

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.1. Education Committee

2:30 p.m. Education Committee - Ballroom

Thursday, October 10, 2013
UW-Parkside Student Center,
900 Wood Road
Kenosha, WI 53144

a. Consent Agenda:

1. Approval of the Minutes of the July 11, 2013, Meeting of the Education Committee;
 2. UW-Whitewater: Bachelor of Science and Bachelor of Arts in Criminology;
[Resolution I.1.a.(2)]
 3. UW-Whitewater: Master of Science in Applied Economics;
[Resolution I.1.a.(3)]
 4. UW-Superior: Bachelor of Arts in Writing;
[Resolution I.1.a.(4)]
 5. UW-Stout: Professional Science Master (P.S.M.) in Conservation Biology; and
[Resolution I.1.a.(5)]
 6. UW System Re-appointments to the Natural Areas Preservation Council.
[Resolution I.1.a.(6)]
- b. Revision of Regent Policy 14-6 on Racist and Other Discriminatory Conduct and Regent Policy 14-9 on Discriminatory Harassment.
[Resolution I.1.b.]
- c. UW-Parkside Presentation: “Promoting Academic Excellence: Meeting the Needs of the Students We Serve” – Dr. Fred Ebeid, Interim Provost and Dr. Dennis Rome, Associate Provost.
- d. Education Committee Priorities and Goals – Mark Bradley, Chair of the Education Committee.
1. Faculty Workload, Educational Quality, and Compensation.
- e. Report of the Senior Vice President.
1. Remedial Education in the UW System.

Program Authorization (Implementation)
Bachelor of Science and Bachelor of Arts in Criminology
UW-Whitewater

EDUCATION COMMITTEE

Resolution I.1.a.(2):

That, upon the recommendation of the Chancellor of the University of Wisconsin-Whitewater, as well as the President of the University of Wisconsin System, the Chancellor be authorized to implement the Bachelor of Science and the Bachelor of Arts in Criminology.

**NEW PROGRAM AUTHORIZATION
BACHELOR OF ARTS AND A BACHELOR OF SCIENCE IN CRIMINOLOGY
UNIVERSITY OF WISCONSIN-WHITewater**

EXECUTIVE SUMMARY

BACKGROUND

In accordance with the procedures outlined in Academic Planning and Program Review (ACIS 1.0, Revised August 2012), the new program proposal for a Bachelor of Arts and a Bachelor of Science in Criminology at the University of Wisconsin-Whitewater is presented to the Board of Regents for consideration. UW-Whitewater has submitted an authorization document and a letter of institutional commitment from the university's Provost. The requirements of ACIS 1.0 may be found at <http://www.uwsa.edu/acss/planning/>.

REQUESTED ACTION

Approval of Resolution I.1.a.(2) authorizing the implementation of the Bachelor of Arts and Bachelor of Science in Criminology degree program at the University of Wisconsin-Whitewater.

DISCUSSION

The proposed Criminology degree program, offered both as a Bachelor of Arts (B.A.) and a Bachelor of Science (B.S.), will replace UW-Whitewater's current 57-credit criminal justice emphasis in the sociology major. Students enrolling in the B.A. option will take courses in world (foreign) languages. The B.S. option includes additional courses in science and mathematics. The 36-credit major will address a growing need for broadly-educated and well-trained professionals in the fields of law enforcement, corrections, domestic security, and related human services. All students in the major will select one of two areas for specialization, either law enforcement and investigations or youth and adult corrections, and will complete a minor program that matches their aptitude, interests, and career goals.

The curriculum for the B.S. and B.A. in Criminology will focus on crime control, the origins of criminal behavior and delinquency, crime prevention measures, and societal responses to criminal behavior and victimization. This focus will distinguish the proposed criminology major from other criminal justice programs in the UW System. Demand for a program in criminology at UW-Whitewater is high, as evidenced by the current enrollment of more than 300 students in the existing criminal justice emphasis. It is anticipated that enrollment in the criminology major, if approved, will reach approximately 420 students by Year Five.

RECOMMENDATION

The University of Wisconsin System Administration recommends approval of Resolution I.1.a.(2), authorizing the implementation of the Bachelor of Arts and Bachelor of Science in Criminology at UW-Whitewater.

RELATED REGENT AND UW SYSTEM POLICIES

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

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

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BACHELOR OF ARTS AND A BACHELOR OF SCIENCE IN CRIMINOLOGY
AT UW-WHITEWATER
PREPARED BY UW-WHITEWATER**

ABSTRACT

The University of Wisconsin-Whitewater proposes to establish a Bachelor of Arts (B.A.) and a Bachelor of Science (B.S.) in Criminology. This 36-credit major will replace UW-Whitewater's current 57-credit sociology major/criminal justice emphasis, and it will respond to the growing need for broadly-educated and well-trained professionals in the fields of law enforcement, corrections, domestic security, and related human services. Students enrolled in the proposed UW-Whitewater criminology major will study the nature and causes of criminal and delinquent behaviors and the operation of the criminal justice system in the U.S. The major will provide students with a solid foundation in criminology, and it will develop the analytical, quantitative reasoning, and communication skills required for success in professional careers or advanced study in the field of criminology. Students will select one of two areas for specialization: law enforcement and investigations or youth and adult corrections.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Whitewater

Title of Proposed Program

Criminology

Degree/Major Designations

B.A. and B.S. (The B.A. option includes world language courses; The B.S. option includes additional courses in science and mathematics).

Mode of Delivery

The curriculum will be delivered by UW-Whitewater through a mix of traditional classroom, hybrid, and online courses. About one-half of the courses are currently offered in both an online and face-to-face instructional format.

Projected Enrollments by Year Five

The new criminology major will replace an existing emphasis in criminal justice within the sociology major. The current criminal justice emphasis has grown, and now enrolls more than 300 students. These students will enroll in the new criminology major. Enrollment in the new criminology major is expected to increase to approximately 420 students by Year Five (2019). Each year, approximately 75-90 students will graduate from the program. By the end of Year Five, it is estimated that 400-450 students will have graduated from the program.

Tuition Structure

Students enrolled in the criminology major will be charged the current standard UW-Whitewater undergraduate tuition. A few courses in the program may have nominal special fees (e.g., \$12.00-15.00) to cover the direct travel cost of field trips to area correctional facilities or courtrooms. For the current academic year, the residential tuition and segregated fees total \$3,764 per semester for a full-time student who is enrolled in 12 to 18 credits per term. Of this amount, \$504.51 is attributable to segregated fees and \$110.28 is attributable to the University Advising Center.

Department or Functional Equivalent

The proposed program will reside within the Department of Sociology, Anthropology & Criminal Justice (Note: the department name will change to Sociology, Criminology & Anthropology in 2014).

College, School, or Functional Equivalent

The proposed program will be housed within the UW-Whitewater College of Letters and Sciences.

Proposed Date of Implementation

January 2014.

INTRODUCTION**Rationale and Relation to Mission**

The proposed 36-credit criminology major updates, streamlines, and focuses the current 57-credit sociology major/ criminal justice emphasis that it replaces. The criminology major clearly aligns with UW-Whitewater's Mission to "provide a range of undergraduate programs and degrees, including interdisciplinary programs, in letters, sciences, and the arts, as well as programs and degrees leading to professional specialization." The B.S./B.A. in Criminology meets the mission by providing two areas of professional specialization in the College of Letters and Sciences. It addresses student educational and career needs by offering preparation for success in entry-level positions in law enforcement, the criminal justice system, human services, and related fields. It also provides students with preparation for graduate programs in criminology areas, and with a foundation for life-long learning in professional careers that may include advancing to managerial levels of responsibility.

The criminology major also aligns with the UW-Whitewater Strategic Plan to "broaden accessibility to education and services through innovative and responsive curricula, instructional delivery methods, and co-curricular programs, and focus on continuous improvement of programs and services through the assessment of learning outcomes and evaluation of effectiveness of university services." The major is part of an innovative and responsive curriculum that faculty developed based on a review of current trends in the discipline and on input from potential employers and alumni gathered through internship placements and on-going contacts with former students now in related careers in southern Wisconsin.

Need as Suggested by Current Student Demand

As of July 2013, 326 students were enrolled in the UW-Whitewater 57-credit sociology major/criminal justice emphasis. Approximately 75 percent of students in the sociology major program are in the criminal justice emphasis. Enrollment in the sociology major has grown from 226 students in 2000, to 343 students in 2005, and to 424 students in 2012. Prior to the creation of the criminal justice emphasis within the sociology major in 1997, enrollment in the sociology major grew very slowly. Information gathered from internship supervisors, alumni surveys, and placement data indicates that strong demand for graduates by employers in criminal justice, criminology, law enforcement, corrections, and related fields has contributed to this enrollment growth. Many current students have informally expressed a desire for a stand-alone major rather than an emphasis within the sociology major. The faculty designed the 36-credit criminology major with the requirements of a 21st- century professional career in mind. The major is built on the Essential Learning Outcomes of the LEAP (The Association of American Colleges & Universities' (AAC&U) Liberal Education and America's Promise) initiative that include critical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, intercultural knowledge and competence, ethical reasoning and action, and foundations and skills for lifelong learning. These Essential Learning Outcomes have been intentionally built into the curriculum of the new major.

Approximately one-third of students in the current sociology major/criminal justice emphasis are transfer students who specifically chose UW-Whitewater because of their interest in criminology-related occupations. Of those transfer students, approximately one-half come from Wisconsin's two-year institutions or technical colleges. The remaining students transfer from two- and four-year institutions in neighboring states or from other four-year UW institutions. Currently, veterans and students enrolled in the UW-Whitewater Military Leadership program constitute approximately one-fifth of students with a sociology major/criminal justice emphasis. Based on exit survey data, approximately one-third of the graduates in the current sociology major/criminal justice emphasis indicated that they are likely to pursue graduate or professional school education in the future. Student demand for a post-bachelor's education is expected to grow with the establishment of the criminology major, and therefore preparation for advanced education is incorporated into the new major program.

Need as Suggested by Market Demand

Indicators such as projected population growth, projected retirements of existing employees, and projected rates of protective service needs due to crime and related issues point to stable or moderate growth in demand for students with a major in criminology. The criminology major potentially prepares students for entry-level careers in law enforcement (local, state, and federal), Homeland Security (e.g., U.S. Customs and Border Patrol and the Federal Bureau of Investigation), juvenile and adult probation and parole, correctional counseling and group home supervision, private security and investigation, insurance claims, and criminology/criminal justice research, as well as for graduate and professional programs in those fields. Demand, which is currently being partially met by existing programs nationwide and by competitors in the private educational sector, is expected to be steady or to increase moderately over the next decade.

U.S. Bureau of Labor Statistics data (May 2012) shows 1,420 persons are employed as probation officers and correctional treatment specialists in the State of Wisconsin by state and local governments in vocational-rehabilitation, individual, and family support services agencies. Projected national employment growth for 2010-2020 for these occupations is 18.4 percent, a rate higher than the average for all occupations. According to the U.S. Bureau of Labor Statistics' 2012 - 2013 *Occupational Outlook Handbook*, most positions for probation officers require candidates to hold a bachelor's degree. With the projected growth rate, this suggests Wisconsin needs over 255 additional employees by 2020 who have at least a bachelor's degree in this specific occupation.

The same data source for the (May 2012) U.S. Bureau of Labor Statistics broad category of protective service occupations for employment by local government, investigation and security service companies, state government, federal government, and elementary and secondary schools shows 53,160 individuals employed in the State of Wisconsin. National projected employment growth for 2010-2020 for this broad category is 13.2 percent (about the average for all occupations). Assuming the projected growth rate, this suggests Wisconsin must prepare an additional 6-7,000 persons for these occupations by 2020. There is great variability within the broad protective service occupations category. For example, the occupation category of private detectives and investigators has a projected national employment growth for 2010-2020 of 20.5 percent, while the occupation category of police and sheriff's patrol officers has a projected employment growth for 2010-2020 of 8.2 percent.

As evidenced by information gathered during advising sessions, students who come to UW-Whitewater with an initial interest in becoming police and sheriff's patrol officers are often unaware of the full array of protective service occupations where additional opportunities and job growth exist. They only gain an awareness of the larger field and range of occupations by completing coursework. The UW-Whitewater criminology major has been designed to prepare students for several occupations and to provide them with a background that will enable them to advance beyond the entry level into supervisory or managerial responsibilities. More significantly, the new criminology major builds on over 20 years of experience with placing students from the sociology major/criminal justice emphasis program with internship field supervisors in criminology-related occupations across southeastern Wisconsin.

Emerging Knowledge and Advancing New Directions

As one of the distinctive features of the program, all students must complete one of three integrative capstone experiences: an internship in a criminology-related occupational setting, an undergraduate research project on a criminology topic, or participation in a senior student seminar. Research connected to the initiative on Liberal Education and America's Promise (LEAP) demonstrates that these high impact practices develop student critical thinking skills, raise motivation, and provide life-long career preparedness (see *High-Impact Educational Practices: What they are, who has access to them, and why they matter* by George D. Kuh, the Association of American Colleges and Universities, 2008).

DESCRIPTION OF PROGRAM

General Structure and Institutional Program Array

UW-Whitewater has the following related programs: a sociology major (36 credits), a sociology major /global-comparative emphasis (57 credits), a sociology major/broadfield social studies emphasis (54 credits plus licensure), a sociology major /honors emphasis (57 credits), and a sociology major/criminal justice emphasis (57 credits). There is also a criminal justice minor (24 credits) and a forensic science minor (24 credits). The new criminology major consists of sociology and criminal justice courses, along with some elective courses in political science and communication. Approximately 100 students are enrolled in the sociology major with emphases other than criminal justice. This enrollment level is expected to show continued slow growth. The proposed criminology major does not duplicate other programs at UW-Whitewater: the new major will replace the current criminal justice emphasis in sociology, and a new minor in criminology will replace the current minor in criminal justice.

Other Programs in the University of Wisconsin System

There are no programs in criminology per se within the UW-System; however, there are UW-System programs in the related area of criminal justice. Criminology differs from criminal justice in several ways. Criminal justice programs tend to have a narrower focus and to prepare students with a set of applied, practical skills regarding crime control, including the police, courts, and prisons. By contrast, criminology is a broader academic field from which the field of criminal justice emerged. Beyond a focus on crime control, criminology also examines the origins of criminal behavior and delinquency. This directs attention toward prevention measures, in addition to traditional detection, adjudication, and rehabilitation activities. It also includes an examination of issues in the field of criminology in a broader context, including societal responses to criminal behavior and victimization. Because of its breadth and inquiry into origins of criminal behavior, criminology has been at the forefront of shaping the innovations related to the criminal justice system and related public services.

Most two-year technical schools have criminal justice programs that provide students with the basic training needed for entry-level positions. By contrast, criminology programs are generally only offered at four-year universities. While the UW-System does not offer a criminology major program (Marquette University has the only criminology major in Wisconsin), four UW System institutions currently offer criminal justice programs through independent, large Criminal Justice Departments with a variety of tracks and specializations: UW-Milwaukee, UW-Parkside, UW-Platteville, and UW-Oshkosh. There is also a criminal justice program affiliated with the Political Science Department at UW-Eau Claire. UW-Stevens Point offers a criminal justice emphasis within its Sociology Department, but not as a stand-alone major. Of the 20 private four-year colleges and universities in Wisconsin, six small colleges offer majors in criminal justice (i.e., Carroll College, Carthage College, Edgewood College, Lakeland College, Marian University, and Viterbo University), one has a major in justice policy (Concordia College) and one private university (Marquette University) offers majors in both criminology and criminal justice.

The proposed 36-credit UW-Whitewater criminology major requires each student to complete 24-30 credits of criminology-specific coursework. This differs significantly from the recent preauthorization to plan for a B.S. in Criminology received by UW-Rivers Falls from UWSA that appears to have 12 credits of criminology coursework and focuses greatly on developing research skills. The proposed UW-Whitewater criminology major also differs in focus from the recent UWSA preauthorization to plan received by UW-Stout for a new program that reconfigures an existing vocational rehabilitation program into a B.S. in Criminal Justice and Rehabilitation.

Collaborative Nature of the Program

At this stage, there is no planned collaboration with other UW System institutions. However, UW-Whitewater will continue to communicate with the other UW System institutions to ensure that the program array offered continues to meet the needs of Wisconsin's private employers and public sector agencies, as well as the demand by federal agencies, and will not create an over-supply in the market.

Diversity

All students majoring in criminology will be required to complete at least one course in contemporary U.S. race-ethnic relations as part of the program. In addition, issues of racial-ethnic inequality in American society have been central within the fields of sociology and criminology for at least two decades. As a result, most textbooks and courses in the curriculum will include multi-cultural issues within the context of specific criminology content, e.g., prison populations, community relations, court operations and sentencing procedures, and policing practices.

Student Learning Outcomes

The proposed major in criminology will have the following Student Learning Outcomes (SLOs):

1. Identify and discuss patterns and sources of U.S. crime data and examine trends and patterns of criminality and victimization revealed by the data.
2. Identify and discuss the basic general typologies of criminality and victimization.
3. Demonstrate in-depth knowledge of at least two typologies of criminality and victimization.
4. Demonstrate analytical reasoning skills through a familiarity with criminological theory and research, as applied to crime prevention and control policies.
5. Identify causes of criminality and victimization for people of different class, racial-ethnic, gender, and age groups, as well as the different criminologically-based responses to these groups.
6. Identify the key stages of the criminal justice system, and the organizational processes and discretionary decision-making that occur at each stage.
7. Demonstrate knowledge of constitutional law as it relates to the operation of the criminal justice system.
8. Demonstrate knowledge of the U.S. policing system, current policing practices, and the role of police in communities.
9. Demonstrate knowledge of the U.S. correctional system, and current correctional practices in secure and community settings.

10. Identify and apply theories of rehabilitative treatment to individual cases (applies only to the youth and adult corrections track).
11. Apply communication skills in writing, speaking, and other forms of communication to the criminology field.
12. Apply basic quantitative literacy appropriate to the criminology field, including the interpretation of crime statistics.
13. Demonstrate knowledge of ethical debates and dilemmas that will prepare students for making judgments based on principles of integrity.

Assessment of Objectives

The Assessment Plan for the proposed major in criminology is as follows:

1. All students will be required to complete a Criminology Assessment Test (CAT) that is administered twice a year. The UW-Whitewater criminology faculty developed the CAT based on the SLOs for the major. It includes multiple choice, short-answer, and essay questions. Members of the criminology faculty will score and evaluate the CAT, using a common rubric.
2. All students will complete an online exit survey with questions about self-assessment of their learning for various parts of the major.
3. Every other year, two randomly-selected groups of students in the major will be assembled and participate in a focus group session to discuss their learning in the criminology major, specifically for SLOs #5, #7, and #13. The faculty in the criminology major will evaluate qualitative data gathered from two focus groups.
4. The faculty in the criminology major will also collect data on an on-going basis from embedded assessment. This takes the form of select questions from final exams and other tests in two courses required of all students with a major in criminology: the beginning course, Sociology 276 (Introduction to Criminology), and one of the advanced courses, Sociology 375 (Police and Courts).
5. The coordinator of the criminology major will compile qualitative data in the form of input from internship field supervisors, written and oral internship reports prepared by interning students, the results from other capstone experiences (senior seminar or undergraduate research projects), and input from a Criminology Advisory Board that is comprised of alumni and others who are professionals in criminology careers.
6. Once each year, a team of faculty in the criminology major will meet to examine embedded assessment data from courses, CAT scores, and exit survey results. They will compare data, evaluate indirect assessment measures, and incorporate input with the Criminology Advisory Board. The faculty teaching in the criminology major will periodically adjust the criminology program based on their examination of all the assessment data. They will also track the placement of students into positions in criminology-related occupations after graduation or entry into graduate/professional schools.

Program Curriculum

The proposed criminology major offers students an integrated package of social science and applied courses designed to enhance their understanding of the nature and causes of criminal and delinquent behaviors, as well as the responses to and consequences of those behaviors. It also informs them about the structure, procedures, and operations of the criminal justice system

in the United States. In a required core set of classes, students will receive a foundation in criminology, develop their analytical reasoning skills, and be introduced to quantitative analysis related to the field of criminology. The faculty designed the curriculum to build students' writing and communication skills and strengthen their interpersonal-intercultural awareness. All students with a major in criminology will be required to complete a social science course on race-ethnicity as part of the new program.

The B.A. and B.S. degrees at UW-Whitewater have a 120-credit minimum and include the following five areas:

1. Proficiency Requirements, including six credits of Freshman English, four credits of College Algebra, and a 3-credit communication course.
2. General Education Requirements, including four 3-credit core courses, plus electives and a physical education requirement. (Note: Beyond the general education core, the B.A. degree includes one lab science course, one math/computer science course beyond the algebra requirement, and foreign language proficiency. The B.S. degree includes two lab science courses and at least five credits beyond the basic college algebra requirement. Students will choose the degree type depending on their career goals.)
3. One course with a diversity designation.
4. A major.
5. A minor.

The proposed major in criminology requires completion of 36 credits in the following five areas:

1. All students with a major in criminology must complete a "unique requirement" (i.e., not part of the 36-credit major) of an approved social science class that has race and ethnic relations in the contemporary United States as its focus.
2. All students with a major in criminology must complete a core of six required courses (18 credits):
 - Introduction to Criminology
 - Basic Social Statistics (a quantitative reasoning, technological literacy course)
 - Sociology of Police and Courts
 - Sociology of Punishment and Corrections
 - Criminological Theory (a writing-intensive course)
 - Social Research Methods
3. All students with a major in criminology must select six credits on causes of criminal behavior from the following five courses: Juvenile Delinquency, Sociology of Homicide, White Collar Crime, Sociology of Terrorism, or Women and Crime.
4. All students with a major in criminology must select one of two areas for specialization:
 - Law Enforcement and Investigations. Students in this specialization complete a course in criminal investigation and one of the following elective courses: Investigation of Child Abuse, Forensic Documentation, Police and Criminal Justice Administration, Criminal Justice and the Constitution, The Judicial Process, or Minorities and the Criminal Justice System.
 - Youth and Adult Corrections. Students in this specialization complete a course in community corrections and treatment and one of the following elective courses:

Restorative Justice, Minorities and the Criminal Justice System, Cross-cultural Communication, Communication and Conflict Resolution, or Child Welfare.

5. All students with a major in criminology must complete one of the following three capstone experiences:
- An internship in an approved criminology occupational setting for three to six credits.
 - A senior seminar (three credits).
 - An undergraduate research project conducted on a criminology topic (three credits).

All students with a major in criminology must complete additional electives to bring the total to 36 credits.

Projected Time to Degree

Full-time students who begin at UW-Whitewater, who carry a full academic load (15 credits) each term, who do not have to repeat courses due to poor grades, and who remain with the same major from entry can complete the criminology major in four years.

Program Review Process

Institutional Review

The criminology major will be reviewed via the UW-Whitewater audit and review process. The audit and review process facilitates continuous program improvement and is conducted for all instructional areas on a five-year cycle. As part of the process, faculty members of the program prepare a comprehensive self-study review report. They submit the self-study report to the Audit and Review Committee, which provides critical feedback and makes recommendations for improvement and continuation. The self-study report and evaluation by the Audit and Review Committee are presented to and discussed by the faculty, college dean, director of assessment, and provost.

The audit and review self-study report includes data and discussions of the following areas: a review of how the program contributes to UW-Whitewater's mission and core values; a review of the program mission; a review of the curriculum, student recruitment, enrollment, retention, graduation, and faculty activities (including research, teaching enhancement, and service); a review of the quality of existing program activities, staff, facilities and equipment, and budget; a review of student demand and need for the program; and a discussion of anticipated future developments that may affect the program. The process also includes a review of program goals, student learning objectives, movement toward reaching Inclusive Excellence goals, and assessment plans and processes.

Accreditation

There are no accreditation requirements in the discipline.

UW System
Revenue and Cost Associated with UW-Whitewater Criminology Program

	Items	Projections				
		Year 1	Year 2	Year 3	Year 4	Year 5
1	Total Enrollment (FTE)	350	365	380	400	420
2	Tenure Track Faculty (FTE)	8.25	8.25	9.25	10.375	10.375
3	Adjunct Faculty (FTE)	2.25	2.25	2	1.5	1.5
4	Other Staff (FTE)	0.75	0.8	0.85	1	1
5	Revenue					
<i>a</i>	<i>From Tuition and Fees</i>					
<i>b</i>	<i>Reallocations</i>	829,382	830,490	999,271	1,132,883	1,175,105
<i>c</i>	<i>Others: _____</i>					
<i>d</i>	Total Revenue	829,382	830,490	999,271	1,132,883	1,175,105
6	Expenses					
a	Salaries					
<i>i</i>	<i>Tenure Track Faculty Salaries</i>	467,000	462,700	591,200	680,900	701,300
<i>ii</i>	<i>Adjunct Faculty Salaries</i>	101,000	103,000	95,216	75,900	78,200
<i>iii</i>	<i>Other Staff Salaries</i>	24,000	26,100	28,300	34,000	35,000
b	Benefits					
<i>i</i>	<i>Tenure Track Faculty</i>	184,932	183,229	224,392	279,169	294,546
<i>ii</i>	<i>Adjunct Faculty</i>	25,250	25,750	25,708	20,493	21,896
<i>iii</i>	<i>Other Staff</i>	9,500	10,336	11,603	13,940	14,700
c	Other Expenses					
<i>i</i>	<i>Facilities</i>	2,000	2,050	3,101	4,179	4,283
<i>ii</i>	<i>Equipment</i>	1,000	1,025	2,051	4,179	4,283
<i>iii</i>	<i>Others: Marketing, Outreach, Lab Supplies, Prof Develop, Student Help, Supplies _____</i>	14,700	16,300	17,700	21,200	22,000
7	Total Cost	829,382	830,490	999,271	1,133,960	1,176,209
	To reallocation					
8	Net Revenue	0	0	0	-1,077	-1,104



UNIVERSITY OF WISCONSIN
WHITEWATER

Office of the Provost

August 14, 2013

Dr. Kevin P. Reilly
President, UW System
1720 Van Hise Hall
1220 Linden Drive
Madison, WI 53706

Dear President Reilly:

Please accept this as UW-Whitewater's Letter of Commitment for a new undergraduate major in Criminology (BA/BS). Housed in our Department of Sociology, Anthropology, and Criminal Justice, this is a 36-credit major that will replace our current 57-credit emphasis in Criminal Justice. Our emphasis in Criminal Justice has grown dramatically in recent years, and it is one of our most successful programs in enrolling and graduating minority students. The new Criminology major will be a more streamlined program that will focus on the skills and knowledge needed to prepare students for important careers in law enforcement, the criminal justice system, human services, and related fields and also for graduate school in these and related disciplines.

With this letter, I assert and make a firm commitment to the following:

1. The BA/BS in Criminology has been designed to meet UW-Whitewater's definition and standards of quality and to make a meaningful contribution to our overall academic plan and program array. As the Criminology proposal was developed, faculty and staff consulted with our Director of Academic Assessment and Chair of Audit and Review to assure a high level of quality in program assessment. Our campus is currently engaged in strategic planning and campus master planning activities, and we have been intensively reviewing all of our academic programs this past year. It is clear that this new undergraduate major will provide a meaningful addition to our campus program array.
2. We have institution-wide support and approval for this new major through every phase of our campus governance process. The Criminology proposal was approved by the curriculum committee in the College of Letters and Sciences and by the University Curriculum Committee. The proposal has firm support from my Office, from the College Dean, and from the Chancellor. All required approvals have been obtained on campus, with enthusiastic support.
3. The necessary financial and human resources are in place or have been committed to implement and sustain this new program. Department and College staff have thoroughly considered and provided for all of the resources needed to launch and maintain the program. A financial plan is in place to use resources repurposed from our

current emphasis in Criminal Justice, and the conversion to this new major will not require substantial new resources.

4. A high-quality system for program evaluation is in place. As soon as the new Criminology program is implemented, it will enter our 5-year campus cycle for audit and review to support continuous evaluation and improvement. The program proposal includes a fully defined list of student learning outcomes and a well-designed plan for direct and indirect assessment of those outcomes. As noted above, these plans have been reviewed and approved by our Director of Academic Assessment and Chair of Audit and Review. Members of the Letters & Sciences Curriculum Committee and the University Curriculum Committee have also reviewed the program's assessment plan as an integral part of the curriculum proposal. I am confident this new program has the plans in place for successful program evaluation that will assure a high level of quality and continuous improvement.

The proposal for the new BA/BS in Criminology was developed using a very thorough and careful process. We have all of the necessary resources in place or firmly planned, and I am confident this program will be a success. The program will be a significant addition for UW-Whitewater, an attractive option for our students, and a benefit for workforce development in Wisconsin and the surrounding region. I am proud to recommend the BA/BS in Criminology for your approval and the approval by the members of the Board of Regents.

Sincerely,



Beverly Kopper, PhD

Provost and Vice Chancellor for Academic Affairs

BK/has
Encl.

cc: Richard Telfer, Chancellor
Greg Cook, Associate Vice Chancellor for Academic Affairs
David Travis, Dean, College of Letters and Sciences

Program Authorization (Implementation)
Master of Science in Applied Economics
UW-Whitewater

EDUCATION COMMITTEE

Resolution I.1.a.(3):

That, upon the recommendation of the Chancellor of the University of Wisconsin-Whitewater, as well as the President of the University of Wisconsin System, the Chancellor be authorized to implement the Master of Science in Applied Economics.

**NEW PROGRAM AUTHORIZATION
MASTER OF SCIENCE IN APPLIED ECONOMICS
UNIVERSITY OF WISCONSIN-WHITEWATER**

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 Applied Economics at the University of Wisconsin-Whitewater 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 Master of Science in Applied Economics degree program at the University of Wisconsin-Whitewater.

DISCUSSION

UW-Whitewater is proposing the Master of Science (M.S.) in Applied Economics in response to an increasing demand for economists in both the private and public sectors. Applied economists help organizations and businesses to analyze and forecast business, sales, and other economic trends. The purpose of the program will be to prepare professional economists who are able to use scientific tools for economic analysis in their fields of employment or in preparation for a terminal degree in economics. Thus, the proposed M.S. in Applied Economics represents a career-focused, applied graduate degree which is congruent with UW-Whitewater's mission. Graduates will be qualified to obtain positions as financial analysts, market research analysts, actuaries, postsecondary teachers, and statisticians.

Students will take a 32-credit program of study consisting of 20 credits in core courses, nine credits of electives, and a 3-credit thesis. Full-time students, taking 13 credits each semester and 6 credits in the summer, can finish the program in 12 months. Specific areas of emphasis include econometrics, macroeconomics, and monetary economics, as well as industrial organization, development, and natural resource economics. Students will have the opportunity to do applied research and consulting for clients through the Department of Economics' Fiscal and Economic Research Center.

RECOMMENDATION

The University of Wisconsin System Administration recommends approval of Resolution I.1.a.(3), authorizing the implementation of the Master of Science in Applied Economics at the University of Wisconsin-Whitewater.

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 IN APPLIED ECONOMICS
AT UW-WHITEWATER
PREPARED BY UW-WHITEWATER**

ABSTRACT

The University of Wisconsin-Whitewater proposes to establish a Master of Science (M.S.) in Applied Economics. The program will provide students with core economic knowledge, as well as with the necessary preparation and tools to do applied analytical research. Establishing the program at UW-Whitewater will serve the needs of both the local and broader community of professionals in Wisconsin who wish to obtain a graduate degree that emphasizes a particular set of applied skills. Graduates of the program will be equipped with the following set of skills: analytical and critical thinking skills, quantitative and statistical skills, communication skills, and economic literacy. The program is intended to be taken in one calendar year and will consist of 32 credits taken in the fall, spring, and summer semesters: 20 credits of core courses, nine credits of elective work, and three credits of thesis work.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Whitewater

Title of Proposed Program

Applied Economics

Degree/Major Designations

Master of Science

Mode of Delivery

Single institution, with traditional weekly meetings in class.

Projected Enrollments by Year Five

Anticipated enrollment is approximately 18 new students the first year, with enrollments increasing by approximately 10 percent per year through Year Five (2019). A low rate of attrition is anticipated. By the end of Year Five, it is expected that 112 students (total) will have enrolled in the program and 104 students (total) will have graduated.

Tuition Structure

For students enrolled in the M.S. in Applied Economics, the following tuition per credit will apply: Special Graduate Business Tuition Rate of \$502.99 per credit for resident students and \$1,011.71 per credit for non-resident students.

Department or Functional Equivalent

The proposed program will reside within the Department of Economics.

College, School, or Functional Equivalent

The proposed program will be housed within the College of Business and Economics.

Proposed Date of Implementation

September 2014

INTRODUCTION

Rationale and Relation to Mission and Strategic Plan

The M.S. in Applied Economics is being proposed to create a graduate degree in economics at the University of Wisconsin-Whitewater that will serve the needs of students and professionals within the region who wish to obtain a more advanced degree in economics. The purpose of the program will be to prepare professional economists who have advanced training in the tools of modern economic analysis and are capable of doing applied research. This program emphasizes both analytical and empirical training, and will be useful for those who are considering a change in career, wish to further their current career by enhancing their analytical and empirical skills, and/or are considering pursuing a Ph.D. in economics.

The creation of a new M.S. in Applied Economics directly supports the following four components of the University of Wisconsin-Whitewater Mission:

- *To provide a range of undergraduate programs and degrees, including interdisciplinary programs, in letters, sciences, and the arts, as well as programs and degrees leading to professional specialization.*

The creation of an M.S. in Applied Economics directly addresses the last part of the mission stated above by providing a “[...] degree leading to professional specialization.” It does so by allowing current undergraduate students majoring in economics at UW-Whitewater, and at other institutions, an opportunity to gain a graduate degree with a professional specialization in applied economics.

- *To offer graduate education built clearly upon its undergraduate emphases and strengths with particular emphasis in the fields of business, education, communication, and human services.*

Given the role of economics as a specialty field within the business discipline, an M.S. in Applied Economics will allow UW-Whitewater to provide a graduate degree that builds upon the strengths of the university. The addition of this graduate degree to those currently offered by UW-Whitewater addresses this institution’s mission to provide high-quality degrees in the field of business.

- *To engage in scholarly activity, including research, scholarship, and creative endeavor, that supports its programs at the associate and baccalaureate degree level, its graduate programs, and its select mission.*

The Department of Economics has faculty who have active research agendas and are engaged in a variety of scholarly activities. An M.S. in Applied Economics will enhance the ability of faculty members to continue their own applied research and create an opportunity for them to teach and demonstrate the latest methods and

techniques in the discipline within graduate classes. In doing so, faculty will be able to engage students at a deeper level and better stay abreast of current developments in their particular areas of expertise.

Moreover, it will provide additional opportunities for collaboration between faculty and students beyond the undergraduate research opportunities that the Department of Economics currently offers and allow advanced graduate students to pursue more advanced applied research that examines relevant, real-world problems.

- *To serve as a regional, cultural, and economic resource center through its service initiatives.*

The Department of Economics' Fiscal and Economic Research Center (FERC) assists the region by providing economic "[...] expertise and outreach services to members of the regional community." The addition of an M.S. in Applied Economics will greatly enhance the ability of the FERC to conduct applied research to assist stakeholders within the region by providing an opportunity for high-caliber graduate students who have been prepared to do economic analyses to work closely with faculty experts in applying concepts and theories to practical, real-world cases.

In addition, the creation of an M.S. in Applied Economics also directly addresses the missions of the College of Business and Economics (COBE) and the Department of Economics (DoE) in the following ways:

- *COBE Mission: Developing and retaining a high-quality faculty whose members strive for excellence, are current in their fields, and make scholarly contributions through discipline-based, applied, and pedagogical research.*

The M.S. in Applied Economics will provide enhanced opportunities for current faculty to strive for excellence in their research while enhancing the ability of the Department of Economics to recruit and retain faculty from higher-ranked economics departments in the future, since departments with graduate programs in economics are viewed favorably within the economics discipline.

- *DoE Mission: "[...] to foster new knowledge through high-quality research by our faculty and to convey that knowledge to students through undergraduate and graduate programs."*

Directly addressing the mission of the Department of Economics, the M.S. in Applied Economics will allow faculty to disseminate and incorporate the findings of their own research within courses at a graduate level, with a particular nuance and level of understanding that is not possible at the undergraduate level. However, undergraduate students will also benefit indirectly in two ways: faculty teaching them will be more informed about current developments in their field of research, which they can convey to students in their classes; and graduate assistants who interact with students in undergraduate classes will also be more informed, and thus better able to communicate current relevant research to students.

Relation to Institution's Overall Strategic Plan

An M.S. in Applied Economics aligns with the five strategic areas listed in the UW-Whitewater's Strategic Plan. The relationship of the program to these strategic objectives is outlined below:

- *Programs and Learning: In order to expand and extend learning, we must provide dynamic and accessible education and co-curricular programs.*

The creation of an M.S. in Applied Economics directly satisfies the strategic goal to expand and extend learning opportunities. It will provide a program that is dynamic, consisting of a curriculum that will teach current, up-to-date economic content and utilize the latest tools and techniques. This content will be accessible to academically-motivated and involved students from the region and beyond, and in doing so, will make this specialized degree accessible to a new group of students, including professionals in the region.

- *The Educator-Scholar Community: We must further develop UW-Whitewater's reputation as a community of scholar-educators and professionals who possess and practice excellence in the creation of new knowledge and its effective integration in teaching, research, and problem-solving.*

The development of the M.S. in Applied Economics contributes directly to this strategic goal. A master's program in applied economics will allow UW-Whitewater to further develop its reputation as a provider of graduate education. It does this by creating a community of scholars who are well-versed in the latest developments and methods utilized in their field. They are able to conduct high-quality original research that extends the application of knowledge in their discipline.

- *Diversity and Global Perspectives: We desire a reputation as an institution that truly values and nurtures diverse intellectual, cultural, creative, and service opportunities.*

Although the M.S. in Applied Economics is expected to attract primarily students from Wisconsin and nearby regions, the faculty in the Department of Economics anticipate that students from across the United States and internationally will also be attracted to the program as its reputation grows.

In addition, given their background and training, the international faculty within the department bring both a diverse and global set of perspectives to the curriculum they teach. These faculty members were trained in different schools of economic thought in countries such as the United Kingdom, China, and Turkey. Consequently, students will be exposed to a variety of different intellectual, cultural, and creative perspectives that will help to broaden their education. Moreover, as the reputation of the program grows over time, it is anticipated that future hires will further enhance the diversity of the faculty, which will add to the reputation of UW-Whitewater and directly address this strategic goal.

- *Regional Engagement: With a desire to be a valued educational, economic, and cultural resource, we will continue to seek out new ways of serving regional communities.*

The FERC engages the region by providing economic "[...] expertise and outreach services to members of the regional community." An M.S. in Applied

Economics will further enhance the ability of the FERC to conduct research that serves stakeholders within the region by providing an opportunity for high-caliber graduate students who have been prepared to do applied economic analyses to work closely with faculty experts in applying concepts and theories to practical, real-world cases. In this way, UW-Whitewater can better serve its regional communities.

- *Professional and Personal Integrity: We aim to build on our reputation as an institution of lasting integrity, which is actively and visibly demonstrated through the words and deeds of faculty, staff, and students.*

Integrity and ethical behavior will be evidenced by the quality of the teaching and research of the faculty in the department, as well as by the quality of preparation of students who graduate with an M.S. in Applied Economics. Coursework in the new degree program will address issues of ethics and integrity in such areas as research involving human subjects, plagiarism, and the proper reporting of scientific results. Graduates will be good applied researchers, will be knowledgeable in their field, and will demonstrate excellence, ethical behavior, and integrity through the quality and application of their work.

Need as Suggested by Current Student Demand

There is ample evidence to indicate that undergraduate students who are currently enrolled in the economics major would be interested in an M.S. in Applied Economics at UW-Whitewater. The faculty in the Department of Economics at UW-Whitewater have highlighted the advantages of graduate education to students who are majoring in economics during class discussions, through advising sessions, and by giving talks about graduate school at the request of students in the UW-Whitewater Economics Society. As a result, every year, faculty have typically encouraged the top five most promising students to consider pursuing a graduate degree in economics at both the master's and doctoral levels. For example, in the last five years alone, 16 students with a major in economics from UW-Whitewater have enrolled in master's programs across the country (and, more recently, in doctoral programs). Moreover, when asked in advising sessions, it is common for students to express that they would have applied to a master's program in economics at UW-Whitewater if one were available.

Approximately five to ten students who do not pursue a master's in economics indicate that they would consider applying to one at UW-Whitewater, expressing a desire to remain in Wisconsin. In addition, at the annual Wisconsin Economics Association meetings, approximately 20 to 30 undergraduate students from the University of Wisconsin campuses present their research in the sessions. Approximately 25 percent of the students surveyed indicate that they have firm plans to attend graduate school. Another 25 to 50 percent of the students consistently indicate that they are considering a graduate degree in economics but have not yet begun actively planning attendance; one factor often cited in the decision-making process is the interest in a program that emphasized more applied skills.

There is strong market demand from individuals seeking an M.S. in Applied Economics to obtain a deeper understanding of the subject matter and develop a strong set of applied research skills. Given the quantitative and analytical nature of graduate degrees in economics, a terminal master's degree in applied economics sends a strong signal to future employers about

the type of quantitative, analytical, and statistical training that these graduates receive. In addition, and although the numbers do change over time, approximately 12 to 32 percent of students utilize a master's program in economics as a stepping stone before proceeding on to a Ph.D. (Allen and Snowden, 2010). The proposed M.S. in Applied Economics at UW-Whitewater will provide an invaluable opportunity for both types of students: those who wish a terminal degree and those who wish to use it as a stepping stone to a Ph.D.

While one study, conducted 14 years ago, indicates that the majority of students obtaining a master's degree in economics are doing so in the process of getting a Ph.D. in economics (Hansen, 1999), the results of a feasibility study recently conducted by the faculty in the Department of Economics at UW-Whitewater indicates that there has also been substantial growth in the creation of terminal master's programs in economics around the country. According to the findings in this study, there are now approximately 150 institutions in the U.S. that offer a terminal master's program in economics. This is an increase of approximately 28 percent over the last decade, based upon the numbers determined in a study by McCoy and Milkman (2006). However, in Wisconsin, only two UW System universities—UW-Madison and UW-Milwaukee—currently offer master's degrees in economics, and these degrees have a different educational focus from the degree that UW-Whitewater is proposing (see the next section for a comparison of how the proposed M.S. in Applied Economics will differ from the degrees offered at UW-Madison and UW-Milwaukee). As such, an applied master's program in economics will serve to fill a gap in demand, based upon the research conducted by the faculty in the Department of Economics.

Need as Suggested by Market Demand

There is strong evidence that an M.S. in Applied Economics is needed from both the supply and demand side of the market. Since the recent economic crisis, there has been an increase in demand for economists in both the private and public sectors, and businesses and organizations across many industries are increasingly relying on economic analysis and quantitative methods to analyze and forecast business, sales, and other economic trends (U.S. Bureau of Labor Statistics (BLS), 2012-13 *Occupational Outlook Handbook*). An undergraduate degree in economics provides students with a wide array of skills, and students who have a degree in economics may pursue a variety of different careers, including positions as actuaries, financial analysts, market research analysts, postsecondary teachers, and statisticians (BLS, 2012-13 *Occupational Outlook Handbook*; American Economics Association, "What careers follow the economics baccalaureate," 2012). Within the economics discipline, professional economists possess (at a minimum) a master's-level degree in economics. The BLS projects that the employment of professional economists will grow by six percent between 2010 and 2020 (BLS, 2012-13 *Occupational Outlook Handbook*). Moreover, the demand for individuals with advanced training in economics is also expected to grow in other areas; i.e., within the same timeframe, the demand for post-secondary teachers is expected to grow by 17 percent, for financial analysts by 23 percent, for statisticians by 14 percent, and for actuaries by 27 percent (BLS, 2012-13 *Occupational Outlook Handbook*).

DESCRIPTION OF PROGRAM

General Structure

Institutional Program Array

During the planning process for this master's program, the entire graduate program array at UW-Whitewater was reviewed to identify strengths, gaps, opportunities, overlap, and synergies. The College of Business and Economics currently offers a Master's in Business Administration (M.B.A.) with a variety of emphases, but the M.B.A. degree is rather general in nature, and none of the emphases specifically addresses economics. The M.S. in Applied Economics is more specialized and complements the M.B.A. by adding a graduate program specifically tailored toward professionals in the field of economics. It builds upon the strengths of UW-Whitewater's signature undergraduate programs in business and economics, which emphasize critical thinking, analytical skills, and undergraduate research--identified high-impact educational practices associated with the UW System and UW-Whitewater LEAP (Liberal Education & America's Promise) initiative. As with the current undergraduate degrees in economics offered at UW-Whitewater, this master's program will have an applied focus. No other programs will be closed if this new program is approved.

Other Programs in the University of Wisconsin System

Two other UW System universities, UW-Madison and UW-Milwaukee, currently offer on-campus master's degrees in economics. However, the M.S. in Applied Economics proposed by UW-Whitewater will differ from these. At UW-Milwaukee, the master's degree is a minimum 24-credit degree that has a different educational focus. UW-Madison currently offers three master's degrees in economics that prepare students both for future graduate study and for subsequent employment: one program is offered through the Department of Economics and the other two are offered through the Department of Agricultural and Applied Economics. A comparison of these programs relative to the proposed M.S. in Applied Economics is provided below.

The M.S. in Economics offered by the Department of Economics at UW-Madison is a 30-credit, four-semester (two-year) terminal master's program. As stated on the program website, the primary intent of the program is to "... serve students who have non-traditional preparation for an economics Ph.D. program," focusing on "... sophisticated and theoretical and quantitative skills." In contrast, the UW-Whitewater M.S. in Applied Economics will be a 12-month terminal master's program that takes place in the fall, spring, and summer semesters and will focus more on applied and empirical skills and less on theory.

The Department of Agricultural and Applied Economics (AAE) at UW-Madison also offers two master's degrees in economics: an M.A. and an M.S. degree. The M.A. is a 30-credit (three-semester) program that emphasizes the subject matter; the M.S. is a four-semester (two-year) degree that consists of 24 credits of coursework and research that lead to a thesis. Of the three master's degrees at UW-Madison, the M.S. in Economics degree is the most similar to the proposed M.S. in Applied Economics. One of the key differences between these programs and the one proposed by UW-Whitewater is that the UW-Whitewater degree is intended to be completed in one calendar year.

Although the program proposed by UW-Whitewater includes a combination of coursework and a thesis like the M.S. offered by the Department of AAE at UW-Madison, there is a significant difference in the emphasis of the programs, as can be seen by examining the electives offered. Both degrees offered by the Department of AAE at UW-Madison emphasize agricultural economics, development economics, and environmental economics – all subsets of the field of microeconomics. In comparison, the program at UW-Whitewater will emphasize applied research in both microeconomics and macroeconomics, with a focus on rigorous training in econometrics. Some of the key macroeconomic electives will include international macroeconomics (which examines current research in New Open Economy Macro models) and monetary economics. Additional details about the curriculum are provided in a section below.

The only other Wisconsin institution that offers an on-campus master's program in economics is Marquette University. The UW-Whitewater M.S. in Applied Economics will provide a unique opportunity for residents within the state, as well as from the nearby region and beyond, to obtain a professional qualification through the applied master's program. The degree will complement the successful M.B.A. degree that is already offered at UW-Whitewater. The degree in applied economics will be more specific and narrower in focus, while the M.B.A. is designed for a set of knowledge and skills that is broader and more general in nature. For example, the M.S. in Applied Economics will require students to have a higher level of quantitative and statistical skills, and this degree will cover higher levels of statistical modeling and forecasting than will the M.B.A.

Collaborative Nature of the Program

UW-Whitewater will communicate with the other UW System universities – particularly the business colleges and programs of the regional comprehensives – to ensure that the business and economic program array at UW-Whitewater and the other state institutions continues to meet the needs of Wisconsin's employers. The dean of the UW-Whitewater College of Business and Economics meets twice annually with heads of all UW System business programs and will use those meetings as an avenue for collaboration.

Diversity

Although the courses do not explicitly focus on these issues, the structure of the curriculum incorporates a variety of different elements that implicitly relate to the notion of an integrated and multicultural society. For example, within the macroeconomics courses that will be offered in the M.S. in Applied Economics, topics such as portfolio choice and international business cycles speak directly to themes that stem from integration in a global environment. Courses such as international economics expose students to global contemporary economic events. In microeconomics, courses such as development economics will cover a variety of topics, including property rights, gender, health, and education, and in doing so will integrate themes of U.S. racial and ethnic diversity into the curriculum. Moreover, as mentioned earlier, the international faculty members in the Department of Economics can incorporate their diverse backgrounds, experiences, and multicultural perspectives into the curriculum.

Student Learning Outcomes and Program Objectives

The Department of Economics has developed an assessment rubric for the M.S. in Applied Economics that outlines expectations for student performance within the program. The four key areas that will be assessed are summarized below:

- **Analytical and Critical Thinking Skills:** When presented with a particular (unknown) problem, students should be able to formally address the problem by formulating and structuring the problem being examined, using modern tools and methods of economic analysis.
- **Quantitative and Statistical Skills:** These skills are key ingredients of an economist's toolkit. Master's students in economics should be fluent in the use of pure and applied mathematics, as well as statistics, in order to utilize them as tools to aid in the study of economic problems and concepts.
- **Economic Literacy:** This pertains to content and knowledge that is specific to the economics discipline. In particular, students should be very knowledgeable about core economic concepts and have a good understanding of advanced economic concepts.
- **Communication Skills:** Students should be able to disseminate the results of any analyses to stakeholders and communicate their findings to economists and non-economists alike.

Assessment of Objectives

Student Learning Outcomes for the program will be assessed on a two-year cycle, using direct course-embedded measures in required courses in the curriculum. In order to ensure sustainability of assessment efforts, assessment will take place in a subset of classes, and the particular set of classes in which assessment does occur will rotate from year to year. Depending upon the course and subject, examples of direct assessment measures include problem sets, quizzes, exams, computational assignments, essays, case studies, short papers, and presentations. In addition, the thesis will serve as an instrument for assessment. Students will complete an exit survey upon completion of their program as an indirect assessment measure of the program. Information gathered from these assessment measures will be used to improve the curriculum. All of this information will be shared with the COBE Assurance of Learning Committee and the COBE Graduate Studies Committee, as well as with members of the Department of Economics, at the end of the spring semester every year, with appropriate changes to be implemented within the subsequent two-year cycle. The program will follow the existing university requirement of a full-scale assessment of the program every five years, using the UW-Whitewater audit and review process.

Program Curriculum

The intended outcome of the proposed M.S. in Applied Economics degree is to prepare professional economists who have a good foundation in core economic knowledge and have the necessary preparation and tools to do applied research. Specific areas of emphasis include econometrics, open economy macroeconomics, monetary economics, industrial organization, development economics, and natural resource economics. Graduates of the program will acquire the following proficiencies: analytical and critical thinking skills, quantitative and statistical skills, economic literacy, and communication skills.

The program will be a 12-month program that takes place in the fall, spring, and summer semesters and will consist of 32 credits: 20 credits of core courses, nine credits of electives, and three credits of thesis work. Students will take 13 credits of courses in each of the fall and spring semesters, and six credits during the summer.

The core courses consist of the following:

ECON 731: Microeconomic Theory
ECON 732: Macroeconomic Theory
ECON 734: Econometrics I
ECON 735: Research Methods and Data Handling
ECON 738: Quantitative Methods in Economics
ECON 744: Econometrics II

A subset of the following elective courses will be offered every year: Advanced Topics in Microeconomics, Advanced Topics in Macroeconomics, Game Theory, Development Economics, Economics of Regulation, Natural Resource Economics, Industrial Organization, Econometric Theory, Business and Economic Forecasting, International Macroeconomics, and Monetary Economics.

A more detailed description of the program, including information on admission requirements, student learning outcomes, program objectives, and curriculum, may be found at: <http://www.uww.edu/cobe/economics/mseconproposal/>

Projected Time to Degree

The degree is intended to be a one-year program. Full-time students are expected to complete all courses and to submit a master's thesis within 12 months.

Program Review Process

Institutional Review

The program will be reviewed via the UW-Whitewater audit and review process. The program coordinator for the M.S. in Applied Economics will be responsible for overseeing the review process and for reporting the results to the appropriate individuals and committees. The audit and review process is intended to facilitate continuous program improvement and is conducted for all academic programs on a five-year cycle. As part of the process, the program faculty engage in a self-study review of the program. That review is then sent to the Graduate Audit and Review Committee, which provides critical feedback and makes recommendations for improvement. An evaluation report is presented to and discussed with the faculty, dean, and provost.

The audit and review process will include the following: a discussion of how the program contributes to the UW-Whitewater mission and core values; a review of the mission of the program itself; a review of the curriculum, student recruitment, enrollment, graduation rates, and faculty activities (including research, teaching enhancement, and service); a review of the quality of existing program activities, staff, facilities, equipment, and budget; a review of the

demand and need for the program; a discussion of anticipated future developments that may affect the program; and an enumeration of changes recommended for the program. The process also includes a review of program goals, student learning outcomes, and assessment plans and processes.

The audit and review self-study will also identify how the program has addressed at least two of the goals identified in the UW-Whitewater Inclusive Excellence Guidelines. The review will include the process used in the program to consider, discuss, and work toward achieving Inclusive Excellence goals, including methods used to recruit and retain diverse students and faculty involved in the program.

Accreditation

Since the economics field does not have an accreditation body, there is no need for discipline-specific accreditation. However, the program will participate in the university-wide accreditation with the Higher Learning Commission, and economics faculty and programs are also included in the accreditation process with the Association to Advance Collegiate Schools of Business (AACSB).

UW System
Revenue and Cost Associated with UW-Whitewater MS Applied Economics Program

	Items	Projections				
		Year 1	Year 2	Year 3	Year 4	Year 5
1	Total Enrollment (FTE)	18	20	22	24	28
2	Tenure Track Faculty (FTE)	1.67	1.67	1.67	1.67	1.67
3	Adjunct Faculty (FTE)					
4	Other Staff (FTE)					
5	Revenue					
<i>a</i>	<i>From Tuition and Fees</i>	331,064	378,859	429,312	482,353	579,626
<i>b</i>	<i>From Reallocation</i>	42,060	19,972			
<i>c</i>	<i>Others: _____</i>					
<i>d</i>	Total Revenue	373,124	398,831	429,312	482,353	579,626
6	Expenses					
a	Salaries					
<i>i</i>	<i>Tenure Track Faculty Salaries</i>	167,800	171,156	174,579	201,450	205,479
<i>ii</i>	<i>Adjunct Faculty Salaries</i>					
<i>iii</i>	<i>Other Staff Salaries</i>					
b	Benefits					
<i>i</i>	<i>Tenure Track Faculty</i>	80,544	82,155	83,798	96,696	98,630
<i>ii</i>	<i>Adjunct Faculty</i>					
<i>iii</i>	<i>Other Staff</i>					
c	Other Expenses					
<i>i</i>	<i>Facilities</i>					
<i>ii</i>	<i>Equipment</i>					
<i>iii</i>	<i>Others: Marketing, Student Help, Supplies _____</i>	124,780	145,520	158,480	159,500	191,260
7	Total Cost	373,124	398,831	416,857	457,646	495,369
	To reallocation			12,455	24,707	24,870
8	Net Revenue	0	0	0	0	59,387

*Year 1 & 2 reallocation from COBE to cover startup costs
Year 3 & 4 reverse allocation to COBE for startup costs
Net Revenue above zero will be used for program enhancements



UNIVERSITY OF WISCONSIN
WHITEWATER

Office of the Provost

August 14, 2013

Dr. Kevin P. Reilly
President, UW System
1720 Van Hise Hall
1220 Linden Drive
Madison, WI 53706

Dear President Reilly:

Please accept this as UW-Whitewater's Letter of Commitment for our new Master of Science degree in Applied Economics. The College of Business and Economics (COBE) at UW-Whitewater is the largest business school in Wisconsin, is accredited by the Association to Advance Collegiate Schools of Business (AACSB), and is widely recognized for providing high-quality academic programs and exceptional service to businesses in our region. We are proud of the achievements of our students, faculty, and staff in our College of Business and Economics, and with this new MS degree the College will be able to provide another educational opportunity to support workforce development in Wisconsin and the surrounding region.

With this letter, I assert and make a firm commitment to the following:

1. The MS in Applied Economics has been designed to meet UW-Whitewater's definition and standards of quality and to make a meaningful contribution to our overall academic plan and program array. As the MS proposal was developed, faculty and staff consulted with our Director of Academic Assessment and Chair of Audit and Review to assure a high level of quality in program assessment. Our campus is currently engaged in strategic planning and campus master planning activities, and we have been intensively reviewing all of our academic programs this past year. It is clear that this Masters program will provide a meaningful addition to our campus program array.
2. We have institution-wide support and approval for this new MS program through every phase of our campus governance process. The MS proposal was approved by the curriculum committee in the College of Business and Economics and by the University Graduate Council. The proposal has firm support from my Office, from the College Dean, and from the Chancellor. All required approvals have been obtained on campus, with enthusiastic support.
3. The necessary financial and human resources are in place or have been committed to implement and sustain this Masters program. Department and College staff have thoroughly considered and provided for all of the resources needed to launch and maintain the program. A financial plan is in place to use revenues generated by the program to support the program, and reasonable projections indicate that the program will be self-sustaining after the second year.

4. A high-quality system for program evaluation is in place. As soon as the new MS program is implemented, it will enter our 5-year campus cycle for audit and review to support continuous evaluation and improvement. The program proposal includes a fully defined list of student learning outcomes and a well-designed plan for direct and indirect assessment of those outcomes. As noted above, these plans have been reviewed and approved by our Director of Academic Assessment and Chair of Audit and Review. Members of the college curriculum committee and Graduate Council have also reviewed the program's assessment plan as an integral part of the curriculum proposal. The College of Business and Economics also goes through an AACSB Continuous Improvement Review process every 5 years to confirm that accreditation standards are met on a consistent basis, and the Department of Economics plays an integral role in this process. I am confident this new program has the plans in place for successful program evaluation that will assure a high level of quality and continuous improvement.

The proposal for the new Masters of Science in Applied Economics was developed using a very thorough and careful process. We have all of the necessary resources in place or firmly planned, and I am confident this program will be a success. The program will be a significant addition for UW-Whitewater, an important service for business leaders, and a benefit for workforce development in Wisconsin and the surrounding region. I am proud to recommend the MS in Applied Economics for your approval and the approval by the members of the Board of Regents. I believe this is a strong and needed addition to the University of Wisconsin System program array.

Sincerely,



Beverly Kopper, PhD
Provost and Vice Chancellor for Academic Affairs

BK/has
Encl.

cc: Richard Telfer, Chancellor
Greg Cook, Associate Vice Chancellor for Academic Affairs
Chris Clements, Dean, College of Business and Economics
John Stone, Dean, School of Graduate Studies

Program Authorization (Implementation)
Bachelor of Arts in Writing
UW-Superior

EDUCATION COMMITTEE

Resolution I.1.a.(4):

That, upon the recommendation of the Chancellor of the University of Wisconsin-Superior, as well as the President of the University of Wisconsin System, the Chancellor be authorized to implement the Bachelor of Arts in Writing.

**NEW PROGRAM AUTHORIZATION
BACHELOR OF ARTS IN WRITING
UNIVERSITY OF WISCONSIN-SUPERIOR**

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 Arts in Writing at the University of Wisconsin-Superior 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 Arts in Writing degree program at the University of Wisconsin-Superior.

DISCUSSION

As a public university focused on the Liberal Arts, UW-Superior proposes to add the Bachelor of Arts in Writing as a signature program to its array. The program responds to a documented need for professional writers in the region that UW-Superior serves; is congruent with UW Superior's strategic academic plan; and is adaptive to the changing landscape of Higher Education. The B.A. in Writing constitutes an appropriate response to an increasing demand for writers in both the private and public sectors, and will provide the regional workforce with skilled writers who may optimize communication within organizations and business.

The degree will consist of 120 credits, of which 30 credits constitute the major. Credits in the major comprise coursework in professional, creative, and academic writing. Graduates of the B.A. in Writing will demonstrate competency in the application of rhetorical and writing processes, reading, and research strategies. As adaptable, innovative, and precise communicators and writers, graduates may be employed in a range of communication fields within and beyond writing-specific occupations, such as technical writers, editors, and authors. The Department of Writing and Library Science has designed this major using existing courses offered by the department.

RECOMMENDATION

The University of Wisconsin System Administration recommends approval of Resolution I.1.a.(4), authorizing the implementation of the Bachelor of Arts in Writing at the University of Wisconsin-Superior.

RELATED REGENT AND UW SYSTEM POLICIES

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

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

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BACHELOR OF ARTS IN WRITING
UNIVERSITY OF WISCONSIN-SUPERIOR**

ABSTRACT

The proposed Bachelor of Arts (B.A.) degree in Writing at the University of Wisconsin-Superior offers students depth of study in the process and craft of writing, creative and professional writing, research strategies, and theories of language and rhetoric.¹ Practice in diverse writing genres will prepare students for a wide range of academic and professional goals. The program will prepare students for many types of careers in writing, including freelance work, technical writing, grant writing, editing, copywriting, and creative writing. The Department of Writing and Library Science has designed this 30-credit major using existing courses offered by the department.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Superior

Title of Proposed Program

Writing

Degree/Major Designation

Bachelor of Arts

Mode of Delivery

Face to face with some online options. Two of the ten courses in the major are currently offered in both face-to-face and online formats. Therefore, a student seeking this major may choose to complete 20% of the major coursework online.

Single Institution or Collaboration

Single institution

Projected Enrollment by Year Five of the Program

The program estimates that enrollment will be at 45 students by the fifth year after program implementation. This estimate aligns with the average number of students enrolled in humanities majors at UW-Superior, with its typical enrollment of approximately 45 students. Table 1 below illustrates the 5-year enrollment and graduation projections for this program. After year three, calculations are based on UW-Superior's 75% retention and 45% graduation rates, allowing for slower early growth.

¹ The field of rhetoric concerns itself with the study of argument, persuasion, and language use in a range of contexts.

Table 1: Five -Year Enrollment and Graduation Projections

Five-year Enrollment and Graduation Projections					
	Year 1	Year 2	Year 3	Year 4	Year 5
New students admitted	10	14	18	22	25
Continuing students	n/a	6	12	18	20
Total enrollment	10	20	30	40	45
Graduating students	2	4	8	16	16

Tuition Structure

Students will pay standard UW-Superior undergraduate tuition. Fall 2013 costs will be at \$3,973 per semester for Wisconsin resident students. Of this amount, \$ 3,268 is attributable to tuition and \$705 is attributable to student segregated fees. Minnesota residents will pay \$4,102 per semester. \$3,397 of this amount is attributable to tuition, and \$705 is attributable to student segregated fees. Non-residents will pay \$7,760 per semester, with \$7,055 of this amount attributable to tuition and \$705 attributable to student segregated fees. Students who choose to enroll in online coursework are charged separately for online classes, which are not included in the 12-18 credit tuition plateau, per Board of Regents-approved UW System *Distance Education Pricing Principles* and campus policy. Tuition for a three-credit, online course is \$915 in addition to a \$60 per course distance learning fee. There will be no additional lab or studio fees.

Department or Functional Equivalent

The proposed major will be delivered by the Writing Program within the Department of Writing and Library Science.

College, School, or Functional Equivalent

Not applicable. UW-Superior does not have colleges or schools.

Proposed Date of Implementation

Fall 2014

INTRODUCTION

Rationale and Relation to Mission

In the word-rich 21st century in which messages are created, delivered, and responded to nearly instantly, there is a demand for writers who are flexible yet accurate, speedy yet informed, and authoritative yet open to response. A growing need for writing expertise in the professional world, emerging trends in Writing Studies, and current student demand further indicates that a B.A. in Writing will benefit graduates. As Wisconsin's public liberal arts college and a member of the Council of Public Liberal Arts Colleges, UW-Superior is in an ideal position to offer such a major.

The B.A. in Writing is an apt liberal arts degree in its centrality to nearly all disciplines and professions; indeed, it seeks to prepare students to engage with emerging media outlets, the speed of information exchange, and cross-cultural communication. Students seeking this degree will be able to use writing to organize thoughts and ideas, situate themselves within complex

social contexts, and address the problems and issues with which they, as educated citizens and workers, are charged. The Writing Program at UW-Superior is dedicated to preparing graduates who are cross-trained in all aspects of writing, from understanding language itself, to understanding the rhetorical situations that call for the careful use of that language, to the skillful crafting of that language into effective, memorable forms of written communication. This approach will produce well-rounded, open-minded writers who are exceptionally equipped to participate in global communication.

To that end, the B.A. in Writing will fulfill UW-Superior's liberal arts mission² by the following:

- a. It will facilitate students' career preparation through study and practice of academic, professional, public, and creative writing, so that graduates are flexible, adept writers who are responsive to and effective in any writing situation.
- b. It will provide learning opportunities that engage students as active readers, thinkers, and writers who approach texts holistically through analysis, response, and production.
- c. It will challenge students to grow intellectually, think critically, and participate effectively in public dialogue.
- d. It will cultivate awareness of language use within multiple cultural contexts, encouraging students' articulation of their own identities within such contexts, and promoting personal agency through language use.

Relation to Strategic Plan

The proposed B.A. in Writing aligns well with themes present in UW-Superior's 2010 strategic plan:

- a. Academic excellence: The B.A. in Writing, like the current minor in Writing, will be committed to academic excellence by embracing liberal arts high-impact practices including academic service-learning, global awareness, Writing across the Curriculum, and undergraduate research. The major will also incorporate a Senior-Year Experience capstone.

Celebrating students' achievements: The B.A. in Writing will build on the tradition of encouraging and celebrating student achievements through activities such as Careers in Writing Night, public readings, publishing in the student literary magazine *The Nemadji Review*, and poster sessions on students' Academic Service-Learning projects. The Writing Program will work with UW-Superior's office of Career Services to provide internships for students majoring in Writing.

² The mission reads as follows: "The University of Wisconsin-Superior fosters intellectual growth and career preparation within a liberal arts tradition that emphasizes individual attention and embodies respect for diverse cultures and multiple voices" (University of Wisconsin Superior, 2013).

- b. Continuous improvement: The Writing program is a reflective and recursive program dedicated to the continued delivery of high-quality writing instruction. Continuous improvement efforts are constituted by several ongoing projects, including annual assessment leading to curricular revision, concerted efforts to enhance communication with students and colleagues, and collaborations across campus and among Writing Program faculty and teaching staff.
- c. Resource management: The Writing program relies on sound data for decisions related to course offerings. Preliminary planning demonstrates the feasibility of offering the B.A. in Writing within a workable course rotation among faculty and teaching staff at their existing teaching loads.
- d. Enrollment management: The B.A. in Writing, as a distinctive, multi-purpose major, will allow the department to contribute to recruitment efforts at UW-Superior by attracting students who would otherwise enroll at an institution with a comparable degree.
- e. Retention: The Writing program relies on a student-centered pedagogy featuring extensive one-on-one conferencing and individualized feedback by instructors and peers. Further, faculty serve as mentors to students of all ages and backgrounds, deliver courses in a workable rotation and alternative formats to meet all students' needs, and provide the individualized attention crucial to student success. These practices foster retention.

Need as Suggested by Student Demand

The existing minor in writing offered by the Writing program grew from 20 to 39 students from fall 2011 to fall 2012. Half of the current minors responded to a recent informal interest survey about the proposed program. Of the respondents, 100% indicated that they would be either “highly likely” (67%) or “possibly” interested (33%) in a Bachelor of Arts in Writing. A survey of UW-Superior alumni who graduated within the last ten years suggests similar interest on the part of the student demographic that UW-Superior serves. Of the 80+ responses received, 40% of respondents said they would have been either “highly likely” (13%) or “possibly” interested (27%) in pursuing a major in Writing had it been available when they were students at UW-Superior.

Alongside this evidence of interest in a writing major, students have also voiced and demonstrated their interest in careers in writing. For example, Careers in Writing Night, held for the first time in April 2012, drew forty students and was among the most highly attended program-specific events hosted by the Career Services Office. In addition, students revived the campus literary journal, the *Nemadji Review*, allowing an editorial team to learn and practice professional editing, design, and production, as well as providing a publication outlet to over 20 students per year. Informally, during advising sessions and in class, students frequently ask faculty and staff about publication opportunities, writing internships, graduate programs, and career options.

Finally, the planning is not based on current students and alumni alone. It is a response to UW-Superior's growth agenda and marketing campaign in greater Wisconsin and Minnesota,

targeting students who are interested in the types of programs, such as a B.A. in Writing, expected of the program array at a public liberal arts college.

Need as Suggested by Market Research

The 2004 College Board Report, *Writing: A Ticket to Work or a Ticket Out - A Survey of Business Leaders*, evidences the long-standing and persistent expectation by employers for strong writing skills. American companies surveyed reported that at least two-thirds of their salaried employees have some writing responsibilities. Furthermore, a majority of companies surveyed reported that they assess writing as part of the hiring and promotion process. Finally, 40% of respondents indicated their companies offer or require training for salaried employees who demonstrate writing deficiencies.

More recently, *The Chronicle of Higher Education* reported that effective writing remains an essential skill for graduate success in the workplace (Fischer, 2013). Moreover, employment trends in professional writing occupations highlights the wide variety of fields in which writing is central. The Association of Writers and Writing Programs reports a steady increase in the number of “nonacademic” writing jobs on its job list, from 277 in 2007 to 662 currently (Hahn, 2012).

Additionally, both the US Bureau of Labor Statistics’ (BLS) 2010 *Occupational Outlook Handbook* and Wisconsin’s 2011 Occupational Employment Statistics (OES) offer details for three relevant job categories, presented in Table 2 below. A bachelor’s degree is noted by the BLS as the entry-level degree for each. BLS job outlook projections are also included.

Table 2: BLS Details for Three Relevant Job Categories

	# Employed		Median Salary		Anticipated Growth 2010-2020	
	BLS	OES	BLS	OES	BLS	OES
Writers & Authors	145,900	660	\$55,420	\$51,440	6%	5.6%
Editors	127,200	1610	\$51,470	\$44,700	.1%	(1.9%)
Technical Writers	49,500	860	\$63,280	\$52,430	17%	9.7%

Finally, at a local level, the success of many area faculty and students as published writers in northern Wisconsin and Minnesota indicates that a professional writer can succeed in this particular market.

Emerging Knowledge and Advancing New Directions

The field of Writing Studies devotes itself, in part, to the study and practice of writing in academic, public, and professional settings, and in both print and digital media. The academic field of writing is assessed and reviewed by the professional body, the Conference on College Composition and Communication. In 2005, the conference recognized the need for a B.A. in Writing as a means to advance standards within the profession. As of 2008, its Committee on the Major in Writing & Rhetoric reported 68 new and established writing majors or tracks in the United States.

Writers must be prepared to write across a range of rhetorical situations and genres, as well as to analyze writing across this range for its meaning and effects. Consequently, faculty currently teaching in stand-alone writing programs and departments, including UW-Superior faculty teaching in the minor in Writing, engage students in well-established practices within the writing process, and extend to students a variety of writing experiences outside of the traditional essayistic literacy. Writing Studies scholar Linda K. Shamon articulates that, “the best education for [writing students] must include active knowledge of the historical foundations of the profession along with an array of critical approaches with which to encounter the always-changing economic and technical conditions of production [and] guided practice in the public and social roles of the writer as an agent for good in society” (2000, p. 50).

The proposed major contributes to this development with learning outcomes drawn from accepted standards in the field that emphasize rhetorical knowledge, writing processes, writerly identity, reading and research, and conventions of and divergences from Edited Standard Written English (ESWE). The detailed learning outcomes are included below. In sum, the proposed B.A. in Writing responds to calls from Education scholars, generally, and Writing scholars, in particular, to facilitate the production of writing alongside the analysis of writing. The program learning outcomes challenge students to demonstrate competency at the highest level of learning and skill domains – evaluation and creation of knowledge – as indicated in Bloom’s (revised) Taxonomy of Learning (Anderson, et al., 2000).³ UW-Superior writing program faculty, published creative writers and writing scholars themselves, are leaders in this curricular trajectory, and the proposed B.A. in Writing not only represents “the ways teachers see writing as potentially useful to students, but, perhaps more importantly, [the ways] students see our writing courses: useful to them as writers” (White-Farnham, 2012, p. 104).

DESCRIPTION OF PROGRAM

General Structure and Institutional Program Array

The proposed B.A. in Writing will enrich the existing UW-Superior program array by offering students depth of study in writing process and craft, creative and professional writing, and theories of language and rhetoric. The curriculum is complementary to, but unique from, offerings of other programs available at UW-Superior. The B.A. in Writing would allow UW-Superior to appeal to a market demographic not currently being served by the institution, thus attracting new students to participate in the UW-Superior liberal arts community, including its General Education program, the full selection of available minors, and the university’s comprehensive liberal arts mission.

Other Programs in the University of Wisconsin System

UW-Madison houses an undergraduate program in Creative Writing, and UW-Stout offers a B.S. in Professional and Emerging Media with a focus on technical communication. In addition, several other University of Wisconsin institutions offer writing minors, concentrations, or tracks within English departments. The B.A. in Writing at UW-Superior will be distinct in its

³ Bloom’s Taxonomy is classification of sequential learning outcomes. The learning model consists of a pyramid of ascending learning outcomes that emphasize acquisition, comprehension, application, analysis, synthesis, evaluation, and creation of knowledge.

holistic approach, blending creative, academic, and professional writing practice within one major.

Collaborative Nature of the Program

All requirements of the B.A. in Writing are met at UW-Superior. No cross-institutional collaboration is necessary to deliver this major. The Writing Program will continue to inform students about opportunities to take part in relevant conferences and workshops at other UW System institutions.

In terms of intra-institutional collaboration, Writing-related courses from UW-Superior's Anthropology, Communicating Arts, Legal Studies, and Psychology programs have been selected for inclusion in the elective array. The Writing program will continue its vital service to the liberal arts mission of UW-Superior, cultivating the communication, critical thinking, and creative expression skills of all students, through the first-year writing sequence and other General Education course offerings. The Writing program will continue to balance these service courses with the minor/major courses. Students seeking a B.A. in Writing will benefit from ongoing collaboration with units such as First Year Experience; Academic Service-Learning; Undergraduate Research, Scholarship, and Creative Activities; Career Services; the Gender Equity Center; the Women's and Gender Studies Program; the Distance Learning Center; and the Office of International Programs. Finally, students will be officially encouraged to take writing-intensive elective courses outside the program, thus enhancing both interdisciplinary cooperation within the institution and interdisciplinary competencies in the students. This spirit of collaboration is a fundamental guiding principle of the Writing program's internal planning as well.

Diversity

The Writing program is committed to accepting, appreciating, and promoting diversity in terms of race, ethnicity, sex, gender identity, sexual orientation, religion, socioeconomic status, ability, and age. The practical results of this commitment appear in the teaching, curriculum, and wide array of student voices encouraged in all writing classes. The Writing Program is proud to offer two cross-listed Women's and Gender Studies courses, including one of the few Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ)-themed courses at UW-Superior, Gender and Sexuality in Writing. As a Bachelor of Arts, this degree will require students to study other languages. In addition, by encouraging students to connect their writing to their experiences in other disciplines, by requiring the study of writing models from a diverse array of cultural backgrounds, and by ensuring that students receive training in all key writing areas, the Writing Program aspires to send forth graduates who can adapt and contribute constructively to any cultural environment they may encounter.

Student Learning Outcomes and Program Objectives

As a result of completing the B.A. in Writing, students will attain competency in the application of rhetorical knowledge, in the writing process, in the establishment of a writerly identity, in reading and research strategies, and in the knowledge of conventions, with specific learning outcomes to follow below:

Rhetorical Knowledge

- Know foundational theories of language, rhetoric, and writing;
- Understand the contextual nature of writing;
- Identify and respond appropriately to a variety of exigencies;
- Write for various purposes and audience in a variety of genres; and
- Articulate choices in arrangement, format, and structure in a variety of genres.

Writing Process

- Recognize that writing is a process requiring time and revision across drafts;
- Engage in all stages of the writing process from invention to delivery;
- Collaborate with others during the writing process to both seek and provide feedback for revision; and
- Develop personalized strategies for generating ideas, drafting, revising, editing, and proofreading.

Writerly Identity

- Express self-understanding in cultural context in writing (cultural assumes a broad range of experience and contexts, including, but not limited to, the personal, local, regional, national, ethnic, global);
- Reflect on one's growth as a writer, integrating insights from one project into another;
- Articulate stance/voice/persona/style as a writer by way of examining strengths and weaknesses; and
- Produce a polished, representative portfolio of writing for an audience that encapsulates the individual's writerly identities.

Reading & Research

- Demonstrate critical reading of form and content that informs the student's writing;
- Use reading and writing for inquiry, learning, thinking, and communicating new understandings;
- Integrate individual ideas with the ideas of others, appropriately "joining the conversation" of a given topic; and
- Understand and apply the conventions of citation and documentation.

Knowledge of Conventions

- Understand the rhetorical implications of the use and manipulation of conventions of Standard Edited Written English;
- Build on knowledge of conventions through experimentation and practice;
- Articulate choices in tone, diction, and the use or manipulation of conventions;
- Seek out models of conventions in reference books and other resources; and
- Identify patterns of error and self-correct using personalized strategies.

Assessment of Objectives

The Writing Program at UW-Superior has already instituted annual assessment of learning outcomes within first-year writing, and assessment of outcomes for the B.A. in Writing will also be performed on an annual basis. Findings will inform curricular changes and, where necessary, new pedagogical approaches based on a continuous improvement model.

Direct assessment measures will include annual review of e-portfolios from the capstone seminar, WRIT 470, Special Topics in Writing: The Writer's Portfolio. This e-portfolio review will provide a valuable window into the skills and abilities of students at or near the end of their B.A. in Writing course requirements. Each spring, program faculty will assess a specific learning outcome, evaluating the portfolios according to a common rubric. This process will help determine where student learning outcomes are being met and where additional focus is needed throughout the curriculum.

Indirect assessment will include student-reported learning and student survey feedback, including final reflective essays and course evaluations. These measures are already utilized on an ongoing basis by individual instructors within the Writing program, and will be administered and gathered programmatically, when necessary.

Program Curriculum Structure

UW-Superior's multi-faceted Writing program fosters the development of students into adaptable, innovative, and precise communicators and writers. These outcomes are achieved through coursework in creative, professional, and academic writing. Student writers practice a variety of genres under the guidance of skilled, published faculty members.

Workshop-based courses engage students in peer feedback, in-depth discussion, primary and secondary research, and multiple uses of technology. Students learn how to be productive members of discourse communities, as they complete collaborative projects and share work publicly through readings, and online, or traditional publication.

In addition, classes are sized to allow for personal attention and mentorship by professors. The writing faculty publish widely in the fields of literary studies, composition and rhetoric, and creative writing, with respected presses and in top journals. Faculty members get to know students as individuals, encourage students in attainment of their goals, and offer guidance regarding publication, professional development, career paths, and graduate school.

Students seeking the B.A. in Writing must meet all UW-Superior graduation requirements, including General Education requirements and completion of at least 120 credits, 30 of which constitute the major. Students will fulfill UW-Superior's 6-credit non-English language requirement to earn the Bachelor of Arts, resulting in a deeper understanding of language and greater cross-cultural fluency. The Bachelor of Arts degree requirements may be found at http://www.uwsuper.edu/catalog/2012-14/services/registrar.cfm#_14_1389521.

Students will begin with core introductory courses in creative writing and rhetoric. As in the current minor in Writing, students will move on to intermediate and advanced coursework in language and rhetoric as well as in creative writing genres, including fiction, nonfiction, and poetry. The language and rhetoric courses will provide a theoretical underpinning for students in this major to complement the stress on praxis of other courses. Student will select elective courses in accordance with their interests. In the elective courses, students will delve into special topics in writing and rhetoric, and will receive access to, and training in, writing in a variety of genres and for a variety of audiences. Because other academic programs at UW-Superior offer certain courses that would contribute to the B.A. in Writing in significant ways, the electives list

consists not only of courses taught under the Writing (WRIT) prefix but also of select courses from those other programs.

Seniors in the major will develop a professional portfolio as part of a unifying capstone experience; this is a fitting way for students to demonstrate and/or articulate the learning outcomes. The course sequence and curricular requirements are outlined below:

General Education Program: 42 credits

Core Requirements	15 credits
Humanities History	3 credits
Humanities Literature	3 credits
Humanities Language	3 credits
Social Sciences	6 credits
Natural Sciences	6 credits
Fine and Applied Arts	6 credits

Diversity and Non-Western requirements: may be met in categories above

Writing Major Program: 30 credits; 15 credits must be at the 300+ level

Core (6 credits):

WRIT 250: Introduction to Creative Writing (3 cr.)

WRIT 303: Introduction to Rhetoric (3 cr.)

Writing in Genres (6 credits):

WRIT 301: Advanced Creative Nonfiction (3 cr.) (prereq: WRIT 250)

WRIT 308: Nature Writing (3 cr.)

WRIT 350: Advanced Creative Writing: Fiction (3 cr.) (prereq: WRIT 250)

WRIT 352: Advanced Creative Writing: Poetry (3 cr.) (prereq: WRIT 250)

Writing and Rhetoric (6 credits):

WRIT 265: Writing Center Internship (1 credit, may be repeated up to 3 cr.)

WRIT 307: English Grammar (3 cr.)

WRIT 325: Women Writing, Writing Women (3 cr.)

WRIT 401: Art of Persuasive Writing (3 cr.) (prereq: WRIT 303)

WRIT 450: Special Topics in Rhetoric (3 cr.)

Electives (9 credits):

WRIT 208: Study Abroad Journaling (1 credit, can be repeated)

WRIT 209: Business and Professional Writing (3 cr.)

WRIT 255: Gender and Sexuality in Writing (3 cr.)

WRIT 270: Contemporary Topics in Writing (3 cr.)

WRIT 498: Independent Study (1-3 cr., can be repeated)

3 elective credits may be selected from the following:

ANTH 205: Language, Culture, and Society (3 cr.)

COMM 203: News Gathering and Reporting (3 cr.)

COMM 348: Screenwriting (3 cr.)

LSTU 305: Methods of Legal Research and Writing (3 cr.) (pending approval)

PSYC 476: Psychology of Language (3 cr.)

Any WRIT course taken beyond satisfaction of a requirement can be counted as an elective.

Senior Year Experience (3 credits):

WRIT 470: Special Topics in Writing: The Writer's Portfolio (3 cr.)

Additional B.A. Degree Requirements:

Choice of a Minor

21-24 credits

B.A. World Language requirement

3 additional world language credits

Electives

21-24 credits

Projected Time to Degree

A full-time student will be able to complete the B.A. in Writing in four years. This has been verified through the mapping out of scenarios for the typical student, the student who begins at the developmental level, and the student who wishes to double major.

Program Review Process

UW-Superior's Academic Program Review process, a process carried out by faculty governance and Academic Affairs, and reported annually to UW System in compliance with Regent policy, reviews each department's programs every seven years. Thus the B.A. in Writing will be reviewed every seven years as part of the review of all the programs in its home department. In addition, as indicated in the Academic Program Review guidelines, each department submits an Annual Strategic Plan and Report to the Provost/Dean of Faculties. Attention to the B.A. in Writing will be part of these annual plans and reports.

In addition to these externally mandated forms of review, the Writing Program itself will undertake its own regular review of the B.A. in Writing, focusing on retention, time to graduation, graduation rates, and placement/employment rates. The Writing Program will leverage its partnership with the Office of Institutional Research and Advancement, currently in place to collect similar data for first-year writing, to make decisions regarding the B.A. in Writing.

As a program that reflects the values and mission of UW-Superior, the Writing Program is a community accepting of diverse perspectives and committed to ethical treatment of all members. Practices resulting from these values include collective decision-making and curricular planning; the modeling of inclusivity, anti-racism, and social justice in faculty and staff's teaching and writing; and ongoing mutual learning about the diverse identities that comprise this community of writers.

Need for External Accreditation

External accreditation is neither necessary nor widely available in this field. No approvals by accrediting bodies or other entities beyond the Board of Regents will be needed to offer the B.A. in Writing.

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**University of Wisconsin-Superior B.A. in Writing
Cost and Revenue Projections For Newly Proposed Program**

	Items	Projections				
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (Cumulative Headcount) <i>a</i>	13	26	40	53	60
II	Enrollment (Cumulative FTE) <i>b</i>	10	20	30	40	45
III	Number of Faculty/Instructional Staff <i>c</i> 1	1.25	1.25	1.25	1.25	1.25
IV	Number of other Staff <i>d</i> 1	0.3	0.3	0.3	0.3	0.3
V	Revenue					
	<i>From Tuition</i>	32,677	65,354	98,031	130,708	147,047
	<i>From Fees 2</i>	0	0	0	0	0
	<i>Other (including reallocation): _____</i>					
	Total Revenue	32,677	65,354	98,031	130,708	147,047
VI	Expenses					
	Salaries plus Fringes*					
	<i>Faculty/Instructional Staff</i>	0	0	0	0	0
	<i>Other Staff</i>	0	0	0	0	0
	Other Expenses					
	<i>Facilities</i>					
	<i>Equipment</i>					
	<i>Other: \$1,200 S&E support per FTE</i>	1,500	1,500	1,500	1,500	1,500
	Total Expenses	1,500	1,500	1,500	1,500	1,500
VII	Net Revenue	31,177	63,854	96,531	129,208	145,547

Other Ongoing Commitments that will Benefit the Proposed Program

*This program will use existing faculty; therefore, no new faculty/staff expenses will be incurred.

a - Number of students enrolled

b - To be based on 12 credits at the undergraduate level and 7 credits at the graduate level

c - Number of faculty/instructional staff providing significant teaching and advising for the program

d - Number of other staff providing significant services for the program

1 - Existing faculty and staff positions



August 15, 2013

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

Dear President Reilly,

On behalf of the University of Wisconsin-Superior, I am pleased to provide this Letter of Commitment accompanying our request for authorization to offer the Bachelor of Arts with a major in Writing.

Our proposal received Pre-Authorization approval from UW System Academic and Student Affairs on May 2, 2013. This major will contribute to UW-Superior's public liberal arts mission, and is in alignment with the university's Academic Plan. The faculty and teaching staff of our Department of Writing and Library Science have carefully created a plan for the major incorporating UW-Superior's standards for quality, including assessment for the university's liberal education learning goals and program learning goals.

The Request for Pre-Authorization and this Request for Authorization have been approved by UW-Superior's faculty governance, by Academic Affairs, and by the Chancellor. Both requests were broadly supported in the approval process.

The necessary human and financial resources to provide this major are present in the Department of Writing and Library Science. The department has designed the new major around existing course offerings; no new staffing is required.

Department and institutional plans are in place to incorporate this major in the university's academic evaluation processes, as required by UW System. These include continuous evaluation through UW-Superior's program assessment process, and program review by faculty governance and Academic Affairs in the regular program reviews of the Department of Writing and Library Science.

We look forward to receiving Board of Regents approval for the B.A. in Writing. UW-Superior is prepared to begin offering the major in the fall semester of 2014.

Sincerely,

A handwritten signature in blue ink that reads "Faith C. Hensrud".

Faith C. Hensrud, Ed.D
Provost and Vice Chancellor for Academic Affairs

C: Renee Wachter, Chancellor
Elizabeth Blue, Interim Dean of Faculties
Debra Nordgren, Chair, Department of Writing & Library Science
Wendy Kropid, Chair, Faculty Senate
Peter Nordgren, Interim Associate Vice

PROVOST/VICE CHANCELLOR FOR ACADEMIC AFFAIRS

Old Main, Room 210 * Belknap & Catlin * PO Box 2000 * Superior, WI 54880-4500 * Phone: (715) 394-8449 * Fax: (715) 394-8324

Program Authorization (Implementation)
Professional Science Master in Conservation Biology
UW-Stout

EDUCATION COMMITTEE

Resolution I.1.a.(5):

That, upon the recommendation of the Chancellor of the University of Wisconsin-Stout, as well as the President of the University of Wisconsin System, the Chancellor be authorized to implement the Professional Science Master in Conservation Biology.

**NEW PROGRAM AUTHORIZATION
PROFESSIONAL SCIENCE MASTER IN CONSERVATION BIOLOGY
UNIVERSITY OF WISCONSIN-STOUT**

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 Professional Science Master in Conservation Biology at the University of Wisconsin-Stout 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.(5), authorizing the implementation of the Professional Science Master in Conservation Biology degree program at the University of Wisconsin-Stout.

DISCUSSION

UW-Stout is proposing the Professional Science Master (P.S.M.) in Conservation Biology in response to an increasing demand for applied conservation scientists in both the private and public sectors. The proposed program will provide students with high-quality training in evaluating, understanding, and providing solutions to society's conservation challenges. The degree offers students interested in specific areas of conservation biology three separate tracks: (1) molecular ecology, (2) water quality/limnological sciences, and (3) fishery sciences. The P.S.M. graduate degree option has gained traction as a career degree throughout the nation, and aligns well with UW-Stout's mission as Wisconsin's polytechnic university. In 2012, the BOR approved UW-Stout's P.S.M. in Industrial and Applied Mathematics.

Graduates of the program will have relevant skills and expertise to meet Science, Technology, Engineering, and Mathematics (STEM) workforce needs in Wisconsin, in the region, and in the nation. The program will be offered in a manner that provides the widest access to working adults via on-campus, online, and hybrid delivery.

Students will complete a 30-34-credit program of study consisting of 16 credits in required core courses, at least nine credits of electives from a variety of disciplines, and at least five from 14 credits of professional practice electives. The U.S. Bureau of Labor Statistics, which categorizes the P.S.M. in Conservation Biology under the broader career category of environmental scientists, predicts a 19% increase in demand for this profession.

RECOMMENDATION

The University of Wisconsin System Administration recommends approval of Resolution I.1.a.(5), authorizing the implementation of the Professional Science Master in Conservation Biology at the University of Wisconsin-Stout.

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
PROFESSIONAL SCIENCE MASTER (P.S.M.)
IN CONSERVATION BIOLOGY
AT UW-STOUT**

ABSTRACT

The online and on-campus (hybrid delivery) Professional Science Master (P.S.M.) in Conservation Biology is a career-focused degree congruent with the polytechnic mission of UW-Stout. The P.S.M. degree represents an emerging model of graduate education designed to provide advanced training in science while simultaneously developing workplace skills and networks for future career opportunities. The program will provide students with advanced knowledge and skills to be able to observe, investigate, develop, and implement conservation practices with the aim of protecting species, their habitats, and ecosystems from excessive rates of extinction and the erosion of biotic interactions.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Stout

Title of Program

Conservation Biology

Degree/Major Designation

Professional Science Master

Mode of Delivery

Online, hybrid (Customized Instruction)

Single Institution or Collaboration

Single

Projected Enrollment by Year Five

35 students

Tuition Structure

Differential tuition (customized instruction at \$550 per credit)

Department or Functional Equivalent

Department of Biology

College

College of Science, Technology, Engineering and Mathematics

Proposed Date of Implementation

Fall, 2014

INTRODUCTION

Rationale and Relation to Mission

The goal of the proposed P.S.M. degree in Conservation Biology is to combine conservation science curriculum with a strong professional component. Conservation biology is the observation, investigation, development, and implementation of conservation practices with the aim of protecting species, their habitats, and ecosystems from excessive rates of extinction and the erosion of biotic interactions. This definition captures the essence of the program and is inclusive of all facets of research, external partnerships, and development anticipated in the UW-Stout faculty and students; thus, the title choice of “Conservation Biology.”

The design of the master’s degree as a P.S.M. will provide graduates with the necessary knowledge, skills, and partnerships for careers in business, industry, government, and nonprofit agencies. A highly recognized need exists for the development of P.S.M. degree programs. For instance, the President’s Council of Advisors on Science and Technology, the National Science Board, the National Governors Association, the Council on Competitiveness, the U.S. Chamber of Commerce, the Association of American Universities, and the Council of Graduate Schools strongly advocate the development and institutionalization of P.S.M. programs to 1) improve the transfer of knowledge from the university setting to the industry setting, and 2) make the U.S.A. more competitive by strengthening STEM education.

The proposed program and its instructional philosophy is congruent with the polytechnic mission of UW-Stout and will support the polytechnic mission and central tenets by 1) offering a curriculum that prepares students for professional careers, 2) blending research and theory with practice to produce innovative solutions to real world problems, and 3) working closely with business, industry, government agencies, non-profits, and other educational institutions to benefit students and to grow the economy.

To be recognized as a P.S.M., the Conservation Biology program must actively meet industry needs and intentionally focus on the transfer of knowledge from the university to the private sector. Additionally, the P.S.M. program meets a number of key university priorities including increasing graduate program opportunities, particularly for returning adults and adults currently in the workforce who are seeking advanced degrees. Further, the P.S.M. aligns with UW-Stout’s sustainability priority to engage students in educational opportunities that apply principles of sustainability.

Relation to Strategic Plan

UW-Stout’s strategic plan includes several Growth Agenda Goals, Enduring Goals and Focus 2015 Goals that will be directly supported by the proposed P.S.M. degree in Conservation Biology:

- Growth Agenda Goal: Increasing enrollments and graduation rates of **graduate students** through the addition of new master’s degree programs, adding capacity to high demand programs, and increased marketing and recruitment activities.

- Enduring Goal 1: Offering high quality, challenging programs that influence and respond to society.
- Enduring Goal 2: Preserving and enhancing our educational processes through the application of active learning principles.
- Enduring Goal 3: Promoting excellence in teaching, research, scholarship, and service.
- Focus 2015 Goal 4: Focusing on sustainability by implementing key elements of the President’s Climate Commitment and Educational and Applied Research Initiatives, through developing curriculum and programs, to support environmental sustainability.

Need as Suggested by Current Student Demand

A significant student demand exists for the proposed program across the region. An article in the *U.S. News & World Report* (September 2012) cites Environmental Studies/Sciences (which include conservation biology) as one of “nine new degrees with a future.” The report indicates very high student demand and a significant increase in the number of degree programs offered at universities across the country. The proposed degree offers several existing and potential populations of students the opportunity to obtain an advanced degree in this field, as it will support students completing their undergraduate degree in environmental sciences. UW-Stout currently enrolls over 50 environmental science students, and the B.S. in Environmental Science is projected to enroll 90 within five years. The undergraduate students in the program have expressed interest in the proposed P.S.M. in Conservation Biology.

In addition to current undergraduate students, the proposed program will serve returning adults, including adults currently employed in the field wishing to obtain an advanced degree. According to the U.S. Census Bureau, over 300,000 adults in Wisconsin and over 20 million adults across the country hold bachelor’s degrees in fields related to science and engineering, and would be among the potential student pipeline interested in returning to school for an advanced degree. The degree program will be offered through UW-Stout’s customized instruction (CI) format which requires all coursework to be offered in a manner that provides the widest access to working adults; students will be able to take the courses on campus and/or online.

Need as Suggested by Market Research

UW-Stout asked the Higher Education consulting firm, the *Education Advisory Board* (EAB), to assess the regional market demand for a master’s degree in Conservation Biology between May 2011 and April 2013. The results of the EAB study indicate that the average number of job postings across the region in the top five industries that seek individuals with graduate degrees in related fields decreased by 24 percent between May 1st, 2011 and April 30th, 2013. However, in Wisconsin specifically, job postings requiring a graduate degree in related fields increased by eight percent. Across the region, colleges, universities, and professional schools demonstrated statistically significant growth in demand during this period, with 20 percent higher job postings in April 2013 than in May 2011. While the EAB report suggests that there has recently been decreased demand for graduate degrees in related fields, the federal government and most state governments expect a large number of current workers to retire over the next decade. Their projections suggest retirements will create a large number of job openings for conservation scientists.

Furthermore, the EAB report reveals that the skills and experiences *unique to a P.S.M.*

degree program, versus a traditional Master of Science (M.S.) degree, are in high demand by all industries. The innovative P.S.M. model provides opportunities for graduate students to develop the skills that industry demands. The EAB report indicates that the top advertised specialized skills for positions that require a graduate degree in relevant fields include: research, communication skills, writing, leadership, organizational skills and planning. Salary and placement data for *P.S.M. graduates* indicates strong and growing demand for the master's-level science professional.

A 2011 *Council of Graduate Schools* (CGS) survey of 2010-2011 graduates indicated that 82% secured a job immediately after graduation. Of those who were working, 88% held a job that was closely or somewhat closely related to their field of study. Among those in new jobs, 38% gained their positions as a direct result of their P.S.M. internship. Long-term employment and salary outlook data also appears very promising. P.S.M. program directors from a variety of programs across the country report nearly 100% job placement and high average salaries for their recent program graduates, with more than half reporting incomes exceeding \$50,000 per year.

The U.S. Bureau of Labor Statistics, which categorizes the P.S.M. in conservation biology under the broader career category of environmental scientists, predicts a 19% increase in demand for environmental scientists over the next 10 years, and suggests that heightened public interest in the hazards facing the environment, as well as the increasing demands placed on the environment by population growth, are expected to spur demand for environmental scientists and specialists. Further, the U.S. Bureau of Labor Statistics lists the career category of environmental scientist as the top job in science in terms of growth (with 21,000 new jobs by 2016).

The proposed program will offer opportunities for graduate study and research in three separate tracks: (1) molecular ecology, (2) water quality/limnological sciences and (3) fishery sciences. Molecular ecologists work to discover, describe, understand, and conserve biodiversity. As the nation attempts to preserve species diversity in fragmented habitats, reintroduce populations to native territory as part of planned management strategies, and protect native populations threatened by invasive species, molecular ecologists are in increasing demand.

Biodiversity is the world's greatest nonrenewable resource. Due to increasing population size, global climate change, and the substantial rise in global trade practices over the past 25 years, conserving biodiversity, whether at the population, species, or ecosystem level, is one of the chief concerns of scientists. The job outlook for molecular ecologists is excellent due to the breadth of transferable skills and expertise acquired in the program. The program incorporates training in both ecological principles and in the theoretical application of a variety of molecular tools allowing graduates to be prepared to work in a broad spectrum of industries and agencies.

There is significant industry and agency need in all areas of aquatic biology, including both water quality/limnological sciences and fishery sciences. Job growth in both areas is spurred by accelerated degradation of water resources, increasing population size, as well as concerns regarding global climate change and the associated ecological impacts on bodies of water.

According to the U.S. Bureau of Labor Statistics, an increase in the need for scientists trained in all aspects of water quality and monitoring is predicted to increase by 20 percent between 2008 and 2018, due in part to increasing demands on industry to comply with environmental laws and regulations. According to a National Oceanic and Atmospheric (NOAA) report to the U.S. Congress, there is a shortage of graduate students and scientists in aquatic biology, including the subfield of fishery science. The 2008 NOAA report indicated that only about half of the needed scientists at the master's level were currently in the pipeline each year. Demand has further increased since the 2008 report as a result of the reauthorized Magnuson-Stevens Act, a federal fishing law that mandated the agency to end overfishing by 2010.

Regional demand exists for the expertise offered in all three tracks of the proposed program. Extensive eutrophication from agricultural and industrial runoff that negatively impacts water quality and water-based recreation is a major concern across western Wisconsin. Through UW-Stout's Discovery Center, the Sustainability Sciences Institute (SSI) currently works with a number of government agencies and industries to conduct research into watershed management strategies that best reduce phosphorus loading into the Red Cedar River Watershed and the Chippewa Watershed. The UW-Stout SSI is currently in heavy demand to conduct contracted, aquatic biology research at many locations across Wisconsin, Minnesota, and Ohio. These partnerships provide excellent opportunities for student internships and networking with industry and agency collaborators.

DESCRIPTION OF THE PROGRAM

General Structure

The program director, faculty and the College of Science, Technology, Engineering, and Mathematics are committed to promoting excellence in teaching, research, scholarship, and service, and will use the latest in STEM-based education for online, campus-based and web-based delivery. The program will provide a first-class learning environment responsive to the needs of adult students and efficient in maximizing student learning in the program. Admission requirements for the program include: a bachelor's degree in biology, environmental science, or a science-related field from an accredited institution with a grade point average of 3.0 or higher. Those with a non-science-related degree may be admitted with probationary status.

Institutional Program Array

The P.S.M. in Conservation Biology will complement UW-Stout's existing program array and will rely on existing faculty members' areas of expertise across the College of Science, Technology, Engineering, and Mathematics and UW-Stout. The proposed program will build upon existing concentrations in biotechnology and interdisciplinary sciences, and the recently implemented undergraduate degree in Environmental Science. Existing faculty have the expertise to launch the program. If enrollments expand beyond the capacity of faculty in the College of Science, Technology, Engineering and Mathematics, UW-Stout will use the customized instruction dollars to hire additional faculty and staff. Further, the program will complement UW-Stout's existing B.S. in Applied Science and the newly implemented P.S.M. in Industrial and Applied Mathematics.

Other Programs in the University of Wisconsin System

UW-Milwaukee offers an M.S. in Freshwater Sciences with both a thesis track and a “professional track;” and UW-Madison has plans to offer a P.S.M. in Conservation Biology in the near future. Both UW institutions have expressed that the proposed UW-Stout program offers a new opportunity for synergistic collaboration between the campuses. The University of Illinois at Urbana-Champaign offers a P.S.M. in Applied Plant Science and a P.S.M. in Environmental Science, both of which overlap in part with the proposed UW-Stout P.S.M. in Conservation Biology.

UW-Madison also offers an M.S. in Conservation Biology and Sustainable Development, and several other UW institutions offer master’s degrees in biology, engineering, agriculture, natural resources, and environmental sciences/studies that may include curriculum and career preparation in conservation-related disciplines. However, the proposed program is unique in that it will be offered in a hybrid fashion, with both online and on campus programming.

UW-Stevens Point offers an online Applied Master of Sciences in Natural Resources degree. The UW-Stevens Point program is geared toward PK-12 educators and naturalists who are seeking professional development through earning a master’s degree, and/or increasing their knowledge/leadership skills in natural resources and environmental education. Unlike the UW-Stevens Point program, the P.S.M. in Conservation Biology will have a focus on preparing individuals in the genetics of conservation across the three tracks to attain careers in industry and non-profit agencies. Further, unlike the UW-Stevens Point applied master’s degree, the P.S.M. program will require internships with industry or agencies and a “core” of professional study courses to develop the skills and knowledge to meet industry need.

Collaborative Nature of the Program

The proposed P.S.M. degree is not dependent on collaborative agreements with other institutions; however, opportunities to partner with investigators in the University of Wisconsin's conservation biology graduate program at the UW-Madison Nelson Institute and the University of Wisconsin-Milwaukee's P.S.M. track in the School of Freshwater Sciences are being developed to create additional opportunities for students and efficiencies for the UW System.

Diversity

The new degree program will have numerous components that provide increased opportunities for students to be exposed to concepts of diversity and inclusion, particularly as they apply to working in a global society. All students in the P.S.M. program will be required to complete a series of courses totaling at least six credits that infuse diversity into the curriculum. Faculty contributing to the P.S.M. program will be dedicated to include scholarly activity and contributions by students and leaders in the field from all backgrounds and identities.

The program director and the faculty will actively recruit a diverse student population from the region. All prospective students who meet the program-specific admission criteria will be invited to submit their application. In addition, diversity initiatives from across the campus (e.g., academic and social support for students of color, grants for minority and disadvantaged students, Chancellor's Equity, Diversity, and Inclusion Coalition (CEDIC), and the UW System Equity Scorecard Project) will assist in attracting and retaining a diverse graduate student

population. The proposed program should ultimately benefit from the university-wide efforts and contribute to the diversity of UW-Stout as a whole.

Student Learning Outcomes and Program Objectives

A key distinction of the P.S.M. degree program is the combination of rigorous scientific theory and skill with training and experience in management and communication skills necessary for a successful professional career. Graduates of the program will have advanced scientific skills and will be able to work effectively with business and industry. The National Academy of Science report, *Science Professionals: Master's Education for a Competitive World*, indicates industry and agency professionals are most interested in hiring individuals with field specific science expertise as well as a strong ability to effectively transfer university knowledge to the industry setting. Based on National Academy of Sciences recommendation, the UW-Stout P.S.M. program will combine a rigorous science curriculum with other opportunities to prepare graduates who will demonstrate:

1. strong communication skills in writing and oral presentation;
2. project management skills;
3. a multi/interdisciplinary understanding of organizational goals (e.g., profits, missions)
4. a familiarity with the commercialization profession;
5. the transfer of knowledge into process or process innovation; and
6. a deep understanding and application of ethical considerations.

The P.S.M. in Conservation Biology will provide students with high-quality training in evaluating, understanding, and providing solutions to society's conservation challenges. The program will teach relevant skills and provide expertise to meet STEM workforce needs, while preparing graduates for careers in the public and private sectors. It is an interdisciplinary subject drawing on sciences and the practice of natural resource management.

Primary conservation biology learning outcomes from this program were developed based on the input of employers in the field and include the following. Graduates will be able to:

1. explain the importance of biodiversity conservation;
2. articulate (via written and oral means) the causes and consequences of anthropogenic disturbances on biodiversity;
3. contrast different viewpoints from diverse stakeholders, including industry stakeholders, as they relate to conservation issues;
4. research and critically interpret scientific literature to formulate hypotheses and develop a strong, working scientific foundational knowledge of current issues and problems;
5. apply contemporary analytical and experimental design techniques;
6. analyze responses of biological communities to past disturbances;
7. predict responses of biological communities to future disturbances;
8. assess the potential of conservation strategies to help protect biodiversity;
9. recommend possible mitigation strategies; and
10. organize and work with diverse stakeholders to address environmental concerns.

Assessment of Objectives and Student Learning Outcomes

All undergraduate and graduate programs at UW-Stout complete an annual *Assessment in the Major* report in which student learning outcomes data is provided to key stakeholders. Student learning outcomes will be assessed by comparing student performance on pre- versus post-assessment measures in the core courses and the capstone course. Methods used to assess student learning outcomes will align with program objectives, and may include standardized tests, course-embedded assessments, or other direct measures of student learning and performance. Results from the Annual *Assessment in the Major* report will be compiled from the previous fall and spring data, and will include specific information on how well students performed on each of the assessments. Plans for improving the program will be developed from triangulated assessment data, which may include proposed modifications in course content, course sequencing, changes in teaching methods, or other proposed changes designed to improve student performance. The P.S.M. industry advisory panel, the Program Advisory Committee (composed of faculty, employers, and alumni), and professionals in UW-Stout's Discovery Center will be involved in developing and implementing assessments to evaluate student mastery of skills and abilities specific to P.S.M. goals.

Program Curriculum Structure

The proposed P.S.M. in Conservation Biology comprises 29-33 credits of coursework and a 1-credit internship (total = 30-34 credit hours). Courses are divided into 16 credits of required coursework, at least nine credits chosen from 22 academic selectives, and at least five credits from 14 credits of professional selectives. Courses include a range of subjects in addition to graduate biology courses (e.g., business, sustainability, etc.). This broad background, plus the internship experience in an area chosen by the student, will prepare P.S.M. graduates for employment related to conservation biology. All students in the program will be part of a closely mentored experience they can tailor to their own professional needs. Importantly, this high level mentoring by faculty and industry or agency experts will also facilitate connections for future employment. Students will be advised into appropriate elective courses based on their specific career goals.

The proposed program includes all components of a high-quality P.S.M. degree as outlined by the Council of Graduate School (CGS) guidelines which require an extensive professional skills component, an experiential component, and a majority of courses emphasizing the natural sciences. In the proposed program, the professional skills component will be implemented in response to regular feedback with an industry advisory panel. Students will complete at least one capstone project that is supervised collaboratively by faculty and industry partners, and presented for evaluation by faculty and industry advisory in both written and oral formats. In preparation for their capstone experiences, each semester, students will take a required course in "contemporary issues." In these courses, which will vary from semester to semester, they will evaluate current issues in the field, write and present case studies and other industry specific professional documents, and present their findings to industry advisors.

In subsequent semesters, students will establish an industry network, apply for internship experiences, and more clearly define the knowledge, skills, and abilities that will make them outstanding additions to their field. In addition, students will be required to complete two courses in professional skills such as business writing, management, or business ethics. The

majority of required coursework is based in the natural sciences and will emphasize a research-based approach to learning that integrates the practical application of scientific theory and skills required by industry. Table 1 below outlines the curriculum in the Conservation Biology program plan.

Table 1: P.S.M. in Conservation Biology Program Plan

Core Courses (16 credits)		Credits
STAT-7XX	Biostatistics I	3
STAT-7XX	Biostatistics II	3
BIO-7XX	Conservation Biology	3
SSI-749	Graduate Field Experience	1
SSI-7XX	Contemporary Topics	6
Selectives: at least 9 credits		Credits
BIO-7XX	Conservation Genetics	3
BIO-625	Proteomics	3
BIO-650	Aquatic Ecology	4
BIO-7XX	Advanced Limnological Approaches	3
BIO-7XX	Environmental Toxicology	3
BIO-720	Toxicological Effects in Humans	3
CHEM-543	Environmental Chemistry	3
	<i>Or other courses approved by program director</i>	
Professional Selectives: at least 5 credits		Credits
BUACT-730	Financial and Cost Accounting	3
BUMGT-760	Strategic Planning and Deployment	2
ENGL-615	Technical Writing	3
INMGT-718	Advanced Quality Management	3
SPCOM-710	Advanced Interpersonal Communication for Professionals	3
	<i>Or other courses approved by program director</i>	

Projected Time to Degree

For full time students, the proposed P.S.M. degree in Conservation Biology will be a 30-34-credit, 3-semester plan requiring an internship experience. Table 2 below provides an overview of the course sequencing.

Table 2: P.S.M. in Conservation Biology Proposed Course Sequence

Fall-Semester I	Spring-Semester II	Summer	Fall-Semester III
PSM CORE: Biostat I (3 credits)	PSM CORE: Biostat II (3 credits)		Professional Selective: (2-4 credits)
PSM CORE: Conservation Biology (4 credits)	Professional Selective: (2-4 credits)	PSM CORE: Graduate Field Experience (1 credit)	Emphasis selective: (3-4 credits)
PSM CORE: Current	Emphasis selective:		

Topics (2 credits)	(3-4 credits)		
	PSM CORE: Current Topics (2 credits)		PSM CORE: Current Topics (2 credits)
9 credits	11-12 credits	1 credit	7-10 credits

Program Review Process and Institutional Review

Each year, program directors at UW-Stout submit a yearly *Assessment in the Major* report in which indirect and direct assessment data are reported to determine whether students acquire needed competencies and skills as they progress toward degree completion. The program director of the P.S.M. in Conservation Biology will use the assessments outlined above to form the basis of this report. As students graduate from the major, the program director will survey alumni and employers in conjunction with UW-Stout’s Budget, Planning, and Analysis Office (as is protocol for most UW-Stout programs) for inclusion in the report. The program director, key faculty, and the Program Advisory Committee/Board will monitor retention, time-to-graduation, graduation rates, and placement rates to further assess the overall effectiveness of the program. Questions related to the program objectives will be included as a supplement to the standard survey. Results from the yearly *Assessment in the Major* report will be examined to determine the need for future curricular and program revisions, and to help assess and maintain the quality of the program.

UW-Stout’s Planning and Review Committee (PRC) also conducts formal reviews of degree programs on a seven year cycle (see <http://www.uwstout.edu/admin/provost/prcplan.cfm>). As part of this review, present and past students, faculty, and program advisory committee members are surveyed. The program director develops a self-study report which is reviewed in a formal hearing conducted by the PRC, with final results presented to the Faculty Senate and the Provost.

Quality

UW-Stout ensures program quality through systematic continuous improvement procedures in which student learning outcomes are assessed regularly to determine the need for curricular or programmatic revisions. Formative assessments of student progression towards professional proficiency will be utilized. Student competencies will be evaluated based on a portfolio of evidence students collect as they progress through the program. Portfolio reviews will be conducted once students obtain 15 credits in the program, and again at the completion of their program. Portfolio evaluation criteria will be developed based on the core learning outcomes of the program.

To further ensure the quality of the proposed program, the plan is to join and be recognized by **The National Professional Science Master's Association (N.P.S.M.A.)**. N.P.S.M.A. recognition will provide assurance that the program conforms to nationally accepted criteria. In order to join the NP.S.M.A., programs must meet the following criteria:

1. The institution must be accredited by a regional accrediting association, or in the case of international applicants, a recognized organization or appropriate governing body that accredits or recognizes institutions of higher learning;

2. A program must have stated goals and learning outcomes appropriate to the particular degree;
3. The total number of credits must be at least equivalent to the minimal number required for a master's degree at the institution;
4. Programs must include the following three components:
 - a. A majority of the course content in the natural sciences, technology, engineering, mathematics and/or computational sciences;
 - b. A professional skills component must be developed in consultation with leaders from the targeted industry, business, government, or non-profit organizations; and
 - c. An experiential component that must include at least one capstone project, supervised collaboratively by faculty and employers, evaluated or graded by faculty and typically developed with an employer(s), which integrates the practical application of scientific and professional knowledge, behavior, and skills. The experiential component typically includes a structured internship and provides an opportunity for students to demonstrate proficiency in written and oral communication skills.
- 5) Program quality assurance must be provided using the faculty-based mechanisms normally used by the institution for graduate programs in order to ensure that the program is fully integrated into the academic offerings of the institution, and that it is sustainable over time;
- 6) An active and engaged advisory board of leaders from industry, business, government, or non-profit organizations is required; and
- 7) The program must collect annual data relative to enrollment, degrees, completion, and demographics; and the employment history of graduates should be tracked to help assess program outcomes.

Equity and Inclusive Excellence

The principles of Inclusive Excellence are intentionally woven through all aspects of the proposed P.S.M. in Conservation Biology. All students in the program will be required to take courses in the core program which introduce students to 'inclusive excellence' concepts and skills needed to serve a global society. All of these experiences will enhance employer demand for our graduates.

Accreditation

No approvals by accreditation bodies or other entities in the disciplines represented in the proposed P.S.M. in Conservation Biology will be needed to offer the program. UW-Stout is accredited by the Higher Learning Commission. Further, no appropriate accreditation body for Professional Science Master's programs in Conservation Biology exists.

Institutional Commitment

The attached Letter of Commitment is submitted by Provost Joseph Bessie.

University of Wisconsin System
 Cost and Revenue Projections For Newly Proposed Professional Science Master's in Conservation Biology

	Items	Projections				
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (Cumulative Headcount) <i>a</i>	12.5	25	35	35	35
II	Enrollment (Cumulative FTE) <i>b</i>	14.3	28.6	40	40	40
III	Number of Faculty/Instructional Staff <i>c</i>	1	1	1.5	1.5	1.5
IV	Number of other Staff <i>d</i>	0.25	0.25	0.5	0.5	0.5
V	Revenue					
	From Tuition	110,000	330,000	462,000	462,000	462,000
	From Fees					
	Other (including reallocation): _____					
	Total Revenue	110,000	330,000	462,000	462,000	462,000
VI	Expenses					
	Salaries plus Fringes					
	Faculty/Instructional Staff	102,529	102,529	151,888	151,888	151,888
	Other Staff	15,022	15,022	30,044	30,044	30,044
	Other Expenses					
	FNA	39,875	119,625	167,475	167,475	167,475
	Other: Travel, industry part, supplies, prof. dev.	22,500	22,500	22,500	22,500	22,500
	Total Expenses	179,926	259,676	371,907	371,907	371,907
VII	Net Revenue	-69,926	398	90,491	180,584	270,677
Other Ongoing Commitments that will Benefit the Proposed Program						

a - Number of students enrolled

b - To be based on 7 credits at the graduate level

c - Number of faculty/instructional staff providing significant teaching and advising for the program

d - Number of other staff providing significant services for the program



Provost's Office

University of Wisconsin-Stout
P.O. Box 790
Menomonie, WI 54751-0790

715/232-2421 office
715/232-1699 fax

August 8, 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 provide you with this Letter of Commitment in support of the University of Wisconsin-Stout's proposed Professional Science Master's (P.S.M.) in Conservation Biology.

This degree was developed for adult professionals seeking a deeper knowledge of science, excellent problem-solving skills, more effective communication skills, and enhanced abilities to work as team members in business and industry—all with the aim of better understanding and providing solutions to society's conservation challenges. This program is therefore central to our mission as a Polytechnic University: It is a career-focused program that integrates applied learning, scientific theory, creativity and research to solve real-world problems, grow the economy and serve the global society. This would be UW-Stout's second P.S.M. program. The P.S.M. is an increasingly sought-after credential which, according to the NSF's 2010 *Science and Engineering Indicators*, has arisen in part "...in response to the call for more realistic programs to serve the nation's S&E needs and students' professional goals."

The proposed program has been thoroughly vetted through our Department of Biology; the College of Science, Technology, Engineering and Mathematics; the Curriculum and Instruction Committee and the Planning and Review Committee of the Faculty Senate; the Academic Affairs Administrative Team; and data from an external survey of professionals in the region who have endorsed the need for individuals with a P.S.M. degree in science.

As a result of dialogues both on and off campus, as well as survey data regarding the P.S.M. program, I am confident that UW-Stout is moving in the right direction to meet an industry need and to create more meaningful educational opportunities for adults in the region.

UW-Stout will rely on existing faculty to launch the program, and we do not anticipate a need for additional laboratories as much of the field work will be done in the natural environment. Because the program will be supported through tuition from Customized Instruction (a self-support entity), we anticipate that growing enrollments will result in a funding source for additional faculty, if needed, in the future. We expect the program to be self-supporting within three years.

PSM Conservation Biology Letter of Commitment


August 8, 2013

Page 2

The university will work with the UW-Stout Graduate School and UW-Stout Online to partner with the academic departments, hence assuring quality programming and advisement services. Further, UW-Stout will work with UW-Milwaukee and UW-Madison to pursue collaborative initiatives in the future.

Thank you for consideration of this exciting new program!

Sincerely,

A handwritten signature in black ink, appearing to read "Joseph Bessie". The signature is written in a cursive style with a large initial "J" and a long, sweeping underline.

Joseph Bessie, Ph.D.

Provost and Vice Chancellor for Academic and Student Affairs

Approval of Re-appointments to the
Natural Areas Preservation Council

EDUCATION COMMITTEE

Resolution I.1.a.(6)

That, upon recommendation of the President of the University of Wisconsin System, the Board of Regents approves the re-appointments of Dr. James Bennett and Dr. Patrick Robinson, for terms ending July 1, 2015, as University of Wisconsin System representatives to the Natural Areas Preservation Council.

UW SYSTEM APPOINTMENTS TO THE NATURAL AREAS PRESERVATION COUNCIL

BACKGROUND

Established by statute in 1951, the Natural Areas Preservation Council advises the Wisconsin Department of Natural Resources' State Natural Areas Program on issues relating to the establishment, protection, and management of Wisconsin's natural areas. It is composed of 11 members with backgrounds in conservation biology, botany, zoology, ecology, and geology. Council members are appointed for 3-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.

At its June 7, 2013, meeting, the Education Committee approved two new individuals as UW System representatives to the Natural Areas Preservation Council (NAPC). At the October meeting, the Committee will be asked to extend two UW System appointments. Since their first term ended in June 2012, this re-appointment is for the two years remaining of a 3-year second term.

Dr. James Bennett is Editor in Chief of *Science of the Total Environment* and Adjunct Professor of Botany in the Department of Botany at the University of Wisconsin-Madison. He has been on the council since June 2009 and his area of study is the ecology and classification of lichens, a specialty not currently represented on the NAPC. The second request for a re-appointment is for Dr. Patrick Robinson, who has served on the council since 2009, and who has also agreed to serve another term. He is co-director of the Environmental Resources Center at UW-Extension and an adjunct professor in the Environmental Science and Policy graduate program at UW-Green Bay. He brings valuable insight on national estuarine and Great Lakes environmental research and natural resources management to the Council. If approved, the council members' terms will expire on July 1, 2015.

REQUESTED ACTION

Approval of Resolution I.1.a.(6), authorizing the appointments of Dr. James Bennett and Dr. Patrick Robinson as University of Wisconsin System representatives to the Natural Areas Preservation Council.

Patrick Robinson

UW Green Bay Campus – MAC 212
2420 Nicolet Drive
Green Bay, WI 54311

Phone: (920) 465-2175
Fax: (920) 465-2143
Email: patrick.robinson@uwex.edu

EDUCATION

Ph.D., Environment and Resources, University of Wisconsin-Madison, 2011

M.S., Environmental Science and Policy (Ecosystems Studies Area), University of Wisconsin-Green Bay, 1996

B.S., Environmental Science and Biology, *summa cum laude*, University of Wisconsin-Green Bay, 1994

POSITIONS

Co-Director and Environmental Studies Specialist, Environmental Resources Center, University of Wisconsin-Extension, 2011 – present

Adjunct Faculty, University of Wisconsin-Green Bay, Environmental Science & Policy Graduate Program, 2012 – present

Acting Manager and Interim Assistant Manager, Lake Superior National Estuarine Research Reserve, University of Wisconsin-Extension, 2010 – 2011

Environmental Restoration and Estuary Outreach Coordinator, University of Wisconsin-Extension, 2006 - 2011

Regional Ecologist, Wisconsin Department of Natural Resources, 2004 - 2006

Lakeshore Basin Educator for Natural Resources, University of Wisconsin Extension, 2000 – 2004

Ecological Services Division Manager and Ecologist, Resource Management Group, Inc. (later merged with Robert E. Lee & Associates, Inc. as their Ecological Services Division), 1996-2000

Ecologist, Foth & Van Dyke, Inc., 1994-1995

SELECTED PUBLICATIONS

Robinson, P. (In press). Effectively communicating science to Extension audiences. *Journal of Extension*.

Nelson, D., Elmer, H., & Robinson, P. (2013). *Planning for Climate Change in the Laurentian Great Lakes Basin Needs Assessment: Final Results*. National Oceanic and Atmospheric Administration Great Lakes Environmental Research Laboratory, Technical Memorandum 158. Available at: http://www.glerl.noaa.gov/ftp/publications/tech_reports/glerl-158/tm-158.pdf.

Robinson, P., Shepard, R., Genskow, K., & Shaw, B. (2012). Barriers and opportunities for integrating social science into natural resources management: Lessons from National Estuarine Research Reserves. *Environmental Management*, 50(6): 998-1011. DOI: 10.1007/s00267-012-9930-6

Robinson, P. & Shepard, R. (2011). Outreach, applied research, and management needs for Wisconsin's Great Lakes freshwater estuaries: A Cooperative Extension needs assessment model. *Journal of Extension*, 49(1) Article 1COM1. Available at: <http://www.joe.org/joe/2011february/a3.php>

Sapper, B., Olson, T., O'Halloran, S., Techtmann, C., & Robinson, P. (2010). *Lake Superior National Estuarine Research Reserve management plan*. Madison, WI: University of Wisconsin-Extension.

Robinson, P., Herron, S., Power, R., & Zak, D. (2009). A regional multicultural approach to sustaining wild rice. *Journal of Extension*, 47(6) Article 1COM1. Available at: <http://www.joe.org/joe/2009december/iw6.php>

Wisconsin Department of Natural Resources [Co-editor and Co-author]. (2005). *Wildlife action plan: Wisconsin's strategy for wildlife species of greatest conservation need* (Pub. No. ER-641). Madison, WI: Author.

Door County Natural Areas Group [Co-author]. (2002). *A guide to significant wildlife habitat and natural areas of Door County, Wisconsin*. Sturgeon Bay, WI: Author.

Corbisier, J.D. & Robinson, P. (2002). *Inventory and analysis of Little Sturgeon Bay, Door County*. Sturgeon Bay, Wisconsin: Door County Soil & Water Conservation Department.

Robinson, P. & Harris, H.J. (2000). Zebra mussels (*Dreissena polymorpha*) affect submergent aquatic vegetation. *Ecological Restoration*, 18(3), 205.

Robinson, P. & Steg, R. (2000). *White Potato Lake management plan*. Green Bay, WI: NES Ecological Services.

Robinson, P. & Steg, R. (2000). *Blue Mountain Lake management plan*. Green Bay, WI: NES Ecological Services.

Robinson, P. (1999). *East Alaska Lake management plan*. Green Bay, WI: NES Ecological Services.

Robinson, P. & Harris, H.J. (1998). Brush fences fail to prompt growth of submergent aquatic vegetation in lacustrine environment. *Restoration & Management Notes*, 16(2), 217-218.

SELECTED CONFERENCE ABSTRACTS

Power, R., Newenhouse, A., Klink, J., Robinson, P., Schmitz, H., Baird, A., Wolfson, L. (Accepted). A Climate adaptation needs assessment based on core competencies. *Galaxy IV Conference*. Pittsburgh, PA.

Silbernagel, J., Axler, M. T., Eanes, F. R., Hart, D., Robinson, P. (Accepted). Coastal communities create their story through spatial narrative geotools. *Esri International User Conference*. San Diego, CA.

Robinson, P. (2013). Social science in coastal management. *Proceedings of the St. Louis River Estuary 2013 Summit* (p. 32). Lake Superior National Estuarine Research Reserve Document Number: 2013-R-1003. Superior, WI.

Axler, M. T., Eanes, F. R., Hart, D., Robinson, P., Silbernagel, J. (2013). Using spatial narrative geotools to foster stewardship in coastal communities. *American Water Resources Association – Wisconsin Section Annual Meeting* (p. 12). Brookfield, WI: American Water Resources Association – Wisconsin Section.

Elmer, H., Nelson, D., Robinson, P. (2013). Developing climate services to meet Great Lakes regional climate needs. *National Adaptation Forum*. Denver, CO.

- Kahl, K., Elmer, H., Nelson, D., Robinson, P. (2013). Collaborating for awareness and capacity building in the Great Lakes: 2011 workshops and outcomes. *National Adaptation Forum*. Denver, CO.
- Krepp, A., Elmer, H. & Robinson, P. (2011). Building bridges for climate readiness: Using a place-based reserve system to integrate social and ecological sciences. *The 17th International Symposium on Science and Resource Management: Integrating Conservation and Sustainable Living* (p. 27). Madison, WI: International Association for Society and Natural Resources.
- Robinson, P. (2011). A case study of factors influencing natural resource practitioners' intent to incorporate social science. *The 17th International Symposium on Science and Resource Management: Integrating Conservation and Sustainable Living* (p. 54). Madison, WI: International Association for Society and Natural Resources.
- Robinson, P. (2011). Integrating public involvement and participatory processes into Marine Protected Area establishment. *Coastal Zone 2011* (p. 41). Chicago, IL: National Oceanic and Atmospheric Administration.
- Barton, B., Allen, S., Finney, K., Herron, S., LaBine, R., & Robinson, P. (2011). The Native Wild Rice Coalition: Education, conservation and restoration in the Great Lakes Region. *The Science, Practice, and Art of Restoring Native Ecosystems*. East Lansing, MI: The Stewardship Network.
- Herron, S., LaBine, R., & Robinson, P. (2009). Incorporating Traditional Ecological Knowledge into wild rice research, education, and management efforts in the Great Lakes Region. *94th Ecological Society of America Annual Meeting*. Albuquerque, NM. Abstract available from <http://eco.confex.com/eco/2009/techprogram/P17575.HTM>.
- Olson, T., Robinson, P., Sapper, B., & Techtmann, C. (2009). Developing a process and technical criteria for evaluating Wisconsin's Lake Superior freshwater estuaries: ecological characteristics, research potential, and education opportunities. *Proceedings of Coastal Zone 09*. Abstract available from <http://www.csc.noaa.gov/cz/>.
- Robinson, P., Olson, T., Sapper, B., Shepard, R., & Techtmann, C. (2009). Wisconsin's National Estuarine Research Reserve nomination: Integrating multi-state collaboration, large-scale group processes, and grassroots involvement into Extension programming. *Proceedings of the 2009 U.S. Department of Agriculture - Cooperative State Research, Education, and Extension Service National Water Conference*. Abstract available from <http://www.usawaterquality.org/conferences/2009/default.html>.
- Robinson, P., Herron, S., David, P., Hoagland, E., Paulson, W., Power, R., Zak, D. (2009). Multistate sharing of wild rice cultural and ecological knowledge. *Proceedings of the 2009 U.S. Department of Agriculture - Cooperative State Research, Education, and Extension Service National Water Conference*. Abstract available from <http://www.usawaterquality.org/conferences/2009/default.html>.

RECENT GRANTS

Wisconsin Master Naturalist Program: Expanding Great Lakes literacy and volunteer service (with Patricia Fojut Kate Reilly, & Becky Sapper). Wisconsin Coastal Management Program, \$38,970, 2013.

Lake Superior National Estuarine Research Reserve operations grant (with Tom Blewett). National Oceanic and Atmospheric Administration, \$700,000 (approximate, fluctuates annually), 2010-2013 (annual competitive award).

Geotools for fostering citizen engagement and understanding of the socio-environmental complexities of Great Lakes coastal estuaries (with Janet Silbernagel & David Hart). University of Wisconsin Sea Grant Institute, \$233,312, 2012.

Assessing coastal and shoreline hazards in Great Lakes communities. Association of State Floodplain Managers, \$21,523, 2011.

Lake Superior National Estuarine Research Reserve facilities acquisition grant application (with Tom Blewett). National Ocean Service, National Oceanic and Atmospheric Administration, \$1,504,000, 2011 (and reoccurring annually).

Lake Superior National Estuarine Research Reserve facilities renovation grant application (with Tom Blewett). National Ocean Service, National Oceanic and Atmospheric Administration, \$589,286, 2011.

National Estuarine Research Reserve System climate sensitivity analysis (with Katherine Curtis, Ken Genskow, & Dan Veroff). National Ocean Service, National Oceanic and Atmospheric Administration, \$133,328, 2011.

Connecting Land Grant Institutions with tribal communities to address tribal water resources research, education, and extension needs (with Melissa Cook & Beau Mitchell). Great Lakes Regional Water Program, \$39,848, 2011.

Planning for climate change in the Great Lakes: Regional adaptation of a National Estuarine Research Reserve System training course (with Heather Elmer). Great Lakes Restoration Initiative, National Oceanic and Atmospheric Administration, \$50,000, 2010.

Great Lakes land grant institutions tribal water resources summit (with Melissa Cook, Rebecca Power, & Deborah Zak). North Central Regional Center for Rural Development, \$15,000, 2010.

Multicultural collaboration related to water resource issues in the Upper Great Lakes Region: Strengthening collaborations between 1862 and 1994 land-grant institutions (with Melissa Cook, Scott Herron, & Deborah Zak). Great Lakes Regional Water Program, \$33,186, 2010.

Collaborative freshwater estuary and coastal resources research and education in the Great Lakes Region (with Anne Baird, Tom Blewett, Heather Elmer, & Faye Sleeper). Great Lakes Regional Water Program, \$29,610, 2010.

Lake Superior National Estuarine Research Reserve Management Plan and Environmental Impact Statement process support. Wisconsin Coastal Management Program, \$50,881, 2010.

Lower Michigan wild rice camp (with Scott Herron, Barb Barton, & Roger Labine). Ferris Foundation, \$5860, 2010.

CONFERENCES, WORKSHOPS, SYMPOSIA, AND EVENTS ORGANIZED OR CO-ORGANIZED

- *Online Tools for Coastal Hazards Planning: Working with Great Lakes Communities*, Green Bay, WI, 2012
- *Planning for Climate Impacts in the Western Lake Superior Region*, Co-chair, Duluth, MN, 2011
- *Planning for Climate Impacts in Northeast Wisconsin Communities*, Chair, Green Bay, WI, 2011
- *Wisconsin State Natural Areas Workshop*, Madison, WI, 2011
- *Stormwater Management and Climate Change in the Great Lakes*, Webinar, 2011
- *Great Lakes Land Grant Institutions Tribal Water Resources Summit*, Keshena, WI, 2010
- *Climate Change and Water Resources*, Webinar, 2010
- *Central Michigan Wild Rice Camp Experiential Learning Workshop*, Mecosta, MI, 2009 & 2010
- *Opportunities for Research, Education, and Stewardship in Freshwater Estuaries of the Laurentian Great Lakes*, Co-chair, Symposium, 30th Annual Society of Wetland Scientists Meeting, Madison, WI, 2009
- *Green Bay Conservation Planning Session*, Green Bay, WI, 2007
- *Regional Wild Rice Strategic Planning Session*, Keshena, WI, 2007
- *Great Lakes Freshwater Estuary Coastal Community Working Sessions*, Milwaukee, Ashland, & Green Bay, WI, 2006
- *Wild Rice Restoration and Preservation Conference*, Watersmeet, MI, 2006
- *Door County Natural Heritage Conference*, Baileys Harbor, WI, 2006
- *Ahnapee River Watershed Alliance Volunteer Monitor Training*, Algoma, WI, 2005
- *East Twin River Volunteer Monitor Training*, Mishicot, WI, 2004
- *Winter Woodland Landowner Conference*, Green Bay, WI, 2003 & 2004
- *Door County Invasive Species Team Volunteer Monitor Training*, Sturgeon Bay, WI, 2003
- *Lake Michigan Conference for Northeast Wisconsin Communities*, Green Bay, WI, 2003
- *Lakeshore Basin Woodland Ecology Field Day*, Chair, Baileys Harbor & Casco, WI, 2002 & 2003
- *Watershed Partner Teams Summit*, Chair, Stevens Point, WI, 2001, 2002, & 2003
- *Northeast Wisconsin Erosion Control and Stormwater Management Workshop*, Appleton, WI, 2002
- *Natural Resources and Comprehensive Planning: A Workshop for Professional Planners*, Co-chair, Menasha, WI, 2003
- *Proper Culvert Installation Workshop*, Kewaunee, WI, 2002
- *Door County Invasive Plant Species Workshop*, Sturgeon Bay, WI, 2002
- *Fall Tree Farm Field Day*, Manitowoc, WI, 2002
- *Water Regulations Public Information Session*, Sturgeon Bay, WI, 2001
- *Project WET Workshop for Lakeshore Basin Educators*, Kewaunee, WI, 2001
- *Wisconsin Department of Natural Resources State of the Lakeshore Basin Open House*, Kewaunee, WI, 2001
- *Large-site Erosion Control Workshop*, De Pere, WI, 2001
- *Lakeshore Basin Priority Natural Resource Issues Identification Working Session*, Kewaunee, WI, 2000

ADVISORY AND STEERING COMMITTEES

- *Coordinating Climate Outreach Steering Committee*, Great Lakes Regional Water Program, 2011-present
- *Climate Change Outreach Committee*, Wisconsin Initiative on Climate Change Impacts, 2011-present
- *Advisory Committee on Outreach and Education*, University of Wisconsin Sea Grant Institute, 2009-present
- *Natural Areas Preservation Council (University of Wisconsin System Appointed Member)*, Wisconsin Department of Natural Resources, 2008-present
- *Green Bay Working Group*, Wisconsin Initiative on Climate Change Impacts, 2008-present

- *Great Lakes Restoration Initiative Climate Change Adaptation Coordinating Committee*, National Oceanic and Atmospheric Administration, 2010-2012
- *Landowner Incentive Program Guidance Team*, Wisconsin Department of Natural Resources, 2007-2010
- *Wisconsin Wetland Threats Analysis Northeast Region Expert Team*, Wisconsin Wetlands Association, 2008
- *Great Lakes Gathering Advisory Team*, Gathering Waters Conservancy, 2008
- *Ecological Integrity and Coastal Habitats Working Group*, Door County Greenprinting Project, 2008
- *Lower Fox River Watershed Total Maximum Daily Load Project Education and Outreach Committee*, Wisconsin Department of Natural Resources, 2006-2010
- *Lake Michigan Stakeholders Habitat and Species Work Group*, Wisconsin Department of Natural Resources, 2006-2010
- *Lake Superior National Estuarine Research Reserve Designation Process Coordination Team*, University of Wisconsin-Extension and Wisconsin Coastal Management Program, 2006-2010
- *Upper Green Bay Basin Critical Habitat Technical Advisory Committee*, Bay-Lake Regional Planning Commission, 2006-2008
- *Wisconsin Cooperative Conservation Initiative*, National Fish and Wildlife Foundation, 2006-2007
- *Agricultural Watershed Initiative Network Steering Committee*, Wisconsin Department of Natural Resources, 2006-2007
- *Coastal and Estuarine Land Conservation Plan Advisory Committee*, Wisconsin Coastal Management Program, 2005-2006
- *Wildlife Action Plan: Wisconsin's Strategy for Wildlife Species of Greatest Conservation Need, Coordination Team and Science Work Team*, Wisconsin Department of Natural Resources, 2005
- *10th Annual Wetland Science Forum Technical Advisory Committee*, Wisconsin Wetlands Association, 2005
- *Green Bay Site Integrity Assessment Core Science Team*, The Nature Conservancy, 2004-2006
- *Community Agriculture Project Advisory Committee*, Lakeshore Natural Resource Partnership, 2003-2004
- *Door County Beach Contamination and Assessment Advisory Committee*, Door County Soil and Water Conservation Department, 2003-2004
- *Manitowoc County Beach Task Force*, Manitowoc County Soil and Water Conservation Department, 2003-2004
- *East and West Twin Rivers Watershed Study Steering Committee*, Manitowoc County Soil and Water Conservation Department, 2002-2004
- *National Park Service Ice Age Trail Advisory Meeting*, Invited Participant, Kewaunee, WI, 2003
- *Silver Lake Park Restoration Steering Committee*, Manitowoc County Lakes Association, 2002-2003
- *Door County Invasive Species Team Steering Committee*, Door County Soil and Water Conservation Department, 2001-2005
- *Bay-Lake Regional Harbor Council*, Bay-Lake Regional Planning Commission, 2001-2004
- *Compensatory Wetland Mitigation Advisory Committee*, Wisconsin Department of Natural Resources, 1996-2000

HONORS, AWARDS, RECOGNITION

- *Project of Excellence*, "Designation of a Lake Superior National Estuarine Research Reserve", National Institute of Food and Agriculture, National Water Program, 2011
- *Project of Excellence*, "Building Capacity to Address Tribal Water Resource Issues in the Great Lakes Region", National Institute of Food and Agriculture, National Water Program, 2011
- *Willard Munger, Sr. Environmental Stewardship Award*, St. Louis Rivers Citizens Action Committee, 2009
- *Marvin and Ellouise Beatty Award*, Epsilon Sigma Phi, Alpha Sigma Chapter, 2007

- *Professional Development Scholarship*, Wisconsin Extension Environmental and Community Development Association, 2007
- *Certificate of Appreciation for Contributions to the Development of Wisconsin's Strategy for Wildlife Species of Greatest Conservation Need*, Wisconsin Department of Natural Resources, 2005
- *High Merit Award*, University of Wisconsin-Extension, 2002
- *Wisconsin Clean Water Achievement Award*, Wisconsin Department of Natural Resources, 2002

**JAMES P. BENNETT
4337 HILLCREST DR.
MADISON, WISCONSIN 53705**

**Home: (608) 233-7113
Office: (608) 262-5489
FAX: (608) 265-2993
Email: *jpbenne@wisc.edu***

SUMMARY

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

EDUCATION

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

Academic Awards

1974 Research Fellowship
International Agricultural Center
Wageningen, Netherlands

Specialized Training

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

EMPLOYMENT AND POST-RETIREMENT

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

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

2013-present: Board Member
Wisconsin Natural Resources Foundation

Concurrent and Former Positions

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

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

2001-Present: Member
Editorial Board
Ecological Indicators
Elsevier, Amsterdam, Netherlands

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

2000-2009: Business Manager
American Bryological and Lichenological Society

2009 – Present: Councilor
Wisconsin Natural Areas Preservation Council

2008 – 2009: Treasurer
Botanical Club of Wisconsin

1998-2008: Vice President
Botanical Club of Wisconsin

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

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

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

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

1986-1990: Member
NAPAP Terrestrial Effects Task Group V

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

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

- 1980-1981: Ecologist
National Power Plant Team
U.S. Fish & Wildlife Service
2929 Plymouth Rd.
Ann Arbor, Michigan
- 1975-1980: Assistant Professor
Department of Vegetable Crops
University of California
Davis, California
- 1971-1975: Research & Teaching Assistant
Department of Plant Science
University of British Columbia
Vancouver, BC, Canada
- 1970-1971: Instructor
School of Architecture
Pratt Institute
Brooklyn, New York
- 1969-1970: Senior Scientist
Hudson River Valley Commission
Tarrytown, New York
- 1967-1969: Research & Teaching Assistant
Department of Botany
University of Michigan
Ann Arbor, Michigan
- 1968: Teaching Assistant
University of Montana Biological Station
Flathead Lake, Montana
- 1965-1967: Research & Teaching Assistant
Department of Botany
Washington University
St. Louis, Missouri

PUBLICATIONS

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

PROFESSIONAL SOCIETIES

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

Revision of Regent Policy Document (RPD) 14-6 and Deletion of RPD14-9

EDUCATION COMMITTEE

Resolution I.1.b.

That, upon the recommendation of the President of the University of Wisconsin System, RPD14-6, "Racist and Other Discriminatory Conduct" be revised and RPD 14-9, "Discriminatory Harassment," be deleted from the Regent Policy Documents.

**PROPOSED REVISIONS TO RPD 14-6 AND RPD 14-9
BOARD OF REGENTS' POLICIES ON DISCRIMINATION,
HARASSMENT AND RETALIATION**

BACKGROUND

The UW System Board of Regents' policies are codified in Regent Policy Documents (RPDs) that have been adopted over time, some dating back to the creation of the UW System. In February 2011, the President of the Board of Regents formally announced a comprehensive review process of the RPDs, resulting in the updating and revising of current policies, the removal of obsolete ones, and the identification of areas in which new policies are needed. Over time, each policy is to be analyzed in light of its original purpose, whether that purpose still exists, and the likely effects of any revisions. Of paramount importance in considering changes to each RPD is the promotion of administrative flexibility and efficiency.

At its October 2013 meeting, the Board will review a revision and combination of two Regent policies on the prevention of discriminatory conduct: RPD 14-6, "Racist and Other Discriminatory Conduct" and RPD 14-9, "Discriminatory Harassment."

REQUESTED ACTION

Approval of Resolution I.1.b., approving the revisions to RPD 14-6, the Board of Regents' policy on "Discrimination, Harassment, and Retaliation," and the deletion of RPD 14-9, the Board of Regents' policy on "Discriminatory Harassment."

DISCUSSION**Background and Scope of Current Policy**

At present, there are several Regent policies pertaining to discrimination and harassment in Section 14 of the RPDs. All other policies in Section 14 remain unchanged.

- RPD 14-6, passed in October 1988, amended twice in 1992, and again in 2005, conferred Board of Regents approval for a policy relating to the prevention and prohibition of racist and other discriminatory conduct. This existing policy has been revised into a proposed new RPD 14-6 (see Appendix A).
- RPD 14-9, passed in March 1992 and affirmed again in 1992, conferred Board of Regents approval for a policy on discriminatory harassment. This policy will be eliminated.

The existing policies are contained in Appendix B. The Board affirmed in both existing policies that discrimination, harassment, and retaliation are inconsistent with the University of Wisconsin System's goal of fostering an environment of respect for the dignity and worth of all members of the university. Both policies further articulated the Board's expectation that students and employees will be free from discrimination, harassment, and retaliation in their work environment, educational environment, and university programs and activities.

Need for Review and Process to Update Regent Policy

In 1991, a portion of UWS Chapter 17 that attempted to address student-on-student harassing speech (UWS 17.06(2)) was held unconstitutional by the U.S. District Court for the Eastern District of Wisconsin [(*UWM Post v. Board of Regents of University of Wisconsin System*, 774 F. Supp. 1163 (1991)]. The Board of Regents subsequently revised UWS Chapter 17 but did not formally revise or repeal similar language in RPD 14-6 to reflect the court ruling.

In April 2013, then-Regent President Brent Smith was contacted by the Committee for Academic Freedom and Rights (CAFAR), an organization of faculty members at UW-Madison, a group of UW-Stout and UW-Eau Claire faculty, and the Foundation for Individual Rights in Education (FIRE) to request a review and revision of RPD 14-6 in light of the *UWM Post* decision and other relevant court decisions relating to the First Amendment. In May 2013, President Smith directed the Board of Regents' Office to initiate a review of Policy 14-6 to determine whether changes to the policy were necessary in response to applicable court rulings and state or federal law. The Board of Regents' Office and the Office of General Counsel conducted a full review of the policy and proposed revisions to reflect current legal standards and the updated formatting of RPDs.

The proposed revisions to RPD 14-6 were reviewed, by various UW System groups, including human resources directors, affirmative action directors, legal staff at UW-Madison and UW-Milwaukee, chief student affairs officers, minority/disadvantaged coordinators, and LGBTQ coordinators. The revised policy also was shared with the faculty groups from UW-Madison, UW-Stout, and UW-Eau Claire, which had contacted the Board.

In addition to updating RPD 14-6, because RPD 14-9 is superfluous in light of the proposed changes to 14-6, it is proposed that RPD 14-9 be eliminated.

Summary and Explanation of Policy Revisions

The proposed revisions to RPD 14-6 and the elimination of RPD 14-9 create a single policy focused on protecting students and employees from discrimination, harassment and retaliation, and containing definitions of discrimination and discriminatory harassment that comport with current case law and state and federal statutes. Provisions in the current RPD 14-6 rendered problematic by the *UWM Post* decision have been removed, and the revised policy preserves language from the current policy articulating the Board's commitment to the protection of individual rights under the First Amendment, and related principles of academic freedom.

The policy now explicitly addresses and prohibits retaliation against students and employees for engaging in protected activity. Additionally, in accordance with court rulings and legal standards, the policy includes a revised definition of "discriminatory harassment" to include conduct that rises to the level of sufficiently severe or pervasive so as to interfere with an individual's employment, education, or academic environment, or participation in institution programs, or activities and creates a working, learning, program or activity environment that a reasonable person would find intimidating, offensive, or hostile.

Because the protected status categories applicable to the educational setting are different than the employment setting, the new RPD 14-6 separates the categories accordingly. In the educational setting, a student may not be discriminated against on the basis of race, color, creed, religion, sex, sexual orientation, gender identity or expression, national origin, ancestry, disability or age. In accordance with current state and federal law, the revised policy now includes the additional categories of pregnancy, marital or parental status, or any other category protected by law. The policy protects students from discrimination, discriminatory harassment and retaliation in admissions and enrollment, educational environment, course work, student services, programs, activities and facilities.

In the employment setting, an employee may not be discriminated against on the basis of race, color, creed, religion, sex, sexual orientation, gender identity or expression, national origin, ancestry, disability, or age. In accordance with current state and federal laws, the revised policy includes the additional categories of pregnancy, marital or parental status, genetic information, arrest record, conviction record, military service, veteran status, use or nonuse of lawful products off the employer's premises during nonworking hours, declining to attend a meeting or participate in any communication about religious matters or political matters, or any other category protected by law. The policy protects employees from discrimination, discriminatory harassment, and retaliation in employment-related actions, such as recruitment, interviewing, testing, screening, selection, placement, classification, evaluation, transfer, promotion, training, compensation, fringe benefits, layoffs and /or dismissal.

Effects of Changes

In adopting a revised policy on the prevention of discrimination, harassment, and retaliation, the UW System Board of Regents will affirm its position on one of the key policy areas in higher education, consistent with its governance and stewardship roles, and provide direction to UW institutions in the development and implementation of related policies.

RELATED REGENT POLICIES

- Regent Policy Document 14-2: Sexual Harassment Policy Statement and Implementation
- Regent Policy Document 14-3: Equal Opportunities in Education: Elimination of Discrimination Based on Gender
- Regent Policy Document 14-4: Reserve Officers Training Corps
- Regent Policy Document 14-5: Measures to Alleviate Racism
- Regent Policy Document 14-7: Implementation of Statute on Discrimination Against Students
- Regent Policy Document 14-10: Nondiscrimination on Basis of Disability: Policy Statement

**APPENDIX A: PROPOSED REVISED REGENT POLICY DOCUMENT 14-6,
“DISCRIMINATION, HARASSMENT, AND RETALIATION”**

SCOPE

This policy applies to all areas of the System and institution programs and activities, employment practices and operations, including the conduct of all students and employees that arises out of their employment, educational or academic status, as well as to the conduct of all guests, visitors, vendors, contractors, subcontractors and others who do business with the System or its institutions.

PURPOSE

The purpose of this policy is to express the Board of Regents’ commitment to providing an educational, program, activity, and workplace environment free of discrimination, harassment, and retaliation.

POLICY STATEMENT

It is the policy of the Board of Regents of the University of Wisconsin System to maintain an academic and work environment free of discrimination, discriminatory harassment, or retaliation for all students and employees. Discrimination is inconsistent with the efforts of the University of Wisconsin System to foster an environment of respect for the dignity and worth of all members of the university community and to eliminate all manifestations of discrimination within the university. The Board is also committed to the protection of individual rights under the First Amendment (and related principles of academic freedom) and in preserving the widest possible dialogue within its educational environment.

Discrimination or discriminatory harassment that is based upon an individual’s characteristics which are protected under institution policy, state law or federal law (“protected status”) is prohibited. Harassment is a form of discrimination and is prohibited. In addition, any form of retaliation against students or employees will not be tolerated. Any person who believes they have been subject to this type of prohibited activity should immediately report it to the appropriate institution official or office.

The following protections shall apply to this policy in regard to an individual’s characteristics (“protected status”):

Students: No student may be denied admission to, or participation in or the benefits of, or be discriminated against in any service, program, course or facility of the system or its institutions on the basis of race, color, creed, religion, age, sex, sexual orientation, gender identity or expression, national origin, ancestry, disability, pregnancy, marital or parental status, or any other category protected by law, including physical condition or developmental disability as defined in Wisconsin Statutes §51.01(5).

Employees: No employee may be discriminated against on the basis of race, color, creed, religion, age, sex, sexual orientation, gender identity or expression, national origin, ancestry, disability, pregnancy, marital or parental status, genetic information, arrest record, conviction record, military service, veteran status, use or nonuse of lawful products off the employer's premises during nonworking hours, declining to attend a meeting or participate in any communication about religious matters or political matters, or any other category protected by law. This provision includes employment-related actions, such as recruitment, interviewing, testing, screening, selection, placement, classification, evaluation, transfer, promotion, training, compensation, fringe benefits, layoffs, and /or dismissal.

DEFINITIONS

The following definitions shall be used in determining whether a particular course of conduct constitutes discrimination or discriminatory harassment under this policy:

- A. ***Discrimination*** is conduct that adversely affects any aspect of an individual's employment, education, or participation in an institution's activities or programs, or has the effect of denying equal privileges or treatment to an individual on the basis of one or more characteristics of that individual's protected status or category as defined herein.
- B. ***Discriminatory Harassment*** is a form of discrimination consisting of unwelcome verbal, written, graphic or physical conduct that:
1. Is directed at an individual or group of individuals on the basis of the individual or group of individuals' actual or perceived protected status, or affiliation or association with person(s) within a protected status (as defined herein above); and
 2. is sufficiently severe or pervasive so as to interfere with an individual's employment, education or academic environment or participation in institution programs or activities and creates a working, learning, program or activity environment that a reasonable person would find intimidating, offensive or hostile.

To constitute prohibited harassment, the conduct must be both objectively and subjectively harassing in nature. Harassment may include but is not limited to verbal or physical attacks, threats, slurs or derogatory or offensive comments that meet the definition set forth herein. Harassment does not have to be targeted at a particular individual in order to create a harassing environment, nor must the conduct result in a tangible injury to be considered a violation of this policy. Whether the alleged conduct constitutes prohibited harassment depends on the totality of the particular circumstances, including the nature, frequency and duration of the conduct in question, the location and context in which it occurs and the status of the individuals involved.

Sexual harassment is defined under Regent Policy 14-2 and is regulated through existing institutional policies and procedures.

C. **Retaliation** is defined as adverse action taken against an individual in response to, motivated by or in connection with an individual's complaint of discrimination or discriminatory harassment, participation in an investigation of such complaint and/or opposition of discrimination or discriminatory harassment in the educational or workplace setting.

INSTITUTIONAL POLICIES AND PROCEDURES

University of Wisconsin System institutions shall have: (1) policies and procedures consistent with this Board policy for the prevention and prohibition of discrimination, harassment and retaliation against students or employees; and (2) procedures in place to ensure prompt corrective action whenever discrimination, harassment or retaliation may occur.

A. Institutional policies and procedures shall, at a minimum, contain the following provisions:

1. A clear statement of the institution's commitment to the elimination of discrimination and discriminatory harassment toward students or employees. This statement may be presented in an existing policy statement concerning general principles of nondiscrimination or anti-harassment, or articulated in a separate institutional policy.
2. A definition of what constitutes discrimination, discriminatory harassment and retaliation that is consistent with this policy and a statement that such conduct is prohibited.
3. A prohibition against using institution technology (computers, e-mail systems, voice mail system, and webpages) in any manner that would violate this policy.
4. A statement that specific incidents of alleged discrimination or discriminatory harassment will be reviewed on a case-by-case basis in accordance with the procedures developed by each institution. Due consideration will be given to the protection of individual First Amendment rights to freedom of speech, expression, and academic freedom.
5. A process under which an informal or formal complaint may be filed with the appropriate identifiable university office or department. The process shall set forth the manner and timeline in which complaints will be received, investigated, and resolved through either voluntary action on the part of the parties involved or through university action in the form of sanctions, disciplinary action, or other appropriate remedies or redress.
6. A statement indicating that retaliation against an individual for filing a complaint of discrimination or discriminatory harassment or participating in the process is prohibited. In developing these processes, existing grievance and disciplinary procedures applicable to students, student organizations, and employees will be incorporated by reference.

B. Each institution shall develop a process to notify prospective and current students, student organizations, job applicants and employees of its institutional policies and procedures regarding discrimination, discriminatory harassment, and retaliation.

OVERSIGHT, ROLES, AND RESPONSIBILITIES

Each chancellor or his or her designee shall be responsible for implementing institutional policies consistent with this policy.

RELATED REGENT POLICIES AND APPLICABLE LAWS

- RPD 14-2: Sexual Harassment Policy Statement and Implementation
- RPD-14-3: Equal Opportunities in Education: Elimination of Discrimination Based on Gender
- RPD 14-4: Reserve Officers Training Corps
- RPD 14-5: Measures to Alleviate Racism
- RPD 14-7: Implementation of Statute on Discrimination Against Students
- RPD 14-10: Nondiscrimination on Basis of Disability: Policy Statement

History: Res. 5063 adopted 10/7/88; amended by Res. 6193, 9/92 and Res. 6278, 12/92, amended by Res. 8963, 2/05; revised by Res. _____.



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SECTION 14: DISCRIMINATION PROHIBITED

14-6 RACIST AND OTHER DISCRIMINATORY CONDUCT POLICY

(Formerly 88-12)

It is the policy of the Board of Regents of the University of Wisconsin System, that racist and other discriminatory conduct toward students, employees, officials, and guests in the University of Wisconsin System is conduct that will not be tolerated. Discrimination, discriminatory attitudes, and expressions that reflect discrimination are inconsistent with the efforts of the University of Wisconsin System to foster an environment of respect for the dignity and worth of all members of the university community and to eliminate all manifestations of discrimination within the university.

Racist and other discriminatory conduct encompasses harassing conduct based upon the race, sex, gender identity or expression, religion, color, creed, disability, sexual orientation, national origin, ancestry, or age of an individual or individuals. Harassment of this kind is a form of discrimination. Campus politics and cultures have changed favorably throughout the University of Wisconsin System over the course of years, but not enough to eliminate all forms of discrimination. Incidents of racial harassment and other types of discriminatory conduct continue to occur. All such episodes are harmful to the individuals directly involved, and diminish the university community as a whole. Incidents of racial harassment, for example, may lead minority students, employees, officials and guests to feel isolated or to choose to isolate themselves from the numerically predominant racial/ethnic group within the university. Divisions of this kind, which result from discriminatory harassment, are at variance with the Board's purpose of fostering racial understanding and cooperation, and undermine the goal articulated in the University of Wisconsin System's Design for Diversity: "... to educate all students for an increasingly multicultural society in Wisconsin, our nation and our world."

Effective policies and procedures are necessary to prevent racist and other discriminatory conduct. Accordingly, all University of Wisconsin System Institutions are directed to develop implementing policies and procedures to protect students, faculty, academic staff and classified staff from harassment, and to ensure prompt corrective action whenever it may occur.

Each University of Wisconsin System Institution is directed to submit, not later than January 15, 1989, policies and procedures to protect students, employees, officials, and guests from racist other discriminatory conduct and to ensure prompt corrective action whenever it may occur. Institutional policies and procedures implementing the Board's policy should, at a minimum, contain the following:

1. A clear statement of the institution's commitment to the elimination of racist and other discriminatory conduct.

This statement may be presented in an existing policy statement concerning general principles of non-discrimination, or articulated in a separate institutional policy. For example, since all institutions currently have in place policies concerning sexual harassment, it may be appropriate to broaden the scope of these provisions to include other forms of discriminatory harassment as well. It would, however, also be appropriate to develop a series of separate statements, each with a narrower focus. Some

institutions may choose, for example, not to amend their sexual harassment policies; to focus on racial harassment as a special subject of policy development in response to the "Design for Diversity's" emphasis on minority problems; and to deal with other forms of discriminatory conduct as discrete policies.

2. A definition of those forms of racist and other discriminatory conduct that will be grounds for disciplinary action.
 - a. Definitions consistent with the following statement may be appropriate:

"Racist and other discriminatory conduct" means intentional conduct, either verbal or physical, that explicitly demeans the race, sex, religion, color, creed, disability, sexual orientation, national origin, ancestry, or age of an individual or individuals, and (1) has the purpose or effect of interfering with the education, university-related work, or other university authorized activity of a university student, employee, official or guest; or (2) creates an intimidating, hostile or demeaning environment for education, university related work, or other university authorized activity.
 - b. In addition, institutions may wish to provide specific examples of racist and other discriminatory conduct, to further enhance understanding of the problem. Such examples might include:
 - i. physical contact or attacks for racial reasons;
 - ii. intimidation through the threat of force or violence on a person's body, possessions or residence;
 - iii. verbal assaults based on ethnicity, such as name calling, racial slurs, or "jokes" that demean a victim's color, culture or history.
 - c. It is important to note that not every act which may be offensive to an individual or group will be considered to be racist and discriminatory conduct and a violation of system or institutional policy. Whether a specific incident constitutes harassment proscribed by university policy will be decided on a case-by-case basis in accordance with the procedures developed by each institution. Due consideration will be given to the protection of individual First Amendment rights to freedom of expression and academic freedom.
3. A process for informal resolution of complaints of racist and other discriminatory conduct, counseling, and a description of the formal disciplinary procedures, remedies and sanctions available for redress of valid complaints.

The procedures should allow for a person to complain initially to a variety of officials, provide for a thorough investigation, and outline the range of sanctions that may be imposed on offending students, student organizations, faculty, academic staff, and classified staff. The policy may include a statement indicating that retaliation for filing a complaint of racist or discriminatory conduct is prohibited. In developing these processes, it is appropriate to incorporate, by reference, existing grievance and disciplinary procedures applicable to students, student organizations, faculty, academic staff, and classified staff.

There may, however, be circumstances where more extensive changes are required to fully implement the board's policy. With respect to the student code of conduct, for example, it may become necessary to amend sections of Chapter UWS 17 of the Administrative Code to effect desired changes. System Administration staff will review all institutional policies and procedures for consistency with these guidelines and existing administrative rules. Those portions of institutional policies that are consistent with the guidelines and rules can be implemented immediately. Those requiring changes in the administrative code will be reviewed and brought to the board for appropriate action after all institutional policies have been submitted. **

4. A mechanism for designing educational programs to inform students, student organizations, faculty, academic staff, and classified staff of the nature of racist and other discriminatory conduct in order to increase their sensitivity to it, and for publicizing the procedures, sanctions and remedies available against racial harassment.

Process for Review Leading to Approval of Institutional Policies :

System Administration staff will be available to assist the institutions in their efforts to implement this policy, to answer specific legal or policy questions, and to provide information and materials on the subject of racist and other discriminatory conduct that may be useful in the drafting of definitions and procedures or in preparing education programs. All institutional policies and procedures for students, employees, officials and guests shall be presented to the Special Assistant to the President for Minority Affairs for review and approval not later than January 15, 1989. The institutional policies become effective upon approval by the Board of Regents.

*** Note: In 1989, the Board created s. UWS 17.06(2), prohibiting certain types of expressive behavior directed at individuals and intended to demean and to create a hostile environment for education or other university-authorized activities. The constitutionality of this rule was challenged in UWM Post Inc. et.al. v. Board of Regents. 774 F. Supp 1163 (ED. Wis. 1991). In a decision issued October 11, 1991, the court sustained this challenge, holding that UWS 17.06(2) was, on its face, overbroad and vague, in violation of the First Amendment. The Board subsequently initiated a revision to the rule to correct the constitutional defects noted in the UWM Post case. At its May, 1992 meeting, the Board approved a revision to the rule, which became effective September 1, 1992. Following the Board's May 1992 action, however, the us. Supreme Court handed down its decision in R.AY v. St. Paul. 112 S. Ct. 2538 (1992). In addition, the Wisconsin Supreme Court issued its decision in State of Wisconsin v. Todd Mitchell. 113 S. Ct. 2194, 124 1. Ed. 2d 436 (1993). The First Amendment analysis in these two cases tends to cast doubt on the constitutional validity of UWS 17. 06(2). Accordingly, the Board repealed the rule effective May 1, 1993.*

History: Res. 5063 adopted 10/7/88; amended by Res. 6193, 9/92 and Res. 6278, 12/92, amended by Res. 8963, 2/05. (See also Policy 14-9)

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The Regent Policy Documents were adopted and are maintained pursuant to the policy-making authority vested in the Board of Regents by Wis. Stats. § 36. The Regent Policy Documents manifest significant policies approved by the University of Wisconsin System Board of Regents. This document is a ready reference for those charged with carrying out these policies. Unless noted otherwise, associated documents and reports may be obtained from the Office of the Secretary of the Board of Regents, 1860 Van Hise Hall, 1220 Linden Drive, Madison, WI 53706, ph 608-262-2324. <http://www.uwsa.edu/bor/policies/>




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Regent Policy Documents

SECTION 14: DISCRIMINATION PROHIBITED

14-9 DISCRIMINATORY HARASSMENT

(Formerly 92-3)

True learning requires free and open debate, civil discourse, and tolerance of many different individuals and ideas. We are preparing our graduates to live and work in a world that speaks with many voices and from many cultures. Tolerance is not only essential to learning, it is an essential to be learned. The University of Wisconsin System is built upon these basic values and will act vigorously to defend them. Each institution will maintain an environment conducive to teaching and learning that is free from intimidation for all students.

The Board of Regents condemns discriminatory harassment in any form. It is the policy of the Board to pursue civil and criminal remedies and to apply appropriate provisions of UWS 17 Adm. Code to respond to the assaultive and violent conduct, physical threats and intimidation, and destruction of property that may be associated with discriminatory harassment.

We call on all members of the university and the wider community to honor and embrace the spirit of this resolution. Further, we call on our institutions to actively promote through educational experiences the values of tolerance and diversity so essential to the free exchange of ideas and a productive learning environment.

History: Res. 6041 adopted 3/6/92; affirmed by Res. 6193, 9/92. (See also Policy 14-6)

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UNIVERSITY OF WISCONSIN SYSTEM BOARD OF REGENTS PRIORITIES AND GOALS: 2013 – 2017

Background:

A four-year plan will allow the UW System Board of Regents to focus special attention on selected areas of interest, which will be identified through a planning process that includes extensive Board-member involvement and input from other UW stakeholders including UW System Administration, Chancellors, Provosts, and others.

Overarching Goals:

- I. Ensure that the strategic goals of the Board and the System’s universities, colleges, and Extension are aligned; these goals include effective resource management, high-quality education, and adequate compensation of faculty and staff.
- II. Structure the administration of the System to most effectively support and strengthen the universities, colleges, and Extension and thereby strengthen the UW’s service to students, families, and other stakeholders.
- III. Further develop the Board’s and System’s role in advocating for System institutions, emphasizing two-way effective communication with campuses, legislators, the Governor, and the citizens of the state.
- IV.

Education Committee Priority Focus*
A. The Education Committee’s primary focus will be on academic issues and related policies. As part of this focus, it will assess and monitor the effects of budget decisions on the quality of education within the UW System.
B. The Education Committee will take the lead in formulating policies and strategies relating to System-wide program array management. This will include identifying evaluation methodologies, in order to help align policy with the key goals of student access, affordability and high-quality education at the undergraduate and graduate levels. The Committee’s efforts are intended to assist and complement the separate work done by the REDI Committee in its evaluation of STEM offerings, as related to economic development issues.
Develop a policy framework that allows institutions and UW System to engage in the prudent planning and efficient development of adaptable degree options. This would include the evaluation of STEM offerings and the oversight of the implementation of the Flex Option program.
C. Help UW System and campus leaders evaluate and, if necessary, adjust the long-range <i>More Graduates</i> goals at each institution to reflect the level of state and UW System support, the ongoing and future educational and economic needs of society and the state, and trends pertaining to high school graduates and nontraditional students.
D. Provide support for the examination of major System-wide initiatives of the past five years, including Inclusive Excellence and Liberal Education and America’s Promise (LEAP), in relation to advancing UW System and institutional missions.

E. Provide support for the examination of faculty workload and compensation, as workload and compensation impact educational quality and student access.
F. Provide support for the examination of important policy issues including: (1) admissions policy review; (2) the review of remedial education and possible changes to Board policy; (3) associate degree standards and possible changes to Board policy; and (4) the 30-credit general education transfer legislation. In addition, research and report on policy issues in comparable state systems, in an effort to promote higher education best practices

**Particular attention should be given to:*

- *issues of educational quality, cost, tuition, and access;*
- *the inclusion of UW System Administration, Chancellors, Provosts, and Chief Business Officers, as appropriate, in the committee's consideration of the priority focus areas; and*
- *the needs or requirements for fulfilling the Board's statutory obligations, which include planning for the future needs of the state for university education.*

2012 REPORT ON REMEDIAL EDUCATION IN THE UNIVERSITY OF WISCONSIN SYSTEM

BACKGROUND

The current Board of Regents Remedial Education Policy RPD 4-8 was originally adopted in November 1988 and revised in November 1991. The policy specifies a three-year reporting cycle for reports on remedial education to the Board of Regents.

In order to place UW System remedial education within the context of newly published, national higher education reports on remedial education, it became necessary to postpone the 2012 report from its originally scheduled presentation date in fall 2012 to fall 2013. Under consideration for further review are, for instance, the nonprofit group Complete College America's¹ publications, *Transforming Remedial Education: Essential Steps for States* (September 2011), *Remediation, Higher Education's Bridge to Nowhere* (April 2012), and *Core Principles for Transforming Remedial Education* (December 2012).²

Inspired by the potential of new research and evidence-based innovative practices that may lead to a re-conceptualization of UW System policies regarding remedial education programs, Senior Vice President Nook created an internal study group that reviewed the history of Regent policy impacting remedial opportunities. The current report includes the findings of that study group, including recommendations for opportunities for improvement, as well as UW System Office of Policy Analysis and Research's (OPAR) data on remediation placement, retention, and completion in relation to demographic and academic variables, from fall 2008 through fall 2010.

REQUESTED ACTION

The purpose of this report is to provide information on remedial education in the UW System. No specific action is requested at this time.

¹ Complete College America, established in 2009, is a national nonprofit group with the "mission to work with states to significantly increase the number of Americans with quality career certificates or college degrees and to close attainment gaps for traditionally underrepresented populations. Together with the Education Commission of the States, it has been one of the primary drivers of state-level policies on remediation. The Education Commission of the States is an "interstate compact created in 1965 to improve public education by facilitating the exchange of information, ideas and experiences among state policymakers and education leaders."

² It is difficult to compare the UW System remediation report data to national data as there are many ways of calculating and reporting the percentage of college students taking remedial courses. Differences include the study of different college populations, purposes, study samples, and most importantly, different metrics, such as measuring the number students enrolled in remedial coursework, the definition of remediation success in each year, including persistence to degree, and degree completion within six years.

POLICY BACKGROUND

As it is the mission of the UW System to serve all students that it admits, UW institutions engage in remediation practices that improve retention and college completion rates without sacrificing access or quality. If a student's proficiency test scores indicate a low probability for success in college-level courses, Board policy mandates assessment and placement. Guiding principles articulated in RPD 4-8 strengthen consistency across the system while respecting the autonomy of each UW institution. The policy stipulates that the faculty of the UW institutions have control over the content, standards, and methods of instruction. The appropriate credit load for students enrolled in remedial courses is also determined by the institution. Remedial courses do not generate college credit or create progress towards a credential, and students must pass these courses prior the completion of their first 30 credits.

Remedial courses in the UW System are offered on a fee recovery basis in accordance with the UW System Financial Administration Tuition and Fee Policies for Credit Instruction (F44). The maximum charge for a student taking both remedial and regular credits is the full-time rate up to the tuition plateau. RPD 4-8 also directs the University of Wisconsin System to cooperate with the Wisconsin Department of Public Instruction in developing a plan for assessing English and mathematics skills of high school students to determine college readiness.

BACKGROUND ON REMEDIAL EDUCATION IN THE NATIONAL CONTEXT

Remediation programs at institutions of higher education in the United States typically function as an academic bridge to help underprepared students achieve college readiness not acquired during their high school course of study or through work experience. Principles of inclusivity and equity compel public institutions of higher education to offer compensatory instruction in order to help underserved and under-represented or otherwise disadvantaged students to succeed.

Despite its successes, remediation has been identified by think tanks and practitioners in Higher Education as one of the biggest barriers to improving the nation's college graduation rates. Common to most national reports published during the past five years is the observation that too many students are placed into a system of remediation that fails students and society. Despite academic aptitude, some students are trapped in several remediation gatekeeper sequences, preventing them from entering a specific major or program of study. It has also been shown that remediation courses can be experienced by students as disconnected from their career ambitions, leading to lack of motivation and hopelessness.

According to Complete College America publications, nationally, only one-quarter of students who place into remedial mathematics, writing, or English courses will earn a credential within eight years. The organization estimates that the cost of remediation exceeds \$3 billion per year, yet nationally, approximately 1.7 million incoming freshmen never graduate. This alarming fact has led to increased federal requirements for better accountability of institutions and plans for performance-based funding.

The Achieving the Dream National Reform Network focusing on college completion strategies for community colleges, reported in *Ahead of the Curve: State Success in the Developmental Education Initiative* (December 2012) as well as *Where to Begin, The Evolving Role of Placement Exams for Students Starting College* (August 2012), that “placement exams are weak predictors of success in gateway courses”³ and that “math and English assessments provide at best a narrow picture of students’ readiness for college.” Its recommendations to higher education leaders are to place students into “customized tiered approaches” and to align requirements for a range of entry-level college courses (not just English and math) with requirements for high school graduation.

RELATED POLICIES

Regent Resolution 5088, revised by Resolution 5957 and 5958 (November 1991), and Resolution 7382 (February 1997),⁴ which changed the reporting cycle for the Remedial Report.

³ Gateway courses are the first college-level or foundation courses for a program of study a student takes. Typically they carry college credit and can be applied to graduation and degree requirements.

⁴Meta-majors are defined as: A set of broad content areas that students can choose when they enroll in a college or university. They function as an educational strategy that permits students to explore several majors within a broader career field, and contains course sequences that meet the academic requirements of multiple programs of study.