. 5 resident Fellowships at \$600.00 each   | \$              | 3,000.00  |
|    | b. 5 traveling Fellowships at \$1,500.00 each  | <u>7,500.00</u> | 10,500.00 |

3. Continuation of the salaries and the respective allowances of 16 Vilas Research Professorships:

Vernon Barger – Vilas Research Professor of Physics,  
College of Letters and Science, Madison

Salary	10,000.00	
Auxiliary Allowance	<u>50,000.00</u>	60,000.00

David Bethea – Vilas Research Professor of Slavic  
Languages, College of Letters and Science, Madison

Salary	10,000.00	
Auxiliary Allowance	<u>50,000.00</u>	60,000.00

Susan Coppersmith – Vilas Research Professor of  
Physics, College of Letters and Science, Madison

Salary	10,000.00	
Auxiliary Allowance	<u>50,000.00</u>	60,000.00

William Cronon – Vilas Research Professor of History and  
Geography, College of Letters and Science and Gaylord  
Nelson Institute for Environmental Studies, Madison

Salary	10,000.00	
Auxiliary Allowance	<u>50,000.00</u>	60,000.00

Richard Davidson – Vilas Research Professor of  
Psychology and Psychiatry, College of Letters and  
Science and Medical School, Madison

Salary	10,000.00	
Auxiliary Allowance	<u>50,000.00</u>	60,000.00

Steven Durlauf – Vilas Research Professor of Economics,  
College of Letters and Science, Madison

Salary	10,000.00	
Auxiliary Allowance	<u>50,000.00</u>	60,000.00

Morton Gernsbacher – Vilas Research Professor of  
Psychology, College of Letters and Science, Madison

Salary	10,000.00	
Auxiliary Allowance	<u>50,000.00</u>	60,000.00

Judith Kimble – Vilas Research Professor of Biochemistry  
and Medical Genetics, College of Agricultural and Life  
Sciences and Medical School, Madison

Salary	10,000.00	
Auxiliary Allowance	<u>50,000.00</u>	60,000.00

<u>Ching Kung</u> – Vilas Research Professor of Genetics, College of Agricultural and Life Sciences, Madison			
Salary	10,000.00		
Auxiliary Allowance	<u>50,000.00</u>		60,000.00
 <u>Gregg Mitman</u> – Vilas Research Professor of History of Science, College of Letters and Science, Madison			
Salary	10,000.00		
Auxiliary Allowance	<u>50,000.00</u>		60,000.00
 <u>Emiko Ohunki-Tierney</u> – Vilas Research Professor of Anthropology, College of Letters and Science, Madison			
Salary	10,000.00		
Auxiliary Allowance	<u>50,000.00</u>		60,000.00
 <u>Kumkum Sangari</u> – Vilas Research Professor of English, College of Letters and Science, Milwaukee			
Salary	10,000.00		
Auxiliary Allowance	<u>50,000.00</u>		60,000.00
 <u>Elliott Sober</u> – Vilas Research Professor of Philosophy, College of Letters and Science, Madison			
Salary	10,000.00		
Auxiliary Allowance	<u>50,000.00</u>		60,000.00
 <u>Karen Strier</u> – Vilas Research Professor of Anthropology, College of Letters and Science, Madison			
Salary	10,000.00		
Auxiliary Allowance	<u>50,000.00</u>		60,000.00
 <u>Erik Olin Wright</u> – Vilas Research Professor of Sociology, College of Letters and Science, Madison			
Salary	10,000.00		
Auxiliary Allowance	<u>50,000.00</u>		60,000.00
 <u>Sau Lan Wu</u> – Vilas Research Professor of Physics, College of Letters and Science, Madison			
Salary	10,000.00		
Auxiliary Allowance	<u>50,000.00</u>		60,000.00

- |    |    |  |                  |           |
|----|----|--|------------------|-----------|
| 4. | a. | Continuation of fifty (50) additional undergraduate scholarships at \$400.00 each  | 20,000.00        |           |
|    | b. | Continuation of fifty (50) additional graduate fellowships at \$600.00 each  | <u>30,000.00</u> | 50,000.00 |
| 5. |    | Continuation of eighty (80) additional undergraduate scholarships at \$400.00 each under the provisions of Paragraph (3), Article Fourth of the Deed of Gift and Conveyance: |                  | 32,000.00 |

As to the one hundred thirty (130) additional Vilas Scholarships and the fifty (50) additional Vilas Fellowships provided for in paragraphs four and five above, the Regents shall bear in mind the provisions of the Will regarding that the additional Fellowships shall be (a) awarded to graduates of the University of Wisconsin, and (b) the further provisions of the Will that "for at least one-fifth of these scholarships and fellowships, the Regents shall prefer in appointment among worthy and qualified candidates those of Negro blood, if such present themselves. Otherwise than as aforesaid, they shall be governed by the Regents in like manner as those first above provided for."

- |     |    |   |                  |            |
|-----|----|---|------------------|------------|
| 6.  |    | Retirement benefits for eleven (10) Vilas Professors at \$2,500.00 each: Berkowitz, Bird, Brock, Hauser, Hermand, Hassan (Milwaukee) Keisler, Mueller, Vansina and Weinbrot |                  | 25,000.00  |
| 7.  |    | 13 Vilas Associates in the Arts and Humanities  |                  | 477,500.00 |
| 8.  |    | 11 Vilas Associates in the Social Sciences  |                  | 482,656.00 |
| 9.  |    | 17 Vilas Associates in the Physical Sciences  |                  | 797,172.00 |
| 10. |    | 12 Vilas Associates in the Biological Sciences  |                  | 286,355.00 |
| 11. |    | Continuation of support for encouragement of merit and talent or to promote appreciation of and taste for the art of music:   |                  |            |
|     | a. | Madison: Continuation of support for encouragement of merit and talent or to promote appreciation of and taste for the art of music   | 20,368.00        |            |
|     | b. | Milwaukee: Department of Music Request  | <u>65,568.00</u> | 85,936.00  |

**TOTAL CONTINUATION REQUEST**

**\$3,211,119.00**

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The foregoing Continuation Request is fully supported by the income earned by the Vilas Trust Estate. In addition, in response to the written request from Interim Chancellor Ward, the Trustees are able to support the following one-time only program allocations described below.

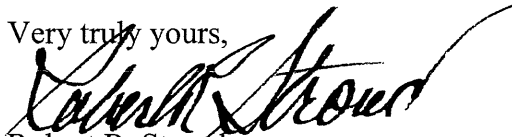
**B. ONE-TIME ONLY PROGRAM ALLOCATION**

- |  |            |
|--|------------|
| 1. Twelve (12) Vilas Distinguished Achievement Professorships<br>Funded for two years, at the rate of \$25,000.00 each year  | 600,000.00 |
| 2. Continuation of 1998 and 2002 Expansion of Approved Programs:   |            |
| a. 750 additional undergraduate scholarships at \$400.00 each<br>pursuant to Article 4, Sections A and E of the Deed of Gift<br>and Conveyance   | 300,000.00 |
| b. 400 additional fellowships at \$600.00 each, pursuant to Article 4,<br>Sections A and E of the Deed of Gift and Conveyance  | 240,000.00 |
| 3. Renewal of Vilas Life Cycle Professorship program created<br>in 2005  | 300,000.00 |
| 4. Vilas Research Investigator Awards (up to \$30,000 per award)<br>pursuant to Article 4, Section (E), as described in part B, paragraph 3<br>of President Reilly's letter of April 11  | 360,000.00 |
| 5. Vilas Faculty Young/Mid-Career Investigator awards (up to \$50,000 per<br>award per year for one or two years) pursuant to Article 4, Section (E)<br>as described in part B, paragraph 4 of President Reilly's letter of April 11 | 800,000.00 |

**TOTAL ONE-TIME ONLY ALLOCATION** **\$2,600,000.00**

**TOTAL PROFFER FOR 2013 – 2014** **\$5,811,119.00**

Very truly yours,

  
Robert R. Stroud  
Secretary of the Trustees

RRS/gh

cc: ✓ President Kevin P. Reilly  
Interim Chancellor David Ward, UW-Madison  
Chancellor Michael R. Lovell, UW-Milwaukee  
Sandy Shackelford

WILLIAM F. VILAS TRUST ESTATE  
602 PLEASANT OAK DR., SUITE F  
OREGON, WISCONSIN 53575

April 20, 2011

UW SYSTEM  
MAY 14 2013  
Office of the President

The Regents of the University of Wisconsin  
1860 Van Hise Hall  
1220 Linden Drive  
Madison, Wisconsin 53706-1557

Dear Regents:

COPY

On May 7, 2013, I wrote to explain how the Trustees determined the amount of the music award from the Vilas Trust to the Madison and Milwaukee Schools of Music. I wrote that one-tenth of one percent of the trust principal (\$85,936.00) was the maximum amount that we are permitted to award. I stated that for the Trust's fiscal year 2013-14 and until such time as the principal balance changes or the Regents request a different allocation of the music award, the maximum amount which will be awarded to Milwaukee's music school is \$58,269.00 and the amount which will be awarded to Madison's music school is \$27,667.00. However, the amount that the University of Wisconsin-Madison requested for the Trust's current fiscal year was \$20,368.00, so the Trustees elected to award an additional \$7,299.00 to the Milwaukee School of Music for this current fiscal year.

Very truly yours,



Robert R. Stroud  
Secretary of the Trustees

RRS/gh

cc: ✓ Chancellor Michael R. Lovell, UW-Milwaukee  
✓ President Kevin P. Reilly  
Jon Welstead, Music Department Chair, UW-Milwaukee  
David Ward, Interim Chancellor, UW-Madison  
John Stevens, Director, Music Department, UW-Madison

Program Authorization (Implementation)  
Bachelor of Business Administration in Management  
UW-Oshkosh

EDUCATION COMMITTEE

Resolution I.1.a.(3):

That, upon the recommendation of the Chancellor of the University of Wisconsin-Oshkosh and the President of the University of Wisconsin System, the Chancellor be authorized to implement the Bachelor of Business Administration in Management.

**NEW PROGRAM AUTHORIZATION  
BACHELOR OF BUSINESS ADMINISTRATION IN MANAGEMENT  
UW-OSHKOSH**

**EXECUTIVE SUMMARY**

**BACKGROUND**

In accordance with the procedures outlined in Academic Planning and Program Review (ACIS 1.0, Revised August 2012, available at <http://www.uwsa.edu/acss/planning/>). The new program proposal for a Bachelor of Business Administration in Management at the University of Wisconsin-Oshkosh is presented to the Board of Regents for consideration. The institution has submitted the authorization document and a letter of institutional commitment from the university's Provost.

**REQUESTED ACTION**

Approval of Resolution I.1.a.(3), authorizing the implementation of the Bachelor of Business Administration in Management at the University of Wisconsin-Oshkosh.

**DISCUSSION**

The B.B.A. in Management program will be offered through the UW-Oshkosh Department of Management and Human Resource Management within the College of Business, and will be accredited by the Association to Advance Collegiate Schools of Business (AACSB). The addition of this proposed new degree to the institutional program array will leverage the expertise of current faculty. At present, the College of Business offers programs in Accounting, Economics, Finance, Human Resource Management, Information Systems, Interactive Web Management, Marketing, and Supply Chain Management. This new generalist degree will provide the northeast Wisconsin region with a workforce which can successfully serve a broad range of businesses and organizations. Graduates will be able to analyze and solve management problems, enhance the efficiency and effective use of resources, identify entrepreneurial opportunities, and interpret local and global trends that indicate the need for new products and services. The major will consist of 120 credits that include 41 University Studies Program (General Education) credits, 24 business pre-core credits, 24 business core credits, and a 24-credit Management component.

**RECOMMENDATION**

The University of Wisconsin System Administration recommends approval of Resolution I.1.a.(3), authorizing the implementation of a Bachelor of Business Administration in Management at the University of Wisconsin-Oshkosh.

**RELATED REGENT AND UW SYSTEM POLICIES**

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

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

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A  
BACHELOR OF BUSINESS ADMINISTRATION IN MANAGEMENT  
AT UW-OSHKOSH  
PREPARED BY UW-OSHKOSH**

**ABSTRACT**

The proposed Bachelor of Business Administration (B.B.A.) in Management will provide the northeast Wisconsin region with a workforce that can successfully serve a broad range of businesses and organizations, such as startups, corporations emphasizing entrepreneurship, family businesses, nonprofit organizations, global corporations, and franchises. Graduates will be able to analyze and solve management problems; design, implement, and evaluate programs to enhance the efficiency and effective use of resources; develop operational strategies; apply quantitative, analytical, and problem-solving processes; identify and evaluate entrepreneurial opportunities; and interpret local and global trends that indicate the need for new products and services. The major will consist of 120 credits that include 41 University Studies Program (General Education) credits; 24 Business Pre-core credits; 24 Business Core credits; and a 24-credit Management component. The B.B.A. in Management will be offered through the UW-Oshkosh College of Business and will be accredited by the Association to Advance Collegiate Schools of Business (AACSB).

**PROGRAM IDENTIFICATION**

**Institution Name**

University of Wisconsin-Oshkosh

**Title of Proposed Program**

Bachelor of Business Administration in Management

**Mode of Delivery**

Face-to-face

**Single Institution or Collaboration**

Single institution

**Projected Enrollments by Year Five**

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. It is expected that a proportion of new students will enter the program having completed significant coursework to fulfill the University Studies Program, Business pre-core and Business Core requirements. Therefore, the institution expects to graduate students beginning in year two of implementation. By year five, it is expected that 105 students will have enrolled in the program and 75 students will have graduated from the program.

Table 1: Projected Enrollment

Year	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New Students Admitted	15	20	20	25	25
Continuing Students*	0	14	18	18	23
Total Enrollment	15	34	38	43	48
Graduating Students	0	14	18	18	23

\*A 10% annual attrition rate is calculated into continuing student enrollment estimates.

### **Tuition Structure**

Standard tuition and fee rates will apply to this program. For the current academic year, the residential tuition and segregated fees total \$3,678.58 per semester for full-time students who are enrolled in 12-18 credits per term. Of this amount, \$467.50 is attributable to segregated fees, and \$3,211.08 is attributable to course tuition.

### **Department or Functional Equivalent**

Department of Management and Human Resource Management

### **College, School, or Functional Equivalent**

College of Business

### **Proposed Date of Implementation**

September, 2013

## **INTRODUCTION**

### **Rationale and Relation to Mission**

The B.B.A. in Management program will provide students with knowledge in the broad area of business administration, with a focus on effective management skills. Graduates will possess an extensive array of management skills that will enable them to work in a variety of capacities for different types and sizes of organizations. The proposed program will produce graduates with a breadth of management competencies in the areas of technology, human capital, financial resources, and time and information management. The B.B.A. in Management will also provide additional emphasis on core business functions within the following concentrations: International Business, Entrepreneurship and Family Business, and Project Management.

This program aligns with both the UW-Oshkosh select mission and Academic Program Plan. UW-Oshkosh's mission is to serve "the people of northeastern Wisconsin and beyond through the discovery, synthesis, preservation, and dissemination of knowledge." According to business recruiters in the region, northeast Wisconsin lacks a supply of aspiring managers who are equipped with a general management B.B.A. degree from an AACSB-accredited business school. In fact, producing effective and adaptive generalist managers is the biggest challenge that businesses worldwide face today.<sup>1</sup> Graduates of this program will fill this market need within and beyond the region served by UW-Oshkosh by preparing graduates to work in a range

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<sup>1</sup>United Nations Department of Economic and Social Affairs, Division for Public Administration and Development Management (2005). Human Resources for Effective Public Administration in a Globalized World. <http://unpan1.un.org/intradoc/groups/public/documents/un/unpan021329.pdf>

of industries including small, mid-sized, large, family owned, non-profit, and governmental industries.

Another part of the UW-Oshkosh mission is to “foster an inclusive learning environment that prepares graduates to meet the challenges of an increasingly global world,” and the UW-Oshkosh Academic Program Plan prioritizes global learning and inclusive excellence within the curricula. Coursework within this program will require students to employ a global perspective and to develop an understanding of cultures. The program will bring issues of globalization into the classrooms through domestic and international partnerships with business and organizations.

### **Need as Suggested by Current Student Demand**

The addition of the B.B.A. in Management will provide students with the choice to select a degree program that offers great flexibility to their career path. Graduates of the program will be able to fill the market demand for adaptable employees with a broad skill set. Student demand for this program is evidenced by information collected by the department chair, representatives of the UW-Oshkosh career services and academic advising staff, as well as UW-Oshkosh student surveys. Career placement services and academic advising staff indicated, based on one-on-one conversations with students, high student interest and demand for a B.B.A. in Management. A survey administered to current students corroborated staff perceptions regarding student demand. The College of Business provided an outline of the proposed major to students in three sections of the current capstone course for graduating B.B.A. seniors, and asked students whether they would have enrolled in this major, had it been available to them. Of the 95 seniors surveyed, over one-quarter of students expressed interest in this specific major.

### **Need as Suggested by Market Demand**

While the College of Business at the University of Wisconsin-Oshkosh caters to the functional specialist demand in the region quite well, the College has not satisfied the demand for generalists. Growth in the number of Wisconsin small businesses, growth in exports, and present economic conditions require organizations to hire individuals who have the flexibility to take on a number of management functions.<sup>2</sup> Job candidates must have the skills to deliver project outcomes; envision, build, and manage start-ups; be adaptive in changing business environments; and develop and expand business into global markets. The College of Business conducted a focus group with business recruiters within the region, who perceived a high demand for generalist business managers, and predicted that this demand will not be offset by the supply of graduates.

Recruiters further reported that businesses prefer to hire graduates from AACSB-accredited business schools. Accreditation by AACSB is the hallmark of excellence in business education, and less than five percent of the world's business programs have earned this accreditation. Recruiters consider accreditation by AACSB an assurance that the school will produce graduates with highly-developed and relevant skills in business. UW-Oshkosh is the only AACSB-accredited business school within the northeastern region of Wisconsin.

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<sup>2</sup> Murphy, Kevin J. and Jan Zabojsnik (2004). CEO Pay and Turnover: A Market Based Explanation for Recent Trends. *American Economic Review*, 94, 192-196.



Wisconsin has several communities within and beyond the Fox cities that present particular opportunity for growth. *Forbes Magazine* (June 2012) ranked 184 small metro areas as best places for Small Business and Careers. Making the list were: Appleton, Eau Claire, Fond du Lac, Janesville, La Crosse, Oshkosh, Racine, Sheboygan and Wausau.<sup>3</sup> National reports also indicate good job and salary growth potential for B.B.A. graduates. According to *SimplyHired.com*'s publication of trends and salaries, the numbers of jobs in business management have increased by 48% since August 2009, and the current average salary in the field stands at \$65,000. *Payscale.com* indicates a business management degree is a common major required to fill a number of well-paying occupations.<sup>4</sup>

Wisconsin market and business trends also support an economic argument in favor of hiring generalists with broad management skills. State occupational data suggest that graduates with broad management training may have greater flexibility to respond to changes in market demand. According to the Wisconsin Department Workforce Development Office of Economic Advisors<sup>5</sup>, between 2008 and 2018, the overall number of job openings in the category of management is projected to increase by 7.5%. This category comprises a wide range of management occupations that graduates of this program will be prepared to fill. Projected net openings for specific occupations within this category vary significantly. Since graduates with broad management training may be qualified to fill a greater range of vacancies with management occupations, graduates may have greater flexibility to change positions as the market demands. In times of recession, such as the current one, corporate budgets are tight and hiring options are limited. Many fiscally responsible organizations turn to generalists to ensure flexibility in their allocation of hiring resources. In busy and growing small/family businesses, employees may be asked to switch interchangeably between different functional areas, depending on what is needed for the organization.

The B.B.A. in Management program will serve regional and state market needs for generalists as well as allow students to choose one of three concentrations: Project Management, Entrepreneurship and Family Business, and International Business. Each of these concentrations will present students with a degree that will address a range of regional and state market needs.

Project work is the backbone of companies large and small across virtually every industry. The B.B.A. in Management concentration in project management will emphasize skills needed to successfully manage and lead projects. Wisconsin, and particularly the Fox Valley Region, has many small to mid-size companies. Small to mid-size companies may look to hire generalists and project managers whom they can rely on to deliver projects on schedule, as well as be adaptable to take on changing responsibilities as the company grows. Table 2 illustrates the proportion of small to medium-sized businesses in Wisconsin, as measured by the number of businesses with 99 employees or fewer.

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<sup>3</sup> Retrieved from <http://www.forwardwisconsin.com/category37/Business-Climate>

<sup>4</sup> Retrieved from <http://www.payscale.com/best-colleges/jobs-for-business-management-majors.asp>

<sup>5</sup> Wisconsin Department of Workforce Development (2010). *Office of Economic Advisors Wisconsin Projections 2008-2018*.

Table 2: Size of Wisconsin Companies by Employee Count (March 2010)<sup>6</sup>

	Establishments	Employees	Quarterly Payroll	Annual Payroll
Total companies (Wisconsin)	139,544	2,320,696	21,295,561	90,916,263
Firms with 0 to 4 employees	71,525	125,426	893,686	4,662,074
Firms with 5 to 9 employees	26,892	178,234	1,229,429	5,534,940
Firms with 10 to 19 employees	19,960	269,803	1,845,121	8,226,534
Firms with 20 to 99 employees	17,475	698,304	5,623,906	24,649,884
Firms with 100 to 499 employees	3,302	615,850	6,042,256	25,224,644
Firms with 500 employees or more	380	433,009	5,641,163	22,618,187

The B.B.A. in Management with an emphasis in Entrepreneurship and Family Business will also complement small- and medium-size business growth within the state. The Wisconsin Economic Development Corporation (WEDC) offers one of the nation's best incentives to make capital available to businesses with fewer than 100 employees through the *Act 255-Qualified New Business Venture Program*. This program encourages private, angel, and venture capital investment in high-tech businesses that have strong growth potential. The program serves early stage start-ups, including family-run businesses, and has consistently grown in scope and impact since 2005. In 2011, companies enrolled in the program produced 1,112 new jobs.<sup>7</sup> As businesses served by this program continue to grow, so may their need for business management graduates, in particular graduates with training in the area of management of entrepreneurial and small business growth.

The B.B.A. in Management with an emphasis in International Business will prepare graduates in skills to operate in a worldwide and in a heterogeneous national environment. The need for graduates with this skill set may continue to increase, as indicated by Wisconsin's growing export market. According to the Wisconsin Economic Development Corporation, Wisconsin recorded an all-time high of \$22.0 billion in exports in 2011, an increase of 11.4%, or \$2.259 billion compared to 2010 (\$19.789 billion). Wisconsin ranks 18<sup>th</sup> in the country in export value. The future of Wisconsin depends on key industries to increase trade with other countries. The WEDC is expanding the state's global trade focus by providing training for companies to establish or expand their export capabilities, identifying and attracting sources of direct foreign investment, and increasing Wisconsin's profile within international markets. The B.B.A. in Management with an international business concentration will develop a workforce prepared to support this initiative.

## DESCRIPTION OF PROGRAM

### General Structure

### Institutional Program Array

<sup>6</sup> US Census, Establishments, Employees, Quarterly Payroll and Annual Payroll. (2010). Retrieved from [http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=BP\\_2010\\_00A3&prodType=table](http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=BP_2010_00A3&prodType=table)

<sup>7</sup> Wisconsin Economic Development Corporation (2012) Act 255: Early Stage Business Investment Program 2012 Annual Report. Retrieved from [http://inwisconsin.com/wp-content/uploads/2011/10/QNBVAnnualReport\\_71912.pdf](http://inwisconsin.com/wp-content/uploads/2011/10/QNBVAnnualReport_71912.pdf)

Currently, the College of Business and the Department of Management and Human Resource Management offers majors in Accounting, Economics, Finance, Human Resource Management, Information Systems, Interactive Web Management, Marketing, and Supply Chain Management. The College does not offer a well-designed management program to appropriately develop job market candidates who can comprehensively serve as efficient future leaders and successful managers who are able to tackle complex situations, cross-functional problems, and dynamic relationships with clients in any organization.

### Other Programs in the University of Wisconsin System

Table 3 below lists other institutions within the UW System offering either a B.B.A. in Management or a B.S. in Management, and indicates whether the institution is accredited by AACSB. Although several UW System institutions offer degrees in the management field, only UW-Whitewater offers a major or submajor in all of the concentration areas of project management, international business, and entrepreneurship. No UW System institutions within the northeastern region offer a major or submajor in project management, entrepreneurship, or family business. Further, no AACSB-accredited institutions offer a Bachelor of Business Management degree in the northeast Wisconsin area.

Table 3: Business Management Undergraduate Programs within the UW System

Name of Institution	AACSB Accredited	Degree	Management Major	Major/Sub-majors		
				Project Mgmt.	Entrepreneurship	International Business
University of Wisconsin-Eau Claire	X	B.B.A	X		Submajor	Major/Submajor
University of Wisconsin-Green Bay		B.B.A				Submajor
University of Wisconsin-La Crosse	X	B.S.	X			Major/Submajor
University of Wisconsin-Madison	X	B.B.A	X		Submajor	Major
University of Wisconsin-Milwaukee	X	B.B.A			Submajor	Major/Submajor
University of Wisconsin-Parkside	X	B.S.	X	Submajor	Submajor	
University of Wisconsin-Platteville		B.S.				Submajor
University of Wisconsin-River Falls	X	B.S.				
University of Wisconsin-Steven Points		B.S.			Submajor	Submajor
University of Wisconsin-Stout		B.S.		Submajor		Submajor
University of Wisconsin-Superior		B.S.				Submajor
University of Wisconsin-Whitewater	X	B.B.A	X	Submajor	Major/Submajor	Major/Submajor

### Collaborative Nature of the Program

The B.B.A. in Management program will not require inter-institutional collaboration. In the future, faculty within the College of Business will look for opportunities to develop articulations with other campuses in the System. A key component of the program's recruitment and marketing plan will be building upon relationships across the two-year institutions within the UW System.

### Diversity

A large percentage of the students at University of Wisconsin-Oshkosh come from first-generation college households that are underrepresented in professional businesses, international companies, and in technology-related entrepreneurial activities. Many of these students also

come from families that own small businesses. In this context, the program is designed to fulfill an important dual need to produce successful entrepreneurs and managers, and to provide students with the skills to carry forward their family run business. Another potential target audience for the B.B.A. in Management major degrees are graduates of the two-year colleges, in particular the Wisconsin Technical College System. These students may build on their technology background, and develop business, managerial, and entrepreneurial skills to prepare them for managerial positions in their technical field. The degree may also attract non-traditional students who have gained some knowledge in functional areas, and wish to transition to new career directions within the field of management. The proposed degree offers depth of study in the area and credibility for mid-career changers needing credentials in the field.

The learning outcomes of the B.B.A. in Management program require that students “Monitor and understand global and local trends that indicate the need for new products and services” and “Develop operational strategies to effectively interact with internal and external stakeholders to achieve overall organizational goals.” The knowledge and skills associated with these learning outcomes are related to global learning, intercultural knowledge, and understanding of diversity. In addition, students will be required to participate in an internship or capstone experience that will expose them to a diverse range of people, organizations, cultures, and experiences related to program outcomes. Students will have the opportunity to participate in a number of global business initiatives and to develop working relationships with international faculty, staff and students both here on campus and in the community. The proposed program supports the belief that global businesses are expanding and creating a need for business managers who are well-versed in international business. The curriculum for the international business concentration will combine the regular core of business courses with the distinctive outlook of how to do business on a global scale.

### **Program Objectives**

The B.B.A. in Management curriculum will focus on people, processes, and productivity. Students will study fundamental professional skills, such as leadership, negotiations, team building, project coordination, performance management, and strategy formulation and implementation. The curriculum will include options allowing the students to tailor coursework to their individual academic interests and professional aspiration through concentrations in project management, entrepreneurship and family business, and international business. Graduates will be equipped with skills to assume the role of coordinators and implementers of specific solutions for both internal productivity gains as well as externally-focused growth initiatives.

### **Student Learning Outcomes and Objectives**

The B.B.A. in Management will enhance the skills and knowledge that students gain through the general education courses at UW-Oshkosh. The curriculum will incorporate the following General Education learning outcomes: critical thinking; oral communication; written communication; teamwork; problem solving; ethical reasoning and action; and leadership. Upon completion of the B.B.A. in Management degree, graduates will be able to:

- Critically analyze management-related problems, identify appropriate solutions, review courses of action, and make recommendations;

- Monitor and understand global and local trends that indicate the need for new products and services;
- Design, implement, and measure programs to enhance the efficiency and effectiveness of an organization's resources;
- Develop operational strategies to effectively interact with internal and external stakeholders to achieve overall organizational goals;
- Understand quantitative processes and use analytical and problem solving skills;
- Identify new business and entrepreneurial opportunities and evaluate the feasibility of these ideas;
- Communicate information clearly and concisely to internal and external stakeholders;
- Work effectively with people in project teams;
- Lead in the management of people; and
- Manage small and family-owned businesses.

### **Assessment of Objectives**

All programs at UW-Oshkosh are required to develop and implement program-level assessment plans. Academic program assessment plans are approved by the Assessment Committee, an institutional governance group. Each year departmental faculty and staff implement the assessment plan and analyze assessment data. Academic departments report on a cyclical basis on assessment findings to the College of Business. The College of Business's B.B.A. in Management Program Assessment Plan will collect, analyze, and report on student learning data as part of the overall B.B.A. Program Assessment Plan. The B.B.A. Program Assessment Plan is aligned with institutional program outcomes and the AACSB assessment expectations and processes.

Assessment of student learning occurs throughout the student experience at UW-Oshkosh. In the first years of study, the institution will collect assessment data on pre-Business students through the assessments administered as part of the University Studies Program. These assessments are embedded in coursework for the pre-core and the core courses. Students will complete additional embedded assessments; take a national standardized exam; and will be assessed in an internship experience. The full assessment plan is available upon request.

### **Program Curriculum**

The proposed program will consist of 120 credits. Students will be expected to fulfill credit requirements within five areas:<sup>8</sup>

- University Studies Program (41 credits) – Coursework within this area fulfills the general education requirements for the major;
- Business Pre-core (24 credits) – Coursework within this area includes introductory coursework in business, accounting, economics, and business math;
- Business Core (24 credits) – This area includes intermediate coursework in general business operations and management; and

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<sup>8</sup> A full listing of the general education, business pre-core, and business core requirements, may be found at: <http://www.uwosh.edu/cob/current-students/pdf/BBA%20Planning%20Sheet%20for%20Fall%202013.pdf>.

- Management Core (24 credits) – This area is comprised of 12 credits within the core, 9 credits in concentration, a 3-credit capstone; and 6 elective credits. Coursework requirements for this area are listed in Table 4.

Table 4: B.B.A. in Management Core Degree Requirement

<b>Management Major Core – Required (12 credits)</b> Bus 365 (3 credits) Global Management Bus 383 (3 credits) Entrepreneurship Bus 411 (3 credits) Project Management Bus 431 (3 credits) Financial Statement Analysis		
<b>PLUS: Choose one of the following three concentrations:</b>		
<b>International Business Concentration (9 Credits)</b>	<b>Family Business/ Entrepreneurship Concentration (9 Credits)</b>	<b>Project Management Concentration (9 Credits)</b>
Any two of the following courses:	Any one of the following courses:	All of the following courses:
Bus 335 (3 credits) Intl. Bus Finance  Bus xxx (3 credits) Intl. Human Resource Mgmt.  Bus 375 (3 credits) International Marketing  Bus 420 (3 credits) International Trade & Finance	Bus 485 (3 credits) Managing Small Growth Bus  Bus xxx (3 credits) Social Entrepreneurship	Bus xxx (3 credits) Project Execution & Control  Bus xxx (3 credits) Advanced Quantitative Business Analysis  Bus 342 (3 credits) Analytical Methods of Supply Chain Management
Any one of the following two courses:	Six credits from within a single functional area. <sup>9</sup> Choose one of six:	
Bus 494 (3 credits) International Business Study Tour  Bus 492 (3 credits) Internship in an international setting	Accounting: Bus 205, 301, 305, 401, 403  Finance: Bus 327, 333, 334, 335, 36, 338, 431, 432, 433, 435  Human Resource Mgmt: Bus 362, 363, 364, 366, 367, 368, 360  Information Systems: Bus 314, 315, 318, 355, 410, 411, 412, 417  Marketing: Bus 374, 379, 372, 373, 375, 376, 377, 463, 475  Supply Chain Mgmt: Bus 342, 343, 344, 345, 445, 460	

<sup>9</sup> Titles of coursework available in each functional area may be located at <http://www.uwosh.edu/cob/current-students/pdf/BBA%20Planning%20Sheet%20for%20Fall%202013.pdf> .

<b>Capstone</b>	<b>Capstone</b>	<b>Capstone</b>
Bus 455 (3 credits) Strategic Mgmt	Bus 454 (3 credits) Managing the Family & Closely-Held Business	Bus 455 (3 credits) Strategic Mgmt <u>or</u> Bus 486 (3 credits) Consulting Practicum

### **Projected Time to Degree**

Full-time students may complete the program coursework, including internships and global opportunities, within four years.

### **Program Review Process**

Each program is required to conduct a self-study as part of a program review, according to established policy in the Faculty and Academic Staff Handbook. The review includes curriculum, assessment, resources, enrollment, and other measures of capacity and productivity. UW-Oshkosh Administration members also review the program for adherence with University policy and standards. In addition, an external consultant will review the program and will make recommendations to the program. External accreditation reports are also taken into consideration during the campus review.

### **Institutional Review**

Each academic program is reviewed through faculty governance processes on a cyclical basis. The program conducts a self-study which is submitted to the respective College Program Review Committee. The Academic Policies Committee, the Faculty Senate, and the Office of the Provost conduct the University wide review process.

### **Accreditation**

The Association to Advance Collegiate Schools of Business (AACSB) accredits the College of Business, and as such the B.B.A. in Management major will also follow the requirements to maintain the accreditation. AACSB does not set forth specific learning outcomes, but rather requires the college to assess whether the learning outcomes defined by the college are achieved. Assessment efforts in the college are therefore highly focused on showing that students are successful on the ten learning outcomes defined for the B.B.A. degree.



April 11, 2013

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

Dear President Reilly,

UW Oshkosh proposes a new Bachelor of Business Administration degree in Management in the College of Business. I am writing to confirm the full commitment of the College of Business and the Office of the Provost for this new program. This program will convert three existing emphases in Management in the BBA program to a full major. It will have three areas of concentration: international business, family business/entrepreneurship, and project management. The program is intended for those who want a broad business education with an additional focus to develop knowledge and skills as effective managers. Faculty created three specialized concentrations of this degree program to meet regional and national needs, such as the State of Wisconsin's initiative to expand international markets and the growth in new ventures and small and mid-sized companies in the state.

The College of Business, the Academic Policies Committee and the Faculty Senate all approved the new program. An advisory committee and an AACSB accreditation review process have already examined the coursework for this program. The College has the resources, faculty and courses in place to teach in this program, including faculty with specialized expertise in the areas of project management, entrepreneurship, family and small business management, human resource management and international business. This program will be integrated into the College assessment and accreditation processes and program review procedures.

Lastly, the new program supports the Academic Plan and the Strategic Plan of the University. The international business concentration provides students with opportunities to develop intercultural competencies and global knowledge. The family business and entrepreneurship concentration supports the University's mission to engage in community collaborations as it prepares graduates ready to contribute to their communities. The major supports engaged learning and high impact practices such as internships and global learning, which are all elements of the Academic Plan. If you have additional questions, I would be happy to discuss them with you.

Sincerely,

Lane R. Earns  
Provost and Vice Chancellor

LRE/lhl

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

EDUCATION COMMITTEE

Resolution I.1.a.(4):

That, upon the recommendation of the Chancellor of the University of Wisconsin-La Crosse and the President of the University of Wisconsin System, the Chancellor be authorized to implement the Bachelor of Science in Statistics.

**NEW PROGRAM AUTHORIZATION  
BACHELOR OF SCIENCE IN STATISTICS  
UNIVERSITY OF WISCONSIN-LA CROSSE**

**EXECUTIVE SUMMARY**

**BACKGROUND**

This proposal is presented in accordance with the procedures outlined in Academic Planning and Program Review (ACIS 1.0, Revised August 2012, available at <http://www.uwsa.edu/acss/planning/>). The new program proposal for a Bachelor of Science in Statistics at the University of Wisconsin-La Crosse is presented to the Board of Regents for consideration. The institution has submitted the authorization document and a letter of institutional commitment from the university's Provost.

**REQUESTED ACTION**

Approval of Resolution I.1.a.(4), authorizing the implementation of the Bachelor of Science in Statistics degree program at the University of Wisconsin-La Crosse.

**DISCUSSION**

The proposed Bachelor of Science (B.S.) in Statistics at UW-La Crosse addresses workforce development demand for graduates in statistics and actuarial science. Statistical models facilitate decision-making in both private industry and government, both areas in which technological advances are expected to further spur demand for statisticians. Employment of statisticians is projected to grow nationally by 14% from 2010 to 2020, presenting an estimated total increase of 3,500 jobs. National employment growth for actuaries is projected to be at 27% from 2010 to 2020, resulting in a projected increase of 5,800 jobs. The B.S. in Statistics will consist of 120 credits and full-time students registered for 15 credits per semester can graduate within four years. UW-La Crosse will be the only comprehensive institution within the UW System to offer the B.S. in Statistics.

**RECOMMENDATION**

The University of Wisconsin System Administration recommends approval of Resolution I.1.a.(4), authorizing the implementation of the Bachelor of Science in Statistics at the University of Wisconsin-La Crosse.

**RELATED REGENT AND UW SYSTEM POLICIES**

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

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

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

**ABSTRACT**

The University of Wisconsin-La Crosse seeks to establish a Bachelor of Science in Statistics (B.S. in Statistics). The development of the program responds to the growing student demand for concentrated study in statistics as well as employer demand for graduates with specialized preparation in the field. The B.S. in Statistics replaces the current B.S. in Mathematics with an emphasis in Statistics. The existing concentration in Actuarial Science within the Mathematics major will become a concentration in Statistics.

**PROGRAM IDENTIFICATION**

**Institution Name**

University of Wisconsin-La Crosse

**Title of Proposed Programs**

Statistics

**Degree/Major Designations**

Bachelor of Science in Statistics

**Mode of Delivery**

Single institution; face-to-face delivery

**Projected Enrollment by Year Five**

Table 1 below represents enrollment and graduation projections for students entering the B.S. in Statistics program over the next five years. By the end of year five, it is expected that 46 students will be enrolled in the program and 38 students will have graduated from the program. Once the degree is approved and implemented, all students who are currently seeking the B.S. in Mathematics with a Statistics emphasis, including those seeking the concentration in Actuarial Science, will become Statistics majors and will graduate as such; the latter explains the number of graduates in the first year of the degree implementation.

**Table 1: Projected Enrollment**

	Year 1	Year 2	Year 3	Year 4	Year 5
Continuing students	27	30	32	34	36
Graduating students	6	7	7	8	10
Total Enrollment	33	37	39	42	46

**Tuition Structure**

For students enrolled in the B.S. in Statistics program, the standard tuition for UW-La Crosse students will apply. For the current academic year, the residential tuition and segregated fees total \$4,380.24 per semester for a full-time student who is enrolled in 12-18 credits. Of this amount, \$493.42 is attributable to segregated fees. In addition, all students pay \$94.46 in textbook rental fees per semester.

**Department or Functional Equivalent**

Department of Mathematics

**College, School, or Functional Equivalent**

College of Science and Health

**Proposed Date of Implementation**

Fall, 2013

**INTRODUCTION****Rationale and Relation to Mission and Strategic Plan**

A major in Mathematics with an emphasis in Statistics has existed in the Mathematics Department at the University of Wisconsin-La Crosse since 1977. At that time, the Mathematics Department had only two faculty members with terminal degrees (Ph.D. degrees) in statistics. In the late 1990s, the capacity of the Mathematics Department in the discipline of statistics significantly increased; and over the next ten years, in response to increasing demand for statistical knowledge from Mathematics majors as well as students in many other disciplines, the number of faculty with terminal degrees in statistics was increased to five. During this time of growth in the statistics faculty, the curriculum of the Mathematics major with an emphasis in Statistics also grew. In its current form, the content of the Mathematics major with an emphasis in Statistics warrants the more appropriate designation, and academic course array, of a stand-alone Statistics major.

The UW-La Crosse Statistical Consulting Center was established within the Mathematics Department in 2004, under the direction of the statistics faculty. The Statistical Consulting Center provides valuable consulting training experience for students seeking a degree in degree in Mathematics with either an emphasis in Statistics or a concentration in Actuarial Science, while at the same time offering high quality services to the spectrum of undergraduate, graduate, and faculty researchers across the university community. Over the years, the statistics group has become a cohesive body of researchers and educators, with many collaborative projects leading to research contributions in statistics, and making a mark in undergraduate research as well.

Over the past few years, new courses were developed and are currently offered as part of the existing emphasis in Statistics, such as multivariate statistical analysis, categorical data analysis, and statistical consulting. Currently, the Mathematics Department has dedicated a faculty position issued under the Growth, Quality, and Access initiative (GQ&A), and hired a sixth faculty member specializing in statistics, to begin in August 2013.

The Mathematics Department is committed to teaching the discipline of statistics and is well-prepared to offer a stand-alone B.S. in Statistics to meet growing student demand. An existing concentration in Actuarial Science will move to the proposed major in Statistics (from its previous position as a concentration in the Mathematics major). The statistics faculty group will be strong enough to maintain a successful and growing Statistics major program.

The proposed Statistics major would help the Mathematics Department continue to support the UW-La Crosse Select Mission and the UW-La Crosse Strategic Plan. The current Mathematics major with an emphasis in Statistics 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 program have resulted in a deeper and broader incorporation of statistics, emphasizing its multidisciplinary nature in support of the vision and goals articulated in UW-La Crosse's Strategic Plan.

Additionally, the creation of a Statistics major is a practical manifestation of UW-La Crosse's Growth, Quality, and Access Initiative, as evidenced in students' growing interest in statistics and actuarial science. The total number of students in the current Mathematics major with an emphasis in Statistics and the Mathematics major with a concentration in Actuarial Science has steadily grown over the past ten years, partly because of the increased exposure of middle school and high school students to statistics. The Wisconsin Department of Public Instruction (DPI) has increased the statistics content in the common core state standards for K-12 curricula in recent years, more students coming through the public schools can be expected to have exposure, experience, and interest in the field of statistics. The separate designation of a Statistics major would increase the ability of the Mathematics Department to serve such students, and therefore to attract more of them to UW-La Crosse.

### **Need as Suggested by Current Students**

Five students were enrolled in the Mathematics major with an emphasis in Statistics in the fall semester of 1998. In the spring semester of 2008, enrollment had grown to 14 students. The fall semester of 2008 also marked the introduction of a concentration in Actuarial Science to the Mathematics major. Of the 14 students enrolled in the emphasis in Statistics in the spring of 2008, two graduated, eight converted to the concentration in Actuarial Science, and four remained in the Statistics emphasis program. As of November 2012, there are three majors in Mathematics with an emphasis in Statistics, and 29 majors in Mathematics with a concentration in Actuarial Science. This provides a current total of 32 enrolled undergraduate students for the proposed Statistics major.

Formal contact with recent graduates indicates that all have either entered a graduate program in statistics, or found employment in statistics-related fields, including at least seven students who are now actuaries. The Mathematics Department expects that the numbers of students seeking the B.S. in Statistics will increase beyond the numbers of students currently enrolled in the Mathematics major who chose an emphasis in Statistics.

UW-La Crosse has conferred 32 baccalaureate degrees in Mathematics with an emphasis in Statistics since 2002, and seven B.S. degrees in Mathematics with a concentration in Actuarial Science, since its inception in 2008. As demand for statisticians and actuaries will grow in the

state and in the region based on Department of Workforce Development data, UW-La Crosse is going to be playing an increasing role in providing highly-qualified individuals to meet the demand.

### **Need as Suggested by Market Research**

Individuals with a degree in statistics have opportunities in a variety of fields. For example, many jobs involve the analysis and interpretation of data from the fields of economics, biological sciences, psychology, computer software engineering, education, sport science, health sciences, marketing, manufacturing, and many other disciplines. A significant number of students with strong mathematical aptitude become interested in pursuing a degree in statistics and the career opportunities it offers.

According to the Bureau of Labor Statistics (BLS), employment of statisticians is projected to grow by 14% from 2010 to 2020, and employment growth for actuaries is projected to be at 27% from 2010 to 2020 (<http://www.bls.gov/ooh/math/statisticians.htm> and <http://www.bls.gov/ooh/math/actuaries.htm>, accessed 11/21/2012). The BLS also reports that the median pay in 2010 for statisticians was \$72,830 and for actuaries was \$87,650. High wages in the field motivate students and benefit the state's economy as well.

The BLS predicts that the 25,100 jobs titled "Statistician" in the U.S. in 2010 will increase to 28,600 by 2020, presenting a projected total increase of 3,500 jobs. Furthermore, BLS predictions for actuarial positions show an increase from 21,700 jobs in 2010 to 27,500 by 2020, a projected increase of 5,800 jobs. Taking into consideration retirements, job changes, and newly created positions, the job outlook for statisticians is very promising.

### **Emerging Knowledge and New Directions**

The use of statistics is widespread and growing. Statistical models aid decision-making in both private industry and government. Technological advances are expected to spur demand for statisticians. Ever-faster computer processing allows statisticians to analyze greater amounts of data much more quickly and to gather and to sort through large amounts of data that would not have been analyzed in the past. As data collection and processing continue to become more efficient and less expensive, an increasing number of employers will employ statisticians to utilize the new information available.

## **DESCRIPTION OF PROGRAM**

### **General Structure**

#### **Institutional Program Array**

The Mathematics major with an emphasis in Statistics is already an important part of the UW-La Crosse institutional program array. Converting the existing emphasis to a stand-alone Statistics major will further complement and support the existing program array in the STEM fields, as well as those fields in which statistics plays an important supporting role, such as biology, psychology, education, exercise and sport science, and the health sciences. These fields require particular expertise in statistics, which means that a substantial number of students from outside the Mathematics Department need coursework in statistics. The latter will lead to a need

for statistical consulting services for faculty and both graduate and undergraduate students in other programs. UW-La Crosse's current emphasis in Statistics provides this support, and a separate major in Statistics would only serve to enhance this vital role in the institutional program array.

The discipline of statistics is a vibrant and essential part of academic life at UW-La Crosse. Moreover, the work being done in the area of statistics at UW-La Crosse increases the breadth of expertise among the Mathematics Department faculty, and may lead to significant contributions to the body of knowledge in the discipline through the scholarly activities of these faculty.

### **Other Programs in the University of Wisconsin System**

Among University of Wisconsin System institutions, only UW-Madison grants a B.S. in Statistics. Five other UW System universities (UW-Eau Claire, UW-Green Bay, UW-Milwaukee, UW-Oshkosh, and UW-Whitewater) have Mathematics majors with concentrations or emphases in Statistics. UW-La Crosse will be the only comprehensive institution to offer the B.S. in Statistics.

In the region, the University of Minnesota-Twin Cities has well-established undergraduate and graduate programs in Statistics; and Winona State University, the Minnesota State University-Mankato, and the University of Minnesota-Duluth have undergraduate Statistics majors. In addition, Iowa State University and the University of Iowa also have well-established undergraduate and graduate programs in Statistics. Since a significant portion of UW-La Crosse's students come from Minnesota, it is important for UW-La Crosse to be competitive in offering a high-quality major in Statistics.

### **Collaborative Nature of the Program**

No collaboration with other UW System institutions in delivering the B.S. in Statistics is planned.

### **Diversity**

Statistics is the discipline of collecting, analyzing, and interpreting data. Diversity elements are infused into examples, homework, quizzes, projects, and exams, as statistical methods are applied to the issues related to diversity. Diversity has also been integrated into many of the textbooks used in the teaching of statistics.

The McNair scholars program at UW-La Crosse is available to students of traditionally underrepresented groups as well as low-income or first generation college students. McNair scholars receive extra support and partner with faculty members in their department to work on undergraduate research projects. Members of the Mathematics Department have participated, and will continue to participate in the McNair scholars program to help attract students from diverse backgrounds into the Statistics major. In addition, there is already gender, ethnic, and cultural diversity among the Mathematics Department faculty at UW-La Crosse, which will help attract students of diverse backgrounds.

### **Student Learning Outcomes**

Students who complete the B.S. in Statistics at UW-La Crosse will be able to:

- choose the appropriate statistical procedure for a variety of data analysis situations;
- conduct the computational aspects for a variety of statistical procedures;
- effectively communicate statistical analysis, both in oral and written forms;
- comprehend distribution theory and how it relates to the construction of statistical inference procedures, such as confidence intervals and hypothesis tests;
- demonstrate appropriate skills in calculus;
- demonstrate appropriate skills in descriptive statistics and statistical inference procedures;
- demonstrate skills in data modeling;
- demonstrate effective critical thinking skills; and
- demonstrate competency in using statistical software.

### **Assessment of Objectives**

The Statistics Curriculum Committee is currently composed of selected mathematics faculty that will oversee the curriculum and ongoing assessment of the program. This committee meets at least once each semester. The Statistics program will be assessed according to the Department of Mathematics Bylaws, which require an annual review. Both direct and indirect measures will be used to assess student learning outcomes in the program. Direct measures will include:

- Examinations that are locally developed and course-embedded;
- Successful completion of writing requirements using an established criterion within the program to assess student writing; and
- Assessment of students' statistical training in the Statistical Consulting course.

Indirect measures will include:

- Job placement data;
- Graduate/professional school placement data;
- Performance on actuarial exams (when appropriate);
- Alumni surveys; and
- Senior exit interviews.

### **Curriculum Structure**

Students enrolled in the B.S. in Statistics will complete a total of 120 credits. Students opting for the B.S. in Statistics with a concentration in Actuarial Science will also complete a total of 120 credits. Further, undergraduate students at the UW-La Crosse are required to complete 48 credits of General Education requirements. Students in the College of Science and Health seeking the B.S. degree, regardless of the major field of study, are required to complete a minor degree program (or a second major) from any college, or 18 credits at the 300- to 400-level in a department outside of their major. In addition to these General Education and college graduation requirements, students seeking the B.S. in Statistics will take 44 credits of core, supporting, and elective courses. The prerequisite for formal admission to the program is MATH 207 Calculus I and satisfactory completion of MATH 151 Pre-Calculus, or four years of high



school mathematics, including trigonometry, and an appropriate score on the UW System Math Placement Test. Students may not double-major in Mathematics and Statistics because of curriculum overlap.

Students who elect to complete the concentration in Actuarial Science will be required to take the following courses in addition to those listed above, for a total of 59 credits: One additional elective, MATH 448 Operations Research (3), will be available for students with the concentration in Actuarial Science. The Society of Actuaries currently awards Validation by Educational Experience (VEE) credits for MATH 405, MATH 445, MATH 448, ECONOMICS 110, ECONOMICS 120, and FINANCE 355, when a grade of B/C or higher is obtained.

***Required General Education Courses***

Literacy	6 credits
Mathematical/Logical Systems & Modern Languages	7 credits
Minority Cultures or Multiracial Women's Studies	3 credits
International and Multicultural Studies	6 credits
Science	4 credits
Self and Society	3 credits
Humanistic Studies	3 credits
Arts	4 credits
Health and Physical Well-Being	3 credits

***College of Science and Health Requirement***

Minor or additional, upper-level courses outside of major	18-24 credits
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***Core Courses for Statistics Major***

MTH 207	Calculus I	5 credits
MTH 208	Calculus II	4 credits
MTH 245	Probability and Statistics	4 credits
MTH 309	Linear Algebra with Differential Equations	4 credits
MTH 310	Calculus III: Multivariate Calculus	4 credits
MTH 405	Statistical Methods	3 credits
MTH 440	Statistical Consulting	1 credit
MTH 441	Mathematical Statistics I	3 credits
MTH 442	Mathematical Statistics II	3 credits
MTH 445	General Linear Models	3 credits
MTH 446	Analysis of Variance and Design of Experiments	3 credits

***Required Supporting Course***

CS 120	Software Design	4 credits
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***Electives in Statistics***

Students will take 3 credits from the following courses:

MTH 371	Introduction to Numerical Methods	3 credits
MTH 407	Real Analysis I	4 credits
MTH 443	Categorical Data Analysis	3 credits

MTH 447	Nonparametric Statistics	3 credits
MTH 449	Applied Multivariate Statistics	3 credits

***Additional Core Courses for Statistics Major with Concentration in Actuarial Science***

ECO 110	Microeconomics and Public Policy	3 credits
ECO 120	Global Macroeconomics	3 credits
ACC 221	Accounting Principles I	3 credits
ACC 222	Accounting Principles II	3 credits
FIN 355	Principles of Financial Management	3 credits

**Projected Time to Degree**

The coursework for the proposed B.S. in Statistics may be completed in four years, assuming a student begins the calculus sequence as a freshman. The additional required coursework for the concentration in Actuarial Science can also be completed within the four-year timeframe, assuming the student averages 15 credits per semester.

**Program Review Process**

**Institutional Review**

The first internal review of the Statistics program will occur four years after program implementation; thereafter the program will be reviewed, along with the other programs in the Mathematics Department, on a seven-year cycle. These internal reviews will be assisted by an external consultant, and include the Dean, Faculty Senate, and Provost evaluations of program curriculum, assessment of student learning, degree of program success, new initiatives, personnel, and program support. Based on the review, recommendations will be generated to facilitate continual program improvement. The program's quality and success will be measured by the following indicators:

- The general goals and objectives of the program: Are the goals of the program relevant and is the department actively striving to accomplish them?
- Student learning outcomes: Are the student learning outcomes appropriately chosen for the program? Are they being achieved using appropriate assessment methods?
- Appropriateness of curriculum: Does the curricular content of the Statistics major support the stated student learning outcomes? Does it align with expectations of the broader statistical community (e.g., this includes the key components suggested by the American Statistical Association)? Does the curriculum reflect new developments in the field?
- Personnel: Is the existing number of faculty and staff sufficient to meet the needs of the program? What is the quality of contributions made by existing personnel to the areas of teaching, scholarship, and service?
- General availability of resources to support students and faculty; and
- Alumni success.

**External Accreditation**

The Department of Mathematics will not be seeking external accreditation for the proposed B.S. in Statistics.



May 17, 2013

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

Dear President Reilly,

I am writing to express my support for the University of Wisconsin-La Crosse's proposed Statistics major. Over the years, the UW-L statistics group has become a cohesive body of researchers and educators, with many collaborative projects leading to research contributions in statistics, and making a mark in undergraduate research as well. The current Mathematics Major with Statistics Emphasis has a proven record of producing critical thinkers and skilled practitioners, as evidenced by the success of those who have graduated from the program. The content of the Mathematics Major with Statistics Emphasis warrants the more appropriate designation of a Statistics Major.

We know there is strong demand for this program. The University of Minnesota has well-established undergraduate and graduate programs in Statistics and Winona State University, Minnesota State University-Mankato, and University of Minnesota-Duluth have bachelor-level Statistics majors. In addition, Iowa State University and University of Iowa also have well-established undergraduate and graduate programs in Statistics. Currently, Madison is the only campus in the University of Wisconsin System offering a BS in Statistics. Since a significant portion of UW-La Crosse's students come from Minnesota, it is important for UW-La Crosse to be competitive in offering a high quality major in Statistics.

There is university wide support for the Statistics major. The program has received approval by the Department of Mathematics, 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 faculty resources in place to implement and sustain the program in the form of a well-established Mathematics Department consisting of strong faculty with a long history of improving and refining the curriculum.

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, focusing on program curriculum, assessment of student learning, degree of program success, new initiatives, personnel and program support. Based on the review, recommendations will be generated to facilitate continual program improvement.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, reading "Heidi Macpherson". The signature is written in a cursive, flowing style.

Heidi Macpherson  
UW-La Crosse Provost and Vice Chancellor for Academic Affairs

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Program Authorization (Implementation)  
Master of Sustainable Peacebuilding  
UW-Milwaukee

EDUCATION COMMITTEE

Resolution I.1.a.(5):

That, upon the recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Chancellor be authorized to implement the Master in Sustainable Peacebuilding.

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A  
MASTER OF SUSTAINABLE PEACEBUILDING  
UNIVERSITY OF WISCONSIN-MILWAUKEE**

**EXECUTIVE SUMMARY**

**BACKGROUND**

This proposal is presented in accordance with the procedures outlined in Academic Planning and Program Review (ACIS 1.0, Revised August 2012, available at <http://www.uwsa.edu/acss/planning/>). The new program proposal for a Master of Sustainable Peacebuilding at the University of Wisconsin-Milwaukee is presented to the Board of Regents for consideration. The institution submitted the authorization document and a letter of institutional commitment from the university's Provost.

**REQUESTED ACTION**

Approval of Resolution I.1.a.(5), authorizing the implementation of the Master of Sustainable Peacebuilding degree program at the University of Wisconsin-Milwaukee.

**DISCUSSION**

The proposed Master of Sustainable Peacebuilding (M.S.P.) professional degree was designed to respond to: 1) a clear need for appropriately-trained peacebuilding professionals; 2) student demand for internationally-focused professional graduate degree programs; and 3) faculty interest in expanding interdisciplinary international degree programs at the University of Wisconsin-Milwaukee (UWM), particularly at the graduate level.

As the need for trained peacebuilding professionals grows, the marketplace demand for graduates of programs, such as the M.S.P., is expanding. Data on job projections show that career placement for graduates from UWM's comparable programs in Global Studies, Nonprofit Management, Conservation and Environmental Sciences, and International Studies will, respectively, grow by 7.1%, 10.5%, 18.7%, and 7.1 %, from 2010 to 2020.

The M.S.P. will target a combination of traditional and nontraditional students. Demand from traditional students exiting undergraduate programs is evident at UWM, where interdisciplinary undergraduate programs addressing contemporary sustainability and global problems have attracted an increasing number of students over the past several years. Demand from nontraditional students is also apparent, including individuals looking to change careers or develop skills to enhance performance in an existing career in order to be more competitive in the job market and/or qualify for higher salaries.

The Master of Sustainable Peacebuilding is a 48-credit program designed to be completed by full-time students in two calendar years. Students take 9 credits per semester and 6 credits each summer. This professional graduate degree is designed to provide students with practical experience as well as knowledge and skills in the following areas: social-ecological systems; policy and practice; environment and well-being; economics and governance; project management; conflict resolution; research literacy; and information processing/sharing. Each admitted student will also complete two internship programs, a portfolio, and a final paper.

Seven new courses have been developed for this program, which the cohort of students will take primarily in Year 1. These courses are all offered under the Global Studies curricular code and will be taught by existing faculty. In Year 2, the program draws upon existing courses offered in a variety of schools and colleges at UWM, including Letters and Science, Public Health, Freshwater Sciences, Nursing, and more.

### **RECOMMENDATION**

The University of Wisconsin System Administration recommends approval of Resolution I.1.a.(5), authorizing the implementation of the Master of Sustainable Peacebuilding at the University of Wisconsin-Milwaukee.

### **RELATED REGENT AND UW SYSTEM POLICIES**

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

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

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A  
MASTER OF SUSTAINABLE PEACEBUILDING  
AT THE UNIVERSITY OF WISCONSIN-MILWAUKEE  
PREPARED BY THE UNIVERSITY OF WISCONSIN-MILWAUKEE**

**ABSTRACT**

The University of Wisconsin-Milwaukee (UWM) requests authorization to implement a Master of Sustainable Peacebuilding (M.S.P.), an interdisciplinary professional master's degree program designed to prepare students for careers in international development, post-conflict reconstruction, and resource stewardship, particularly in developing countries.

**PROGRAM IDENTIFICATION**

**Institution Name**

University of Wisconsin-Milwaukee

**Title of Proposed Program**

Sustainable Peacebuilding

**Degree Designation**

Master of Sustainable Peacebuilding (M.S.P.)

**Mode of Delivery**

A combination of coursework, seminars, workshops, and internships. Core courses, seminars, and workshops will be taught in-person; internship courses will be taught online; Year 2 elective courses may be a combination of in-person and online delivery.

**Single Institution or Collaboration**

Single institution

**Projected Enrollment by Year Five of the Program**

28 students (16 new and 12 continuing)

**Tuition Structure**

Standard graduate tuition. 2013 rates per term are: \$5,741 (WI); \$7,833 (MN); \$11,974 (out).

**Department or Functional Equivalent:**

Administered by the Center for International Education, under the direction of a multi-school faculty and academic staff advisory committee.

**College, School, or Functional Equivalent**

UWM College of Letters and Science

**Proposed Date of Implementation**

Select program courses will be offered beginning in the 2013-2014 academic year. The first full student cohort will begin in the 2014-2015 academic year.

## INTRODUCTION

### Rationale and Relation to Mission

This request for authorization to implement a Master of Sustainable Peacebuilding (M.S.P.) arises from (1) a clear need for appropriately-trained peacebuilding professionals; (2) student demand for internationally-focused, professional graduate degree programs; and (3) faculty interest in expanding interdisciplinary international degree programs at UWM, particularly at the graduate level. The proposed M.S.P. will be the first *professional* graduate degree at UWM and within the UW System for students specifically seeking employment in international development, post-conflict reconstruction, and human-environmental stewardship.

The M.S.P. aligns closely with the UW System's mission in that it was designed to be applied "Beyond the boundaries of [the campus]." It will motivate and prepare students to make meaningful change in underserved societies. Further, the internship component of the curriculum will expose students first-hand to new cultures and traditions. Further, the unique pairing of course work and internship training will equip students with the range of expertise required to be successful in their careers. Finally, the M.S.P. will facilitate learning and creation of new knowledge as well as innovative models for sustainable peacebuilding. The M.S.P. also supports UWM's strategic vision: "To increase the number of UWM undergraduate and graduate students who undertake interdisciplinary international studies;" Further, "To strengthen the reputation of UWM as a local, regional, and national resource for public educational programs about the contemporary, global world;" and "To increase education abroad participation." There will be a local internship option along with international options. In addition, M.S.P. students will graduate with skills applicable not only to communities abroad, but also to communities right here in Wisconsin.

### Need as Suggested by Student Demand and Research Reports

The M.S.P. will target a combination of traditional and nontraditional students. Demand from traditional students exiting undergraduate programs is evident at UWM, where interdisciplinary undergraduate programs, addressing contemporary sustainability and global problems, have attracted an increasing number of students over the past several years. For example, enrollment in Conservation and Environmental Sciences, Global Studies, and Peace Studies grew over the last ten years by 300%, 6,970%, and 500%, respectively<sup>1</sup>. Graduates of these programs often continue on to graduate school, and many indicate they will pursue professional graduate degrees related to natural resources and economic and social development. In addition, UWM student interest and participation in overseas-study in developing countries and active student organizations such as Engineers without Borders, the United Nations Student Organization, and Global Student Alliance has steadily increased in recent years, suggesting an even larger pool of potential applicants for the M.S.P. In addition, current master's and PhD students often are required to, or desire to, seek a complementary degree or secondary focus. Among these students, interest in an interdisciplinary and/or internationally-focused option is growing.

Demand from nontraditional students is also apparent, including individuals looking to change careers or develop skills to enhance performance in an existing career in order to be more competitive in the job market and/or qualify for higher salaries. Demand from this group of

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<sup>1</sup> Ibid



individuals is evidenced by reports and presentations that show individuals entering the field are not appropriately trained to tackle development challenges (United Nations, 2012); current peacebuilders are lacking critical knowledge of other fields and disciplines (Aall, 2013); and graduate programs that focus on applied skills, transdisciplinary knowledge, and experience in the field are needed to prepare individuals for careers in peacebuilding (USIP, 2010).

## **Market Demand**

The proposed M.S.P. is a professional graduate degree program designed to prepare students for careers working in peacebuilding fields, such as economic development, conflict resolution, security, poverty reduction, and resource stewardship, to name a few. Graduates of the program will be qualified for jobs as program managers/officers; project coordinators and evaluators; policy advisors; group process facilitators; and an array of other positions depending on their prior education and second-year course work and internship experiences during the M.S.P. program. Employers seeking M.S.P. graduates range from U.S. governmental agencies, such as the U.S. Agency for International Development, the U.S. Institute of Peace, and the State Department, to non-governmental organizations like the Humanity United or Mercy Corps, to multilateral donor organizations such as the World Bank, to local non-profits or local government entities, to businesses seeking to enhance their corporate sustainability and/or peacebuilding practices.

The job market for graduates with advanced training, such as in the proposed program (especially through linking theory to practice), is healthy. The *ngojobsonline.com* listing has postings in May, 2013 for over 120 positions in the U.S. and around the world for candidates with such training. Graduates will work in areas of non-governmental organization (NGO) services, education and training, environment, nature conservation, government policy, good governance, and rural and economic development. The Bureau of Labor Statistics (BLS) report on government policy analyst positions, for which graduates with the M.S.P. qualify, states that salaries for graduates with advanced training in policy are in the range of \$93,000 to \$145,000 depending on experience. BLS also reports that in the area of environment and conservation, the 2010 median pay was about \$62,000 (including those with bachelor's degree), and the job outlook is for a growth of 19% (16,700 new jobs) by 2020. The M.S.P. degree prepares students for attaining positions in these areas at higher than entry-level.

Additionally, BLS data show that the occupational outlook for graduates in the related (and feeder) areas of Global Studies, i.e. Nonprofit Management, Conservation and Environmental Sciences, and International Studies will grow by 7.1%, 10.5%, 19%, and 7.1 %, respectively, from 2010 to 2020. Further, the Association of American Colleges and Universities (Hart Research Associates, 2013) found that over 75% of U.S. employers desire college graduates trained in complex-problem solving and applied knowledge; 86% agree students should have experience working directly with communities to solve problems; and 78% agree that students should learn about global problems. While the survey was mainly focused on bachelor's degrees, it also indicated a strong employer desire for universities to prepare graduates with knowledge, skills, and abilities for higher- than-entry-level positions. With its emphasis on application and practice, the M.S.P degree prepares its graduates for rewarding careers in the fields stated above.

## **Innovativeness of the Program**

The proposed M.S.P. was designed in direct response to a need for trained professionals in a rapidly growing field. The M.S.P. differs from traditional master's degrees, such as a Master of Science (M.S.) or a Master of Arts (M.A.) – in that its course content, internships, and integration with current practice in the field equips students with the functional knowledge and skills necessary to be highly competitive for jobs in peacebuilding professions *immediately following graduate school*. Thus, the M.S.P. is a terminal professional degree. Rather than providing students with a focused disciplinary specialty during their graduate educational experience, as an M.A. or M.S. would typically do, it teaches them to understand and communicate across an array of disciplines essential to sustainable peacebuilding. Graduates of the M.S.P. will be versed in “systems thinking” and the scientific approaches to dealing with complexity, which will enable them to see the links among various environment and development issues and sectors of society.

The M.S.P. deliberately builds on the growing prominence of two related fields: sustainability and peacebuilding. Sustainability has evolved for over 40 years from early ideas of steady-state resource management toward concepts of dynamic social-ecological systems. Addressing the problems of sustainability, resilience, and vulnerability of the ecosystem services, upon which society depends, will require new policy frameworks that are capable of adaptive learning and supporting “Sustainable Peace.” Students in the M.S.P. will develop functional competency with concepts, patterns, and processes relating to human-environmental systems and feedback among biophysical, social, and institutional domains. This includes both the practical interconnections among the “Three Pillars” (*People, Planet, Prosperity*), but also social-ecological resilience – the capacity to cope with complexity and adjust to unexpected changes.

Over this same time period of 40 years, peacebuilding began with a focus on conflict resolution. However, in the past decade, the “Peacebuilding sector has continued to grow, expanding into key related sectors, such as development, democracy, food security, health, and genocide prevention. As of 2012, peacebuilding has been woven inextricably into the missions of the United Nations, the United States Armed Forces, the U.S. Government, the private sector, large development organizations, and a broad range of social change organizations”(AfP, 2012).

## **DESCRIPTION OF PROGRAM**

### **Background**

The need for the M.S.P. program directly relates to the need in the field for more effective and sustainable peacebuilding practice and, in turn, the need for employees in peacebuilding fields to be trained to tackle complex development problems. Educational institutions have historically emphasized a disciplinary – rather than holistic or transdisciplinary – focus. In 2008, the International Commission on Education for Sustainable Development Practice issued a report highlighting the shortcomings of educational systems in the U.S. and abroad in preparing students for careers in sustainable peacebuilding. According to the report, “...Generalists are needed to navigate across the intellectual and institutional silos of specialized disciplines to develop integrated policy solutions that are scientifically, politically and contextually grounded (p.4).”

### **General Program Structure**

The M.S.P. will be housed in the UWM College of Letters and Science and administered

by the Center for International Education (CIE), under the leadership of a Faculty Director, multi-school/college faculty, and an academic staff advisory committee.

The program, which requires students to complete 48 credits, will involve faculty and courses from a several departments, schools, and colleges across UWM. Decisions about the program will be made by the M.S.P. Advisory Committee and M.S.P. Faculty Director, subject to approval of the Dean. Elective courses from a variety of departments will count toward degree requirements. In addition, all of the core courses will be cross-listed with at least one other department, and/or offered as combined Undergraduate/Graduate courses, in order to contribute to the Global Studies BA degree, the Conservation and Environmental Sciences major, and other related undergraduate programs. M.S.P. students will be advised throughout their program of study by a faculty member (assigned or self-selected) in cooperation with the M.S.P. Coordinator.

### **Collaborations**

The M.S.P. degree is a cross-disciplinary collaboration between the College of Letters and Science and participating academic and professional school faculty, supported by UWM's central international office, CIE. The M.S.P. is consciously designed to foster participation of all interested schools, colleges, and departments. The Advisory Committee currently consists of seven members from the College of Letters and Science, and six members from other schools and colleges.

The M.S.P. will promote existing and welcome new collaborations. M.S.P. planning discussions have brought faculty members from multiple schools and colleges at UWM together to develop a peacebuilding research program concept. The M.S.P. Faculty Director and Advisory Committee members also have numerous collaborations with local and domestic organizations, including the Alliance for Peacebuilding, Humanity United, and the Center for Global Health and Peacebuilding. These organizations are being considered as internship partners for the M.S.P., as they have connections to development organizations and sites abroad. In addition, the M.S.P. will facilitate connections with relevant academic institutions. For example, UWM is a member of the Wisconsin Institute for Peace and Conflict Studies; and CIE has collaborated on proposals with the School for Conflict Analysis and Resolution at George Mason University, the Harvard Humanitarian Initiative at Harvard College, and the Fletcher School at Tufts University.

Such existing collaborations are not only mutually beneficial in the present, but also serve as leverage for the eventual creation of a global network of collaborators for peacebuilding education, research, outreach and practice, with UWM as the central hub.

### **Comparable Programs in the University of Wisconsin System**

UW System institutions currently offer no comparable professional master's degrees. Existing programs tend to emphasize individual subfields (e.g. environmental studies or conflict resolution) of the development field, or they do not emphasize the international context. Their approaches are therefore very different from that which is proposed at UWM. For example, UW-Stevens Point offers a MS in Natural Resources that involves one year of coursework, but is not internationally focused.

Within the UW System, there are a few explicitly international environmental programs, although none are degree granting – whether undergraduate or graduate. At UW-Stevens Point, the Global Environmental Management Education Center focuses on practical learning methods and provides real-world environmental problem-solving experiences for undergraduate and graduate students in the College of Natural Resources. The Gaylord Nelson Institute at UW-Madison has one graduate program that incorporates a global perspective into environmental topics – the Humans and Global Change Program, offered as a graduate level certificate or as a minor in a Ph.D. program through other departments. Among programs focusing on mediation and conflict resolution, there is a certificate offered through Continuing Education/Extension at UW-Superior, which is designed to fulfill professional licensure requirements for teachers and legal mediators. Other UW System institutions offer similar training programs, none of which has an international focus.

The only other UW System master’s program that has an international development orientation is the Peace Corps-sponsored “Master’s International” at UW-Madison, which incorporates a year of courses at Madison followed by a two-year Peace Corps assignment relevant to the student’s disciplinary emphasis. A student’s course of study and overseas training experience is oriented toward the department in which he/she is enrolled (currently available in six departments), and students will not necessarily gain the broad, multidisciplinary training required by sustainable development generalists.

### **Diversity**

The holistic, multidisciplinary focus of the M.S.P. teaches students to see the bigger picture of social-ecological systems, which includes attention to such elements as culture, environmental justice, religion, economics, race, and gender. M.S.P. courses and internships will enable learning along these lines. The M.S.P. Advisory Committee welcomes and encourages applicants from diverse backgrounds, especially those who historically have been under-represented in the development field. Recruitment initiatives will pay special attention to attracting minority, female, and economically disadvantaged applicants from the U.S. and abroad. The M.S.P. will seek gifts and grants that will allow it to allocate funds for scholarships, so that the program is more accessible to economically disadvantaged students who meet admissions requirements.

### **Admission to the Program**

Education, skills, experience, and interests will collectively determine a student’s admission to the program. The Advisory Committee will review each application to determine whether or not a student is qualified and ready for the program. In addition to fulfilling graduate school requirements for admission, students must provide the following materials:

- Two letters of recommendation from persons familiar with the applicant’s academic or professional work, preferably one academic and one professional recommendation;
- A writing sample that demonstrates the applicant’s critical thinking, research, and writing skills as well as the applicant’s ability to think across disciplines; and
- A current resume that clearly articulates the applicant’s professional, international, and intercultural experiences; and language exposure and proficiencies.

Graduate Record Examination scores are recommended, but not required.

## Program Goals, Student Learning Outcomes, and Assessment

The M.S.P. has three primary program goals (G), achieved through five student learning outcomes (SLO):

- G1 Holistic Analysis and Planning:** Equip students with the knowledge and skills necessary to analyze and plan holistic sustainability and peacebuilding projects and programs.
- G2 Exposure to the Field:** Enable students to make meaningful contributions to the peacebuilding community by providing direct exposure to various peacebuilding efforts through practical experiences.
- G3 Communication Across Disciplines:** Enable students to communicate effectively with individuals from a range of disciplines and areas of expertise by broadening students' disciplinary literacy.
- SLO1 Competency in Drivers of Holistic Change in Social Systems:** Students will classify the structural, attitudinal, and transactional components of various complex social systems and identify the most appropriate peacebuilding intervention points.
- SLO2 Advanced Comprehension of the Dynamics of Coupled Social-Ecological Systems:** Students will recognize patterns of human-environmental interactions and analyze the key processes at play and their impacts within the context of conflict, development and peacebuilding.
- SLO3 Critical Transdisciplinary Knowledge:** Students will acquire critical knowledge (vocabulary, concepts, and methods) across at least four distinct disciplines relevant to peacebuilding – bridging humanities, social sciences, natural sciences and engineering, and relate and translate knowledge among the disciplines.
- SLO4 Effective Group Facilitation and Public Presentation:** Students will facilitate effective group communication and problem solving processes, including communicating confidently and effectively to large and diverse audiences.
- SLO5 Aptitude in Program and Policy Evaluation and Adaptation:** Students will assess systemic outcomes of peacebuilding programs and policies, evaluate these outcomes relative to alternatives, and recommend adaptive modifications for improvement.

Rubrics will be used to gauge how well students are meeting the learning outcomes. Evaluation tools will consist of exams, oral presentations, supervisor evaluations, written essays, and a final paper. The faculty director of the program will gather assessment results from instructors. The program advisory committee will meet annually to discuss the results of the assessment of student learning and formulate action plans as indicated by the findings.

## Curriculum

The M.S.P. is designed to provide graduates with a strong foundation in four core competency areas: *Social-Ecological Systems*, *Policy and Practice*, *Environment and Well-Being*, and *Economics and Governance* (see matrix below). In addition to fulfilling all Graduate School requirements, M.S.P. students will be required to take 48 credits over the course of six semesters, i.e. two full calendar years. They must complete four core program courses (3 credits each), two core program seminars (3 credit each), two core program workshops (3 credit each), 12 credits of elective depth courses, 2 internships (6 credits each, 6-8 weeks), and a final paper, to be presented during the last semester of enrollment in program credits (typically following the Year 2 summer internship).

Figure 1 below presents the M.S.P curriculum matrix. Core courses have been developed specifically for the M.S.P., but in some cases also fulfill a degree requirement for another UWM program, such as the Sustainability track for the Global Studies undergraduate degree. The four core courses are Global 760; Global 761; Global 770; and Comm 675. The seminars and workshops will provide additional knowledge and skills highly relevant to research and careers in peacebuilding. The core seminars and workshops are offered as Global 780, Global 781, Global 880 and Global 881. The internships will provide critical practical experience in preparation for careers in peacebuilding, and will be completed at a pre-established internship site, or an approved site of the student's choosing. During the first and second internship, students will enroll in Global 597 and Global 697 respectively, for which they will participate in an online course, interacting with members of their cohort, and completing assignments through which M.S.P. instructors will assess knowledge and competencies gained during the internship.

Figure 1: M.S.P. Curriculum Matrix

Y E A R 1	<i>Social-Ecological Systems</i> (Core/Required Courses – 3cr)	<i>Policy &amp; Practice</i> (Core/Required Courses – 3cr)	<i>Research &amp; Practical Skills</i> (Core/Required – 3cr)
	(Global 760) Evidence-based Approaches to Sustainability	(Global 770) Preparing for Sustainable Peacebuilding & Social Change	(Global 780) Seminar in Research Literacy for Sustainable Peacebuilding
	(Global 761) Complex Human-Environmental Interactions	(Comm 675) Communication in International Mediation and Peacebuilding	(Global 781) Workshop in Negotiation & Conflict Resolution for Sustainable Peacebuilding
	(Global 597) Field Internship 1 (Required – 6cr)		
Y E A R 2	<i>Environment &amp; Well-being</i> (Elective Courses – 3cr per topic area)	<i>Economics &amp; Governance</i> (Elective Courses – 3cr per topic area)	<i>Technology &amp; Management Skills</i> (Core/Required – 3cr)
	Public and Environmental Health	Political Economy and Development	(Global 880) Seminar in Information Technology for Sustainable Peacebuilding
	Ecosystem Services and Human Development	Governance and Policy	(Global 881) Workshop in Project Management for Sustainable Peacebuilding
	(Global 697) Field Internship 2 (Required – 6cr)		

Year 2 depth courses will be selected in consultation with the student's faculty advisor and M.S.P. Coordinator, and be based upon the knowledge and skills each student possesses when beginning the program. The major objective of the elective courses is to tailor the student's second-year curriculum to address knowledge and skills gaps across the four content areas. Students must get prior approval to count a course not listed toward a depth content area. Courses to satisfy Year 2 requirements will be approved by the Advisory Committee and reviewed periodically as new courses are identified. Each course will fulfill the requirement for one of the four depth-content areas. Figure 2 below lists courses identified thus far to fulfill each Year 2 depth-content area requirement.

Figure 2: M.S.P. Year 2 Sample Depth Content Area Elective Courses

<b>Public Health and Environmental Health</b> Urban Environmental Change and Social Justice (Geography <a href="#">564</a> )  Environmental Health Sciences (Public Health <a href="#">703</a> )
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Global Food Security (Nursing – under development)

### **Political Economy and Development**

The Changing Configurations of the Global System (Africology – under development)

Economics, Policy, and Management of Water (Freshwater Sciences [510](#))

Urban and Regional Dimensions of Global Economic Change (Geography [742](#))

### **Ecosystem Services and Human Development**

Economic Growth and Sustainable Development in Africa (Africology [329](#))

Practical Approaches to a Sustainable Future (Conservation/Environmental Sc. [571](#))

Environmental Impact Assessment (Civil Engineering and Mechanics [492](#))

### **Governance and Policy**

Community Participation and Power (Educational Policy [612](#))

Economic Development Policy (Economics [775](#))

Communication and Social Influence (Communication [864](#))

Program Planning and Implementation in Public Health (Public Health [727](#))

Internships will be completed during the summer term following Year 1 and Year 2 academic years. The M.S.P. program will initially organize three international internship sites—in Latin America, Eastern Africa, and the Balkans in addition to one site in southeastern Wisconsin. At these four sites, students will engage in work that focuses on a pertinent issue in the broader context of peacebuilding, for example, in food security, water conflict, public health, environmental degradation, etc. The organized internship programs will be fully structured and established by December of 2013. A database consisting of contact information for additional internship options will also be available to students who would prefer to organize at least one of their own summer internships. The M.S.P. Coordinator will assist each student in selecting an internship, as well as a plan for preparing for that internship (e.g. language study).

All students must prepare and orally defend a final master's paper. The paper – an “Integrative Synthesis” – will reflect upon a student's breadth of experiences during the M.S.P. program, and will clearly demonstrate a student's ability to formulate an argument, analyze data, systematically present results, and show familiarity with relevant scholarship. The paper will be a critical discussion of core M.S.P. concepts as they relate to peacebuilding, based upon a student's course work and, primarily, internship experiences. Students will compile materials throughout the two-year M.S.P. program to assist them in preparing the final Integrative Synthesis paper, to be evaluated by the student's faculty advisor, M.S.P. Coordinator, and M.S.P. review committee during an oral presentation following a student's second summer internship. Since the final paper and presentation will reflect upon a student's breadth of experiences during

the M.S.P. program, each student will keep a portfolio containing items such as coursework, internship evaluations, and additional elements to help guide the Integrative Synthesis. To ensure students are progressing such that they will be successful in their final papers and presentations, the student's faculty advisor and the M.S.P. Coordinator will assess each student's portfolio periodically during the course of study, to address deficiencies and advise on appropriate adjustments.

### **Advising**

The M.S.P. Coordinator will serve as a co-advisor, along with an appointed faculty advisor. Devising an appropriately tailored program of study for each student upon entrance to the program will be critical to ensure the consistent preparedness of M.S.P. graduates for entering the work force. The M.S.P. Coordinator will complete an initial assessment of each student's skills and education/training needs, then confer with students and their faculty advisor to develop a program of study that meets both the student's needs and his/her interests. The M.S.P. Coordinator and faculty advisor will evaluate the student's progress following Year 1 to identify deficiencies, and to make necessary adjustments to the student's Year 2 plan.

The M.S.P. Coordinator will also assist students in identifying and preparing for their careers of choice. This will involve careful selection of internships and supervisors, timely applications for career track opportunities following graduate school, access to relevant job announcements, and opportunities for informational interviews with prospective employers.

### **Program Review Process**

In addition to learning outcomes, the program will review its success in meeting the needs and expectations of students; its effectiveness at contributing intellectually to the field; and its integration of diversity across the program and throughout cohorts of students. Enrollment statistics, student grades, student/graduate evaluations, Advisory Committee critique, internship site consultations, and surveys of employers of M.S.P. graduates will provide data to guide such program adjustments. Courses, internships, and seminars as well as recruitment and advising techniques will be adjusted to further the success of the program and its students.

Core M.S.P. courses will be evaluated each semester by current M.S.P. students; courses will be adjusted according to feedback and in consultation with the Advisory Committee. At the time of graduation, M.S.P. students will participate in an exit survey and/or interview, which will ask them to evaluate the program overall in regard to: knowledge and skills gained (learning outcomes and additional knowledge and skills); satisfaction with courses and internships; satisfaction with faculty and staff; recommendations for program improvement; overall preparedness for a career; and plans following graduation, including whether or not they have secured a job (and job details, if applicable). Additionally, where possible, the M.S.P. Coordinator will survey former M.S.P. students and their new employers to gather data on placement statistics, and learn how the M.S.P. can better prepare students for careers with various organizations. The program will conduct this exercise biennially.

The M.S.P. Coordinator will distribute to and collect assessments from students, internship site contacts, and employers, and will be compiling and analyzing the data. Results will be shared with the Advisory Committee at an annual Review meeting, at which time recommendations will be made for any changes to the program.



The program will undergo initial campus review after five years conducted by the Graduate Faculty committee and assisted by two external reviewers. The program will be included in the regular cycle of campus program reviews.

### **External Accreditation**

There is no specialized external accreditation available for this program.

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April 10, 2013

To: Kevin P. Reilly, President, University of Wisconsin System

From: Johannes J. Britz, Provost and Vice Chancellor

Re: Authorization to implement a Master of Sustainable Peacebuilding

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 Master of Sustainable Peacebuilding (MSP).

The proposed MSP program an interdisciplinary professional master's degree program designed to prepare students for careers working in international development, post-conflict reconstruction, and resource stewardship, particularly in developing countries. The proposed program is designed to meet student demand for internationally-focused professional graduate degree programs and the need for appropriately trained peacebuilding professionals.

The authorization document has 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. The program faculty have developed a very robust assessment and evaluation plan to ensure quality of student learning in the classroom and in internship opportunities. Upon implementation, the program will be reviewed at the five-year mark and subsequently according to the regular campus program review process.

Extramural funding has been secured to cover the development costs for the program. The program will be sustained over time through tuition revenues. UWM has the facilities, faculty, and financial resources to sustain this program. I express UWM's strong commitment to this program which will provide unique opportunities for Wisconsin students interested in international development.

I am excited to send this request for authorization for approval with my strong support. If you have any questions, please contact Vice Provost Dev Venugopalan.

c: Stephen Kolison, Sr Associate Vice President, UWSA Academic and Student Affairs  
Mark Nook, Sr Vice President, UWSA Academic and Student Affairs  
Carmen Faymonville, Spl Asst to Sr Vice Pres., UWSA Academic and Student Affairs  
Rodney Swain, Dean, College of Letters and Science  
Dev Venugopalan, Vice Provost, UWM Academic Affairs

Program Authorization (Implementation)  
Master of Science in Architecture  
UW-Milwaukee

EDUCATION COMMITTEE

Resolution I.1.a.(6):

That, upon the recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Chancellor be authorized to implement the Master of Science in Architecture.

**NEW PROGRAM AUTHORIZATION  
MASTER OF SCIENCE IN ARCHITECTURE  
UNIVERSITY OF WISCONSIN-MILWAUKEE**

**EXECUTIVE SUMMARY**

**BACKGROUND**

This proposal is presented in accordance with the procedures outlined in Academic Planning and Program Review (ACIS 1.0, Revised August 2012, available at <http://www.uwsa.edu/acss/planning/>). The new program proposal for a Master of Science in Architecture at the University of Wisconsin-Milwaukee is presented to the Board of Regents for consideration. The institution submitted the authorization document and a letter of institutional commitment from the university's Provost.

**REQUESTED ACTION**

Approval of Resolution I.1.a.(6), authorizing the implementation of the Master of Science in Architecture degree program at the University of Wisconsin-Milwaukee.

**DISCUSSION**

The proposed Master of Science (M.S.) in Architecture at UW-Milwaukee was developed to respond to the needs of the building professions, which now require a wider range of expertise in design, operation, and management of building spaces than was required in the past. The profession has a need for experts, whose preparation extends beyond conventional architectural practice, with a knowledge-base in architecture as well as in other related fields. The ever-broadening and increasingly-complex, emerging subfields in architecture require trans-disciplinary preparation, distinct from the conventional Master of Architecture program that is oriented to the design practice of licensed professionals. The graduates of the proposed program will solve problems, drawing upon their knowledge and skills in the fields of architecture and related fields, and conduct practical, applied research to meet the needs of the profession. The proposed program also prepares students to explore architectural scholarship and research at the critical intermediate master's level.

The Master of Science in Architecture is a 30-credit program designed to be completed by full-time students in one and a half years. Each admitted student will develop a program of study in consultation with, and approved by, a faculty adviser. The student must take at least 21 credits from the Department of Architecture, and at least nine credits of courses from other departments at UWM, or transferred from another accredited academic institution. It is anticipated that these courses could be from diverse areas including the humanities, arts, physical sciences, and/or natural sciences.

The proposed program does not require the creation of new courses. The program faculty have identified a long list of existing courses in the various disciplines that can provide the necessary preparation for students in the program.

## **RECOMMENDATION**

The University of Wisconsin System Administration recommends approval of Resolution I.1.a.(6), authorizing the implementation of the Master of Science in Architecture degree program at the University of Wisconsin-Milwaukee.

## **RELATED REGENT AND UW SYSTEM POLICIES**

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

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

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A  
MASTER OF SCIENCE DEGREE  
IN ARCHITECTURE  
AT UW-MILWAUKEE  
PREPARED BY UW-MILWAUKEE**

**ABSTRACT**

The Master of Science (M.S.) in Architecture is a logical step in the growth of UW-Milwaukee's Architecture program. It provides new opportunities for students and faculty requiring innovation and inquiry outside traditional professional curricula. It is an individualized program that emphasizes interdisciplinary study and research. The program, built on current resources, extends UW-Milwaukee's tradition of degree programs that respond to local and societal needs.

**PROGRAM IDENTIFICATION**

**Institution Name**

University of Wisconsin-Milwaukee (UWM)

**Title of Proposed Program**

Architecture

**Degree/Major Designation**

Master of Science

**Mode of Delivery**

On-site and some online delivery

**Single Institution or Collaboration**

Single institution

**Projected Enrollment by Year Five of the Program**

It is estimated that 16 students will complete the degree annually.

**Tuition Structure**

Resident students will pay standard in-state tuition for Master's level programs. Non-resident students will pay the standard non-resident tuition.

**Department or Functional Equivalent**

The program will be housed in the Department of Architecture (DAR)

**College, School or Functional Equivalent**

School of Architecture and Urban Planning (SARUP)

**Proposed Date of Implementation**

Fall 2013

## INTRODUCTION

### **Rationale and Relation to Mission**

The discipline of Architecture is growing in its complexity and scope. It now requires graduates with alternative skills and knowledge not found in a traditional Master of Architecture degree (M.Arch.) program that is design-studio based. The proposed M.S. in Architecture is not meant to replace UW-Milwaukee's professional M. Arch. degree. By establishing an academic master's level degree, the Department of Architecture will be better meeting its departmental mission: preparing students for a variety of career tracks in both the academic and professional disciplines of architecture. As the only School of Architecture in Wisconsin, it has a special obligation to provide students with the leading-edge knowledge and skills required in the discipline of today and of the future.

The M.S. in Architecture is a logical next step in the development of programs in the School of Architecture and Urban Planning. The architectural program began in the early 1970s with a Bachelor of Science in Architectural Studies (non-professional degree) and a Master of Architecture (professional degree). The college expanded the degree offerings within a few years by adding a graduate program for a Master of Urban Planning. In turn, this led to a joint (trans-disciplinary) dual professional degree program in architecture and planning – one of the largest in the nation. Within another decade, SARUP added a Ph.D. program in architecture (one of the first of such programs; today there are 29 in the nation). Subsequently, SARUP created three concentrations in architecture (specializing respectively in ecological design, preservation studies, and real estate development). The Ph.D. program, which began with one emphasis in environment-behavior studies, also expanded to three tracks addressing, respectively, environment-design, research, buildings-landscape-culture studies, and sustainability.

The M.S. in Architecture aligns well with UWM's mission to provide a balanced array of degree programs to meet the diverse needs of the state. SARUP's mission includes a broad range of issues regarding the academic, professional, and the urban communities in which SARUP operates. The M.S. in Architecture will further fulfill the university's mission in all of the arenas to follow below:

- The education of a new generation of architectural specialists with skills and tools enabling them to respond to the ever changing and complex professional and academic challenges.
- The education of advanced students for employment in diverse practice settings involving collaboration, interaction, and communication with a variety of professionals, researchers, and specialized building-related disciplines.
- The education of returning professionals, and graduate students by providing an academic track directed toward research and scholarship.

As an educational strategy for the student community, the M.S. in Architecture will create a new educational platform for developing new areas of study. The latter will allow the department to respond more efficiently to the needs and desires of the changing population of graduate and postgraduate students. The proposed graduate program will also facilitate the education of returning professionals, and graduate students who are interested in an academic track directed toward research and scholarship.

Within the profession, the M.S. in Architecture will allow students and faculty to further specialize in subjects that have direct impacts on the practice of architecture. Today, the architecture profession is undergoing a major structural transformation, due not only to the recent economic recession, but also to changes in digital technology, shifts within the allied professions of planning and engineering, global changes in society, and changes in development practice. SARUP (and our students and programs) must make corresponding transformations to remain relevant.

### **Need as Suggested by Current Student Demand and Market Research**

The program responds to the needs of four types of students:

- students who continue in architecture after their Bachelor of Science in Architectural Studies, and who are motivated to work in more specialized and cross-disciplinary areas (other than those requiring professional licensure);
- students who have established work in architecture or related disciplines (such as engineering, planning, landscape architecture, business), and who wish to expand their professional credential in ways that are directly related to architecture;
- students who may wish to begin careers in academia and research, and who view the M.S. in Architecture as a first step to the Department of Architecture's doctoral program, other doctoral programs in related fields, and/or positions in research institutions; and
- students who have begun the Department of Architecture's doctoral program or M. Arch. program and discover that the alternative provided by the M.S. in Architecture program is better suited to their goals.

New students are seeking ways to “make a difference.” The next generation of architectural school graduates will be substantially different in outlook, values, goals, and career decisions. While SARUP has always accommodated such student attitudes, the time has arrived to do this in a more formal and effective way. The M.S. in Architecture provides this direction. As the only Department of Architecture in Wisconsin, it has a special obligation to provide students with the leading-edge knowledge and skills required in the discipline of today and the future.

The M.S. in Architecture degree is further intended for graduate students and returning mid-career professionals who want to develop a personalized and specialized program of architectural study, one that is centered on applied practice, and not the design studio. This M.S. degree will not lead to licensure in the profession. The successful graduate will bring specialized knowledge to diverse professional settings that involve collaboration, interaction, and communication with other professionals. In addition, the proposed program may serve as a recruitment method for UW-Milwaukee's existing Ph.D. program. That is, a portion of the current student body, as well as new graduate students, may be attracted toward research and scholarly endeavors, rather than the design studio experience.

### *Changing Professional Context*

The architectural profession, and the types of credentials qualifying students for positions, has changed in the last decades. In 2012, for example, the firms with the largest volume of architectural work were all engineering-based organizations with multiple specializations. Architecture firms (large and small) need only a few people with professional architecture licenses, but need many more with specialized skills that go beyond those attained in



an Master of Architecture program. Often, these competitive skill sets require trans-disciplinary expertise. Wisconsin firms in architecture, engineering and construction fields are constantly in competition with much larger and more specialized firms from the Chicago and Twin Cities regions.

Examples of the opportunity for mid-career jobs facilitated by the M.S. in Architecture can be found in many firms throughout the building- and construction industries. Architectural graduates often find that their most-desired skill is their ability to coordinate expertise across disciplines. However, once new graduates move past an entry level position, they often find they need more specialized knowledge. Today's examples might include architecture and gerontology (senior living), architecture and water quality (large scale site development), architecture and energy analysis (alternative energy projects), as well as architecture and real estate (urban redevelopment). Anecdotal information from colleagues suggests that the jump from an entry-level position to a mid-career position, based on new skill sets, can often be accompanied by an increase of salary, ranging from \$10,000 to \$20,000. Moreover, such mid-level positions are the essential gateway to even higher levels of management and professional achievement.

#### *Minimal Competition from other Programs*

At least 30 universities in the U.S. are currently offering an M.S. in Architecture. Three comparable programs might compete geographically: the University of Michigan, Iowa State University, and the University of Nebraska. The program at University of Illinois-Chicago is a post-professional degree and would, therefore, have a much more limited appeal and demand.

The M.S. in Architecture at the University of Minnesota is more specialized and offers only limited options with much less flexibility. The key to success of the proposed UWM program will be the ability to craft customized programs of study which are highly disciplined but, at the same time, offer ongoing responsiveness to a professional content that changes rapidly.

#### *Employment Opportunities*

Employment opportunities should be strong for students seeking an M.S. in Architecture. Throughout the architecture profession, there is an increasing trend to offer customized, specialized skills, and knowledge areas to compete with an equally increasing trend towards commoditization in the building industry. Many individuals, upon entering the field of architecture or its allied disciplines (such as property development, construction management, engineering, landscape architecture, and the broader building industry), discover that there are specialized subjects which, if more fully explored, would provide a unique advantage to those individuals in seeking either (a) advancement within their current place of business, or (b) opportunities to work in more specialized, customized fields. Job titles in today's industry often do not reflect a person's degree but their area of expertise (such as industrial development specialist, commercial property designer, educational facilities manager, health care facilities specialist, and so forth). Clients are more interested in a professional's experience in their specific area of need than in their original graduate-level degree.

Data from the Wisconsin Department of Workforce Development projects a 12.9 percent growth of employment in the field of architecture and architectural studies in Wisconsin between 2010

and 2020. Nationally, the U.S. Department of Labor Statistics projects the growth rate of employment in architecture positions to be 14.8 percent in the same period. Given that the master's level degree is the accepted level of preparation in the field for licensure, there is a continuing market demand for graduates of the program. As noted previously, a degree in architectural studies often helps students obtain entry level positions. However, the ability to move into mid-career jobs requires more specialized, often transdisciplinary expertise not facilitated by the M. Arch degree. The M.S. in Architecture fulfills these complementary market needs for more specialized knowledge and expertise, as the building and construction industries evolve.

### *Emerging Knowledge and New Directions*

The last two decades have seen rapid growth in the complexity of buildings and the development of specialized knowledge for their design and operation. The building professions now require a wider range of expertise in design, operation, and management than was required in the past, and new types of professional specialists have emerged to provide this expertise. Often, these experts are educated outside of traditional architectural programs, and frequently through studies in other disciplines. The M.S. in Architecture offers the opportunity for advanced research in the ever-broadening and increasingly complex subfields within architecture.

In the academic community, the M.S. in Architecture will allow students and faculty to further specialize in areas of research and practice that have direct impacts on the knowledge-base within architecture. While students in the professional M. Arch. program are oriented primarily to design practice as licensed professionals, there are many students (and faculty) who view the broader mission of architectural scholarship and research as extending far beyond conventional practice. Currently, these academic issues can be explored only in UWM's doctoral program. The M.S. in Architecture will provide a critical intermediate level of research and scholarship.

## **DESCRIPTION OF PROGRAM**

### **General Structure of the Program and Institutional Program Array**

The M.S. in Architecture will reside within the Department of Architecture. It will rely on existing faculty, administrative resources, and current courses. Internal faculty regulation of the program (admissions, monitoring, advising) will be conducted by a faculty committee (as are the other Architecture degree programs). The program fills a niche for new growth within the existing program array in SARUP including the:

- B.S.A.S. – Bachelor of Science in Architectural Studies;
- M.Arch. – Master of Architecture (professional degree);
- Ph.D. in Architecture (with multiple sub-programs);
- M.U.P. – Master of Urban Planning (professional degree);
- Joint M.Arch./M.U.P.; and
- Certificate programs in historic preservation, real estate, and sustainability.

As the M.S. in Architecture program evolves, it will also allow many faculty to broaden their opportunities to teach students interested in an array of specializations.

## **Other Programs in the University of Wisconsin System**

The M.S. in Architecture does not duplicate any programs in the UW System or in Wisconsin)

## **Collaborative Nature of the Program**

While there are no other programs in Wisconsin that could offer this program, there are opportunities for collaboration on a case-by-case basis (rather than program-wide basis). Each student's program of study will require working with a diverse set of faculty and practitioners, both inside and outside of SARUP. This approach follows the path of several SARUP programs that now require collaboration, including the UWM coordinated degree program in architecture and planning, the doctoral program area of buildings-landscape-culture studies, and the certificate program in real estate.

Currently, the DAR offers courses in research methods, sustainability, historic preservation, interior architecture, community development, digital representation, real estate, and a variety of other specialized fields of study. In addition, the DAR has links to other departments at UWM and UW-Madison, including urban planning, history, art history, business and engineering. All of these links offer opportunities for students to engage in trans-disciplinary work.

## **Diversity**

UWM is committed to the principles of inclusive excellence. Special efforts are made to reach out to underrepresented populations in the recruitment of students to its programs. UWM has put in place many programs and support services to assist students to achieve to their fullest potential.

SARUP has a long-term reputation for outreach activities in the city, region and state. The work of students in the M.S. program will allow for, and in some cases, emphasize research and projects undertaken by students that directly impact local communities (e.g., a study of techniques to improve use of digital communications techniques in the architecture of elementary schools; or the use of gray water techniques in architectural construction). It is also anticipated that students in this program may work in conjunction with projects through SARUP's outreach efforts through Community Design Solutions (CDS), a UWM Idea Initiative, created in 2000 to improve the quality of life of communities throughout Wisconsin, the Institute for Ecological Design (I4ED), as well as the numerous funded research efforts throughout the program.

The M.S. in Architecture will attract and serve graduate students from a broader and more diverse population. The program will accommodate focus areas that will relate to the interests of more diverse population groups (such as housing, community development, healthcare), and links to other professions and programs that have a more diverse population base.

The types of students recruited will include persons who meet the criteria for diversity – especially those persons working in the field who may wish to enter the realm of architectural practice, not as licensed architects, but as specialists with unique sets of skills and expertise.

## **Student Learning Outcomes**

At the completion of the program, graduates will be prepared for pursuing their careers in either the academic or the professional track. While the program prepares its graduates for

professionalism in the field of architecture, it also provides the opportunity for the graduates to develop interdisciplinary skills to expand their career opportunities. The learning outcomes associated with this program are the ability to:

- Frame questions for critical analysis;
- Investigate the relative importance of questions to the profession and to the community at large;
- Define and select an appropriate methodology for answering the questions they have chosen;
- Effectively communicate the answers students have found in a clear and concise manner through writing, illustration, and quantitative analysis; and
- Derive valid consequences of their research to the profession and the community.

### **Assessment of Program Learning Goals and Objectives**

The program will rely heavily on the thesis work done by the students to assess the achievement of the learning outcomes. The graduate program committee of SARUP will adopt written standards to aid the assessment of students' level of achievement in formulating the research problem, the use of appropriate methods/techniques, the relevance of the research outcomes, translation to practice, and communicating the results effectively. The findings from the assessment activities will be discussed annually by the program faculty. Necessary changes to the program and its delivery will be made as indicated by the assessment findings.

The Department of Architecture annually will examine the students' courses and performance. An external review of student work will be conducted every three years by engaging outside professionals and faculty from other disciplines. Every six years, the program will conduct a review by the alumni focused on the quality of teaching and on program improvements. These reviews will produce written recommendations for program changes and improvements to the program research standards.

### **Program Curriculum**

To serve this diverse set of students, the program will be highly flexible in terms of its content but disciplined in terms of requiring a clear course of study with defined objectives and outcomes. In contrast to the M. Arch. Program, the M.S. in Architecture will be a more flexible, inclusive curriculum, not based on design studios. The proposed degree program will also be integrated with faculty members (and courses) from other departments, centers, and institutes at UWM as well as other universities.

The M.S. in Architecture is a 30-credit program of study put together by the student in consultation with, and approved by, his/her adviser. The program of study must meet the following requirements:

- Minimum total of 30 credits, of which 18 must be in graduate-only courses.
- Distribution by department:
  - At least 21 credits in the Department of Architecture; and
  - At least nine credits in other departments at UWM or in courses from other academic programs approved by the student's adviser, and which are transferrable to UWM.
- Content areas:

- Research methods and techniques: at least six credits of approved courses regarding research methods and techniques;
- Applied practice: at least six credits related directly to the application of the student's area of specialization to practical applications in architecture and/or related disciplines; and independent work:
  - Six to nine thesis credits in an approved Graduate School Master's Thesis
  - Three to six credits of independent studies in DAR related to the student's area of specialization.

A typical program of study is illustrated in Figure 1 below.

Figure 1: Typical Program Sequence

Year 1 Fall Semester	Research Methods - Introduction	3 cr
	Course in area of specialization	3 cr
	Elective Course	3 cr
	Elective Course	3 cr
	Subtotal (Fall semester)	12 cr
Year 1 Spring Semester	Research Methods - Advanced	3 cr
	Course in area of specialization	3 cr
	Thesis Seminar	3 cr
	Elective Course	3 cr
	Subtotal (Spring Semester)	12 cr.
Year 2 Summer or Fall Semester	Thesis	6 cr
	Subtotal (Year 2)	6 cr
	<b>Total for the program</b>	<b>30 cr</b>

Since each student designs his/her program of study in consultation with the adviser, the actual courses may differ widely, depending on what the student chooses.

### Projected Time to Degree

It is expected that the average full-time student will complete the degree requirements in one-and-a-half years. UWM Graduate School requirements are that students must complete the master's degree within five years from the point of admission into the program.

### Program Review Process and Institutional Review

The program will be reviewed by the committee overseeing the program, in concert with other appointees from within SARUP. This will be done after the first three years, and thereafter, on a five-year cycle. The program will also be reviewed by the campus Graduate Faculty Committee initially after the fifth year, and subsequently on the regular ten-year cycle. The campus review is assisted by external reviewers.

Aspects of the program to be evaluated will include, but not be limited to:

- Assessment of student learning outcomes;
- Student performance (grades and thesis quality);

- Diversity of studies (range of issues and courses taken by students);
- Student evaluations of the faculty and program;
- Diversity of participation in the program from different types of students and career objectives;
- Outside observations from persons involved in the field of architecture (but not necessarily professional architects); and
- Success of the graduates of the program

The review will also examine the range of issues addressed by students, the background of students who enter the program and the types of jobs and activities in which students engage after completing the program. All three of these factors will be examined in terms of social equity and inclusiveness of excellence.

### **Need for External Accreditation**

No external accreditation is needed for this program. However, the relationship of the M.S. Architecture program (such as the Ph.D. program in Architecture) may be included, for discussion purposes only, in the five year review of the M. Arch. program administered by the National Architectural Accrediting Board.



**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/](http://www3.uwm.edu/dept/acad_aff/)

April 8, 2013

To: Kevin P. Reilly, President, University of Wisconsin System

From: Johannes J. Britz, Provost and Vice Chancellor

Re: Authorization to implement a M.S. in Architecture

A handwritten signature in black ink, appearing to be "JJB", written over the "From:" line.

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 M.S. in Architecture.

The proposed program fills a gap in the program array in architecture and architectural studies by offering a master's level program that allows students to pursue a research-based program that emphasizes cross-disciplinary study in areas related to architecture. The program will prepare students for careers in emerging areas of the discipline which require preparation provided by the proposed program. The goal of the program is distinct from the Master of Architecture program that prepares students for professional licensure through studio practice. The proposed program also prepares students to enter the Ph.D. program in architecture.

The authorization document has 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 at the five year mark and subsequently according to the regular campus program review process.

Since all of the courses students will take in this program already exist in the various departments at UWM, there are no additional instructional costs to deliver this program. I have been assured by the faculty in the Department of Architecture and the Dean of the School of Architecture and Urban Planning that the additional workload for supervision of theses can be accommodated by the Architecture faculty. The Dean has committed the resources needed for the program development, marketing and some student assistance.

I am excited to send this request for authorization for approval with my strong support. If you have any questions, please contact Vice Provost Dev Venugopalan.

c: Stephen Kolison, Sr Associate Vice President, UWSA Academic and Student Affairs  
Mark Nook, Sr Vice President, UWSA Academic and Student Affairs  
Carmen Faymonville, Spl Asst to Sr Vice Pres., UWSA Academic and Student Affairs  
Robert Greenstreet, Dean, SARUP  
Dev Venugopalan, Vice Provost, UWM Academic Affairs

Program Authorization (Implementation)  
Online Master of Science in Transnational Human Services Leadership  
UW-Oshkosh

EDUCATION COMMITTEE

Resolution I.1.a.(7):

That, upon the recommendation of the Chancellor of the University of Wisconsin-Oshkosh and the President of the University of Wisconsin System, the Chancellor be authorized to implement the Online Master of Science in Transnational Human Services Leadership.



**NEW PROGRAM AUTHORIZATION  
ONLINE MASTER OF SCIENCE IN TRANSNATIONAL  
HUMAN SERVICES LEADERSHIP  
UW-OSHKOSH**

**EXECUTIVE SUMMARY**

**BACKGROUND**

This proposal is presented in accordance with the procedures outlined in Academic Planning and Program Review (ACIS 1.0, Revised August 2012, available at <http://www.uwsa.edu/acss/planning/>). The new program proposal for an Online Master of Science (M.S.) in Transnational Human Services Leadership at the University of Wisconsin-Oshkosh is presented to the Board of Regents for consideration. The institution has submitted the authorization document and a letter of institutional commitment from the university's Provost.

**REQUESTED ACTION**

Approval of Resolution I.1.a.(7), authorizing the implementation of the Online Master of Science in Transnational Human Services Leadership at the University of Wisconsin-Oshkosh.

**DISCUSSION**

The proposed Online M.S. in Transnational Human Services Leadership is an online graduate degree program that will be offered by the College of Education and Human Services. The program will serve the growing local, national, and global non-profit sector by preparing students to effectively lead national, international, and transnational human service agencies and non-government organizations (NGOs). Coursework will focus on current service practices at the micro- or agency level to inform thinking and practice at the macro-level. Program content will serve to improve students' ability to investigate, analyze, synthesize, and develop programming to address real-time community issues. The major will consist of 30 graduate-level credits, and will be offered entirely online.

**RECOMMENDATION**

The University of Wisconsin System Administration recommends approval of Resolution I.1.a.(7), authorizing the implementation of an Online Master of Science in Transnational Human Services Leadership at the University of Wisconsin-Oshkosh.

**RELATED REGENT AND UW SYSTEM POLICIES**

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

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

**REQUEST FOR AUTHORIZATION TO IMPLEMENT AN ONLINE  
MASTER OF SCIENCE IN TRANSNATIONAL HUMAN SERVICES LEADERSHIP  
AT UW-OSHKOSH  
PREPARED BY UW-OSHKOSH**

**ABSTRACT**

The proposed Online Master of Science (M.S.) in Transnational<sup>1</sup> Human Services Leadership is a graduate degree program that will be offered by the College of Education and Human Services. The program will serve the growing local, national, and global non-profit sector by preparing students to effectively lead national, international, and transnational human services agencies as well as non-governmental organizations (NGOs). The proposed curriculum will serve to improve students' ability to investigate, analyze, synthesize, and develop services to address real-time community issues. The major will consist of 30 graduate-level credits and will be offered entirely online.

**PROGRAM IDENTIFICATION**

**Institution Name**

University of Wisconsin-Oshkosh

**Title of Proposed Program**

Transnational Human Services Leadership

**Degree/Major Designation**

Master of Science

**Mode of Delivery**

Online

**Single Institution or Collaboration:**

Single institution

**Projected Enrollment by Year Five**

Table 1 illustrates the projected enrollments and graduates, based on the articulated demand and student interest. Attrition rates are based on other online M.S. programs.

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<sup>1</sup> **Transnational:** Refers to an organization, company, program, activity, practice or any other similar endeavor that transcends national borders or operates beyond the national boundaries of a single nation. Transnational human service organizations deliver health, human, community, and social service activities across two or more nation states. Organizations that work within a transnational context consider the geo-political boundaries, laws, compacts, and regulations of the involved nation-states and also consider historical and cultural conditions, traditions, governance, and geo-political boundaries – all of which may impact the efficacy and sustainability of the service.

Table 1: Projected Annual Enrollments and Graduates within the First Five Years of the Program.

	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
New Students	12	12	12	12	12
Continuing Students	--	10	20	22	22
Total Enrollment	12	22	32	34	34
Graduating Students	--	--	12	14	16

### **Tuition Structure**

Standard UW-Oshkosh tuition and fee rates will apply to this program. For the current academic year, the residential graduate student tuition and segregated fees total \$4,290.43 per semester for full-time students enrolled in nine credits per term. Of this amount, \$454.05 is attributable to segregated fees. An additional \$50.00 per-credit distance education fee will also be charged.

### **Department or Functional Equivalent**

Department of Human Services and Educational Leadership

### **College, School, or Functional Equivalent**

College of Education and Human Services

### **Proposed Date of Implementation**

Fall, 2013

## **INTRODUCTION**

### **Rationale and Relation to Mission**

The Online M.S. in Transnational Leadership will be the first of its kind offered by a major public university system. The program will prepare graduates to provide leadership in non-profit and NGOs at the regional, state, national, and transnational levels. Coursework will focus on service delivery practices at the micro- or agency level and inform thinking and practice at the macro-level. For example, management of a direct service, such as the delivery of food and housing, may be considered a micro-level human service. Developing a sustainable strategy to deliver the direct human services that considers the multicultural, economic, and political context of the region, and the impact the intervention will have on the global socio-political environment, is an example of a macro-level practice. Students will apply and extend learning in the areas of human services delivery and organizational development and management by interfacing with agencies and non-government entities across regional, state, national, and global boundaries. The program is designed for working professionals, recent UW graduates, international students, and tribal college graduates

Human Services agencies deliver services intended to meet basic human needs and improve the health and social welfare of the people and communities they serve. The provision of these services is foundational to developing civic stability that, in turn, can impact economic and political stability. Within this context, the role of the human services manager is evolving, requiring an increased level of education and professionalization. Existing undergraduate degrees in Human Services programs do not include the advance learning competencies required of human services leaders, particularly those working in a transnational context.

While the vast majority of executive director and leadership positions in human services organizations require advanced skills acquired through a graduate program, relatively few human services master's degrees exist in the U.S. A review on a leading graduate school search engine site indicated that of the 197 identified master's degree programs in areas related to human and social services, fewer than 20 were specific to the field of human services, and only a fraction of these programs include training to manage a human services agency in a transnational environment.<sup>2</sup> While academic programs exist in the area of international business or public affairs, the training within these programs is more often limited to the operation of organizations within a business or governmental environment. Such programs do not include learning outcomes related to the human services field.

Furthermore, many human and social services master's degree programs predominantly focus on direct services and management in areas such as social work, counseling, or psychology. These degrees support the program-service side of an agency (micro-level); however, the programs may not address the context of human services leadership within a broader administrative and cultural framework (macro-level). Graduates of this program will have skills in organizational performance, assessment, finance, program development, and personnel management, and will be able to serve as program managers and in executive leadership positions, for a range of governmental and non-governmental organizations in multiple state, national, and international environments.

The proposed Online M.S. in Transnational Human Services Leadership aligns with the mission, vision, and strategic direction of both the UW System and UW-Oshkosh. This program is a direct extension of the Wisconsin Idea, and makes accessible the resources of the university to citizens throughout the state, regardless of their physical location. Likewise, online delivery of the program will aid in meeting the UW System mission, in part, "to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses." Graduates in the program will be prepared to work for a broad and global range of human services agencies, and will serve the UW System mission to "stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities, scientific, professional and technological expertise, and a sense of purpose."

The global context of this program inherently upholds UW-Oshkosh's mission to foster "an inclusive learning environment that prepares our graduates to meet the challenges of an increasingly global society." The program will provide students with skills to analyze global issues, and serve as leaders who are responsive to the cross-cultural dimensions of management within the context of transnational human services agencies and non-government organizations (NGOs). In doing so, the program also supports several elements of the UW-Oshkosh Strategic Plan, among them to uphold "core values of the university, including a commitment to diversity and inclusivity, engagement and support, and social awareness and responsiveness."

The proposed program provides students the opportunity to develop a more global perspective, namely "an understanding of countries and cultures beyond the borders of the United States, as well as an appreciation of the diverse cultures resident within our country." Through its online format, the program will serve as an institutional strategy to "be regionally based and

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<sup>2</sup> Retrieved from GradSchools.com, <http://www.gradschools.com/search-programs/human-services/masters>.

globally connected.” Furthermore, the program activities will require and enable students to work with agencies and non-government entities across regional, state, national, and global boundaries, and thereby “expand regional outreach and domestic and international partnerships.”

At the College and graduate program level, the program aligns with the College of Education and Human Services’ (COEHS) vision by offering challenging curricula that foster empathy in students through a multicultural framework, as well as the College’s goal to attain a diversified student body and faculty. Finally, the program outcomes will advance several aims of the UW-Oshkosh Graduate Education Strategic Plan. Coursework will “foster scholarly activities that develop leaders who think creatively and analytically” and “contribute to the intellectual vitality of their communities by not only creating knowledge but by applying that knowledge.” The online delivery will enable the institution to better serve its constituents by expanding the delivery of graduate education to the greater northern regions and beyond.

### **Need as Suggested by Current Student Demand**

The Online M.S. in Transnational Leadership builds on the Department of Human Services and Educational Leadership’s successful Bachelor of Science in Human Services Leadership program, implemented in 2008. The addition of this program increased both in- and out-of-state enrollment. Enrollment in the online program grew significantly since 2008, from 43 students in 2008, to 308 students in 2012, making it among the fastest growing majors on campus. During the academic year 2010-2011, student enrollment increased by 20% over the previous year.

The persistent growth in the number of students who enroll and graduate from the UW-Oshkosh undergraduate program in Human Services Leadership suggests there is student demand for an online graduate level program. To explore the demand for this program, COEHS administered a survey, in Fall 2012, to 101 students in the Bachelor of Science in Human Services Leadership online and on-campus program. Over 85% of respondents indicated they would be very interested or interested in enrolling in an online Master’s degree in Human Services Leadership program at UW-Oshkosh. In addition, 80% of the respondents stated they would strongly encourage their friends to apply to this program. Furthermore, 59% of respondents said they would prefer to enroll in a program that enables them to work for human services agencies in the United States, as well as for international institutions and non-government organizations around the world.

### **Need as Suggested by Current Market Demand**

#### *Leadership and Industry Needs*

Human Services graduates assist diverse populations with a broad range of issues related to children and family, the elderly, the homeless, immigrants, refugees, veterans, or people with issues related to mental health or disabilities. Workers in the human services industry coordinate and provide services to these populations through local, state, federal, and international governmental, for-profit, and non-profit agencies. Work within this industry is carried out in a variety of contexts including, but not limited to, food and nutrition agencies, housing and shelter organizations, employment and workforce development agencies; youth development

organizations, community education and development organizations, public safety- and disaster relief organizations; and legal- and victim assistance agencies.

Over the next decade, non-profit organizations will face a deficit of leaders with macro-level management skills (Tierney, 2006). Within the United States alone, non-profit organizations will need to fill a projected 640,000 senior executive level positions in the next decade - over twice the number now working. The U.S. Bureau of Labor Statistics (2012) projects a 14% job increase by 2018 for non-profit general and operations managers and a 27% job increase for social and community service managers. The median pay for a social and community service manager is \$57,950 per year.<sup>3</sup> Graduates with the M.S. in Transnational Human Services Leadership will work in a variety of roles, including but not limited to:

- *Executive Directors*, who oversee human services organizations and implement and monitor organizational goals and strategies. Executive Directors establish and monitor budgets; manage staff; engage and report to governing boards; engage and collaborate with external constituencies and policy makers; and coordinate provision of services and contracts among governmental and non-governmental organizations.
- *Program Directors*, who design and carry out project and program strategies and activities. Directors organize services and establish programs to meet desired needs and outcomes; hire and supervise program staff; develop and monitor project budgets, assess and evaluate program effectiveness, and comply with governmental policy and standards.
- *Grant Writers and Administrators*, who research and write project and grant proposals; evaluate grant activities; develop Requests For Proposals (RFP) processes; collect program evaluation reports, and write project and grant reports.
- *Development Directors*, who organize and supervise fundraising strategies; determine funding needs; identify funding sources; educate and meet with donors; and collaborate with director and programming staff to create, write, and disseminate program reports to funders and donors.

### *State and Regional Needs*

Non-profit and human services organizations are vital to both the citizenry and economy of Wisconsin. According to the National Center for Charitable Statistics (NCCS), there are 34,855 non-profit organizations registered in the state of Wisconsin in 2011. The non-profit share of private employment in Wisconsin for the year 2010 was 12.2% among all industries. In the East North Central region of the U.S., the non-profit share of employment was 11.2% (Salamon, Sokolowski, & Geller, 2012). The Wisconsin Department of Workforce Development (2010) projects that the non-profit sector in Wisconsin will grow by 7% by 2018, and the social assistance sector will grow by 21%. Projected growth in this sector implies human resource growth in this area, and the need for leaders to manage and direct these resources.

### *National Needs*

Non-profit organizations and human services agencies employ nearly 11 million full time equivalent (F.T.E.) employees, representing the third largest among U.S. industries and accounts for 10.7% of all private sector employment (Salamon, Sokolowski, & Geller, 2012). In addition,

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<sup>3</sup> Retrieved from <http://www.bls.gov/ooh/management/social-and-community-service-managers.htm>.

employment of social and community service managers is expected to grow at the rate of 27% by 2020 (BLS, 2012). The important qualities identified for such positions include, but are not limited to, analytical, communication, leadership, organizational management, and human resource management skills. These competencies are central to the proposed Master in Transnational Human Services Leadership curriculum.

### *International Needs*

According to Salamon, Sokolowski, and Geller (2010), the Non-Government Organization (NGO) sector employs about 56 million full-time equivalent (F.T.E.) workers, representing 5.6% of the economically active population in 2005. If one were to compare the NGO sector with countries' GDP, the sector would have been the world's sixth largest economy in 2005 (Salamon, 2010). This trend is expected to continue. According to the Graduate Management Admission Council, (2012), applications for master's degree programs that teach organizational management and leadership skills, increased by 73% in recent years. The increase was significant among international applicants. For example, European-based universities reported international applicants to their Master's in Management programs increased by 80%. About 46% of international applicants to Europe-based programs live outside of Europe. In the U.S., the number of international applicants to human services management programs increased by 45% within recent years. These data suggest that there is high market demand within and beyond the borders of the U.S., and that U.S. programs may not be meeting international demand.

### **Emerging Knowledge and Advancing New Directions**

The global shift from the information age to the conceptual age brings new challenges and opportunities for collaborative efforts across organizations and borders. The conceptual age requires creativity, innovation, and design skills to solve problems. Shifts in wealth distribution, leadership, and demographics will require transnational collaboration and a conceptual approach to address global-scale issues, such as the elimination of poverty (Toffler & Toffler, 2006). Consequently, leaders in the Human Services field must have the ability to envision and implement service programs in ways that fill individual and group needs within multiple contexts and across the globe. Human services leaders must be able to see relationships between previously unlinked subjects, detect broad patterns in actions and reactions, and be attentive and empathetic to the paths walked by others (Pink, 2006). This program will provide coursework and learning experiences to build these competencies in its students. The program will serve as a hub of scholarship and learning for individuals who manage and lead geographically, and culturally, diverse agencies and teams.

## **DESCRIPTION OF PROGRAM**

### **General Structure**

#### **Institutional Program Array**

UW-Oshkosh offers no graduate programs in the field of Human Services or Non-Profit Management for NGOs. UW-Oshkosh currently offers a B.S. in Human Services Leadership, a Master's of Public Administration (M.P.A.), and a Master's in Social Work (M.S.W.). The B.S. in Human Services Leadership program focuses on principles, such as globalization, multicultural sensitivity, and changes in society. The graduate program will extend these principles and

provide advanced coursework on the transnational and administrative aspects of Human Services Leadership. Whereas the M.P.A. program focuses primarily on policy development and program management within a government setting, the proposed program will emphasize leadership skills required to run non-governmental agencies. The UW-Oshkosh M.S.W. program, offered in collaboration with UW-Green Bay, prepares for administrative and direct practice leadership roles to support family and community well-being within a social service setting. In contrast, Human Services is an interdisciplinary field that applies to a broad scope of non-governmental human and community service fields.

### **Other Programs in the University of Wisconsin System**

The proposed online M.S. in Transnational Human Services Leadership is unlike any other master's degree program presently offered in the state of Wisconsin. As discussed previously, the curriculum's focus distinguishes it from M.P.A. programs, which are offered at UW-Milwaukee and UW-Madison. UW Milwaukee offers a master's degree and graduate certificate in Non-profit Management and Leadership; however, these programs are comprised mostly of business administration and political science coursework, with select electives in social work and urban studies. UW-Stevens Point offers an M.S. in Human and Community Resources; however, the program does not include coursework relating to global leadership, fiscal, and management issues. The proposed program will offer online courses such as transcultural leadership, global issues, community change, transnational fiscal management, global comparative trends and human services management, and will be meeting a state, national, and international need for advanced education for human services professionals.

### **Collaborative Nature of the Program**

The proposed Online M.S. in Transnational Human Services Leadership does not require inter-institutional collaboration. However, program faculty members remain open to sharing their expertise and collaborating with other UW System institutions to improve curricular programming and student learning outcomes. A key component of the program's recruitment and marketing plan will be leveraging relationships with the UW System and international contacts. The Department of Human Services Leadership has signed memoranda of understanding with universities in Europe (Czech Republic), Africa (Uganda, Kenya), and Eurasia (Turkey) to deliver existing programs. These existing partnerships will be used to explore opportunities for the recruitment of international Adjunct instructors, and negotiate internship positions for graduate students in the program. The same policy of international networking and collaboration will be pursued to secure international internship placements for students. The UW-Oshkosh undergraduate program in Human Services Leadership has developed collaborations with more than 100 internship sites for on-site and online students that can potentially be used by the graduate students as well.

### **Diversity**

Guided by principles of Inclusive Excellence and the UW-Oshkosh University Learning Outcomes on Intercultural Knowledge, the university and the Department of Human Services and Educational Leadership are committed to finding ways to expand the diversity of the campus community. At the university level, this goal is reflected in the Annual Academic Program and Student Success Plan, which provides a strategic framework to advance diversity initiatives that promote successful outcomes for underrepresented student populations. Graduate students pursuing the proposed Online M.S. in Transnational Human Services Leadership may also be



eligible for the Advanced Opportunity Program (AOP), which provides tuition assistance to graduate students of color and non-minority disadvantaged students. The anticipated student body of the proposed program will include in-state, out-of-state, and international students. Consequently, the program will be advertised at the regional, national, and global level. A goal of the program is to both increase graduate-level enrollment and the diversity of the overall UW-Oshkosh student body.

Diversity is infused into the academic program. Each of the courses in the program will require students to employ a global perspective, or to develop an understanding of countries and cultures beyond the borders of the United States as well as an appreciation of the diverse cultures represented within the U.S. Through a transnational framework, students will be able to evaluate and apply leadership theories and service-delivery strategies from around the world, tailoring an approach that best suits their local needs and organizational interests. Diversity is also reflected in the Human Services Leadership program faculty. Faculty recruitment is conducted with an interest in hiring women and underrepresented minorities. Of the full-time faculty in the program, women comprise 40% of the faculty, and 80% of faculty have globally-diverse backgrounds. Faculty members maintain connections to The Czech Republic, Haiti, Kenya, Uganda, Nigeria, and Turkey as well as tribal nations in Wisconsin.

## **Student Learning Outcomes**

### **Program Objectives**

The Online M.S. in Transnational Human Services Leadership will advance ten learning outcomes. Each of the learning outcomes will align with course components and will be assessed within each course. Students will:

1. Display effective leadership skills that are responsive to the cross-cultural dimensions of managerial leadership and paradigms in national, international, and transnational human services agencies, and non-government organizations (NGOs).
2. Analyze the global economic, environmental, social, and cultural issues targeted in the mission statements, programs, and activities of human services agencies, and non-government organizations (NGOs) worldwide.
3. Use social marketing approaches and strategies to develop culturally innovative and low-cost based interventions, increase recruitment in programs, and increase public awareness on critical issues.
4. Apply knowledge-based on different theories and models of strategic planning to influence various aspects of community organizing, empowerment, and sustainable change in transnational contexts.
5. Understand and apply knowledge of financial issues related to operational funding, budgeting, and financial management of human services agencies and non-government organizations (NGOs), as well as relevant regulations and accounting practices across nations and states.
6. Develop an understanding of basic staffing and staff supervision practices from a multicultural perspective (e.g. recruiting, selecting, and developing talented people; leading people; motivating people; working on teams; managing conflict; leading change in the organization and in transnational contexts).

7. Apply the methods of social research to the evaluation of micro- and macro human services practices (including individual practice), and programs in national, international, and transnational contexts
8. Discuss and analyze the theories and models of human services administration in relation to context and culture, and the roles and responsibilities of administrators in national, international, and transnational human services agencies.
9. Demonstrate ability to investigate, analyze, and synthesize real-time community issues in transnational or transcultural contexts, and develop a recommendation framework that will enable leaders and managers in the human services and non-government sectors to implement organizational transformation.
10. Recognize the challenges of leading and working in today's human services agencies with an appreciation of the theory, history, and development of the human services profession, human services administration and management, as well as non-government organizations in various industrialized and developing countries.

### **Assessment of Objectives**

The Human Services Leadership program has developed a recurring and systematic assessment plan for the proposed program. This plan will be used to gauge student progress related to the identified learning objectives. The core faculty will examine learning outcomes on a three-year rotating basis. Learning outcomes have been divided into three primary cycles: human behavior, intervention, and leadership. Each cycle will culminate in a staff data retreat at which program faculty will report on progress during the prior academic year for each outcome under review.

Cycle 1: Human Behavior  
(Fall 2014, 2017, 2021)

Outcomes 3, 7, and 10

Cycle 2: Intervention  
(Fall 2015, 2018, 2022)

Outcomes, 1, 2, 4, and 6

Cycle 3: Leadership  
(Fall 2016, 2019, 2023)

Outcomes 5, 8, and 9

In the fall of each year, program faculty will prepare a brief written summary for each outcome reviewed during the previous academic year. Assessment summaries will be distributed to the program faculty and the department chair, and discussed at the annual data retreat each October. Summaries from each cycle will be saved for inclusion in the assessment report that will be presented to the COEHS dean and university assessment committee, every three years. Results from the assessment reports will be used in programmatic planning, and will advise curricular modification.

### **Program Curriculum**

The proposed online program will include 30 graduate-level credits from the Department of Human Services and Educational Leadership at UW-Oshkosh. It is anticipated that full-time students will complete this program in two years or fewer. Entrance requirements for the program include a bachelor's degree from a regionally accredited institution and a minimum undergraduate G.P.A. of 2.75. All of the courses in this program will be new courses. Required coursework includes:

- HSL 720: Foundations of Human Services Management (3 credits);
- HSL 721: Global Issues in Local Communities (3 credits);

- HSL 722: Transcultural Leadership (3 credits);
- HSL 723: Social Marketing in Human Services (3 credits);
- HSL 724: Planning and Implementing for Community Change (3 credits);
- HSL 725: Transnational Fiscal Management (3 credits);
- HSL 726: Staffing and Supervision in a Diverse World (3 credits);
- HSL 727: Applied Research Methods in Human Services (3 credits);
- HSL 730: Seminar in Community-Oriented Human Services Management (3 credits), or
- HSL 731: Master's Thesis (3 credits).

Students will also select one of the following electives:

- HSL 728: Comparative Trends in Global Human Services Agencies (3 credits); and
- HSL 729: Models of Social Change and Human Services (3 credits).

The courses “Foundations of Human Services Management” and “Global Issues in Local Communities” will serve as introductory courses for every student entering the program. During the final semester, the students will have the option to take a final Capstone course or write a Master's Thesis. The Capstone seminar will integrate learning from all other courses in the program, culminating in a reflection paper and individual learning assessment. The Master's Thesis will be a research report based on an empirical problem statement, a review of literature, and utilization of appropriate methods of scientific inquiry.

To be eligible for graduation, students must meet all curricular requirements for the degree program, as well as the requirements of the Office of Graduate Studies at UW Oshkosh. Such requirements include a minimum G.P.A. of 3.0 and degree completion within seven years of the first course taken that applies to the degree.

### **Projected Time to Degree**

The program will offer courses on a schedule that will allow for timely completion of the proposed master's degree. Each student will develop and sign a learning contract, and identify a local learning accountant who will hold the student accountable for progress towards the attainment of the learning outcomes. A local learning accountant will have at least a Master's degree, or an equivalent post-baccalaureate degree. Students, who complete 15 credits of program curriculum coursework per academic year, can expect to finish the program within two years.

### **Program and Review Process**

The program will undergo an institutional review every seven years. Program faculty and the COEHS Dean will utilize external evaluators as a supplement to the internal self-study. The program review process will serve as a basis for program evaluation and for long-range curriculum and resource planning. The review will identify program goals, objectives, and performance trends, and relate them to College and University missions, goals, and societal needs. The review will also document quality and adequacy of staffing, analyze resource availability and utilization, and evaluate strengths, weaknesses and needs. A thorough review process will lead to recommendations of future directions of the program. The following factors will be evaluated:

1. Program attainment of outcomes, goals, and objectives identified in the original proposal.
2. The program's relationship to the mission of Graduate Studies, to ensure appropriate alignment with objectives.
3. Number of students admitted to the program at the time of review, as compared to projected numbers.
4. Average length of time to degree completion.
5. Alignment of program standards to those required for Human Services master's programs, as outlined by the Council for Standards in Human Service Education.
6. Feedback of external consultants chosen to review the program.
7. Results of the assessment of student learning outcomes, and how these results have affected the program.
8. Student satisfaction with the program and student feedback.
9. The changing needs of the program, based on local, national, and international trends.
10. Primary strengths and weaknesses of the program.
11. Community outreach efforts.
12. On-going faculty development.

During the review, special consideration will be given to inclusive approaches, as they relate to the program curriculum and course materials. There will be an analysis of enrollments to determine the diversity in ethnicity, age, and geographic location, and also a consideration of student performance, based on these factors. (For additional information on the academic program review process and self-study for graduate program review, please refer to [www.uwosh.edu/provost/program-review](http://www.uwosh.edu/provost/program-review)).

### **Institutional Review**

As stated above, each academic program is reviewed through faculty governance processes every seven years. The program conducts a self-study as described above through its Program Review Committee. The Academic Policies Committee, the Faculty Senate, and the Office of the Provost conduct the university-wide review process.

### **Accreditation**

The program will be accredited through the University of Wisconsin-Oshkosh and its accreditation with the Higher Learning Commission (HLC). UW-Oshkosh is approved under HLC policy to offer up to 20% of its total degree programs through distance education. Upon implementation of this proposed program, the total percentage of degree programs that will be offered through distance education at UW-Oshkosh will remain within the 20% threshold. Therefore, no additional HLC approval will be required. The Council for Standards in Human Services Education (CSHSE) offers an accreditation option that matches the scope and purpose of the proposed Transnational Human Services Leadership program, which may be sought in the future.

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April 11, 2013

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

Dear President Reilly,

UW Oshkosh proposes a new Masters of Science degree in Transnational Human Services Leadership. I am writing to confirm the full commitment of the College of Education and Human Services and the Office of the Provost for this new program. The program will serve the growing local, national, and global non-profit sector by preparing students to effectively lead national, international, and transnational human service agencies and non-government organizations (NGOs). The Master's of Science in Transnational Student Services Leadership builds on the department's successful Bachelor of Science in Human Services Leadership program

The College of Education and Human Services, the Academic Policies Committee, the Graduate Council, and the Faculty Senate all approved the new program. The College has the resources, faculty and courses in place to teach in this program, including faculty with specialized expertise in the areas of international human services and management. This program will be integrated into the College assessment and accreditation processes and the University program review procedures.

Lastly, the new program supports the Academic Plan and the Strategic Plan of the University. The program provides students with opportunities to further develop intercultural competencies and global knowledge. Program content develops students' ability to investigate, analyze, and address community issues in a transnational or transcultural context. Students will apply and extend learning in the areas of human services delivery, organizational strategies and management to interface with agencies and non-government entities across regional, state, national, and global boundaries. The program supports the University's mission to engage in community collaborations as it prepares graduates ready to contribute to their communities. The major supports engaged learning and high impact practices such as research and global learning, which are all elements of the Academic Plan.

If you have additional questions, I would be happy to discuss them with you.

Sincerely,

Lane R. Earns  
Provost and Vice Chancellor

LRE/lhl

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2013 Report on Faculty Promotions,  
Tenure Designations, and  
Other Changes of Status

EDUCATION COMMITTEE

Resolution I.1.a.(8):

That, upon recommendation of the respective Chancellors and the President of the University of Wisconsin System, the 2013 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status be approved.

**UNIVERSITY OF WISCONSIN SYSTEM  
2013 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND  
OTHER CHANGES OF STATUS**

**EXECUTIVE SUMMARY**

**BACKGROUND**

Each spring, the UW System Office of Academic and Student Services compiles data on tenure designations, promotions, and new tenured appointments made at the fifteen UW institutions. The names of those faculty members who have been newly tenured, promoted, and hired with tenure for Academic Year 2012-2013 are included with this document.

The Board of Regents is required by s. 36.13, Wis. Stats., to approve institutional tenure designations. Pursuant to UWS 3.06, the criteria and procedures for promotion and the granting of tenure are established by each institution, and must include an evaluation of teaching, research, and professional and public service contributions to the institution. Affirmative recommendations must be made by an academic department and the Chancellor. Institutional procedures typically provide for a multi-step review of candidates before a recommendation comes from the Chancellor to the Board of Regents.

In providing the UW System Office of Academic and Student Services with the names of the faculty tenured and promoted by their institutions, Chancellors and/or Provosts send in assurances that they have personally reviewed the dossiers of each of these faculty members and can certify as to the appropriateness of their tenure and promotions.

Although the decision is made at the institutional level, Regent action becomes the final step in the process by which faculty receive tenure.

**REQUESTED ACTION**

Approval of Resolution I.1.a.(8), approving the 2013 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status.

**DISCUSSION**

The Annual Tenure and Promotion Report includes the names of those faculty members, arranged by institution, who have been newly tenured, promoted, or hired with tenure. The Board of Regents has delegated to the President of the UW System the authority to grant out-of-cycle tenure, and the names of those faculty members who have been approved through the out-of-cycle process since the 2012 Report was issued are also included in the 2013 Report.



The Education Committee has asked to be provided with supplementary data that provides a systemwide perspective on faculty hiring, tenure, and promotion by minority status and gender. That information will be provided directly to Committee members.

## **RECOMMENDATION**

The University of Wisconsin System Administration recommends approval of Resolution I.1.a.(8), approving the 2013 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status.

## **RELATED REGENT and UW SYSTEM POLICIES**

Regent Policy 20-9: Guidelines for Tenured Faculty Review and Development

UW System Unclassified Personnel Guideline (UPG) #5 (revised 11/01/2001)

**UNIVERSITY OF WISCONSIN SYSTEM - UW-COLLEGES**  
**2013 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS**

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW COLLEGES	AYOUB, MOHAMED	CHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW COLLEGES	BEHRINGER, AUTUMN	ANTHROPOLOGY/ SOCIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW COLLEGES	BHATIA, KAVITA	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW COLLEGES	EKUNSANMI, TOYE	BIOLOGICAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW COLLEGES	EMMERT, SCOTT	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW COLLEGES	FRIEDERICH, JOEL	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW COLLEGES	FOY, JOSEPH	POLITICAL SCIENCE	TENURE	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW COLLEGES	JAMES-BYRNES, CHRISTA	COMPUTER SCIENCE/ ENGR./PHYSICS/ASTRON OMY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW COLLEGES	JURMU, MICHAEL	GEOGRAPHY/GEOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW COLLEGES	KUHLMANN, ANNETTE	ANTHROPOLOGY/ SOCIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW COLLEGES	MC CLUSKEY, JAMES	GEOGRAPHY/GEOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW COLLEGES	MURRAY, DALE	PHILOSOPHY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW COLLEGES	NEUMANN, SANDRA	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW COLLEGES	PAPROCKI, DEBORAH	WORLD LANGUAGES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW COLLEGES	POLODNA, CAROLYN	BUSINESS/ECONOMICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW COLLEGES	RAUNIO, MATTHEW	BUSINESS/ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW COLLEGES	REDDINGER, AMY	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW COLLEGES	SCHREIBERSDORF, LISA	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

**UNIVERSITY OF WISCONSIN SYSTEM - UW-COLLEGES**  
**2013 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS**

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW COLLEGES	VAN SLOOTEN, JESSICA	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW COLLEGES	WESSEL-BLASKI, TRICIA	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

**UNIVERSITY OF WISCONSIN SYSTEM - UW-EAU CLAIRE**  
**2013 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS**

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-EAU CLAIRE	STIRM, JAN	ENGLISH	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-EAU CLAIRE	DON, GARY	MUSIC AND THEATRE ARTS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	DUCKSWORTH-LAWTON, SELIKA	HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	JI, JIANJUN	SOCIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	KLATT, KEVIN	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	MARKGRAF, JILL	LIBRARY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	MC ELLISTREM, MARCUS	MATERIALS SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	OLSON, DOUGLAS	MANAGEMENT AND MARKETING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	PATCHIN, JUSTIN	POLITICAL SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	PINKNEY PASTRANA, JILL	EDUCATION STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	POLLITZ, JOHN	LIBRARY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	SMITH, CARTER	FOREIGN LANGUAGES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	THOMPSON, STACY	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	VAHLBUSCH, JEFFORD	FOREIGN LANGUAGES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	VALERO, JOSE	FOREIGN LANGUAGES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	VON KAROLYI, CATYA	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	FINK, STEVEN	PHILOSOPHY AND RELIGIOUS STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	GINGERICH, DEREK	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	GOODMAN, JEFFREY	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	HUPY, CHRISTINA	GEOGRAPHY AND ANTHROPOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

**UNIVERSITY OF WISCONSIN SYSTEM - UW-EAU CLAIRE**  
**2013 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS**

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-EAU CLAIRE	IM, SOOYUN	ART & DESIGN	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	KELLEY, JYL	ART & DESIGN	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	LENTZ, PAULA	BUSINESS COMMUNICATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	LI, YAN	ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	LOOMIS, JONATHAN	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	MUEHLENKAMP, JENNIFER	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	OLM, JILL	ART & DESIGN	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	PHILLIPS, NICHOLAS	MUSIC AND THEATRE ARTS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	RICE, LOUISA	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	RIEHL, AMANDA	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	SCHULTZ, NICOLE	COMMUNICATION AND JOURNALISM	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	STOMBAUGH, ANGELA	NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	THORSEN, CATHY	SPECIAL EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	CANALES, MARY	NURSING	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION & TENURE	PROFESSOR W/ TENURE
UW-EAU CLAIRE	JOHNSON, MARQUELL	KINESIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW-EAU CLAIRE	LYMAN GINGERICH, JAMIE	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW-EAU CLAIRE	MOYO, OTRUDE	SOCIAL WORK	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE

**UNIVERSITY OF WISCONSIN SYSTEM - UW-GREEN BAY**  
**2013 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS**

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-GREEN BAY	GARCIA, ADOLFO	INFORMATION & COMPUTING SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	TENURE & PROMOTION	ASSOCIATE PROFESSOR W/TENURE
UW-GREEN BAY	HIGGINS, DOREEN	SOCIAL WORK	TENURE TRACK	ASSISTANT PROFESSOR	TENURE & PROMOTION	ASSOCIATE PROFESSOR W/TENURE
UW-GREEN BAY	MARTIN, CHRISTOPHER	HUMANISTIC STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	TENURE & PROMOTION	ASSOCIATE PROFESSOR W/TENURE
UW-GREEN BAY	MCQUADE-DEWHIRST, MICHELLE	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	TENURE & PROMOTION	ASSOCIATE PROFESSOR W/TENURE
UW-GREEN BAY	REILLY, JANET	NURSING	TENURE TRACK	ASSISTANT PROFESSOR	TENURE & PROMOTION	ASSOCIATE PROFESSOR W/TENURE
UW-GREEN BAY	RYBAK, CHARLES	HUMANISTIC STUDIES	TENURE TRACK	ASSOCIATE PROFESSOR	TENURE & PROMOTION	ASSOCIATE PROFESSOR W/TENURE
UW-GREEN BAY	STEVERTSON, DAVID	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	TENURE & PROMOTION	ASSOCIATE PROFESSOR W/TENURE
UW-GREEN BAY	COURY, DAVID	HUMANISTIC STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-GREEN BAY	DRANEY, MICHAEL	NATURAL & APPLIED SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-GREEN BAY	FERMANICH, KEVIN	NATURAL & APPLIED SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-GREEN BAY	HAM, JENNIFER	HUMANISTIC STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-GREEN BAY	DEREK JEFFREYS	HUMANISTIC STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-GREEN BAY	KATERS, JOHN	NATURAL & APPLIED SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-GREEN BAY	MEREDITH-LIVINGSTON, SARAH	MUSIC	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

**UNIVERSITY OF WISCONSIN SYSTEM - UW-LA CROSSE**  
**2013 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS**

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW LA CROSSE	ALLEN, ROBERT	MATHEMATICS	TENURE TRACK	ASSISTANT	PROMOTION	ASSOCIATE PROFESSOR
UW LA CROSSE	ARNEY, JO	POLITICAL SCIENCE AND PUBLIC ADMINISTRATION	TENURE TRACK	ASSISTANT	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW LA CROSSE	BINGHAM, MELISSA	MATHEMATICS	TENURE TRACK	ASSISTANT	PROMOTION	ASSOCIATE PROFESSOR
UW LA CROSSE	HARIED, PETER	INFORMATION SYSTEMS	TENURE TRACK	ASSISTANT	PROMOTION	ASSOCIATE PROFESSOR
UW LA CROSSE	HIPPERT, CHIRSTINE	SOCIOLOGY AND ARCHEOLOGY	TENURE TRACK	ASSISTANT	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW LA CROSSE	KINCMAN, LAURIE	THEATRE ARTS	TENURE TRACK	ASSISTANT	PROMOTION	ASSOCIATE PROFESSOR
UW LA CROSSE	LIU, SUMEI	BIOLOGY	TENURE TRACK	ASSISTANT	PROMOTION	ASSOCIATE PROFESSOR
UW LA CROSSE	LONGHURST, JAMES	HISTORY	TENURE TRACK	ASSISTANT	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW LA CROSSE	MAAS, WILLIAM	ACCOUNTANCY	TENURE	ASSISTANT	PROMOTION	ASSOCIATE PROFESSOR W/ TENURE
UW LA CROSSE	MCKELLEY, RYAN	PSYCHOLOGY	TENURE TRACK	ASSISTANT	PROMOTION	ASSOCIATE PROFESSOR
UW LA CROSSE	MURRAY, JAMES	ECONOMICS	TENURE TRACK	ASSISTANT	PROMOTION	ASSOCIATE PROFESSOR
UW LA CROSSE	PEREZ, KATHRYN	BIOLOGY	TENURE TRACK	ASSISTANT	PROMOTION	ASSOCIATE PROFESSOR
UW LA CROSSE	YAN, HIUYA	MATHEMATICS	TENURE TRACK	ASSISTANT	PROMOTION	ASSOCIATE PROFESSOR
UW LA CROSSE	CRANK, VIRGINIA	ENGLISH	TENURE	ASSOCIATE	PROMOTION	PROFESSOR W/ TENURE
UW LA CROSSE	DEBOER, BETTY	PSYCHOLOGY	TENURE	ASSOCIATE	PROMOTION	PROFESSOR W/ TENURE
UW LA CROSSE	MACIAS-GONZALEZ, VICTOR	HISTORY	TENURE	ASSOCIATE	PROMOTION	PROFESSOR W/ TENURE
UW LA CROSSE	DICKMEYER, LINDA	COMMUNICATION STUDIES	TENURE	ASSOCIATE	PROMOTION	PROFESSOR W/ TENURE
UW LA CROSSE	MODAFF, DANIEL	COMMUNICATION STUDIES	TENURE TRACK	ASSISTANT	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW LA CROSSE	BLOCK, JR., RAY	POLITICAL SCIENCE AND PUBLIC ADMINISTRATION	TENURE TRACK	ASSISTANT	TENURED	ASSISTANT PROFESSOR W/ TENURE

**UNIVERSITY OF WISCONSIN SYSTEM - UW-LA CROSSE**  
**2013 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS**

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW LA CROSSE	BAINS, ANITA	BIOLOGY	TENURE TRACK	ASSISTANT	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW LA CROSSE	PETTIT, MICHELE	HEALTH EDUCATION AND HEALTH PROMOTION	TENURE TRACK	ASSISTANT	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW LA CROSSE	LEVINSON, LINDA	ART	TENURE TRACK	ASSISTANT	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW LA CROSSE	SANDLAND, GREGORY	BIOLOGY	TENURE TRACK	ASSOCIATE	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW LA CROSSE	STRAUSS, ERIC	BIOLOGY	TENURE TRACK	ASSOCIATE	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW LA CROSSE	SCHENCK, HEATHER	CHEMISTRY	TENURE TRACK	ASSISTANT	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW LA CROSSE	JECKLIN, ROBERT	HEALTH EDUCATION AND HEALTH PROMOTION	TENURE TRACK	ASSISTANT	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW LA CROSSE	DOCAN MORGAN, ANTHONY	COMMUNICATION STUDIES	TENURE TRACK	ASSOCIATE	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW LA CROSSE	VAN DALSEM, SHANE	FINANCE	TENURE TRACK	ASSOCIATE	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW LA CROSSE	IGUCHI, GERALD	HISTORY	TENURE TRACK	ASSISTANT	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW LA CROSSE	NEWTON, JOCELYN	PSYCHOLOGY	TENURE TRACK	ASSOCIATE	TENURED	ASSOCIATE PROFESSOR W/ TENURE



**UNIVERSITY OF WISCONSIN SYSTEM - UW-MADISON**  
**2013 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS**

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-MADISON	KATHERINE MCMAHON	BACTERIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SHAWN CONLEY	AGRONOMY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	RANDALL JACKSON	AGRONOMY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	NICOLE PERNA	GENETICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	DANIEL PHANEUF	AGRICULTURE & APPLIED ECONOMICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	KRISHNAPURAM KARTHIKEYAN	BIOLOGICAL SYSTEMS ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	HASAN KHATIB	ANIMAL SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	MARK RICHARDS	ANIMAL SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	GUILHERME ROSA	ANIMAL SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	CLAUDIO GRATTON	ENTOMOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	AMY CHARKOWSKI	PLANT PATHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	NANCY WONG	SCHOOL OF HUMAN ECOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	KATHERINE HUSTAD	COMMUNICATION SCIENCES AND DISORDERS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ALAN SORENSEN	ECONOMICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	DANIEL KELLY	GEOSCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	KAREN EVANS-ROMAINE	SLAVIC LANGUAGES AND LITERATURE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ANNE HANSEN	LANGUAGES AND CULTURES OF ASIA	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	KATHRYN SANCHEZ	SPANISH & PORTUGUESE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE

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UW-MADISON	DAVID ANDES	MEDICINE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	BRYAN HEIDERSCHEIT	ORTHOPEDICS AND REHABILITATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	RICHARD KELLER	MEDICAL HISTORY AND BIOETHICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	DOUGLAS MCNEEL	MEDICINE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	DAVID OCONNOR	PATHOLOGY & LABORATORY MEDICINE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	MAUREEN SMITH	POPULATION HEALTH SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	VLADIMIR SPIEGELMAN	DERMATOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ELAINE ALARID	ONCOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	LAWRENCE BERGER	SCHOOL OF SOCIAL WORK	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	STANISLAV BOLDYREV	PHYSICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	DAVID FURUMOTO	THEATRE & DRAMA	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SARA GUYER	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	AKIKAZU HASHIMOTO	PHYSICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	JOHN HAWKS	ANTHROPOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SONG JIN	CHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	JESSICA JOHNSON	SCHOOL OF MUSIC	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	KARLA JOHNSTONE	SCHOOL OF BUSINESS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	WILLIAM JONES	HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	BRET LARGET	BOTANY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE

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UW-MADISON	MARA LOVEMAN	SOCIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	LEONORA NEVILLE	HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	MARISA OTEGUI	BOTANY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ERIC RAIMY	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	JEAN-LUC THIFFEAULT	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	KATHERINE WALSH	POLITICAL SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	TEHSHIK YOON	CHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	BRUCE BARRETT	FAMILY MEDICINE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	C KENDZIORSKI NEWTON	BIostatISTICS AND MEDICAL INFORMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	CATHERINE MIDDLECAMP	NELSON INSTITUTE OF ENVIRONMENTAL STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ALFRED HARTEMINK	SOIL SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	DAN LEBOVIC	OBSTETRICS & GYNECOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	HART POSEN	SCHOOL OF BUSINESS	TENURE		NEW APPOINTMENT-TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	CHRISTOPHER CHOI	BIOLOGICAL SYSTEMS ENGINEERING	TENURE		NEW APPOINTMENT-TENURE	PROFESSOR-TENURE
UW-MADISON	DAVID KRAKAUER	GENETICS	TENURE		NEW APPOINTMENT-TENURE	PROFESSOR-TENURE
UW-MADISON	BETH OLSON	NUTRITIONAL SCIENCES	TENURE		NEW APPOINTMENT-TENURE	ASSOCIATE PROFESSOR-TENURE

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UW-MADISON	MAISHA WINN	CURRICULUM & INSTRUCTION	TENURE		NEW APPOINTMENT-TENURE	PROFESSOR-TENURE
UW-MADISON	MELINDA GAY IVEY	CURRICULUM & INSTRUCTION	TENURE		NEW APPOINTMENT-TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	GEORGE HUBER	CHEMICAL & BIOLOGICAL ENGINEERING	TENURE		NEW APPOINTMENT-TENURE	PROFESSOR-TENURE
UW-MADISON	WILLIAM LIKOS	CIVIL & ENVIRONMENTAL ENGINEERING	TENURE		NEW APPOINTMENT-TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	LAURA MCLAY	INDUSTRIAL & SYSTEMS ENGINEERING	TENURE		NEW APPOINTMENT-TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	IAN ROBERTSON	MATERIALS SCIENCE & ENGINEERING	TENURE		NEW APPOINTMENT-TENURE	PROFESSOR-TENURE
UW-MADISON	PAUL ROBBINS	IES	TENURE		NEW APPOINTMENT-TENURE	PROFESSOR-TENURE
UW-MADISON	ERIC GRODSKY	SOCIOLOGY	TENURE		NEW APPOINTMENT-TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	MING YUAN	STATISTICS	TENURE		NEW APPOINTMENT-TENURE	PROFESSOR-TENURE
UW-MADISON	MOHAMAD HAMDAN	MEDICINE	TENURE		NEW APPOINTMENT-TENURE	PROFESSOR-TENURE
UW-MADISON	TIMOTHY BAKER	MEDICINE	TENURE		NEW APPOINTMENT-TENURE	PROFESSOR-TENURE
UW-MADISON	KURT REED	PATHOLOGY & LABORATORY MEDICINE	TENURE		NEW APPOINTMENT-TENURE	PROFESSOR-TENURE

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UW-MADISON	CARLA PUGH	SURGERY	TENURE		NEW APPOINTMENT-TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	TIMOTHY MCCULLOUGH	SURGERY	TENURE		NEW APPOINTMENT-TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	SOYEON SHIM	SCHOOL OF HUMAN ECOLOGY	TENURE		NEW APPOINTMENT-TENURE	PROFESSOR-TENURE
UW-MADISON	NIGEL COOK	MEDICAL SCIENCES	TENURE		NEW APPOINTMENT-TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	GLENN LIU	MEDICINE	TENURE		NEW APPOINTMENT-TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	REBECCA BLANK	ECONOMICS	TENURE		NEW APPOINTMENT-TENURE	PROFESSOR-TENURE
UW-MADISON	NATALIA DE LEON GATTI	AGRONOMY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	JENNIFER ALIX-GARCIA	AGRICULTURE & APPLIED ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	JEFFREY SINDELAR	ANIMAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	JUE WANG	BACTERIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	DOUGLAS WEIBEL	BIOCHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	KATHERINE CURTIS	COMMUNITY & ENVIRONMENTAL SOCIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	PAUL BETHKE	HORTICULTURE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	BRET SHAW	LIFE SCIENCES COMMUNICATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	KURT PAULSEN	URBAN & REGIONAL PLANNING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE

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UW-MADISON	FREDERICK STONEHOUSE	ART	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	CARMEN VALDEZ	COUNSELING PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	MARIANA PACHECO	CURRICULUM & INSTRUCTION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	ERICA HALVERSON	CURRICULUM & INSTRUCTION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	PETER MILLER	EDUCATION LEADERSHIP AND POLICY ANALYSIS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	BRIAN PFLEGER	CHEMICAL & BIOLOGICAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	NADER BEHDAD	ELECTRICAL & COMPUTER ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	NAM SUNG KIM	ELECTRICAL & COMPUTER ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	MATTHEW ALLEN	ENGINEERING PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	KARTHIKEYAN SANKARALINGAM	COMPUTER SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	MICHAEL SWIFT	COMPUTER SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	SHUCHI CHAWLA	COMPUTER SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	AMIT GANDHI	ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	DANIEL QUINT	ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	NEVINE EL-NOSSERY	FRENCH AND ITALIAN	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	JORDAN ROSENBLUM	HEBREW & SEMITIC STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	YOUNG MIE KIM	JOURNALISM & MASS COMMUNICATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE

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UW-MADISON	GREGORY NEMET	LAFOLLETTE SCHOOL OF PUBLIC AFFAIRS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	SEBASTIEN ROCH	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	BENEDEK VALKO	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	LAURENTIU MAXIM	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	DMYTRO ARINKIN	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	TERYL DOBBS	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	NATALIA PERKINS	PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	MARK COPELOVICH	POLITICAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	RYAN OWENS	POLITICAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	RICHARD AVRAMENKO	POLITICAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	ANNA HALEY-LOCK	SCHOOL OF SOCIAL WORK	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	PABLO ANCOS GARCIA	SPANISH & PORTUGUESE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	WEIPING TANG	SCHOOL OF PHARMACY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	QIANG CHANG	MEDICAL GENETICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	SAMEER MATHUR	MEDICINE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	MIHAELA TEODORESCU	MEDICINE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	MUSTAFA BASKAYA	NEUROLOGICAL SURGERY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	JOHN KUO	NEUROLOGICAL SURGERY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	JING ZHANG	ONCOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE

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UW-MADISON	ELIZABETH COX	PEDIATRICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	ANA MARTINEZ-DONATE	POPULATION HEALTH SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	WHITNEY WITT	POPULATION HEALTH SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	CLIFFORD CHO	SURGERY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	GREGORY KENNEDY	SURGERY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	WILLIAM RICKE	UROLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	CAROLYN KALLENBORN	SCHOOL OF HUMAN ECOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	J MICHAEL COLLINS	SCHOOL OF HUMAN ECOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	JANEAN DILWORTH-BART	SCHOOL OF HUMAN ECOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	TROY HORNBERGER	COMPARATIVE BIOSCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	VIKAS SINGH	BIostatISTICS & MEDICAL INFORMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	SANGTAE KIM	CHEMICAL & BIOLOGICAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	JOHN AHLQUIST	POLITICAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	LISA ALEXANDER	LAW SCHOOL	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	EARLISE WARD	SCHOOL OF NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	MICHAEL MCCLURE	ART	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	ZHEN HUANG	NEUROLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	JASON WEBB YACKEE	LAW SCHOOL	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE



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UW-MADISON	REINA MARUYAMA	PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	JENNIFER REED	CHEMICAL & BIOLOGICAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	ANDREW COAN	LAW SCHOOL	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	MICHAEL MASSOGLIA	SOCIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATED PROFESSOR-TENURE

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UW-MILWAUKEE	DOBREV, STANISLAV	BUSINESS			NEW APPOINTMENT	PROFESSOR W/TENURE
UW-MILWAUKEE	ETZEL, RUTH	PUBLIC HEALTH			NEW APPOINTMENT	PROFESSOR W/TENURE
UW-MILWAUKEE	KEHL, JENNY	FRESHWATER SCIENCES			NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW-MILWAUKEE	PETERS, BRETT	INDUSTRIAL & MANUFACTURING ENGINEERING			NEW APPOINTMENT	PROFESSOR W/TENURE
UW-MILWAUKEE	ROBERTS, JOHN	SOCIOLOGY			NEW APPOINTMENT	PROFESSOR W/TENURE
UW-MILWAUKEE	SAHLSTEIN, ERIN	COMMUNICATIONS			NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW-MILWAUKEE	WOOD, WILLIAM	ANTHROPOLOGY			NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW-MILWAUKEE	BOYD, SUZANNE	MATHEMATICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MILWAUKEE	CARTER, GREGORY	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MILWAUKEE	CHU, WINSON	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MILWAUKEE	COBB, STEPHEN	KINESIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MILWAUKEE	DAUGHERTY, BRIAN	ACCOUNTING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MILWAUKEE	GORANOVA, MARIA	MANAGEMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MILWAUKEE	GREENE, SHELLEEN	ART AND DESIGN	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MILWAUKEE	HE, ZHEN	CIVIL ENGINEERING AND MECHANICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MILWAUKEE	IZQUIERDO, RENE	MUCIS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MILWAUKEE	KORELL, SHANNON	EDUCATIONAL PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MILWAUKEE	LI, SALI	MANAGEMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

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UW-MILWAUKEE	LUO, WEN	EDUCATIONAL PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MILWAUKEE	MAFI, ARASH	ELECTRICAL ENGINEERING & COMPUTER SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MILWAUKEE	MANSSON MCGINTY, ANA	GEOGRAPHY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MILWAUKEE	MOSACK, KATIE	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MILWAUKEE	NEWELL, MARKEDA	EDUCATIONAL PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MILWAUKEE	NEWELL, TERRENCE	INFORMATION STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MILWAUKEE	NEWMAN, MICHAEL	JOURNALISM, ADVERTISING & MEDIA STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MILWAUKEE	OLIVER, JULIE	BIOLOGICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MILWAUKEE	PRASAD, GYANESHWAR	BIOLOGICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MILWAUKEE	RODRIGUEZ, RAFAEL	BIOLOGICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MILWAUKEE	SHERMAN, ROBERT	ANTHROPOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MILWAUKEE	SUGIYAMA, NATASHA	POLITICAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MILWAUKEE	SUN, LIJING	MATHEMATICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MILWAUKEE	THOMSON, GREGORY	ARCHITECTURE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MILWAUKEE	WALLICK, KARL	ARCHITECTURE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MILWAUKEE	WILSON, ANIKA	AFRICOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MILWAUKEE	XU, SHANGING	GEOSCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

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UW-MILWAUKEE	ABORAMPAH, MENSAH	AFRICOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	ANTROP-GONZALEZ, RENE	CURRICULUM & INSTRUCTION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	APPLBAUM, KALMAN	ANTHROPOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	BASTING, ANNE	THEATRE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	CHO, YOUNG	COMMUNITY AND BEHAVIORAL HEALTH PROGRAM	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW-MILWAUKEE	CONCEICAO, SIMONE	ADMINISTRATIVE LEADERSHIP	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	CREIGHTON, JOLIEN	PHYSICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	DAVIES CORDOVA, SARAH	FRENCH, ITALIAN AND COMPARATIVE LITERATURE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	DAVIS-BENAVIDES, CHRISTOPHER	ART AND DESIGN	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	GEISSINGER, PETER	CHEMISTRY & BIOCHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	KAGANOVICH, YEVGENIYA	ART AND DESIGN	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	LA, GRACE	ARCHITECTURE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	LARSON, VINCENT	MATHEMATICAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	LINHARES-FERRO, SIMONE	DANCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	MBALIA, DOREATHA	AFRICOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	MCLELLAN, SANDRA	FRESH WATER SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	OKUN, BORIS	MATHEMATICAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

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UW-MILWAUKEE	REHBERG, PAMELA	THEATRE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	ROSE, SUSAN	SOCIAL WORK	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	SCHNITZER, STEFAN	BIOLOGICAL SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	SWAIN, RODNEY	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	WU, CHANGSHAN	GEOGRAPHY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-MILWAUKEE	ZHAO, HUIMIN	ACCOUNTING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

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INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW OSHKOSH	ALDERTON, ELIZABETH	READING EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	ALEXANDROV, ALIOSHA	MARKETING & SUPPLY CHAIN MANAGEMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	BAE, JAEHAN	ART	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	BEYER, SCOTT	FINANCE & BUSINESS LAW	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	CONSIDINE, JENNIFER	COMMUNICATION	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	DE ARMOND, SARAH	MARKETING & SUPPLY CHAIN MANAGEMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	EICHLER-LEVINE, JODI	RELIGIOUS STUDIES/ANTRHO	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	EROH, LINDA	MATHEMATICS	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	FILAPOVA, ANNA	PUBLIC ADMINISTRATION	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	HAUSER, ORLEE	SOCIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	HAYNES, DOUGLAS	ENGLISH	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	HONG-LISHNER, PHAN	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	KALMAN, ELI	MUSIC	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	KEDROWSKI, BRANT	CHEMISTRY	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	LEMBERGER, JOHN	CURRICULUM& INSTRUCTION	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	MARTIN, EDWARD	MUSIC	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	MIRON, ANCA	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	MURPHY, CARYN	COMMUNICATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR

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UW OSHKOSH	PRICE, KENNETH	MATHEMATICS	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	RELJIC, RENAE	COEHS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	RIDGELY, SUSAN BALES	RELIGIOUS STUDIES/ANTRHO	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	RUTZ, MICHAEL	HISTORY	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	SLAGTER, TRACY	POLITICAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	SPEHAR, STEPHANIE	RELIGIOUS STUDIES/ANTRHO	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	STUART, NATHAN	ACCOUNTING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW OSHKOSH	SZYDLIK, STEPHEN	MATHEMATICS	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	UDLIS, KIMBERLY	NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW OSHKOSH	VAN AUKEN, PAUL	SOCIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	WENNER, JENNIFER	GEOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	ZANIEWSKI, KAZIMIERZ	GEOGRAPHY & URBAN PLANNING	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

**UNIVERSITY OF WISCONSIN SYSTEM - UW-PARKSIDE**  
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<b>INSTITUTION</b>	<b>NAME</b>	<b>DEPARTMENT</b>	<b>STATUS</b>	<b>CURRENT TITLE</b>	<b>ACTION TAKEN</b>	<b>PROPOSED STATUS</b>
UW-PARKSIDE	AMI BOUTERSE	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	STEVEN FLECK	HEALTH, EXERCISE SCIENCE AND SPORT MANAGEMENT	TENURE	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	WALTER JACOBS	SOCIOLOGY/ ANTHROPOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION & TENURE	PROFESSOR W/ TENURE
UW-PARKSIDE	LAURA KHOURY	SOCIOLOGY/ ANTHROPOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-PARKSIDE	PETER KNIGHT	BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	ABEY KURUVILLA	BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	TRACI LEE	BIOLOGICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	JONATHAN SHAILOR	COMMUNICATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-PARKSIDE	ADRIENNE VIRAMONTES	COMMUNICATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	XUN "GEORGE" WANG	SOCIOLOGY/ ANTHROPOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-PARKSIDE	JOHN WARD	GEOGRAPHY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE



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INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-PLATTEVILLE	FRAYER, CHRISTOPHER	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-PLATTEVILLE	LJUMANOVIC, LEONIDA	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-PLATTEVILLE	WU, TSUNGHSUEH (JOSEPH)	CHEMISTRY & ENGINEERING PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-PLATTEVILLE	HAERTZEN, KEVIN	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	ISELIN, JOHN	MECHANICAL & INDUSTRIAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	KRAEMER, DAVID	MECHANICAL & INDUSTRIAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	NELSON, TRAVIS	SOCIAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-PLATTEVILLE	BEADLING, LAURA	HUMANITIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	PARSONS, AMY	HUMANITIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	SCHULENBURG, CHRISTOPHER	HUMANITIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	ALCALAY, EUGENE	PERFORMING & VISUAL ARTS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	ANDERSON, LAURA	HUMANITIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	BAXTER, CHRISTOPHER	AGRICULTURE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	BOCKHOP, RICHARD	AGRICULTURE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	HUEBSCHMAN, JEFFREY	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	BUBOLTZ, JEFFREY	CHEMISTRY & ENGINEERING PHYSICS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	FIELDS, KRISTINA	CIVIL & ENVIRONMENTAL ENGINEERING	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE

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UW-PLATTEVILLE	KIM, AHYOUNG	MATHEMATICS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	HU, YUANYUAN	HUMANITIES	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	MONHARDT, LEIGH	EDUCATION	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	GORMLEY, MELISSA	SOCIAL SCIENCES	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	BURTON, SABINA	CRIMINAL JUSTICE	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	DUTELLE, ARIC	CRIMINAL JUSTICE	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	BROOKE, WENDY	BUSINESS & ACCOUNTING	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW-PLATTEVILLE	ZAMPALONI, MICHAEL	MECHANICAL & INDUSTRIAL ENGINEERING	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE

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INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-RIVER FALLS	GAARD, GRETA	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-RIVER FALLS	HARDTKE, RELLEN	PHYSICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-RIVER FALLS	HUNZER, KATHLEEN	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-RIVER FALLS	WALLACE, RICH	SOCIOLOGY, ANTHROPOLOGY AND CRIMINAL JUSTICE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-RIVER FALLS	PARK, JONG-WON	MUSIC	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-RIVER FALLS	PETKOV, KIRIL	HISTORY & PHILOSOPHY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-RIVER FALLS	HINEY, KRISTINA	ANIMAL AND FOOD SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-RIVER FALLS	BOETEL, BRENDA	AGRICULTURAL ECONOMICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-RIVER FALLS	O'KROY, JOSEPH	HEALTH AND HUMAN PERFORMANCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-RIVER FALLS	ZHENG, WEI	MANAGEMENT AND MARKETING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	CHAVES, JUAN CARLOS	MODERN LANGUAGE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	GATHMAN, JOSEPH	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	HOFACKER, ERICK	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	SPENCER, KAYLEE	ART	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	DOLLIVER, HOLLY	PLANT AND EARTH SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	LUTHER, JUSTIN	ANIMAL AND FOOD SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	SHAKAL, JOSEPH	AGRICULTURAL ENGINEERING TECHNOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

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**2013 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS**

<b>INSTITUTION</b>	<b>NAME</b>	<b>DEPARTMENT</b>	<b>STATUS</b>	<b>CURRENT TITLE</b>	<b>ACTION TAKEN</b>	<b>PROPOSED STATUS</b>
UW-RIVER FALLS	ZLESAK, DAVID	PLANT AND EARTH SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	SAMARGIA, SHARYL	COMMUNICATIVE DISORDERS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	WRIGHT, BRENDA	TEACHER EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

**UNIVERSITY OF WISCONSIN SYSTEM - UW-STEVENSONS POINT**  
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INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-STEVENSONS POINT	BODENSTEINER, KARIN	BIOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENSONS POINT	BUCHANAN, KYM	EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENSONS POINT	CALDWELL, BRENDAN	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENSONS POINT	CHAFFIN, COURTNEY	ART & DESIGN	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENSONS POINT	COLLINS, JENNIFER	POLITICAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENSONS POINT	FRANCIS IV, EDGAR W.	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENSONS POINT	KRAUSE, TIM	COMPUTING & NEW MEDIA TECHNOLOGIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENSONS POINT	LOWERY, ANGELA	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENSONS POINT	MARCHANT, TYLER	THEATRE & DANCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENSONS POINT	NOBLE, JILLIAN	ART & DESIGN	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENSONS POINT	ROLOFF, DAVID	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW-STEVENSONS POINT	SCHALOW, DAVID	BUSINESS & ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW-STEVENSONS POINT	SCOVILL, SALLIE	HEALTH PROMOTION & HUMAN DEVELOPMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENSONS POINT	SIMMERS, MICHAEL	MATHEMATICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW-STEVENSONS POINT	STEPHENS, JEFFREY	THEATRE & DANCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENSONS POINT	SUN, QIANG	BIOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENSONS POINT	TERRELL, PAMELA	COMMUNICATIVE DISORDERS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENSONS POINT	VERZANI, CHRISTOPHER	PHYSICS & ASTRONOMY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

**UNIVERSITY OF WISCONSIN SYSTEM - UW-STEVENSONS POINT**  
**2013 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS**

<b>INSTITUTION</b>	<b>NAME</b>	<b>DEPARTMENT</b>	<b>STATUS</b>	<b>CURRENT TITLE</b>	<b>ACTION TAKEN</b>	<b>PROPOSED STATUS</b>
UW-STEVENSONS POINT	VOKOUN, MELINDA	FORESTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENSONS POINT	WILLIS, III, LEE L.	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

**UNIVERSITY OF WISCONSIN SYSTEM - UW-STOUT**  
**2013 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS**

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-STOUT	ALM, ANN M	SPEECH COMMUNICATION, FOREIGN LANGUAGES, THEATRE & MUSIC	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/TENURE
UW-STOUT	ASTWOOD, JENNIFER DIANNE	DESIGN	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW-STOUT	BASYROV, ALEXANDER KLIMOVITCH	MATHEMATICS, STATISTICS AND COMPUTER SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-STOUT	BECKER, TIMOTHY H	CONSTRUCTION	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR W/TENURE
UW-STOUT	BESSIE, JOSEPH D	ENGLISH & PHILOSOPHY	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/TENURE
UW-STOUT	BOWMAN, MICHAEL R	CONSTRUCTION	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/TENURE
UW-STOUT	BREY, ERIC T	SCHOOL OF HOSPITALITY LEADERSHIP	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/TENURE
UW-STOUT	CALENBERG, PAUL A	SPEECH COMMUNICATION, FOREIGN LANGUAGES, THEATRE & MUSIC	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
UW-STOUT	CHANDLER, RENEE LISA	SCHOOL OF EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	DING, XUEDONG	OPERATIONS & MANAGEMENT	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW-STOUT	DRESDOW, SALLY A	OPERATIONS & MANAGEMENT	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW-STOUT	DRZAKOWSKI, KEVIN R	ENGLISH & PHILOSOPHY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW-STOUT	DURST, AARON M	SPEECH COMMUNICATION, FOREIGN LANGUAGES, THEATRE & MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	DUTTER, SETH C	MATHEMATICS, STATISTICS & COMPUTER SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR

**UNIVERSITY OF WISCONSIN SYSTEM - UW-STOUT**  
**2013 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS**

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-STOUT	GALANTE, PETER ROBERT	APPAREL & COMMUNICATION TECHNOLOGIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-STOUT	GRANT, JENNIFER E	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	HAMILTON, KATHRYN LYNN	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	HAMILTON, MICHELLE ROSE	REHABILITATION & COUNSELING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
UW-STOUT	HEGSTED, MAREN	FOOD & NUTRITION	TENURE TRACK	PROFESSOR	TENURED	PROFESSOR W/TENURE
UW-STOUT	HOLLENBACK, THOMAS J	ART & ART HISTORY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW-STOUT	HOWARTON, RENEE D	BUSINESS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
UW-STOUT	JOHNSON, CAROL LYNN	SCHOOL OF EDUCATION	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR W/TENURE
UW-STOUT	JONES, GLENDA	ENGLISH & PHILOSOPHY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW-STOUT	KARMAKER, AMITAVA	MATHEMATICS, STATISTICS & COMPUTER SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	KEYES, JAMES P	OPERATIONS & MANAGEMENT	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
UW-STOUT	LIU, CHENG CHIH	ENGINEERING & TECHNOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	LOIZIDES, GEORGIOS P	SOCIAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	MARSHALL, ELENA R	ENGLISH & PHILOSOPHY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	MARTINEZ, KIMBERLY CROWELL	SCHOOL OF EDUCATION	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW-STOUT	MASON, KEVIN O	SCHOOL OF EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	MEISNER, ROBERT J	ENGINEERING & TECHNOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/TENURE



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INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-STOUT	PATTERSON, MARLANN M	PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR
UW-STOUT	PETERSON, CHRISTINE R	SCHOOL OF EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	PETERSON, JULIE ELLEN	DESIGN	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW-STOUT	PETERSON, KERRY D	FOOD & NUTRITION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	PINETTI, DAISY M	ENGLISH & PHILOSOPHY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	PONTUTI, KEVIN M	DESIGN	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	RACH, EULALIA	SCHOOL OF HOSPITALITY LEADERSHIP	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/TENURE
UW-STOUT	RHEE, JONGEUN	APPAREL & COMMUNICATION TECHNOLOGIES	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW-STOUT	SCHLOSSER, PETER A	APPAREL & COMMUNICATION TECHNOLOGIES	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR W/TENURE
UW-STOUT	SHINDE, NAGESH P	DESIGN	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/TENURE
UW-STOUT	SWEAT, JEFFREY WAYNE	SOCIAL SCIENCE	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW-STOUT	TURKMEN, AHMET	ENGINEERING & TECHNOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/TENURE
UW-STOUT	YUAN, DONGQING	APPAREL & COMMUNICATION TECHNOLOGIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

**UNIVERSITY OF WISCONSIN SYSTEM - UW-SUPERIOR**  
**2013 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS**

<b>INSTITUTION</b>	<b>NAME</b>	<b>DEPARTMENT</b>	<b>STATUS</b>	<b>CURRENT TITLE</b>	<b>ACTION TAKEN</b>	<b>PROPOSED STATUS</b>
UW-SUPERIOR	ANDY BRECKENRIDGE	NATURAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-SUPERIOR	NICHOLAS DANZ	NATURAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-SUPERIOR	GLORIA ESLINGER	VISUAL ARTS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-SUPERIOR	VICKI FINGALSON	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-SUPERIOR	DAVID JOHNSON	BUSINESS & ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-SUPERIOR	BRETT JONES	MUSIC	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE

**UNIVERSITY OF WISCONSIN SYSTEM - UW-WHITEWATER**  
**2013 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS--UPDATED 4/22/2013**

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-WHITEWATER	ADOGAMHE, PAUL	POLITICAL SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	BAUMGARDT, DANIEL	LANGUAGES & LITERATURES	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	BETTERS-BUBON, JENNIFER	COUNSELOR EDUCATION	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	BETTY, LOUIS ROBERT	LANGUAGES & LITERATURES	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	BIRENBAUM, MAIJA	LANGUAGES & LITERATURES	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	BURKHAM, JONATHAN	GEOGRAPHY & GEOLOGY	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	CALVERT-MINOR, CHRISTOPHER	PHILOSOPHY & RELIGIOUS STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	CHUNG, YIYOON	SOCIAL WORK	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	CLEMENTS, CHRIS	COLLEGE OF BUSINESS & ECONOMICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	COMPAS, ERIC	GEOGRAPHY & GEOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	COOK, JEFFREY	COUNSELOR EDUCATION	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	CUMMINS, SHANNON	MARKETING	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	DAS, SHREYASEE	ECONOMICS	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	FARIS, TERESA	ART & DESIGN	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	GEHRENBECK, ROBERT	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	GIMBEL, EDWARD	POLITICAL SCIENCE	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	GUENO, MICHAEL	PHILOSOPHY & RELIGIOUS STUDIES	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	HAVAS, DAVID	PSYCHOLOGY	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR

**UNIVERSITY OF WISCONSIN SYSTEM - UW-WHITEWATER**

**2013 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS--UPDATED 4/22/2013**

<b>INSTITUTION</b>	<b>NAME</b>	<b>DEPARTMENT</b>	<b>STATUS</b>	<b>CURRENT TITLE</b>	<b>ACTION TAKEN</b>	<b>PROPOSED STATUS</b>
UW-WHITEWATER	HEAD-DYLLA, CANDACE	CURRICULUM & INSTRUCTION	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	HOHENSHELL, LIESL	CURRICULUM & INSTRUCTION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	HOUSE, PAUL	CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	JEWELL, KELLY	SPECIAL EDUCATION	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	KAPP, E ANDREW	OCCUPATIONAL AND ENVIRONMENTAL SAFETY AND HEALTH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	KSOBIECH, KATE	COMMUNICATION	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	MABIE, JOSHUA	LANGUAGES & LITERATURES	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	MICKELSON, WILLIAM	MATHEMATICAL & COMPUTER SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	MIOLO, GUILIANA	COMMUNICATION SCIENCES & DISORDERS	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	NAM, KI-BONG	MATHEMATICAL & COMPUTER SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	NATH, LEDA	SOCIOLOGY, ANTHROPOLOGY & CRIMINAL JUSTICE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	NIEMEIER, HEATHER	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	OLSON, ELIZABETH	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	PEDRIANA, NICHOLAS	SOCIOLOGY, ANTHROPOLOGY & CRIMINAL JUSTICE	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	PETTIT, MYRAGENE	EDUCATIONAL FOUNDATIONS	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	SCHNEIDER, MELANIE	CURRICULUM & INSTRUCTION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

**UNIVERSITY OF WISCONSIN SYSTEM - UW-WHITEWATER**

**2013 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS--UPDATED 4/22/2013**

<b>INSTITUTION</b>	<b>NAME</b>	<b>DEPARTMENT</b>	<b>STATUS</b>	<b>CURRENT TITLE</b>	<b>ACTION TAKEN</b>	<b>PROPOSED STATUS</b>
UW-WHITEWATER	SCHULTZ, TIA	SPECIAL EDUCATION	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	SEAGRAVES, PHILIP	FINANCE & BUSINESS LAW	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	SIMMONS, DAVID	PHILOSOPHY & RELIGIOUS STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	STUART, SHANNON	SPECIAL EDUCATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	TILLET, WADE	CURRICULUM & INSTRUCTION	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	TOMS, OZALLE	SPECIAL EDUCATION	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	VANEVENHOVEN, JEFF	MANAGEMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	VELDKAMP, CHRISTOPHER	CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	WADHWA, GAUTAM	ART & DESIGN	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	WAECHTER-BRULLA, DARYLE	BIOLOGICAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	WHITE, MAX	ART & DESIGN	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	WILK, DEBORAH	ART & DESIGN	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	WINCHELL, BROOKE	SPECIAL EDUCATION	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	WINDEN, MATTHEW	ECONOMICS	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	YUAN, YUAN	FINANCE & BUSINESS LAW	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITEWATER	ZHANG, WENQUAN (CHARLES)	SOCIOLOGY, ANTHROPOLOGY & CRIMINAL JUSTICE	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITEWATER	ZHAO, YUSHAN	MARKETING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITEWATER	ZHOU, JIAZHEN	MATHEMATICAL & COMPUTER SCIENCES	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR

**UW-EXTENSION**  
**2013 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS**

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UW-EXTENSION	ANDREWS, ELLEN	YOUTH DEVELOPMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EXTENSION	BURKE, ROBERT	COMMUNITY RESOURCE DEVELOPMENT	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EXTENSION	CARSON, ERIC	ENVIRONMENTAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EXTENSION	HABIB, MARIA	YOUTH DEVELOPMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EXTENSION	LISOWSKI, ANNIE	YOUTH DEVELOPMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EXTENSION	LOBENSTEIN, MONICA	YOUTH DEVELOPMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EXTENSION	NELSON, KAREN	YOUTH DEVELOPMENT	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EXTENSION	NORDGREN, PEGGY	FAMILY DEVELOPMENT	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EXTENSION	OLIVE, MARGARET	FAMILY DEVELOPMENT	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EXTENSION	SCHRIEFER, RUTH	FAMILY DEVELOPMENT	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EXTENSION	TAYLOR, DON	SCHOOL FOR WORKERS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EXTENSION	WAGNER, TRISHA	AGRICULTURE AND LIFE SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EXTENSION	WEHMEIER, JENNY	FAMILY DEVELOPMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

Approval of Appointments to the  
Natural Areas Preservation Council

EDUCATION COMMITTEE

Resolution I.1.a.(9)

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents approves the appointments of Dr. Kenneth R. Bradbury and Dr. Sharon Dunwoody, for terms effective immediately, and ending July 1, 2016, as University of Wisconsin System representatives to the Natural Areas Preservation Council.

## **UW SYSTEM APPOINTMENTS TO THE NATURAL AREAS PRESERVATION COUNCIL**

### **EXECUTIVE SUMMARY**

#### **BACKGROUND**

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

Dr. Kenneth R. Bradbury is a Research Hydrogeologist in the Department of Environmental Sciences at the University of Wisconsin-Extension. He is also an affiliate faculty member in the Department of Geology and Geophysics at the University of Wisconsin-Madison, and his areas of expertise are water and environment programs. His research focuses on the hydrogeology of fractured media, the regional hydrogeology of Wisconsin, wellhead protection, and groundwater recharge.

Dr. Sharon Dunwoody is the Evjue-Bascum Professor in the School of Journalism and Mass Communication at the University of Wisconsin-Madison, and brings valuable insight on science and environmental communication to the Council. She is also a member of the governance faculty at the University of Wisconsin's Gaylord Nelson Institute for Environmental Studies and a faculty affiliate of the Science and Technology Studies program. As a scholar, she focuses on the construction of media science messages and how individuals use information to inform their judgments about environmental risks. If approved, their terms will expire on July 1, 2016.

#### **REQUESTED ACTION**

Approval of Resolution I.1.a.(9), authorizing the appointments of Dr. Kenneth R. Bradbury and Dr. Sharon Dunwoody as University of Wisconsin System representatives to the Natural Areas Preservation Council.

#### **RECOMMENDATION**

The University of Wisconsin System Administration recommends approval of Resolution I.1.a.(9), approving the appointments of Dr. Kenneth R. Bradbury and Dr. Sharon Dunwoody as University of Wisconsin System representatives to the Natural Areas Preservation Council.



**KENNETH RHOADS BRADBURY**

**CURRENT POSITION:** Research Hydrogeologist/Professor (with Tenure);  
Wisconsin Geological and Natural History Survey  
University of Wisconsin - Extension  
3817 Mineral Point Road  
Madison, WI, USA 53705

Phone: 608-263-7921; Email: krbradbu@wisc.edu

**EDUCATION:** University of Wisconsin - Madison - Ph.D., 1982, Hydrogeology  
Indiana University - M.A., 1977, Geology  
Ohio Wesleyan University - B.A., 1974, Geology

**RECENT POSITIONS:** Wisconsin Geological and Natural History Survey/University of  
Wisconsin-Extension, 1994-present, *Research Hydrogeologist/Professor* (with Tenure);  
1988-1994, *Associate Professor* (with Tenure); 1982-1988, *Assistant Professor*

*Program Leader*, Water and Environment Programs, Wisconsin Geological and Natural  
History Survey, 1997-present

Affiliate Faculty, Department of Geology and Geophysics, University of Wisconsin-  
Madison, 1989-present.

**RESEARCH INTERESTS:** Groundwater flow in fractured media  
Aquitard hydrogeology  
Groundwater/surface water interaction  
Groundwater recharge

**PROFESSIONAL AFFILIATIONS:** American Geophysical Union  
American Water Resources Association (Wisconsin Section)  
Geological Society of America (elected *Fellow*, 2003)  
National Ground Water Association  
Wisconsin Groundwater Association  
Licensed Professional Geologist and Professional Hydrologist in Wisconsin

**PROFESSIONAL SERVICE:** *Former Advisor to the Editor-in-Chief, Journal of Ground Water*  
*Former Member*, Water Science and Technology Board, National Research Council;  
*Former Chair*, Committee on USGS Water Resources Research, National Research  
Council  
*Chair*, Research Subcommittee, Wisconsin Groundwater Coordinating Council;  
*Member*, Groundwater Research Advisory Council, University of Wisconsin System;  
*Member*, Joint Board of Professional Geologists, Hydrologists, and Soil Scientists, State  
of Wisconsin.

**AWARDS:** *Distinguished Service Award*, American Water Resources Association (Wisconsin  
Section), March, 2007  
*Fulbright Senior Specialist Grant*, South Africa, 2007

**PUBLICATIONS:**

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*Peer-reviewed publications*

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Cherkauer, D.S., R.W.Taylor, and K.R. Bradbury, 1987. Relation of lake bed leakance to geoelectric properties. *Ground Water*, 25(2): 135-140.

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Natural History Survey, 21 p.

Bradbury, K.R., M.W. Stoertz, and J. Faustini. 1992. Groundwater flow systems and recharge in the Buena Vista Basin, Portage and Wood Counties, Wisconsin. Information Circular 72, Wisconsin Geological and Natural History Survey, 31 p.

Simpkins, W.W., and K.R. Bradbury. 1992. Groundwater flow, velocity, and age in a thick, fine-grained till unit in southeastern Wisconsin. *Journal of Hydrology*, 132(1992) 283-319.

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NRC Committee on USGS Water Resources Research. 1996. *Hazardous Materials in the Environment-the Role of the U.S. Geological Survey*. National Academy Press. 109 p. (Bradbury was one of 12 co-authors on the committee).

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Dr. Kenneth R. Bradbury

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Brooksville, Florida. 31 p.

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## CURRICULUM VITAE

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## EDUCATION

Indiana University	Ph.D. in mass communication 1978
Temple University	M.A. in mass communication 1975
Indiana University	B.A. in journalism 1969

## SCHOLARLY AFFILIATIONS

University of Wisconsin-Madison School of Journalism and Mass Communication	Director, 1998-2003 Evjue-Bascom Professor, 1989-present Associate Professor, 1985-89 Assistant Professor, 1981-85
Graduate School	Interim Associate Dean for Graduate Education, 2010-11 Associate Dean for Social Studies, 2003- 2010 Interim Associate Dean, 2001-2003
Center for Environmental Communications and Education Studies	Head, 1985-98
Gaylord Nelson Institute for Environmental Studies	Chair of Academic Programs, 1995-98 Chair, Executive Committee, 2007-08
Ohio State University School of Journalism	Assistant Professor, 1978-81 Instructor, 1977-78
Indiana University School of Journalism	Associate Instructor, 1975-77
University of Texas at Arlington Institute of Urban Studies	Instructor, Summer 1975
Temple University Department of Journalism	Teaching Assistant, 1973

## TEACHING SPECIALTIES

Science and environmental communication  
Risk communication  
Mass communication theory and methodology  
Reporting and writing  
Communication and public opinion



## HONORS

- 2011 Paul J. Deutschmann Award for Excellence in Research, Association for Education in Journalism and Mass Communication
- 2008 Fellow, Society for Risk Analysis
- 2008 Inductee, 2008-09 Gallery of Success, Temple University
- 2008 Bonnier Guest Professor, Department of Journalism, Media and Communication, Stockholm University, May-June.
- 2005 Fellow, Midwest Association for Public Opinion Research
- 2004 Fellow, University of Wisconsin-Madison Teaching Academy
- 1995 Fellow, American Association for the Advancement of Science
- 1994 UW-Madison Fellow, CIC Academic Leadership Program
- 1994 Participant, UW-Madison Administrative Development Program
- 1994 Participant, 10th Annual Leadership Institute for Journalism and Mass Communication Education, The Freedom Forum Media Studies Center, New York
- 1993 Graduate School Guest Scholar, Colorado State University
- 1991 Edward Wilson Fellow in Journalism, Deakin University, Geelong, Victoria, Australia,
- 1989 Evjue-Bascom Professorship, University of Wisconsin-Madison
- 1986 Hillier Kriehbaum Under-40 Award, Association for Education in Journalism and Mass Communication.
- 1979 Nominee, Alumni Award for Distinguished Teaching, Ohio State University.
- 1973 Top paper award in the Contest on Mass Media Studies of the Association for Education in Journalism, August 1973.
- 1973 Annual Report for Presbyterian-University of Pennsylvania Medical Center, Philadelphia, received the MacEachern Citation in the category of hospitals under 500 beds in national competition sponsored by the Academy of Hospital Public Relations.
- 1971 Award from the Texas-Louisiana Region of the American Society for Photogrammetry for excellence in science writing.

## BOOKS

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Crone, W.C., Rediske, R., Ackerman, S., **Dunwoody, S.** 2009. Engaging science and engineering graduate students with informal science education. Paper presented at the annual conference of the American Society for Engineering Education, June, Austin, TX.

Wijaya, R., Hillback, E., Dudo, A., Brossard, D. & **Dunwoody, S.** 2008. Selection and use of news sources in media coverage of stem cell research. Paper presented at MAPOR, November, Chicago.

Brossard, D., Dudo, A. & **Dunwoody, S.** 2008. The utility of popular print science news for American scientists. Paper presented at "The Culture of Print in Science, Technology, Engineering, and Medicine, September, Madison, WI.

Hillback, E., Dudo, A., Wijaya, R., **Dunwoody, S.** & Brossard D. 2008. News leads and news frames in stories about stem cell research. Paper presented at the AEJMC conference, Chicago, August.

**Dunwoody, S.**, Brossard, D. & Dudo, A. 2008. Socialization or rewards? Predicting American scientist-media interactions. Paper presented at the AEJMC conference, Chicago, August.

**Dunwoody, S.** & Brossard, D. 2008. United States: Scientists' experiences with the media. PCST conference, Malmo, Sweden, June.

Brossard, D., **Dunwoody, S.**, Dudo, A., Hillback, E.. & Wijaya, R. 2007. Distinguishing between focus and frame in journalistic storytelling about stem cell research. Paper presented to the Midwest Association for Public Opinion Research, Chicago, November.

Scheufele, D. A., Corley, E. A., Hillback, E., Shih, T., **Dunwoody, S.**, & Guston, D. 2007. Nano attitudes among scientists and the public. Paper presented to the annual convention of the Society for Social Studies of Science, Montreal, October.

Griffin, R.J., Yang, J., ter Huurne, E., Boerner, F., Ortiz, S. & **Dunwoody, S.** 2006. After the flood: Anger, Attribution and the Seeking of Information. Presented at the annual meeting of the Association for Education in Journalism and Mass Communication, San Francisco, CA, August. Cited as best faculty paper for the Science Communication Interest Group.

Griffin, R.J., Yang, Z., Borner, F., Bourassa, S., Darrah, T., Knurek, S., Ortiz, S. & **Dunwoody, S.** 2005. Applying an information seeking and processing model to a study of communication about energy. Presented at the annual meeting of the AEJMC, San Antonio, August.

Griffin, R.J., Powell, M., **Dunwoody, S.**, Neuwirth, K., Clark, D. & Novotny, V. 2004. Testing the robustness of a risk information processing model. AEJMC, Toronto, August.

Eveland, W. P., Cortese, J., Park, H. & **Dunwoody, S.** 2002. How web site organization influences free recall, factual knowledge, and knowledge structure. Presented at the annual meeting of the National Communication Association, New Orleans, November.

Tremayne, M. & **Dunwoody, S.** 2001. Interactivity as a cognitive process. AEJMC, Washington, DC, August.

William P. Eveland and Sharon Dunwoody (2001) An investigation of elaboration and selective scanning as mediators of learning from the Web versus print. International Communication Association, Washington, DC.

LeeAnn Kahlor, Sharon Dunwoody and Robert J. Griffin (2000) Accounting for the complexity of causal explanations in the wake of an environmental risk. AEJMC, Phoenix.

William P. Eveland and Sharon Dunwoody (2000) A test of competing hypotheses about the impact of the World Wide Web versus traditional print media on learning. ICA, Acapulco, Mexico.

Sharon Dunwoody (2000). Studying Users of The Why Files. AAAS, Washington, DC.

Robert J. Griffin, Kurt Neuwirth, James Giese and Sharon Dunwoody (1999) The relationship of risk information processing to consideration of behavioral beliefs. Paper presented to AEJMC, August, New Orleans.

William P. Eveland and Sharon Dunwoody (1999). Processing on the World Wide Web using think aloud protocols. AEJMC, New Orleans.

Robert J. Griffin, Sharon Dunwoody, Kurt Neuwirth and James Giese (1999) The relationship of information sufficiency to seeking and processing risk information. ICA, San Francisco.

Robert J. Griffin, Sharon Dunwoody and Kurt Neuwirth (1998). Audience seeking and processing of information about risks to the Great Lakes ecosystem. Paper presented to the Society for Risk Analysis, December, Phoenix.

Robert J. Griffin, Kurt Neuwirth and Sharon Dunwoody (1998). Information sufficiency and risk communication. Paper presented to AEJMC, August, Baltimore.

LeeAnn Kahlor, Sharon Dunwoody and Robert J. Griffin (1998). The role of attribution and framing in rationalizing about risk estimates. Paper presented to AEJMC, August, Baltimore.

William P. Eveland and Sharon Dunwoody, "Communicating Science to the Public Via 'The Why Files' World Wide Web Site," presented to the 1997 International Conference on the Public Understanding of Science and Technology, Chicago, October 1997.

William P. Eveland Jr. and Sharon Dunwoody, "Applying Research on the Uses and Effects of Hypermedia to the Study of the World Wide Web," presented to AEJMC, Chicago, August 1997.

Sharon Dunwoody and Robert J. Griffin, "Community Structure and Mass Media Accounts of Risk," AEJMC, Chicago, August 1997.

Sharon Dunwoody, Robert Godfrey, Marty Kanarek and Kim Bro, "Partner Communication Patterns and Their Effects on Knowledge of a Low-Level Risk," presented to the ICA, Montreal, May 1997.

Sharon Dunwoody, Kim Bro, Marty Kanarek, Robert Godfrey and nandita Dhume, "Communicating Risk to Women in Angling Households," presented to the Health Conference 97: Great Lakes/St. Lawrence, Montreal, May 1997.

Robert Godfrey, Sharon Dunwoody, Kim Bro and Marty Kanarek, "The Saliency of a Risk Message and the Motivation to Respond: Closing the Knowledge Gap," presented to the Health Conference 97: Great Lakes/St. Lawrence, Montreal, May 1997.

Robert J. Griffin, Kurt Neuwirth and Sharon Dunwoody, "Great Lakes Risk Communication Study: Development of an Audience-Based Perspective, presented to Health Conference 97: Great Lakes/St. Lawrence, Montreal, May 1997.

Kurt Neuwirth, Sharon Dunwoody and Robert J. Griffin, "Learning from News Stories about Risk," paper presented to the Midwest Association of Public Opinion Research annual meeting (MAPOR), Chicago, November 1996.

Sharon Dunwoody, Robert Godfrey, Kim Bro and Marty Kanarek, "Strategic Risk Communication," AEJMC, Anaheim, August 1996.

Craig Trumbo, Sharon Dunwoody and Robert J. Griffin, "Trouble in the Tank or Trouble in the Head? Television News Coverage of the Reformulated Gasoline Health Study in Milwaukee," presented to AEJMC, Anaheim, August 1996.

Robert J. Griffin, Sharon Dunwoody and Kurt Neuwirth, "A Proposed Model of the Relationship of Risk Information-Seeking and Processing to the Development of Preventive Behaviors," presented to ICA, Chicago, May 1996.

Kurt Neuwirth, Robert J. Griffin and Sharon Dunwoody, "The Relationship of Access Difficulty and Informational Usefulness to Public Reliance on Risk Communication Channels," paper presented to the SRA annual meeting, Honolulu, December 1995.

Sharon Dunwoody, Kurt Neuwirth and Robert J. Griffin, "The Impact of Information Channels and Message Attributes on Dimensions of Risk Judgment," MAPOR, Chicago, November 1995.

Kurt Neuwirth, Sharon Dunwoody and Robert J. Griffin, "The Influence of Severity, Vulnerability, and Response Efficacy on Information Seeking and Behavioral Intention," AEJMC, Washington, DC, August 1995.

Nandita Dhume, Sharon Dunwoody, Marty Kanarek and Kenneth Bro, "Predictors of Channel Exposure and of Topic-Specific Attention to Messages about Risk," AEJMC, Washington, DC, August 1995.

Sharon Dunwoody, Nandita Dhume, Kenneth Bro and Marty Kanarek, "Does Information Channel Matter When Anglers and Women in Angling Households Judge the Risk of Eating Sport-Caught Fish? ICA, Albuquerque, NM, May 1995

Robert J. Griffin, Sharon Dunwoody, Fernando Zabala and Megan Kamerick, "The Relationship of Hazard Experience, Perception and Worry to Public Reliance on Risk Communication Channels in the Wake of a Cryptosporidium Outbreak," SRA, Baltimore, December 1994.

Kurt Neuwirth and Sharon Dunwoody, "Channel Access Cost and Perceived Utility as Predictors of Exposure and Attention to HIV Information," MAPOR, Chicago, November 1994.

Robert J. Griffin, Sharon Dunwoody, Thomas Dybro and Fernando Zabala, "The Relationship of Communication to Risk Perceptions and Preventive Behavior Related to Lead in Drinking Water," AEJMC, Atlanta, August 1994.

Robert J. Griffin and Sharon Dunwoody, "Community Structure and Science Framing of News About Local Environmental Risks," ICA, Sydney, Australia, July 1994.

Sharon Dunwoody and Robert J. Griffin, "Telling Stories About Superfund Sites," AEJMC, Kansas City, August 1993.

Robert J. Griffin, Sharon Dunwoody and Christine Gehrmann, "Pluralism, the Press, and the Framing of Risk Information: Theoretical Directions and Practical Applications," ICA, Washington, DC, May 1993.

Robert J. Griffin and Sharon Dunwoody, "Impacts of Information Subsidies and Community Structure on Local Press Coverage of Environmental Contamination," ICA, Washington, DC, May 1993.

Robert J. Griffin, Sharon Dunwoody and Christine Gehrmann, "The Effects of Community Pluralism on Press Coverage of Health Risks from Local Environmental Contamination," AEJMC, Montreal, August 1992.

Cynthia-Lou Coleman, Kurt Neuwirth, Sharon Dunwoody and Robert J. Griffin, "The Influence of Risk Message Cues on Cognitive Complexity," ICA, Miami, May 1992.

Sharon Dunwoody and John Kalter, "Daily Information Choices Among Mass Media Science Reporters," AEJMC, Boston, August 1991.

Sharon Dunwoody, Robert J. Griffin and Stephan Russ-Mohl, "Journalists' Construction of Scientific and Technological Risk Stories as a Function of Individual and Occupational Frames," presented at the biennial conference of the International Association for Mass Communication Research, Bled, Yugoslavia, August 1990.

Sharon Dunwoody, Kurt Neuwirth, Robert J. Griffin and Marilee Long, "The Impact of Content and Frame of Risk Messages on Comments about Those Risks Embedded in 'Letters to Friends,'" AEJMC, Minneapolis, MN, August 1990.

Robert J. Griffin, Kurt Neuwirth and Sharon Dunwoody, "Applying the Fishbein-Ajzen Theory of Reasoned Action to a Study of Message Impacts on Responses to a Health Risk," ICA, Dublin, Ireland, June 1990.

Sharon Dunwoody and Kurt Neuwirth, "The Impact of Information on AIDS Risk Judgments and Behavioral Change Among Young Adults," AEJMC, Portland, OR, July 1988.

Marshall Rossow and Sharon Dunwoody, "Inclusion of 'Useful' Detail in Newspaper Coverage of a High-Level Nuclear Waste Siting Controversy," AEJMC, Portland, OR, July 1988.

Kurt Neuwirth and Sharon Dunwoody, "Interactions and Models of AIDS Behavioral Change," ICA, New Orleans, May 1988.

Sharon Dunwoody and Marshall Rossow, "Community Pluralism and Newspaper Coverage of a High-Level Nuclear Waste Siting Issue," presented at the annual meeting of the North America Association for Environmental Education, Quebec City, Canada, October 1987.

Sharon Dunwoody, Marian Friestad and Michael A. Shapiro, "Conveying Risk Information in the Mass Media," ICA, Montreal, May 1987.

Michael A. Shapiro, Sharon Dunwoody and Marian Friestad, "The Use of Signal Detection Measures of Memory in Mass Communication: Criterion Shift in Recognition Memory for News Stories About Risk," ICA, Montreal, May 1987.

Sharon Dunwoody, James W. Tankard Jr. and Michael Ryan, "Risk Analysis for Public Consumption: Media Coverage of the Ginna Nuclear Reactor Accident," AEJMC, August 1986.

Kurt Neuwirth, Carol M. Liebler, Sharon Dunwoody and Jennifer Riddle, "The Effect of 'Electronic' News Sources on News Production," AEJMC, August 1986.

Gerald M. Kosicki, Sharon Dunwoody and Randal A. Beam, "Individual and Organizational Predictors of Journalistic Prize-Seeking," AEJMC, Memphis, August 1985.

Sharon Dunwoody and Steven Shields, "Accounting for Patterns of Topic Selection in Statehouse Reporting," AEJMC, Gainesville, FL, August 1984.

Sharon Dunwoody and Michael Ryan, "Who are the Media Spokespersons for Science?" AEJMC, Gainesville, FL, August 1984.

Sharon Dunwoody, "The Risks and Benefits of Dealing with the Mass Media," presented at the 39th annual conference of the American Association for Public Opinion Research, Delavan, WI, May 1984.

Sharon Dunwoody, "Mass Media Coverage of the Social Sciences: Some New Answers to Old Questions," AEJMC, Corvallis, OR, August 1983.

Sharon Dunwoody, "The Relationship Between the Science Journalist and His Source," paper presented at a "Seminar on Scientific Journalism," sponsored by Fulbright/CAPES in Brasilia, Brazil, September 1982.

Sharon Dunwoody and Michael Ryan, "Factors Influencing Scientists as Journalistic Sources," AEJMC, Athens, OH, July 1982.

Sharon Dunwoody and Michael Ryan, "Public Information Personnel and Scientists," AEJMC, Athens, OH, July 1982.

Sharon Dunwoody and Lee B. Becker, "A Bottle Bill Referendum: Exploring the Links Between Knowledge and Voting Intentions," MAPOR, Chicago, October 1981.

Sharon Dunwoody, "Tracking Newspaper Science Stories from Source to Publication: A Case-Study Examination of the Popularization Process," presented at the fifth annual meeting of the Society for the Social Studies of Science, Toronto, Canada, October 1980.

Sharon Dunwoody, "The News-Gathering Behaviors of Specialty Reporters: A Comparison of Two Levels of Analysis in Mass Media Decision-Making," AEJMC, Houston, August 1979.

Sharon Dunwoody and Byron Scott, "Scientists and the Press: Are They Really Strangers?" AEJMC, Houston, August 1979.

Sharon Dunwoody, "A Cross-Methodological Study of Factors Affecting the Selection of News at a Scientific Meeting," MAPOR, Chicago, October 1978.

Sharon Dunwoody and Ellen Wartella, "A Survey of the Structure of Science Writing Courses," AEJMC, Seattle, 12 August 1978.

Sharon Dunwoody, "Criteria Utilized by College-Educated Women to Select Newspaper Science News," AEJMC, College Park, MD, August 1976.

David H. Weaver, G. Cleveland Wilhoit, Paul Hagner and Sharon Dunwoody, "Senatorial News Coverage: Agenda-Setting for Mass and Elite Media in the United States," AEJMC, College Park, MD, August 1976.

Sharon Dunwoody, "Woodhull & Claflin's Weekly: Origin and Content," presented at the convention of The Popular Culture Association, St. Louis, MO, March 1975.

## RECENT MAJOR TALKS

When journalists cover contested science. Université Laval, Quebec City, 2011

When journalists cover contested science. Stockholm University, 2008.

Building a context for the next century of science communication research. Keynote address for "New Agendas in Science Communication" conference, Austin, TX, 2008.

Scientists' experiences with the media: A cross-cultural comparison. American Association for the Advancement of Science, San Francisco, 2007.

When it comes to communication channels, one size does not fit all. American Association for the Advancement of Science, San Francisco, 2007.

Does the storyteller matter? A look at the evidence. American Association for the Advancement of Science annual conference, February, San Francisco, 2001.

## GRANTS RECEIVED

2010-13	(with Dominique Brossard) Grant from the German Ministry of Education and Research to study neuroscientists' reactions to mass media coverage of their field: \$70,000
2006-10	(with Dietram Scheufele) National Science Foundation in support of "NSEC: Center for Nanotechnology in Society at Arizona State University" (Award # SES-0531194, \$6.2 million) UW-Madison budget: \$185,309
2004	(with Dominique Brossard) Grant from the German Ministry of Education and Research to study media use of scientific expertise in science stories: \$32,000
2002	Center for the Integration of Research, Teaching and Learning, funded by NSF. \$10 million for 5 years. Co-director of the Informal Science Learning team
2000	(with Mark Tremayne) Grant from NASA to study internet-based science sites: \$10,000

1996-99	National Institute for Science Education, funded by NSF: Study of individuals' use of The Why Files, a web site that explains the science behind the news. Funding sufficient to hire a full-time researcher and research supplies: Approximately \$70,000 per year
1996	(with Robert Griffin) Grant from the American Statistical Association to study inclusion of statistical reasoning in journalism education in the United States: \$3,000
1995-99	(with Robert Griffin and Kurt Neuwirth) Grant from the Agency for Toxic Substances and Disease Registry, CDC, to explore how individuals use information to make judgments about eating contaminated fish from the Great Lakes: \$300,000 over three years
1994-96	(with Kim Bro, Wisconsin Division of Health, and Marty Kanarek, Preventive Medicine) Grant from the National Sea Grant College Program to evaluate the effectiveness of ways of communicating about the risk of eating sport-caught fish to women in angling households: \$101,237
1993	(with Robert Griffin, Marquette University) Grant from the National Science Foundation to study Milwaukee residents' use of information to inform their understanding of a recent parasitic outbreak in the water supply: \$24,000
1992-94	(with Kim Bro, Wisconsin Division of Health, and Marty Kanarek, Preventive Medicine) Grant from the National Sea Grant College Program to study anglers' use of information to inform their judgments of the risk of eating sport-caught fish from the Great Lakes and inland waters in Wisconsin: \$92,229
1992	(with Sharon Friedman, Lehigh University) Grant from the U.S. Environmental Protection Agency to fund a series of workshops for journalists and journalism professors on how to evaluate risk estimates: \$26,100
1991	Grant from the Council for the Advancement of Science Writing to support production of 1991 Directory of University Science Communication Courses and Programs in the United States: \$650
1990	(with Robert Griffin, Marquette University) Grant from the U.S. Environmental Protection Agency for a two-year study: "Press Coverage of Risk from Environmental Contaminants": \$34,192
1987	Grant from the Council for the Advancement of Science Writing for preparation of an annotated bibliography of science communication research and commentary for distribution to science reporting students: \$1300.
1986 -94	Grant from the Brittingham Trust to establish a "Science-Writer-in- Residence Program" at the University of Wisconsin-Madison: \$10,000 per year. Co-sponsor is the UW Office of News and Public Affairs.
1982-83	Research support from the University of Wisconsin-Madison Graduate School Research Committee for a study of factors affecting the information- selection behaviors of mass media science reporters. Grant money covered summer salary and supplies.
1982	Grant from the Commission for Educational Exchange between the United States of America and Brazil to participate as a Distinguished Lecturer in a Fulbright/CAPES Seminar on Scientific Journalism in Brazil. The seminar, which took place in September, was designed to help train Brazilian newspaper reporters in science communication techniques. Grant money covered travel, per diem expenses and an honorarium.
1979	(with Lee Becker) Scripps-Howard Foundation grant to study the effects of university journalism training on journalists' on-the-job performance: \$1,000 (matched with a \$1,000 grant by the Ohio State University School of Journalism).
1979	(with Lee Becker) Scripps-Howard Foundation grant to study the effects of the QUBE interactive cable system in Columbus, Ohio, on residents' use of more traditional mass media: \$4,862.
1977	Gannett Newspaper Foundation research grant via the Center for New Communications, School of Journalism, Indiana University, for a study of factors affecting the selection of news by science writers at a scientific meeting: \$3,000.



## PROFESSIONAL AFFILIATIONS

American Association for the Advancement of Science  
Chair, Section Y: General Interest in Science and Engineering, 2012-13, 1992-93  
Member, Committee on the Public Understanding of Science & Technology, 2006-09, 1992-98  
American Association for Public Opinion Research  
Association for Education in Journalism and Mass Communication  
President, 2005-06  
Chair, Publications Committee, 2008-10  
Chair, Standing Committee on Research, 1985-86  
Chair, Committee on the Status of Women in Journalism Education, 1983-85  
Head, Communication Theory & Methodology Division, 1988-89  
Association of Schools of Journalism and Mass Communication  
Member, Executive Committee, 1999-2002  
International Communication Association  
International Environmental Communication Association  
Midwest Association for Public Opinion Research  
President, 1989-90  
Program Co-Chair, 1986-88  
The National Academies (Science, Medicine, Engineering)  
Member, Communications Advisory Committee, 2001-05  
Member, Nuclear and Radiation Studies Board, 2005  
National Research Council  
Member of the Commission on Life Sciences, 1996-99  
National Association of Science Writers, Inc.  
Society of Environmental Journalists  
Society for Risk Analysis  
Society for the Social Studies of Science

## UNIVERSITY ACTIVITIES

School of Journalism and Mass Communication  
Director, 1998-2003  
Head of Graduate Studies, 1992-95  
Numerous committees  
  
Gaylord Nelson Institute for Environmental Studies  
Chair of Academic Programs, 1995-98  
Numerous committees  
  
University of Wisconsin-Madison  
2009 Reaccreditation Project  
Member of Team 1, "Rethinking the Public University"  
Commission on Faculty Compensation and Benefits, 1985-88  
Chair, 1987-88  
Committee on the University of Wisconsin Press, 1999-2009  
Delta program  
Advisory Board, Delta's Bridging the Achievement Gap Project, 2011  
Dean Gary Sandefur College of Letters & Science, 5-Year Review Committee, 2010  
Faculty Senator, 1982-87  
Holtz Center for Science and Technology Studies  
Member, Steering Committee 2002-05

College of Letters & Science  
 Graduate Education Committee, 1996-97  
 Personnel Committee, 1994-98  
 Faculty Appeals Committee, 1988-  
 Licensing & Sponsorship Advisory Committee, 2004-2005  
 Named Professorships Advisory Committee, 2001  
 Planning Committee on Tenured Faculty Review and Development, 1992-93  
 Research Committee (Graduate School), 1995-98, 2003-2011  
 Chair, 2003-2011  
 Search & Screen Committees  
 Provost (chair), 1993  
 Director of the Waisman Center (member), 2002  
 Director of the Gaylord Nelson Institute for Environmental Studies (member), 2002-03  
 Associate Dean for Research Policy, Graduate School (chair), 2005  
 Associate Dean for Graduate Education, Graduate School (chair), 2011  
 Assisant Dean for Finance, Graduate School (chair), 2010  
 Social Sciences Division Executive Committee, 1989-92  
 Chair, 1991-92  
 University Academic Planning Council, 1993-95

University of Wisconsin System:  
 Co-Chair, Biennial Advisory Group on Faculty and Academic Staff Compensation, 1988

## STATE, REGIONAL ACTIVITIES

Wisconsin Initiative on Climate Change Impacts, 2007-  
 Member, Science Council  
 Member, Outreach Advisory Committee

## NATIONAL ACTIVITIES

Member:  
 Advisory Committee, Aldo Leopold Leadership Program, 2003-  
 Board of Directors, The Biodiversity Project, 2003-2010  
 Chair, 2008-2010  
 External Science Advisory Committee, UC Center for Environmental Implications of Nanotechnology, UCLA, 2009-  
 National Advisory Board, Southern Center for Communication, Health and Poverty, University of Georgia, 2006-  
 Scientific Advisory Board, University of Kentucky Center for Risk Sciences, 2010-  
 Advisory Committee, Linking Assessment and Measurement to Performance in Public Health Emergency Preparedness Systems (LAMPS), Harvard University School of Public Health, 2010-

### Selected past activities:

Committee on the Public Understanding of Science and Technology, American Association for the Advancement of Science, 1992-98, 2006-09  
 Committee on Exposure of the American People to I-131 From Nevada Atomic-Bomb Tests: Implications for Public Health, National Academy of Sciences, 1998  
 Advisory panel, Decision, Risk and Management Sciences Program, National Science Foundation, 2007-09  
 Advisory panel, Societal Dimensions of Engineering, Science, and Technology, National Science Foundation, 1998-2001

## PROFESSIONAL COMMUNICATIONS EXPERIENCE

1979-81      Part-time commentator and reporter, WOSU-AM's "Morning Edition"  
 1975-77      Free lance manuscript editor, Indiana University Press  
                  Co-editor, Bloomington (IN) Sierra Club bimonthly newsletter  
 1972-74      Free lance science writer, Philadelphia, PA

1971-72      Director of Publications, Presbyterian-University of Pennsylvania Medical Center, Philadelphia, PA  
1969-71      Science writer, *The Light*, San Antonio, TX  
1966          General reporter, *The Marion Chronicle-Tribune*, Marion, IN

## SERVICE TO THE INTELLECTUAL LANDSCAPE

Editorial board member:

*Communication Yearbook 34-36*  
*Environmental Communication: A Journal of Nature and Culture*  
*Journalism and Communication Monographs*  
*Journalism & Mass Communication Quarterly*  
*Mass Communication & Society*  
*Public Understanding of Science*  
*Risk Analysis*  
*Science Communication*

Senior Advisory Editor, *Encyclopedia of Science and Technology Communication*. Editor: Susanna Priest. Published by SAGE, 2010.

Updated January 2013

Amendments to  
Faculty Personnel Rules  
University of Wisconsin-Eau Claire

EDUCATION COMMITTEE

Resolution I.1.a.(10):

That, upon the recommendation of the Chancellor of the University of Wisconsin-Eau Claire and the President of the University of Wisconsin System, the Board of Regents approves the amendments to the UW-Eau Claire Faculty and Academic Staff Rules and Procedures.

## **FACULTY PERSONNEL RULES UNIVERSITY OF WISCONSIN-EAU CLAIRE**

### **EXECUTIVE SUMMARY**

#### **BACKGROUND**

Section UWS 2.02, Wisconsin Administrative Code (“Faculty Rules: Coverage and Delegation”) requires that rules, policies, and procedures developed by each institution in the System pursuant to Chapters UWS 3, 4, 5, 6, 7, and 8 must be approved by the Board of Regents before they take effect.

The proposed revisions to the UW-Eau Claire Faculty Personnel Policies entail changes to four sections of the UW-Eau Claire *Faculty and Academic Staff Rules and Procedures (FASRP)*. The revisions were approved by the UW-Eau Claire Faculty Senate, respectively, on October 9, 2012 and April 9, 2013, and have been recommended, respectively, by Interim Chancellor Gilles Bousquet on January 28, 2013 and April 25, 2013. The proposed changes have also been reviewed by the UW System Office of General Counsel and the Office of Academic and Student Affairs, which have determined that the revisions meet the requirements of Wisconsin Administrative Code, existing law, and Regent Policy.

#### **REQUESTED ACTION**

Approval of resolution I.1.a.(10), approving the amendments to the UW-Eau Claire Faculty Personnel Rules.

#### **DISCUSSION**

The proposed revisions to the UW-Eau Claire Faculty Personnel Rules entail changes to articles and sections of the *UW-Eau Claire FASRP*: (1) Part III, Article Five, Section B.2.d.4., entitled “Appeal of a Denial of Tenure Decision;” and (2) Part III, Article Five, Section B, 1.i., entitled “Faculty Department Personnel Committee-Charge;” and (3) Part III, Article Five, Section B.2.b.2) d), entitled “Criteria for Periodic Review of Faculty Performance: Service to the University, the Profession and the Public.”

The proposed revisions are to Part III, Article Five, Section B.2.d.4.: Appeal of a Denial of Tenure Decision (based on UWS 3.08(b)) of the UW-Eau Claire *FASRP* by a Department Personnel Committee or Functional Equivalent concern the convening of a Notestein Committee. A Notestein Committee is required where a faculty member has shown in an appeal that an impermissible factor, under *sec. UWS 3.08(1), Wis. Admin. Code*, was considered by the Department. If a Notestein Committee and the Chancellor both approve of faculty tenure, the Board may grant tenure without the affirmative recommendation of the Department. Thus, the proposed revisions address inconsistencies within the *FASRP*. The purpose of this rule is to more clearly bring the rules in Part III, Article Five, Section B.2.d.4 of the *FASRP* in line with the rules in *sec. 36.13(2)(b), Wis. Stats.* This includes specifying that these rules only apply to a negative departmental decision, as opposed to that of the Chancellor. These proposed rules also

require that the members of the Notestein Committee be formed from UW institutions other than UW-Eau Claire.

The proposed revisions to Part III, Article Five, Sections B.1 and B.2, add clarifying language to the *FASRP* to facilitate recognition of mentoring and other forms of professional development. The purpose of these changes is to recognize and promote the importance of faculty mentoring in the professional development process. These revisions will require the UW-Eau Claire to evaluate the quality of its faculty mentoring and give credit for successful mentoring in faculty evaluation.

## **RECOMMENDATION**

UW System Administration recommends approval of Resolution I.1.a.(10), approving the amendments to the UW-Eau Claire Faculty Personnel Rules.



# University of Wisconsin-Eau Claire

105 Garfield Avenue • P.O. Box 4004 • Eau Claire, WI 54702-4004

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January 28, 2013

TO: President Kevin Reilly, UW System  
Senior Vice President Mark Nook, UW System

FROM: Interim Chancellor Gilles Bousquet, UW-Eau Claire *GB*

RE: Change in UW-Eau Claire Faculty Personnel Policy

Wisconsin Administrative Code, Chapter UWS 2, requires that changes in faculty personnel policies be forwarded to the Board of Regents for review. Thus, I am forwarding to you the attached change in faculty personnel policy for the Regents' review; this change has been approved by the governance body and by me.

If you have questions, please contact either Associate Vice Chancellor Michael Wick or me.

Attachments: October 17, 2012 Senate Action Concerning:  
Faculty and Academic Staff Rule and Procedures – Part III, Article Five,  
Section B.2.d.4., - Appeal of a Denial of Tenure Decision.

c: Patricia A. Kleine, Provost and Vice Chancellor for Academic Affairs  
Michael Wick, Associate Vice Chancellor Academic Affairs  
Tomas Stafford, UW System Legal Counsel

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## NOTIFICATION OF UNIVERSITY SENATE ACTION

OCT 17 2012

TO: The Chancellor

REFERRAL DATE: October 10, 2012

Provost/Vice Chancellor's Office  
UW Eau Claire

RE: Senate Action Concerning: Appeal Of Tenure Denial Decision

DATE of Senate Action: October 9, 2012

FROM: Susan M. Harrison  
(Signed) University Senate Chair**TEXT OF MOTION:**

That the following additions be made to Part III, Article Five, Section B.2.d.4., page 58: Appeal of a Denial of Tenure Decision {based on UWS 3.08(b)} of the FASRP be approved.

4) Appeal of a Denial of Tenure Decision **by a Department Personnel Committee or Functional Equivalent** {based on UWS 3.08(b)}

If the Appeals Committee from the Faculty Complaint, Grievance, and Termination Review Committee (~~FTRC~~) (**FCGTRC**) finds that a **departmental** nonrenewal decision which results from a tenure denial during the probationary period was based in any significant degree upon impermissible factors, as defined in UWS 3.08, with material prejudice to the individual faculty member, and elects not to remand the case back to the department under UWS 3.08(c)(3) because it would serve no useful purpose, the Faculty Complaint, Grievance, and Termination Review Committee shall appoint an ad hoc committee as follows:

a) **The membership of the committee will consist of five or seven tenured faculty members of the UW-Eau Claire faculty from any other UW-System campuses** from substantially related fields who are not **and have not been** members of the probationary faculty member's academic department(s) or of any committee **that which** has been involved in the nonrenewal appeal process for that faculty member.

b), ~~With the assistance of the~~ **The** Office of the Provost and Vice Chancellor and the Dean of the College ~~a nonvoting consultant in the probationary faculty member's academic discipline, but from another college or university.~~ **will assist the FCGTRC in coordinating the committee meetings, including provisions for meeting spaces, travel funding for the ad hoc committee members, and other necessary resources as recommended by the members of the FCGTRC.**

c) The ~~FTRC~~ **FCGTRC** shall make its appointments by a simple majority vote of the full ~~FTRC~~ **FCGTRC**. (US 10/12)

cc: Deans

Wanda Schulner

Debbie Gough, Int. Registrar

## IMPLEMENTATION: Upon January Publication

\*\*\*\*\*

Appropriate response is requested. Please notify the Senate by completing this form and returning the yellow copy to the University Senate Office.

☒ Approved, authorized for implementation☐ Held for further consideration☐ Not approved☐ Received/acknowledged

Chancellor's Signature

Date of Response

White copy for Chancellor; Pink copy for Provost/Vice Chancellor; Yellow copy for University Senate Office

rev 10/99



## Changes to UW-Eau Claire Personnel Rules – Faculty and Academic Staff Rules and Procedures, Part III, Article Five, Section B.2.d.4., page 58: Appeal of a Denial of Tenure Decision {based on UWS 3.08(b)}

### Current Copy

#### 4) Appeal of a Denial of Tenure Decision {based on UWS 3.08(b)}

If the Appeals Committee from the Faculty Complaint, Grievance, and Termination Review Committee (FTRC) finds that a nonrenewal decision which results from a tenure denial during the probationary period was based in any significant degree upon impermissible factors, as defined in UWS 3.08, with material prejudice to the individual faculty member, and elects not to remand the case back to the department under UWS 3.08(c)(3) because it would serve no useful purpose, the Faculty Complaint, Grievance, and Termination Review Committee shall appoint an ad hoc committee as follows:

- a) Five or seven tenured members of the UW-Eau Claire faculty from substantially related fields who are not members of the probationary faculty member's academic department(s) or of any committee which has been involved in the nonrenewal appeal process for that faculty member.
- b) With the assistance of the Office of the Provost and Vice Chancellor and the Dean of the College, a nonvoting consultant in the probationary faculty member's academic discipline, but from another college or university.
- c) The FTRC shall make its appointments by a simple majority vote of the full FTRC.

### Copy with Changes

#### 4) Appeal of a Denial of Tenure Decision **by a Department Personnel Committee or Functional Equivalent** {based on UWS 3.08(b)}

If the Appeals Committee from the Faculty Complaint, Grievance, and Termination Review Committee (~~FTRC~~) (**FCGTRC**) finds that a **departmental** nonrenewal decision which results from a tenure denial during the probationary period was based in any significant degree upon impermissible factors, as defined in UWS 3.08, with material prejudice to the individual faculty member, and elects not to remand the case back to the department under UWS 3.08(c)(3) because it would serve no useful purpose, the Faculty Complaint, Grievance, and Termination Review Committee shall appoint an ad hoc committee as follows:

- a) **The membership of the committee will consist of** five or seven tenured **faculty** members ~~of the UW-Eau Claire faculty~~ **from any other UW-System campuses** from substantially related fields who are not **and have not been** members of the probationary faculty member's academic department(s) or of any committee **that** ~~which~~ has been involved in the nonrenewal appeal process for that faculty member.
- b), ~~With the assistance of the~~ **The** Office of the Provost and Vice Chancellor and the Dean of the College ~~a nonvoting consultant in the probationary faculty member's academic discipline, but from another college or university.~~ **will assist the FCGTRC in coordinating the committee meetings, including provisions for meeting spaces, travel funding for the ad hoc committee members, and other necessary resources as recommended by the members of the FCGTRC.**
- c) The ~~FTRC~~ **FCGTRC** shall make its appointments by a simple majority vote of the full ~~FTRC~~ **FCGTRC**.

**Final Copy**

4) Appeal of a Denial of Tenure Decision by a Department Personnel Committee or Functional Equivalent {based on UWS 3.08(b)}

If the Appeals Committee from the Faculty Complaint, Grievance, and Termination Review Committee (FCGTRC) finds that a departmental nonrenewal decision which results from a tenure denial during the probationary period was based in any significant degree upon impermissible factors, as defined in UWS 3.08, with material prejudice to the individual faculty member, and elects not to remand the case back to the department under UWS 3.08(c)(3) because it would serve no useful purpose, the Faculty Complaint, Grievance, and Termination Review Committee shall appoint an ad hoc committee as follows:

- a) The membership of the committee will consist of five or seven tenured faculty members from any other UW-System campuses from substantially related fields who are not and have not been members of the probationary faculty member's academic department(s) or of any committee that has been involved in the nonrenewal appeal process for that faculty member.
- b) The Office of the Provost and Vice Chancellor and the Dean of the College will assist the FCGTRC in coordinating the committee meetings, including provisions for meeting spaces, travel funding for the ad hoc committee members, and other necessary resources as recommended by the members of the FCGTRC.
- c) The FCGTRC shall make its appointments by a simple majority vote of the full FCGTRC.



# University of Wisconsin-Eau Claire

105 Garfield Avenue • P.O. Box 4004 • Eau Claire, WI 54702-4004

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April 25, 2013

TO: President Kevin Reilly, UW System  
Senior Vice President Mark Nook, UW System

FROM: Interim Chancellor Gilles Bousquet, UW-Eau Claire *GB*

RE: Change in UW-Eau Claire Faculty and Academic Staff Rules and Procedures

Wisconsin Administrative Code, Chapter UWS2, requires that changes in faculty personnel policies be forwarded to the Board of Regents for review. Thus, I am forwarding to you the attached change for the Regents' review; this change has been approved by the governance body and by me.

If you have questions, please contact either Associate Vice Chancellor Mike Wick or me.

Attachments: April 11, 2013 University Senate Action Concerning:  
Faculty and Academic Staff Rules and Procedures – Part III,  
Article Five, Section B, 1. i. DPC - Change

c: Patricia A. Kleine, Provost and Vice Chancellor for Academic Affairs  
Michael Wick, Associate Vice Chancellor for Academic Affairs  
Tomas Stafford, UW System Legal Counsel

*Excellence. Our measure, our motto, our goal.*

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Office of the Chancellor • Schofield 204 (715) 836-2327 • fax: (715) 836-2902

UNIVERSITY OF WISCONSIN-EAU CLAIRE

RECEIVED

APR 24 2013

NOTIFICATION OF UNIVERSITY SENATE ACTION

Provost/Vice Chancellor's Office  
UW Eau Claire

TO: The Chancellor

REFERRAL DATE: April 11, 2013

RE: Senate Action Concerning: Mentorship Language

DATE of Senate Action: April 9, 2013

FROM: Susan A. Harrison  
(Signed) University Senate Chair

TEXT OF MOTION:

That the following addition be made to the FASRP Part III to read:

Part III, Article Five, Section B, 1. i. DPC – Charge

**2) Establish a professional development process for each rank as well as language to evaluate the service of those who mentor others in professional development.**

Renumber remaining items 3) - 10).

AND

Part III, Article Five, Section B.2.b.2) d)

d) Service to the University, the Profession, and the Public means the acceptance and fulfillment of the responsibility to serve the University, the professions, and the public through various activities which take place outside the classroom. (1) Service to the University refers to service **in various individual roles (e.g. mentoring faculty in professional development, assisting committees as an invited presenter, etc.) and service through participation** on various committees, advisory boards, etc., at either the Department, School, College, University, or System level. (2) Service to one's profession refers to active participation in professional organizations at the local, state, national, or international level. (3) Service to the public refers to participation in community movements of an educational nature, or in Continuing Education activities, or to using one's professional expertise in a consulting or advisory capacity to agencies, **businesses, communities**, or individuals, or to similar types of activities through which the university achieves greater recognition and prestige in the community, state, **or** nation.

cc: Deans  
Wanda Schulner  
Tessa Perchinsky

RECEIVED

APR 16 2013

IMPLEMENTATION: Upon UW System approval and publication

CHANCELLOR'S OFFICE

\*\*\*\*\*  
Appropriate response is requested. Please notify the Senate by completing this form and returning the yellow copy to the University Senate Office.

☒ Approved, authorized for implementation

☐ Held for further consideration

☐ Not approved

☐ Received/acknowledged

Chancellor's Signature

4/23/2013  
Date of Response

(White copy for Chancellor; Pink copy for Provost/Vice Chancellor; Yellow copy for University Senate Office  
rev 10/99

**Original**

- a) Service to the University, the Profession, and the Public means the acceptance and fulfillment of the responsibility to serve the University, the professions, and the public through various activities which take place outside the classroom.
  - (1) Service to the University refers to service on various committees, advisory boards, etc., at either the Department, School, College, University, or System level.
  - (2) Service to one's profession refers to active participation in professional organizations at the local, state, national, or international level.
  - (3) Service to the public refers to participation in community movements of an educational nature, or in Continuing Education activities, or to using one's professional expertise in a consulting or advisory capacity to agencies, business, or individuals, or to similar types of activities through which the university achieves greater recognition and prestige in the community, state, and nation.

**a. DPC - Charge**

The Department Personnel Committee shall:

- 1) Establish criteria and procedures for periodic review of faculty performance as prescribed by University and UW System policies.
- 2) Establish criteria and procedures for making recommendations concerning the reappointment of probationary faculty, the rehiring of instructional and/or research academic staff, and granting tenure to faculty.

## Changes

- a) Service to the University, the Profession, and the Public means the acceptance and fulfillment of the responsibility to serve the University, the professions, and the public through various activities which take place outside the classroom.
- (1) Service to the University refers to service in various individual roles (e.g. mentoring faculty in professional development, assisting committees as an invited presenter, etc.) and service through participation on various committees, advisory boards, etc., at either the Department, School, College, University, or System level.
  - (2) Service to one's profession refers to active participation in professional organizations at the local, state, national, or international level.
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### a. DPC - Charge

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1.25"

**Final version**

- a) Service to the University, the Profession, and the Public means the acceptance and fulfillment of the responsibility to serve the University, the professions, and the public through various activities which take place outside the classroom.
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