

April 1, 2014

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.1. Education Committee

9:00 a.m. Education Committee

Thursday, April 10, 2014  
UW-River Falls  
410 S. 3rd Street  
Riverview Ballroom BCD  
River Falls, WI

a. Consent Agenda:

1. Approval of the Minutes of the February 6, 2014, Meeting of the Education Committee.
2. UW-Madison, Approval of a B.S. in Physical Education;  
[Resolution I.1.a.(2)]
3. UW-River Falls, Approval of an M.S. in Computer Science; and  
[Resolution I.1.a.(3)]
4. UW-Parkside, Approval of a B.S. in Elementary Education.  
[Resolution I.1.a.(4)]
5. Approval of Annual Request to Trustees of the William F. Vilas Trust Estate for support of scholarships, fellowships, professorships, and special programs in arts and humanities, social sciences, and music.  
[Resolution I.1.a.(5)]

b. 2012-13 Program Planning and Review Report – Associate Vice President Stephen H. Kolison.

c. Host Campus Presentation: “Nontraditional Students/Building Partnerships at UW-River Falls” – Provost Fernando Delgado.

d. Charter School Authorizations and Renewals:

1. UW-Milwaukee: Renewal of Urban Day School;  
[Resolution I.1.b.(1)]
2. UW-Milwaukee: Authorization of Milwaukee College Preparatory School-North Campus; and  
[Resolution I.1.b.(2)]
3. UW-Milwaukee: Authorization of Three Seeds of Health Schools under One Contract:

- 3.1. Seeds of Health Elementary School
- 3.2. Tenor High School
- 3.3. Veritas High School

[Resolution I.1.b.(3)]

e. Report of the Senior Vice President:

- 1. Faculty Workload and Compensation: an Overview.

Program Authorization (Implementation)  
B.S. in Physical Education at  
UW-Madison

EDUCATION COMMITTEE

Resolution I.1.a.(2)

That, upon the recommendation of the Chancellor of the University of Wisconsin-Madison, as well as the President of the University of Wisconsin System, the Chancellor be authorized to implement the B.S. in Physical Education.

**NEW PROGRAM AUTHORIZATION  
BACHELOR OF SCIENCE IN PHYSICAL EDUCATION  
UNIVERSITY OF WISCONSIN-MADISON**

**BACKGROUND**

This proposal is presented in accordance with the procedures outlined in Academic Planning and Program Review (ACIS 1.0, Revised August 2012, available at <http://www.uwsa.edu/acss/planning/>). The new program proposal for a Bachelor of Science in Physical Education at the University of Wisconsin-Madison 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.(2), authorizing the implementation of the Bachelor of Science in Physical Education degree program at the University of Wisconsin-Madison.

**DISCUSSION**

The proposed Bachelor of Science (B.S.) in Physical Education is intended to serve students who are seeking preparation as physical education teachers. Graduates will be reflective and critical thinkers, who are equipped to integrate emerging knowledge, skills, and technologies into their future roles, and who meet all of the Wisconsin Department of Public Instruction Standards for teacher certification for Physical Education PK-12.

UW-Madison has been preparing physical education teachers since 1911. Since 1990, teacher education for prospective physical education teachers has been offered through a Physical Education option (submajor) within UW-Madison's B.S. in Kinesiology degree program. This proposal seeks to transition the Physical Education teacher preparation program back to the status of a stand-alone major, to better serve students by improving program visibility, curricular structure, and focused advising. The proposed degree program will be distinctive in its rigorous science preparation and will connect students with faculty who are creating new knowledge in kinesiology and exercise science.

No new resources are required to implement the B.S. in Physical Education because the full array of courses, faculty, and staff needed to support the program are already committed to the existing Physical Education teacher preparation program.

**RECOMMENDATION**

The University of Wisconsin System recommends approval of Resolution I.1.a.(2), authorizing the implementation of the Bachelor of Science in Physical Education at the University of Wisconsin-Madison.

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

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

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

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A  
BACHELOR OF SCIENCE IN PHYSICAL EDUCATION  
AT UW-MADISON  
PREPARED BY UW-MADISON**

**ABSTRACT**

The proposed Bachelor of Science (B.S.) in Physical Education is intended to serve students who are seeking preparation as physical education teachers. Graduates will be reflective and critical thinkers who are equipped to integrate emerging knowledge, skills, and technologies into their future roles, and who meet all of the Wisconsin Department of Public Instruction (DPI) standards for teacher certification for physical education PK-12. UW-Madison has been preparing physical education teachers since 1911. Since 1990, a Physical Education Teacher Preparation Program has been offered through a Physical Education option (submajor) within the B.S. in Kinesiology degree program. This proposal seeks to move the existing Physical Education Teacher Preparation Program from the status of a named option under the B.S. in Kinesiology degree to a distinct B.S. in Physical Education degree program (major) in the Department of Kinesiology to better serve students by improving program visibility and improving the curricular structure.

**PROGRAM IDENTIFICATION**

**Institution Name**

University of Wisconsin-Madison

**Title of Proposed Program**

Physical Education

**Degree/Major Designation**

Bachelor of Science

**Mode of Delivery**

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

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

Enrollment is projected to remain at 12 to 15 students annually, which is similar to the enrollment for the current Physical Education Teacher Preparation Program within the B.S. in Kinesiology. By the end of year five, it is expected that 60 to 75 students will have enrolled in the proposed B.S. in Physical Education. Within five years, two cohorts will have had four years to complete the program, and an estimated 19 to 27 students will have graduated from the program, assuming an estimated 80 percent program completion rate. (Some students may take longer than four years to graduate, may switch to another UW-Madison program, or may discontinue enrollment.)

**Tuition Structure**

Students enrolled in the program will pay standard undergraduate tuition according to the rates approved by the Board of Regents. For the current 2013-14 academic year, the residential tuition and segregated fees total \$5201.68 per semester for a full-time student who is enrolled in 12-18 credits per term. Of this amount, \$565.00 is attributable to segregated fees and the remainder is tuition.

**Department or Functional Equivalent**

The proposed program will reside within the Department of Kinesiology.

**College, School or Functional Equivalent**

The proposed program will reside within the School of Education.

**Proposed Date of Implementation**

January 2015.

**INTRODUCTION****Rationale and Relation to Mission**

The Department of Kinesiology is proposing to move the existing Physical Education Teacher Preparation Program from the status of a named option under the B.S. in Kinesiology degree to a distinct B.S. in Physical Education degree program. The program mainly serves to prepare students for roles as physical education teachers, and the curriculum meets all requirements of licensure by the Department of Public Instruction. After an extensive review of its undergraduate programs in 2012-13, the Department of Kinesiology judged that the proposed B.S. in Physical Education could better serve students as a free-standing program. The proposed degree status more accurately reflects the distinctiveness of this curriculum and makes it more visible to students.

The Physical Education Teacher Preparation Program serves vital needs within society and the university. Insufficient physical activity contributes to the development of chronic diseases and disabilities. Physical education teaches people about the importance of physical activity, movement, sports, and fitness for maintaining physical and mental health and provides opportunities for children and adults to develop movement skills and learn recreational and sport activities. Furthermore, physical educators play a critical role in preventing childhood obesity and associated chronic diseases by inspiring students to be physically active. Thus, physical education is an important tool for enhancing the health of the general population and reducing health care costs. Preparing high quality physical educators is critical to meet this goal.

The Physical Education Teacher Preparation Program has a long history within a strong educational environment at the UW-Madison. UW-Madison offers an array of high quality teacher education programs in line with its commitment to discover, examine, preserve, and transmit knowledge. The School of Education is ranked among national leaders in the quality of its academic programs and prominence of its educational research. The Department of Kinesiology and the Physical Education Teacher Preparation Program in particular have been national pioneers in research on human movement, motor development, and learning and

exercise physiology, as well as in their preparation of physical education teachers. The B.S. in Physical Education will allow students to learn from faculty with active research programs committed to the creation of new knowledge in the fields of education and kinesiology. Thus, this program is entirely aligned with the research, teaching, and outreach missions of UW-Madison.

UW-Madison was the first institution in the Midwest to establish an undergraduate program to train physical educators and has been doing so since 1911. The Bachelor of Science in Physical Education was first implemented in 1919 and continued until 1990, when the Department of Physical Education and Dance merged with the Department of Therapeutic Science and their academic programs were reorganized such that the Physical Education Teacher Preparation Program became a named option (Physical Education) under the Kinesiology major.

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

The current Physical Education option in the B.S. in Kinesiology degree is a five-year limited-enrollment program with the capacity to admit 12 to 15 students per year. Program visibility is currently very low because it is an option rather than a major or degree program. Despite low visibility, student enrollment is consistently high in the introductory course in physical education (Kinesiology 121 Foundations of Physical Education), which serves to make students more aware of the program. Enrollment in the Physical Education Teacher Preparation Program has consistently been at the capacity of 12 to 15 students. In the last ten years, the majority of program graduates - more than 90 students in total - have completed the physical education teacher certification and most are employed in educational settings. Although no growth in capacity is planned, demand for the program is expected to remain steady - or even increase - given the curriculum redesign that allows for completion in four years, increased visibility with the move from the named option to a degree, and long-term patterns of successful employment of graduates of the Physical Education Teacher Preparation Program.

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

The U.S. Bureau of Labor Statistics (BLS) projects employment growth for teachers of kindergarten through secondary school to be about average, with a potential growth of 17 percent from 2010 to 2020 ([www.bls.gov](http://www.bls.gov)). Fitness and recreation sports centers also hire physical educators to work with children's programs. Employment in these areas is expected to grow by 24 percent from 2010 to 2020. In addition, employment opportunities will increase for physical educators trained to work with youth and adults with diverse abilities, particularly as the population ages. Specifically for Wisconsin, the BLS projects that employment for pre-school and elementary teachers is expected to grow from seven to eight and one-half percent between 2010 and 2020. Employment in the areas of fitness and recreation is expected to grow by ten percent over that same time period.

### **Emerging Knowledge and New Directions in Physical Education**

Physical activity is critical for a healthy Wisconsin and America. New research emerges daily on the health benefits of physical activity and the importance of physical education in promoting physical activity. The Physical Education Teacher Preparation Program uses a variety of high impact practices in in-class and out-of-class settings that lead to mastery of the UW-Madison Teacher Education Standards and the UW-Madison Essential Learning Outcomes. The



program provides students multiple opportunities for engaging in high impact practices, including writing intensive coursework within the Physical Education Teacher Preparation Program (Kines 355 Socio-cultural Aspects of Physical Activity), coursework in research methods and how to use action research in the classroom to guide practice (Kines 315 Assessment and Research in Physical Activity Pedagogy), cultural competency in teaching (Kines 355, Kines 353 Physical Education in a Multicultural Society and infused through the curriculum), and diversity and global learning (General Education requirements). The teaching methods courses provide students with the tools to adapt to emerging needs and trends and new approaches to teaching and learning.

## **DESCRIPTION OF PROGRAM**

### **General Structure of the Program**

#### **Institutional Program Array**

The B.S. in Physical Education will be the only program at UW-Madison that prepares students for certification as physical education teachers. Like many areas of study, the Physical Education Teacher Preparation Program relies on pre-requisite and core general studies courses offered outside the Department of Kinesiology (e.g., Anatomy, Chemistry, and Physiology). These courses are currently required for the Physical Education Teacher Preparation Program within the B.S. in Kinesiology, and do not represent a change with the development of the degree program. The B.S. in Physical Education will complement other teacher education preparation programs available to students at UW-Madison, and will continue to serve the strong student demand currently met by the Physical Education Teacher Preparation Program.

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

UW-Madison's Physical Education Teacher Preparation Program is currently offered along with eight other programs in the UW System: UW-Eau Claire, UW-La Crosse, UW-Oshkosh, UW-Platteville, UW-River Falls, UW-Stevens Point, UW-Superior, and UW-Whitewater. The UW-Madison program is distinctive given its century-long history, rigorous science preparation for students, and link to research activity in human movement and exercise. The ability to expose students to cutting-edge education research has a positive impact on teacher preparation and interest in graduate study. In addition, UW-Madison's Physical Education Teacher Preparation Program works with local schools to provide student teacher practicum experiences to prepare these future teachers. Given that UW-Madison already prepares physical education teachers and there are no plans to increase the size of the program, the proposed program does not have any impact on considerations of program duplication or resource use.

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

The Physical Education Teacher Preparation Program collaborates with other entities within the School of Education to prepare teachers. Collaborations have been developed with teachers in the surrounding school districts to provide high-quality practical and student teaching experiences. Local schools allow students in physical education classes to observe and practice teaching lessons. The Physical Education Teacher Preparation Program also collaborates with home-schooled children's programs to provide physical education. The home-schooled children's Physical Education Teacher Preparation Program provides opportunities for future

physical education teachers to develop and practice teaching competencies before participating in field experiences in the public schools.

### **Diversity**

The Department of Kinesiology and the Physical Education Teacher Preparation Program are committed to diversity in the curriculum, faculty, and students. Course offerings explore the different social, biological, cultural, and behavioral characteristics of populations and individuals and how these characteristics influence movement and physical education. Discussion of these topics in classes is facilitated by involving students and instructors of different ages and racial and ethnic origins and by incorporating reading assignments and other information about diverse populations into course content. Three courses in particular prepare physical education students for a multicultural society: Kines 316 Adapted Physical Activity, Kines 353 Physical Education in a Multicultural Society, and Kines 355 Socio-Cultural Aspects of Physical Activity. As part of Kines 353, students participate in a 30-hour experience with a different culture, and in Kines 316, students have hands-on experience with clients with diverse physical and cognitive abilities. The student teaching placements are in schools with diverse students. The Physical Education Teacher Preparation Program will avail itself of all UW-Madison resources to help actively recruit minority students and faculty. The program strives to recruit diverse students through an admission process that emphasizes diverse backgrounds and experiences.

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

The B.S. in Physical Education will provide a strong basic science foundation coupled with extensive didactic, laboratory, and field experiences. The program will use a variety of student-centered learning opportunities to develop critical thinking, problem-solving and decision-making skills, and teaching competencies required to teach effectively. Student learning outcomes are aligned with the framework of the National Association for Sport and Physical Education and the UW-Madison Teacher Education Standards. These standards meet the Wisconsin DPI Standards for initial educators and fully incorporate the Essential Learning Outcomes for UW-Madison students: knowledge of human culture, intellectual and practical skills, personal and social responsibility, and integrative learning. In addition, the curriculum strives to include all the elements of the Wisconsin Experience: substantial research experiences, global and cultural competencies and engagement, leadership and activism opportunities, and application of knowledge (<http://www.learning.wisc.edu/welo2010.pdf>).

Graduates of UW-Madison Physical Education Teacher Education Program will meet the University of Wisconsin Teacher Education Standards:

- Standard 1: Incorporates Understanding of Human Learning and Development. Teachers design learning environments and pedagogical practices for students that are grounded in concepts and interpretive frameworks provided by disciplines that study human development and learning.
- Standard 2: Understands Social Context of Schooling. Teachers understand how local, state, national, and global social and political contexts differentially affect schooling and its outcomes for students.

- Standard 3: Demonstrates Sophisticated Curricular Knowledge. Teachers understand the central concepts, assumptions, tools of inquiry, ways of reasoning, uncertainties, and controversies of exercise science and physical education.
- Standard 4: Demonstrates Pedagogical Knowledge in Specific Domains. Teachers are knowledgeable about the problems, challenges, and opportunities that commonly arise as students develop understanding or competence in physical education.
- Standard 5: Explains and Justifies Educational Choices. Teachers can articulate and defend their curricular and instructional choices with sound ethical and pedagogical justifications.
- Standard 6: Connects School and Community. Teachers use the knowledge and abilities necessary for collaboration with individuals, groups, and agencies within the school and community. They base instruction of students on an understanding of curricular goals, subject matter, and the community, and help the students make connections between community-based knowledge and school knowledge.
- Standard 7: Understands and Adapts to Multiple Forms of Communication. Teachers understand and adapt to students' multiple forms of expressing and receiving experiences, ideas, and feelings.
- Standard 8: Employs Varied Assessment Processes. Teachers understand and thoughtfully use formal and informal evaluation strategies to assess students' achievements, strengths, challenges, and learning styles for continuous development.
- Standard 9: Manages Learning Environment. Teachers establish and maintain an environment that engages students in learning while providing for their physical and socio-emotional well-being.
- Standard 10: Employs Varied Instructional Strategies. Teachers understand and use a variety of instructional strategies to enhance students' learning.
- Standard 11: Uses Technologies. Teachers appropriately incorporate new and proven technologies into instructional practice. They understand the major social, cultural, and economic issues surrounding their implementation.
- Standard 12: Accommodates for All Students. Teachers design educational environments and use instructional practices that accommodate students' achievements, strengths, challenges, interests, and learning styles.
- Standard 13: Is a Reflective Practitioner. Teachers are reflective practitioners who evaluate the effects of their assumptions, choices, and actions on others (students, parents, and other professionals in the learning community) and who actively seek out opportunities to grow professionally. They examine assumptions enmeshed in ways of thinking and in familial, institutional, and cultural lore, and practices.
- Standard 14: Relates Well with Students, Families, and Communities. Teachers relate to students, families, and community members in a fair, respectful, and sensitive manner. They show an appreciation for the cultural diversity of our society.
- Standard 15: Understands Legal Rights and Responsibilities. Teachers understand the legal rights and responsibilities of professional educators and the law as it applies to their specific domains of teaching.

## Assessment of Objectives

### Educational Assessment

The Physical Education Teacher Preparation Program uses a variety of assessment instruments and methods. Direct assessments of student performance serve as the primary means for assessing student learning outcomes:

1. Student self-assessment: Each student uses the School of Education Standards to chart his/her progress each semester throughout the program. The self-assessments are reviewed by program faculty and staff each semester and used to help identify gaps in the program and guide the student in course selection.
2. Standards-based assessment system: Direct assessment of learning standards is conducted each semester. Each course and field experience in the curriculum is linked to one or more standards. Performance indicators that describe expected student knowledge, skills, and abilities are associated with each course-related standard and listed in the syllabus. A variety of measures are used to assess student achievement of the learning standards. Assessments include quizzes and exams, project artifacts, laboratory reports, oral presentations, papers, and other required assignments reflected through the course syllabi. At the end of each semester, instructors indicate in the standards-based assessment system the standards met by the physical education students in their courses.
3. Electronic portfolio: The portfolio documents that students have satisfactorily met the UW-Madison Teacher Education Standards required for initial teacher certification in Wisconsin. It includes a variety of artifacts that students have chosen from their educational experiences to best represent their growth and development as teachers. Artifacts can include lesson plans, classroom observations, and video and audio footage. The evidence is explicitly supported with information on the context, justification, and reflection of learning and is reviewed each semester by program faculty and staff. The portfolio is submitted for final evaluation before graduation.
4. Content exams (PRAXIS II): Physical Education Teacher Education students are required to take and pass the PRAXIS II Subject Assessments/Specialty Area Test in Physical Education before student teaching. The test assesses whether the prospective physical education teacher has the knowledge and competencies necessary for a beginning teacher of physical education.
5. Student teaching evaluations: Student teaching supervisors and cooperating teachers provide formal evaluations of the future physical education teacher based on the UW-Madison Teacher Education Standards.
6. Indirect assessments: Indirect measures include course evaluations, job placement data, and student and cooperating teacher surveys. Alumni surveys are administered at one and three years after graduation.

### Program Assessment

The Department of Kinesiology Undergraduate Studies Committee will play a central role in the part of the assessment process that determines whether the curriculum and student services need change or improvement. The assessment measures listed above will be reviewed annually by the committee. On the basis of this review, the committee will make suggestions to

the department for changes in the curriculum if the assessment measures indicate that problems exist. Listed below are program goals and methods of assessment.

Goal 1: Recruit and retain high quality students from diverse backgrounds

Methods:      Student demographics  
                 Cumulative GPA at admission  
                 Course grades  
                 Pre-Professional Skills Test scores  
                 Application essays  
                 Letters of recommendation  
                 Student self-assessments

Goal 2: Recruit and retain high quality faculty, academic staff and cooperating teachers who exemplify excellence in teaching

Methods:      End-of-semester course evaluations  
                 Cooperating teacher evaluations  
                 Faculty and academic staff merit review

Goal 3: Provide state of the art courses and field experiences that develop highly qualified teachers

Methods:      End-of-course evaluations  
                 PRAXIS II content exam scores  
                 Student self-assessments  
                 Standards-based assessment system  
                 Cooperating teacher evaluations  
                 Site evaluations

Goal 4: Graduate reflective physical education teachers who can adapt to emerging trends

Methods:      Student self-assessments  
                 Student teaching evaluations  
                 Cooperating teacher surveys  
                 Portfolio evaluations  
                 Job placement  
                 Alumni surveys

### **Program Curriculum**

The curriculum is built around the UW-Madison School of Education Teacher Education Standards. The degree will be granted to students who complete 120 credits, including liberal studies and general education requirements, science and kinesiology coursework, professional education courses, and physical education coursework. Students must also meet the UW-Madison 30-credit residency requirement, which requires that students complete their last 30 credits on the UW-Madison campus. Program completion will meet all of the Wisconsin DPI Standards for teacher certification for Physical Education PK-12.

Although there has been no net increase in the courses needed for the Physical Education program, planning for the degree/major program presented an opportunity to reorganize some of the courses and realign them to be consistent with learning goals and evolving pedagogical approaches. The new courses, overall, deliver a more streamlined and focused experience for students and address all of the requirements for licensure by DPI. All of the Physical Education

Teacher Preparation courses will continue to be listed in the Kinesiology subject listing because this allows for more efficient departmental administration of course scheduling and management; given that all the courses are within one subject listing.

<b>Requirements for the B.S. in Physical Education</b>	
<b>Program Liberal Studies, General Education, and Science Requirements</b> (16-20 credits met by non-kinesiology courses listed below)	<b>40 Credits</b>
<b>Kinesiology and Science Core Courses Requirements</b>	<b>32-38 Credits</b>
Anatomy 328 & 329 Human Anatomy Lecture and Lab	5
Chem 108 recommended or 103 General Chemistry	4-5
Physiology 335 Human Physiology	5
Math 112 Algebra or exempt by placement scores (Satisfies QR-A)	0-3
Kines 116 First Aid and Basic Life Support or First Aid and CPR/AED Certification	0-2
Kines 119 Introduction to Kinesiology	2
Kines 314 Physiology of Exercise	4
Kines 318 Biomechanics of Human Movement	3
Kines 350 Exercise Psychology	3
Kines 360 Motor Development across the Lifespan	3
Kines 361 Motor Learning and Performance	3
<b>Physical Education Course Requirements</b>	<b>48 Credits</b>
Dance 2 Ballroom	1
Dance 205 Dance for PE	1
Kines 104 Aquatics or WSI (water safety instructor) Certification	1
Kines 121 Foundations of Physical Education	2
Kines 300 Practicum in Kinesiology (placements in elementary and secondary PE)	3
Kines 315 Assessment and Research in Physical Activity Pedagogy (Satisfies QR-B)	3
Kines 316 Adapted Physical Activity	3
Kines 325 Group Development and Behavior Management	2
Kines 327 Topics in Outdoor Pursuits	1
Kines 353 Physical Education in a Multicultural Society	2
Kines 355 Socio-Cultural Aspects of Physical Activity (Satisfies Comm B)	3
Kines 370 Planning and Teaching Physical Education	3
Kines 371 Methods of Teaching PK-12 Dance and Gymnastics	3
Kines 372 Methods of Teaching PK-12 Educational Games and Fitness	3
Kines 373 Methods of Teaching Secondary Sport Concepts and Skills	3
Kines 412 Organization and Administration of Physical Education	2
Kines 478 Elementary School PE Student Teaching	6
Kines 479 Middle or High School PE Student Teaching	6
<b>Professional Education Requirements</b>	<b>9 Credits</b>
Learning Requirement: Ed Psych 301 Human Abilities and Learning	3
Foundations of the Profession Requirement (either Ed Pol 300 School and Society, Ed Pol 412 History of American Education, or Ed Pol 500 Social Issues in Education)	3
Curric 305 Integrating the Teaching of Reading with Other Language Arts	3
<b>Elective Credits</b> (if needed to reach 120-credit minimum)	Variable

Students will typically apply in the fall semester of their sophomore year for spring sophomore year admission to the program. Students with a cumulative grade point average of 2.75 (4-point scale) who have completed 40 credits, pre-requisite courses (Kines 116, Kines 119), the educational experience, and the Pre-professional Skills Test (PPST) are eligible to apply. Students are required to provide a personal statement that details their goals associated with seeking a B.S. in Physical Education degree and demonstrate a level of relevant experience.

### **Projected Time to Degree**

The B.S. in Physical Education fits within the 120-credit structure for undergraduate degrees and can be completed within four academic years of full-time study. A recommended four-year course sequence has been developed as an advising guide. Students are required to meet with their advisors every semester to develop the most appropriate course sequence plans. Many courses are offered both semesters, and some are offered in the summer session to help students with timely completion of the program. Every effort will be made to help students complete the program in four years, even if they transfer from another institution, start the program late, choose to study abroad, or add coursework for additional teaching certifications. Almost all UW-Madison students pursue full-time study; advisors will work with students who choose to work on the program on a part-time basis to support their timely progress.

### **Program Review Process**

#### **Institutional Review**

According to the UW-Madison program review policy, the Provost, in collaboration with the Dean of the School of Education, will initiate program review five years after the program is first implemented, and success and quality will be evaluated based on the program goals outlined in this proposal. Subsequently, the B.S. in Physical Education will be included in the 10-year review of the Department of Kinesiology undergraduate programs, following standard UW-Madison program review guidelines that require that all programs be reviewed at least once every ten years.

#### **Accreditation**

The B.S. in Physical Education will be reviewed every five years by the Department of Public Instruction as a teacher certification program based on the DPI's program standards.

#### **Institutional Commitment:**

A Letter of Commitment accompanies this proposal from Paul M. DeLuca Jr., Provost and Vice Chancellor for Academic Affairs. That letter affirms that: the program has been designed to meet the institution's definition and standards of quality and to make a meaningful contribution to the institution's overall academic plan and program array; there is institution-wide support for the program, including faculty governance approval; and the necessary financial and human resources are in place to implement and sustain the program. The program will be offered within the current budget of the Department of Kinesiology. No additional faculty, instructional, or student services resources are needed because resources are already committed to this program as an existing submajor/option.

University of Wisconsin-Madison  
Cost and Revenue Projections for the B.S. in Physical Education

	Items	Projections				
		2015	2016	2017	2018	2019
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	15	15	15	15	15
	Enrollment (Continuing Student) Headcount	0	13	13	13	13
	Enrollment (New Student) FTE	15	15	15	15	15
	Enrollment (Continuing Student) FTE	0	12	12	12	12
II	Total New Credit Hours (# new sections x credits per section)	0	0	0	0	0
	Existing Credit Hours (Est 15 cr per FT student)	225	420	420	420	420
III	FTE of New Faculty/Instructional Staff	0	0	0	0	0
	FTE of Current Fac/IAS (Note 3)	6.0	6.0	6.0	6.0	6.0
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff (Note 3)	1.0	1.0	1.0	1.0	1.0
V	New Revenues					
	From New Tuition	\$0	\$0	\$0	\$0	\$0
	From Fees	\$0	\$0	\$0	\$0	\$0
	Program Revenue - Grants	\$0	\$0	\$0	\$0	\$0
	Program Revenue - Other	\$0	\$0	\$0	\$0	\$0
	Reallocation (Note 1, 2)	\$422,000	\$425,920	\$429,879	\$433,878	\$437,917
	Total Revenue	\$422,000	\$425,920	\$429,879	\$433,878	\$437,917
VI	New Expenses					
	Salaries plus Fringes					
	Faculty/Instructional Staff	\$0	\$0	\$0	\$0	\$0
	Other Staff	\$0	\$0	\$0	\$0	\$0
	Continuing Expenses					
	Faculty and Instructional Academic Staff (Note 4)	\$342,500	\$345,925	\$349,384	\$352,878	\$356,407
	Administrative Staff (Note 5)	\$49,500	\$49,995	\$50,495	\$51,000	\$51,510
	Other: Supplies and Expenses	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
	Total Expenses	\$422,000	\$425,920	\$429,879	\$433,878	\$437,917
VII	Net Revenue	\$0	\$0	\$0	\$0	\$0

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

1. This program has no new revenues or expenses.
2. All budget allocated to the existing Physical Education Teacher Preparation program will be reallocated from the option/submajor in the BS-Kinesiology program to the BS-Phys Ed, both within the Department of Kinesiology.
3. An estimate of 6.0 FTE faculty and instructional academic staff and 1.0 FTE administrative support staff is based on estimates of proportional contributions of 11 faculty/academic staff and 5 administrative support staff who contribute to the program.
4. Faculty and Instructional Academic Staff salaries are estimated from actual salaries; projection is for a 1% salary increase per year.
5. Administration Staff salaries are estimated from actual salaries; projection is for a 1% annual salary increase.

*a* - Number of students enrolled

*b* - To be based on 12 credits at the undergraduate level and 7 credits at the graduate level. The majority of students will be full-time.

*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

Signature by the Provost \_\_\_\_\_

Date: \_\_\_\_\_





Date: January 27, 2014

To: Richard Telfer, Interim President, University of Wisconsin System

From: Paul M. DeLuca Jr., Provost and Vice Chancellor for Academic Affairs

RE: Authorization Proposal: Bachelor of Science-Physical Education

In keeping with UW System and Board of Regent Policy, I am sending you a proposal for a new BS-Physical Education at University of Wisconsin-Madison.

The program has been designed to meet UW-Madison's definition and standards of quality and to make a meaningful contribution to the institution's overall academic plan and program array. Students will be required to meet all the requirements of other UW-Madison bachelor's degree requirements.

There is institution-wide support for the program, including faculty governance approval. In keeping with UW-Madison policy, this program has been reviewed and endorsed by the faculty of the Department of Kinesiology, the School of Education, and approved by the University Academic Planning Council.

The program faculty have established a robust plan for curriculum delivery, student support, assessment of student learning, program review, and accreditation. Because this program already exists as an option within the BS-Kinesiology degree, there are no new instructional or student support costs. The School of Education will continue to provide support for this successful and important program. The necessary financial and human resources are in place and are committed to implement and sustain the program. The faculty plan to open the application process in Fall 2014 and enroll students starting in Spring 2015.

I am pleased to give this proposal my support.

Attached is a draft of documents for Board of Regent consideration. We are expecting this proposal can be scheduled for consideration at the April 10-11, 2014, Board of Regents meeting. Please contact Jocelyn Milner ([jmilner@wisc.edu](mailto:jmilner@wisc.edu)) for additional development of these materials.

#### Attachment

#### Copies:

Rebecca Blank, Chancellor, UW-Madison  
Stephen Kolison via UWSA Academic Affairs ([afgp@uwsa.edu](mailto:afgp@uwsa.edu))  
Mark Nook, Senior Vice President, UW System Administration  
Laura Anderson, Academic Planner, UW System Administration  
Julie Underwood, Dean, School of Education  
David Rosenthal, Associate Dean, School of Education  
Jeff Hamm, Associate Dean, School of Education  
Dorothy Edwards, Chair, Department of Kinesiology  
Ann Ward, Department of Kinesiology; Director of the Physical Education Program  
Jocelyn Milner, Director, Academic Planning and Institutional Research

Program Authorization (Implementation)  
M.S. in Computer Science at  
UW-River Falls

EDUCATION COMMITTEE

Resolution I.1.a.(3)

That, upon the recommendation of the Chancellor of the University of Wisconsin-River Falls, as well as the President of the University of Wisconsin System, the Chancellor be authorized to implement the M.S. in Computer Science.

**NEW PROGRAM AUTHORIZATION  
MASTER OF SCIENCE IN COMPUTER SCIENCE  
UNIVERSITY OF WISCONSIN-RIVER FALLS**

**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 Computer Science at the University of Wisconsin-River Falls 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 Computer Science degree program at the University of Wisconsin-River Falls.

**DISCUSSION**

The University of Wisconsin-River Falls proposes to establish a Master of Science in Computer Science. This program responds to the strategic direction of the university, to student and alumni interest, and to employer and employee interest in the metropolitan St. Croix River Valley region.

Establishing the program will provide students with a high-quality, professionally-oriented graduate degree that can sustain career advancement and provide a deeper intellectual foundation to practitioners in computer science and related fields. The goal of the program will be to provide students with the skill and knowledge sets required to work in solution-oriented contexts. Graduates will be better equipped to function as middle level and advanced managers and to manage technology more effectively.

The program will be comprised of 30 credits, which will include 24 credits in computer science and six credits in management and leadership drawn from UW-River Falls' Master in Business Administration program. Full-time students will be able to complete the program in one to two years, depending on how many credits they take.

**RECOMMENDATION**

The University of Wisconsin System recommends approval of I.1.a.(3), authorizing the implementation of the Master of Science in Computer Science at the University of Wisconsin-River Falls.

## **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 COMPUTER SCIENCE  
AT UW-RIVER FALLS  
PREPARED BY UW-RIVER FALLS**

**ABSTRACT**

The University of Wisconsin-River Falls proposes to establish a Master of Science (M.S.) in Computer Science. This program responds to the strategic direction of the university, to student and alumni interest, and to employer and employee interest in the metropolitan St. Croix River Valley region. Establishing the program will provide students with a high-quality, professionally-oriented graduate degree that can sustain career advancement and provide a deeper intellectual foundation to practitioners in computer science and related fields. The goal of the program will be to provide students with the skill and knowledge sets required to work in solution-oriented contexts. Graduates will be better equipped to function as middle level and advanced managers and manage technology more effectively. The program will be comprised of 30 credits, which will include 24 credits in computer science and six credits in management and leadership drawn from the existing UW-River Falls' Master in Business Administration (M.B.A.) program.

**PROGRAM IDENTIFICATION**

**Institution Name**

University of Wisconsin-River Falls

**Title of Proposed Program**

Computer Science

**Degree/Major Designations**

Master of Science

**Mode of Delivery**

Single institution; combining face-to-face, hybrid (low residency), and online instruction. It is anticipated that most courses will be offered face-to-face and in hybrid format delivered at the university's Hudson Center. Some courses, particularly those offered during the compressed sessions in the summer, will be online. The use of multiple approaches is aimed at serving the primary clientele for the program, who are typically working professionals who are apt to seek programs and courses beyond the traditional daytime format.

**Projected Enrollments by Year Five**

Year	Implementation Year	2nd year	3rd year	4th year	5th year
New students admitted	25	25	25	25	25
Continuing students		20	20	20	20
Total enrollment	25	45	45	45	45
Graduating students		15	25	30	30

The table above identifies the projected enrollment patterns for the program. The curricular model allows for students to complete all degree requirements in one calendar year. However, the computer science department believes that most students will be enrolled less than full-time and will likely take two full calendar years. UW-River Falls anticipates a relatively low attrition rate of students, given the nature of the program and the screening process for admissions. As the university's M.B.A. program has relatively strong retention rates, a retention rate above 75 percent for the program is projected, given the pool of students from which the program will be recruiting.

### **Tuition Structure**

UW-River Falls has used standard tuition pricing and revenue to calculate the tuition structure for the new program. However, UW-River Falls anticipates the forthcoming UW System and Regents' discussion on graduate tuition pricing and may in the future request those flexibilities in pricing and revenue.

For 2013-14, Wisconsin resident graduate tuition is \$424.27 per credit. The presumption is that the program will have a mix of full-time and part-time students. Forecasting fully met headcount targets, but fewer than full-time enrollments, yields a model of six credits per student and semester (\$2,546.82) and, exclusive of any fully online course fees, student fees of \$449.98 per semester. This is currently the standard published tuition fee rate and does not include a model of summer enrollments (which could occur in the future).

### **Department or Functional Equivalent**

The proposed program will reside within the Department of Computer Science.

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

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

### **Proposed Date of Implementation**

September 2015 (fall admission cycle)

## **INTRODUCTION**

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

The graduate program fits neatly into the focused mission statement of UW-River Falls: "to help prepare students to be productive, creative, ethical, engaged citizens and leaders with an informed global perspective." The select mission statement allows UW-River Falls to offer "graduate programs in education, agriculture, and other areas clearly associated with its mission." Computer science has long been a viable undergraduate program and, like its sibling programs in the College of Business and Economics, aids the university in fulfilling its mission to serve the St. Croix Valley region's economic and workforce development. The university's mission statement clearly affirms the centrality of business administration, and the institution has construed its role to support business and business development more broadly. In doing so, "the university continues to develop inter-institutional relationships in cooperative research, graduate training, and undergraduate programs within the state, region, and world." The proposed graduate program in computer science will certainly support the university's mission to promote

“interstate cooperation,” particularly as the program will connect to businesses and agencies on both sides of the border.

Within the construct of Goal One of the UW-River Falls’ strategic plan, which focuses on building distinctive academic programs, the computer science department has demonstrated its connection to professional opportunities and has emerged in the upper tier of undergraduate programs through the university’s first program prioritization process (completed in 2010). The program also connects to strategic plan goals of global engagement and education and developing partnerships. Because of the program’s potential for partnerships with large and small businesses, UW-River Falls anticipates that the program will support the university’s mission and its expressed purpose to “promote interstate cooperation.”

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

Development of the graduate program was encouraged by the strong and consistent student demand for the undergraduate computer science program. In October 2012, e-mail solicitations were sent to 428 alumni; 186 alumni responded, which represents a response rate of 29 percent. When asked what type of program would best meet their needs, 87 respondents (47 percent) indicated interest in enrolling in a graduate program containing a broad focus on technical computer science topics, along with managerial and entrepreneurial coursework. Fifty-eight respondents (approximately 31 percent) were potentially interested in a graduate computer science program at UW-River Falls with technical content alone, and the rest indicated that they did not anticipate enrolling in a graduate program. The responses reflect the nature of the program and the cost differential associated with other local and regional programs (such as similar programs offered at the University of Minnesota and University of St. Thomas). UW-River Falls offers significant cost savings compared to such programs.

The local demand in the Twin Cities metropolitan statistical area appears to track the national demand for and interest in graduate computer science programs, which is largely the result of baccalaureate degree holders who have completed studies in this or similar fields. Hanover Research, a global information and research firm that provides analysis to for-profit and non-profit organizations, reported a near six percent increase in graduate degrees from 2007 through 2011. While international demand has been harder to measure, this will be an important target market for the program (and the two international student recruiters UW-River Falls employs).

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

The technology industry is experiencing an increasing shortage of graduates in computer science and especially those with advanced degrees. Technology is one of the fastest growing fields, with the result that there is an increasing demand for highly trained professionals. The *Yale Daily News* reports that applications for their M.S. in Computer Science degree grew by 45 percent from 2011 to 2012, no doubt drawn by the prospects for professional advancement among those already employed in the field. *InfoWorld* reported that there was a 72 percent increase in job openings in the computer science field in the United States from January 2010 to October 2011. A graduate program in computer science could be attractive to computer science professionals seeking to move into management. As the U.S. Bureau of Labor Statistics notes, “many computer and information systems managers also have a graduate degree” and job growth

in the area “is projected to grow 15 percent from 2012 to 2022.”  
(<http://www.bls.gov/ooh/management/computer-and-information-systems-managers.htm>).

The report prepared for UW-River Falls by Hanover Research in August 2012, shows that demand for computer science-related fields has been projected to grow 6.9 percent in Wisconsin from 2010 to 2018, and 14.4 percent in Minnesota from 2010 to 2020. For computer science positions that require graduate-level training, the Wisconsin and Minnesota projections are given below:

**Wisconsin Long-Term Employment Projections for Occupations Related to Computer Science, 2008-2018**

Occupation Title	Percent Change
Software Developers, Applications	18.2
Computer Systems Analysts	9.3
Network and Computer Systems Administrators	7.1

**West Central Wisconsin Employment Projections for Occupations Related to Computer Science, 2008-2018**

Occupation Title	Percent Change
Computer and Information System Managers	6.5
Computer Systems Analysts	8.7
Network and Computer Systems Administrators	5.7

**Minnesota Long-Term Employment Projections for Occupations Related to Computer Science, 2010-2020**

Occupation Title	Percent Change
Computer and Information Systems Managers	13.9
Computer Systems Analysts	14.9
Network and Computer Systems Administrators	18.5

Source: Hanover Research Report “Program Demand for a M.S. in Computer Science” (August 2012)

## **DESCRIPTION OF PROGRAM**

### **General Structure**

This will be a career-oriented, 30-credit hour program with a mix of appropriate graduate-level computer science courses (21 credits), business administration courses (six credits), and a practicum experience (three credits).

### **Institutional Program Array**

The program will fit well with other technological and science-related programs at UW-River Falls. There is no overlap with other graduate programs, but the graduate program in computer science will share space, faculty, and library resources with both the undergraduate



computer science major and the computer science concentration in the Bachelor of Applied Science degree. There will be no defined impact on any other programs.

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

<i>Institution</i>	<i>Degree</i>	<i>Field</i>	<i>Notes</i>
UW-Madison	P.S.M./ Ph.D.	Computer Science	
UW-Milwaukee	M.S.	Computer Science	
UW-Milwaukee	Graduate Certificate	Advanced Computational Imaging	15 credits minimum required (12 of those at UWM)
UW-Milwaukee	Concentration	Artificial Intelligence	In computer science program
UW-Milwaukee	Concentration	Computer Networks	In computer science program
UW-Milwaukee	Concentration	Computer Science	In Ph.D. in Engineering program
UW-Milwaukee	Concentration	Computer Systems	In computer science program
UW-Milwaukee	Concentration	Data Security	In computer science program
UW-Milwaukee	Concentration	Electrical and Computer Engineering	
UW-Milwaukee	Concentration	Software Engineering	In computer science program
UW-Oshkosh	Concentration	Technology Leadership Cohort	
UW-Platteville	M.S.	Computer Science	Joint degree
UW-Parkside	M.S.	Computer & Information Systems	
UW-La Crosse	M.S.	Software Engineering	
UW-Stout	M.S.	Information & Communication Technologies	Can be completed completely on- line

With the exception of UW-Stout, whose graduate degree has a different program focus, the other UW institutions are not within 100 miles of UW-River Falls.

In Minnesota, the University of Minnesota and St. Cloud State offer M.S in Computer Science degrees, and several other universities (e.g., Metro State University, University of St. Thomas, and St. Mary's University of Minnesota) offer degrees in similar fields.

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

There are currently no plans for collaborations with other institutions.

**Diversity**

The faculty members of the department already represent a rich diversity and actively work to assure student diversity through recruitment efforts, both domestic and international. The curriculum is largely technical. However, the curricular elements in management from the M.B.A. program also contribute directly to broad intellectual conceptions of diversity and effectively managing personnel, resources, and processes in a diverse and changing work environment.

**Student Learning Outcomes**

A Computer Science graduate will be able to develop solutions in the specific and specialized computer science areas in the curriculum. Further, a graduate will have generalized knowledge and skills in the management of technology as they relate to the specialized areas in the curriculum. All graduates will have the knowledge and skills to perform effectively as middle managers or above in positions related to the specialized areas in the curriculum.

**Program Objective**

Graduates of the M.S. in Computer Science program will be able to advance their careers and function effectively in a business/professional environment with significant network, database, and technology demands.

**Assessment of Objectives**

This program will use the existing general assessment plan in place for the department. The plan incorporates direct and indirect measures and a well-defined feedback loop for program improvement. Each course is assessed using direct measures. While these vary, they are most often course-level measures, such as embedded questions or activities within each class. These are determined by the faculty member(s) teaching the course prior to scheduling the course and then approved by the department faculty. At the end of the semester, the data is analyzed and a report generated. By the end of the next semester, the department will have decided on a course of action, if necessary, to address issues brought to light by the data, by the report, and/or by discussion within the department. This data is also used at the program level by matching program goals and learning outcomes with specific questions in the course.

The department also has a program-level assessment that uses indirect measures (provided by a nationally-known third party). Each year, UW-River Falls conducts a graduate survey which asks graduates if their experience matches with the program goals and learning outcomes. A similar interaction with internship hosts and employers occurs. Their feedback is then used by the department to make pedagogical or curricular changes.

Program-level assessment is rolled into college-level assessment and then into the university-level assessment. An example of a way in which assessment is used at the program, college, and university levels is the Program Audit and Review process, in which the assessment of student learning and professional development outcomes plays a significant role. As the program matures, the department will seek to align the outcomes and assessments, and pursue external accreditation as a benchmark measure of program quality and assurance.

## Program Curriculum

The program requires a minimum of 30 credits, including 24 credits of required coursework in computer science and six credits of elective coursework. All courses listed below under “M.B.A. Electives” are part of the existing M.B.A. program.

### Required Courses (24 credits):

CSIS 730	Enterprise and Cloud Computing	3 credits
CSIS 731	Distributed and Mobile Computing	3 credits
CSIS 732	Information Security	3 credits
CSIS 733	Data Science & Big Data Analysis	3 credits
CSIS 734	Software Engineering & Design Patterns	3 credits
CSIS 735	Knowledge Discovery & Machine Learning	3 credits
CSIS 736	Technology Innovation & New Product Development	3 credits
CSIS 738	Practicum	3 credits

### M.B.A. Electives (6 credits):

MNGT 700	Organizational Theory and Behavior	3 credits
MNGT 701	Leadership and Ethics	3 credits
MNGT 702	Strategic Marketing Management	3 credits
MNGT 703	Human Resource Management	3 credits
MNGT 705	Operations and Project Management	3 credits
MNGT 706	Financial Management	3 credits

Admission to the program will require a bachelor’s degree in a computer science-related major with an overall undergraduate Grade Point Average (G.P.A.) of at least 2.75 / 4.0, or a major G.P.A. of at least 3.0 / 4.0, or a G.P.A. of at least 3.0 / 4.0 for no fewer than nine semester credits of graduate study at another accredited graduate institution. International students whose competency falls below 78 on the Test of English as a Foreign Language (TOEFL) and below 6.0 on the International English Language Testing System (IELTS) exam will be referred to UW-River Falls’ English Language Transition program to develop the required English proficiency.

### Projected Time to Degree

The projected time to degree for full-time students is one to two years and two to three years for part-time students.

### Program Review Process

The program will be reviewed every six years, and annual performance data, including enrollment, revenue, and costs, will be uploaded into the university’s program prioritization process and system. The assessment and review process examines professional outcomes (such as job promotion or acquisition), course-embedded assessments, performance on capstone projects, and the feedback on student and program quality provided by external stakeholders (such as employers and external advisory members from the professional field).

### Institutional Review

The courses and the program have been reviewed by the Strategic Plan Progress Committees (as the proposed program began as a strategic plan initiative), the College of

Business and Economics Curriculum Committee, the Graduate Curriculum Committee, the Academic Program and Policies Committee, the Deans' Council, and the Faculty Senate. The final proposal was reviewed and approved by both the Chancellor and the Provost. The stages of programmatic and curricular development are consistent with UW-River Falls' governance and review process. Subsequent reviews of the program, approximately five years after implementation, will also be conducted at these levels.

**Accreditation**

As the program has evolved and resources are allocated to the undergraduate and graduate programs, ABET accreditation will likely be pursued as the logical next step, once the program is operational and has graduated students (as required for candidacy for accreditation).

University of Wisconsin System  
Cost and Revenue Projections For Newly Proposed Program: M.S. in Computer Science at UW-River Falls

	Items	Projections				
		20 15	20 16	2017	20 18	2019
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	25	25	25	25	25
	Enrollment (Continuing Student) Headcount		20	20	20	20
	Enrollment (New Student) FTE	25	25	25	25	25
	Enrollment (Continuing Student) FTE		20	20	20	20
II	Total New Credit Hours (# new sections x credits per section)	24	24	24	24	24
	Existing Credit Hours	18	18	18	18	18
III	FTE of New Faculty/Instructional Staff	1	1.5	1.5	1.5	1.5
	FTE of Current Fac/IAS	3	3	3	3	3
	FTE of New Admin Staff	0.5	0.5	0.5	0.5	0.5
	FTE Current Admin Staff					
V	New Revenues					
	From Tuition (new credit hours x FTE)	\$381,900	\$687,420	\$687,420	\$687,420	\$687,420
	From Fees					
	Program Revenue - Grants					
	Program Revenue - Other	\$30,000	\$0	\$0	\$0	\$0
	Reallocation					
	Total New Revenue	\$411,900	\$687,420	\$687,420	\$687,420	\$687,420
VI	New Expenses					
	Salaries plus Fringes					
	Faculty/Instructional Staff	\$94,200	\$141,300	\$141,300	\$141,300	\$141,300
	Other Staff	\$27,000	\$27,000	\$27,000	\$27,000	\$27,000
	Other Expenses					
	Facilities	\$25,000	\$0	\$0	\$25,000	\$0
	Equipment	\$120,000	\$60,000	\$65,000	\$120,000	\$60,000
	Other:					
	Total Expenses	\$266,200	\$228,300	\$233,300	\$313,300	\$228,300
VII	Net Revenue	\$145,700	\$459,120	\$454,120	\$347,120	\$459,120
Narrative: Explanation of the Numbers and Other Ongoing Commitments that will Benefit the Proposed Program						
Calculations based on current WI resident and tuition rates and calculated on an average semester credit load of 6 credits per student						
There may be additional course fees if a course is taught in fully online mode.						
Depending on other program growth needs, additional faculty may be needed by year three, adding \$94,200 in expenses.						
UWRF may seek differential tuition if graduate tuition policy will be revised by the Board of Regents.						

*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

Signature by the Provost  
24-Feb-14



~~2~~



February 15, 2014

Ray Cross., Ph.D., President  
University of Wisconsin System  
1720 Van Hise Hall  
1220 Linden Ave  
Madison, WI 53706-1559

Dear Dr. Cross,

I am sending the letter as the cover letter supporting the proposed new degree program Computer Science. I apologize for the delay in forwarding this request to you—we had anticipated sending this forward for Fall 2014 consideration. However, as we have now overcome our budget cuts and prioritized our forthcoming budget allocations I feel much stronger about the prospects for the MS in Computer Science.

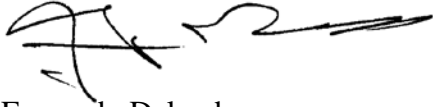
Over the summer and fall I have consulted with several external faculty members to assess the program. We have had two concrete responses from Dr. Chris Veltsos of MSU Mankato and Dr. Ken Takata of Hamline University. I appreciate those responses, and those of external advisory groups, and I feel confident that the Department of Computer Science and Information Systems has done a very thorough job of integrating the applied and theoretical components appropriate for the program. Nevertheless, we will keep those comments and continue to assess the learning and professional outcomes as the program moves through its first five years of implementation.

In terms of the proposal and its resources. In waiting through the budget cutting process we have emerged even stronger. We are finishing one hire in computer science as we speak and will prepare for a second search either this spring or next fall. In the end we hope to have two additional tenure-track computer science faculty members by the time we deploy this program **(we anticipated the first entering class of students in the Fall 2015 semester)**. We are confident we have the spaces and equipment to support the program in terms of labs and equipment, particularly as it utilizes resources and spaces outside of the normal times that are used by our undergraduate computer science students.

As the proposal indicates, the MS in Computer Science was identified as one of the first curricular/programmatic initiatives in our current strategic plan (*Pathway to Distinction*) and is directly connected to our ongoing efforts to build high-quality, distinctive academic programs that address our opportunities to meet the professional needs of prospective students and employers in our region. The analytical and developmental work that has gone into this program has reinforced our original estimate that this program would be a prudent and appropriate direction to take.

We respectfully ask that the UWSA and the Board of Regents affirmatively consider this program for placement on the Board agenda for April as UW-River Falls is hosting the Regents' meeting at that time. Presuming we receive approval for this program we will begin advertising and then recruiting in anticipation of a Fall 2015 admission for the first entering class.

Sincerely,

A handwritten signature in black ink, appearing to read 'F. Delgado', with a stylized flourish extending to the right.

Fernando Delgado  
Provost and Vice Chancellor for Academic Affairs



Program Authorization (Implementation)  
B.S. in Elementary Education at  
UW-Parkside

EDUCATION COMMITTEE

Resolution I.1.a.(4)

That, upon the recommendation of the Chancellor of the University of Wisconsin-Parkside, as well as the President of the University of Wisconsin System, the Chancellor be authorized to implement the B.S. in Elementary Education.

**NEW PROGRAM AUTHORIZATION  
BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION  
UNIVERSITY OF WISCONSIN-PARKSIDE**

**BACKGROUND**

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

**REQUESTED ACTION**

Approval of Resolution I.1.a.(4), authorizing the implementation of the Bachelor of Science in Elementary Education degree program at the University of Wisconsin-Parkside.

**DISCUSSION**

The University of Wisconsin-Parkside proposes to establish a Bachelor of Science (B.S) in Elementary Education. At present, UW-Parkside is approved by the Department of Public Instruction (DPI) to offer courses for nine Early Adolescence-Adolescence (grade 6-12) pathways to licensure. Prior to UW-Parkside's dissolution of its entire education program in 2010, the university was authorized to offer a B.A. in Liberal Arts for Teachers. This former major prepared early childhood, elementary, and middle school teachers. The Faculty Senate and UW-Parkside Administration eliminated this program in 2010 and created a completely new educator development program, including the proposed B.S. in Elementary Education. Upon Board approval, UW-Parkside will seek approval for the Middle Childhood to Early-Adolescence (MC-EA) licensure pathway from DPI.

If approved, the re-designed degree program in Elementary Education will be housed in the UW-Parkside Institute of Professional Educator Development (IPED). The B.S. in Elementary Education responds to the strategic direction of UW-Parkside, its commitment to high-quality programs infused by community participation and collaboration, and high student and employer demand in the southeast Wisconsin region. The Kenosha and Racine districts have indicated a high need for elementary teachers, and this need is reflected in local support for the new UW-Parkside program. State and national market projections for the Elementary Education occupation also indicate demand.

The proposed program will enroll about 60 students per year and provide students with a high-quality, professional undergraduate degree that will prepare them for all program and MC-EA licensure requirements needed to become a teacher of elementary education. The B.S. in Elementary Education will serve a UW-Parkside student population that is diverse, primarily first-generation, and place-bound due to financial and family commitments. The goal of the 128-credit program will be to provide students with the skill and knowledge required to succeed in a

wide variety of schools and institutions. Three fundamental differences distinguish UW-Parkside's program from similar programs at UW institutions: (1) its developmental clinical and co-teaching model; (2) its advising and supervising model of teacher candidates; and (3) its educational support which continues after graduation through advanced professional development for practicing teachers, including support for professional development planning.

The program's content courses provide teacher candidates with a solid theoretical base and the methods necessary to be successful teachers of elementary or middle school students. The proposed major requirements include fundamental preparation courses (7 credits), upper-level elementary content/pedagogy specific courses (44 credits), minor course requirements (18 credits), and elementary clinical courses (23 credits). In addition to these 92 credits, UW-Parkside requires 36 credits of general education, as well as fulfillment of the foreign language and ethnic diversity requirements.

IPED's programs will be reviewed by DPI in 2016, after two sets of students have completed their student teaching. Upon receiving full program approval, the educator preparation programs will take part in the continuous review process conducted by DPI. Following full program approval, IPED will begin the process of seeking national accreditation.

## **RECOMMENDATION**

The University of Wisconsin System recommends approval of I.1.a.(4), authorizing the implementation of the Bachelor of Science in Elementary Education at the University of Wisconsin-Parkside.

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

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

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

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A  
BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION  
AT THE UNIVERSITY OF WISCONSIN-PARKSIDE  
PREPARED BY UW-PARKSIDE**

**ABSTRACT**

The University of Wisconsin-Parkside proposes to establish a Bachelor of Science (B.S.) in Elementary Education. The development of this 128-credit major will respond to both student and market demand across Southeastern Wisconsin for elementary classroom teachers. The B.S. in Elementary Education will provide students, within both the college classroom and in elementary classroom settings, opportunities to build a solid foundation of skills required to become effective elementary teachers. Graduates will demonstrate core knowledge in the area of content pedagogy, reflective practices, student and civic engagement, technology and developmentally-appropriate curriculum and design, and diversity and culture within the educational context. The core program curriculum will be grounded in theories of child development, learning in social and cultural contexts, curricular design, assessment and data-driven decision making, and subject-specific pedagogy. Students will be prepared to successfully pass all program and licensure requirements to earn a license to teach elementary aged children.

**PROGRAM IDENTIFICATION**

**Institution Name**

University of Wisconsin-Parkside

**Title of Proposed Program**

Elementary Education

**Degree/Major Designations**

Bachelor of Science

**Mode of Delivery**

Face-to-face instructional delivery. During the residency semester (student teaching), teacher candidates will participate in an 18-week student teaching placement at a school located in a district in Southeastern Wisconsin. The Institute of Professional Educator Development will also offer a cohort model of learning for non-traditional age students pursuing a major in elementary education.

**Single Institution or Collaboration**

Single institution. UW-Parkside will collaborate with other UW, WTCS, and school district partners in efforts to offer add-on licensure or degree completion programs.

**Projected Enrollments by Year Five**

228 students at a variety of stages within the program, with approximately 50 students graduating by the end of year five of implementation.

**Tuition Structure**

Standard tuition structure will be used. Based on academic year 2013-2014 tuition rates, the estimated tuition cost will be at \$262 per credit (in-state) or \$3657.96 per semester if the student is enrolled full-time for 12-18 credits. Segregated fees will be \$55.08 per student. Students also pay a \$200.00 per semester textbook rental fee. Additional fees, specific to the major- or state-mandated, in the amount of \$1,239 will be assessed to the student enrolled in the B.S. in Elementary Education program.

**Department or Functional Equivalent**

Institute of Professional Educator Development (IPED)

**College, School, or Functional Equivalent**

The College of Social Sciences and Professional Studies

**Proposed Date of Implementation**

Fall, 2014

**INTRODUCTION****Rationale and Relation to Mission**

UW-Parkside proposes to establish a B.S. in Elementary Education for students interested in the profession of teaching at the elementary level. Prior to UW-Parkside's discontinuation of the education program in 2010, the university was authorized to offer a Bachelor of Arts in Liberal Arts for Teachers. The former major prepared early childhood, elementary, and middle school teachers and was certified by the Department of Public Instruction (DPI). The UW-Parkside Faculty Senate and UW-Parkside Administration eliminated the program in 2010, and began work to update and re-create an educator development program that will incorporate new faculty, curricula, and pedagogical strategies.

The Institute of Professional Educator Development (IPED) was opened in September 2013. IPED was designed in collaboration with regional communities and faculty from sister UW institutions, and is home to undergraduate educator development programs *and* advanced professional development for practicing teachers. At present, UW-Parkside is approved by DPI to offer nine Early Adolescence-Adolescence (grade 6-12) pathways to licensure; however, the institution does not have a specific degree program in elementary education.

The mission of the proposed B.S. in Elementary Education within IPED reads as follows: "Through collaboration with community partners we prepare knowledgeable, responsive educators committed to teaching all learners in our diverse and dynamic world." The proposed program supports UW-Parkside's academic plan, *Aiming High and Making Excellence Inclusive*, goal 2.2, to "build opportunities for career knowledge and planning into the curricula of every major, forging closer connections between classroom and professional practice."

The proposed B.S. in Elementary Education takes a sociocultural and ecological approach to prepare teacher candidates to become professional educators. From the first semester to the last, teacher candidates will explore, broaden, and problematize their notions

about teaching and learning during their clinical placements. Through each placement, teacher candidates will confront real world professional issues that they have read about and discussed within the university environment.

The program also supports goal 2.3 of the academic plan to “identify and respond to the current and future demands for professions and occupations in the region.” According to the data presented earlier in this document, the projected need for elementary teachers in Southeast Wisconsin and across the state over the next decade indicate a high need area.

Common themes within the mission and goals of IPED, UW-Parkside’s select mission, and UW-Parkside’s academic plan emphasize collaboration, diversity, and community partnerships. The proposed B.S. in Elementary Education will fulfill these missions by:

- Collaborating within UW-Parkside and with other UW institutions, community organizations, and school district partners to serve the occupational needs of the region;
- Offering quality teacher preparation programs and degrees;
- Preparing students to be successful in their professions and benefit their communities through increased opportunities for teacher candidates to expand their learning experiences throughout Southeastern Wisconsin and beyond, particularly in high needs areas within urban and rural school districts;
- Utilizing emerging practices in teaching and learning through a comprehensive curriculum focused on increasing content knowledge, pedagogical skills, and an awareness of the complex integration between context, culture, and learning, including a clinically-based program to provide teacher candidates with trained mentors.

The University of Wisconsin-Parkside’s mission and strategic plan focus on providing students with high quality learning experiences which prepare them to become change agents in their local, national, and global communities. The proposed B.S. in Elementary Education is an essential next step towards the institution’s goal to develop effective teacher leaders across all grade levels. These teachers will provide high quality teaching and learning experiences to all Wisconsin learners. The B.S. in Elementary Education will contribute to the UW System *Growth Agenda for Wisconsin* to produce more graduates and stronger communities.

According to DPI data from 2003-2012, 90% of teacher candidates who completed the former UW-Parkside licensure programs currently work in Wisconsin, and 88% of those completers are working in Racine, Kenosha, and Milwaukee counties.

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

Although educator preparation licensure programs have only been available to current UW-Parkside students as of September 2013, IPED has contributed significantly to enrollment growth and students intent to continue their education at UW-Parkside. As of January 2014, 137 currently enrolled UW-Parkside students have expressed interest in teacher education. Of those 137 students, 75 have expressed a desire to complete a major in elementary education if offered on the campus. The program expects to admit 60 students per year and projects that 10% in each cohort will leave the program without graduating. This is reflected in Table 1.

Table 1: Elementary Education Program Enrollment Projections

Year	Number of Enrolled Students	Number of Graduates
2014-15	60	0
2015-16	114	0
2016-17	164	0
2017-18	208	20
2018-19	228	30
2019-20	198	54
2020-21	198	54

### Need as Suggested by Market Demand

Over the next ten years, there will be a number of driving forces that may lead to a regional, state, and national demand for elementary teachers. These forces include legislation to create smaller class sizes in K-3 to support emergent and early reading; an anticipated 2.2% increase in student enrollment, and projected attrition and retirement of faculty in Wisconsin.

While the production of new teachers may exceed demand in some parts of the state, Kenosha and Racine Counties have indicated a high need for elementary teachers, and this need is reflected in local support for the new UW-Parkside program. Ten regional leaders and district administrators, including those of the two largest districts, Kenosha and Racine, and the Racine County Executive, have expressed written support for the authorization of a UW-Parkside B.S. in Elementary Education and expansion of teacher preparation programs to offer pathways to middle childhood and early-adolescence licensure.

Hiring and vacancy data collected from area school districts and the area's Cooperative Educational Service Agencies (CESA) indicates strong market demand. According to data shared by the district human resource coordinator, for the school year beginning in September, 2013, the Kenosha Unified School District hired 153 new elementary teachers. The largest hiring categories included teachers for grades 1 through 8 (51), special education teachers (33), and multi-age teachers (24). The district expects similar needs for elementary school educators, annually, in the foreseeable future. Other regional districts articulate similar needs, proportionate to their sizes. Information provided by the Chief of Human Capital in the Racine Unified School District in December 2013 indicates that over the past three years, the district increased the number of elementary teachers hired by 22 percent. Finally, data provided by CESA 1 and 2 show that, as of January 2014, of the 372 current vacancies in K-12, 101 of those vacancies are in elementary general education classrooms.

State and national market projections for the Elementary Education occupation also indicate demand. According to the 2004-2014 Department of Workforce Development (DWD) Office of Economic Advisors (OEA), projected occupational growth for Elementary teachers is projected to increase 8.6% (<http://dwd.wisconsin.gov/dwd/publications/oea/oea-9009-p.pdf>). Furthermore, within the period of 2010-2020, DWD OEA projections estimate an average of 970 annual job openings in elementary education. The 8.6% projected increase is attributed to a 2.2% increase in students, smaller class sizes, and annual net replacements (<http://worknet.wisconsin.gov/worknet/downloads.aspx?menuselection=da&pgm=occprj>).

Finally, the U.S. Bureau of Labor Statistics 2012-2022 occupational projections include Elementary Teachers as one of the occupations with the largest projected number of job openings, with a 12.6% increase annually in elementary teachers, due to growth and replacement needs between the years 2012-2022.

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

The proposed B.S. in Elementary Education will incorporate current knowledge of the effective preparation of professional educators by its experiential, community, and classroom focus, providing students with frequent feedback on their progress and opportunities to assess, reflect on, and direct their emerging careers. UW-Parkside's Educator Preparation Programs provide developmental experiences to support a teacher candidate's transition from a novice to a teacher trained as an adaptive classroom expert (Hatano and Inagaki, 1986; Bransford, Brown, and Cocking, 1999). Modern learning theory implies that teachers must be diagnosticians, knowledge organizers, and skilled coaches who have the ability to adapt and innovate routines and curricula to support student learning (Darling-Hammond, 2013). Furthermore, undergraduate teacher candidates will be linked with a professional community of educators. Through professional development workshops hosted by the advanced professional development program within IPED, teacher candidates have an opportunity to learn alongside seasoned master teachers. These mentor/mentee relationships will provide support across the early career of a novice teacher.

The B.S. in Elementary Education will incorporate the "10 Design Principles for Clinically Based Preparation" outlined in, *Transforming Teacher Education Through Clinical Practice: A National Strategy to Prepare Effective Teachers* (NCATE, November 2010). UW-Parkside's developmentally-structured clinical model provides the analytical and critical thinking skills required to meet the increasing complexity of teaching elementary-aged children, particularly in the areas of reading and mathematics.

Finally, the program will incorporate a co-teaching model pioneered at St. Cloud State University in Minnesota (Cook and Friend 2004). The model is defined as two teachers working strategically together in planning, organization, delivery, and assessment of instruction. The B.S. in Elementary Education will incorporate a developmental co-teaching model to support teacher candidate preparedness and self-efficacy throughout their clinical experiences, not simply during student teaching. (See [\*Clinical Development of Educators for Southeastern Wisconsin: Creating the 21<sup>st</sup> Century Knowledge Community Together.\*](#))

## **DESCRIPTION OF PROGRAM**

### **General Structure**

The proposed B.S. in Elementary Education is a 128-credit program that is designed for UW-Parkside students who desire to teach elementary and middle school students.

### **Institutional Program Array**

The UW-Parkside program array includes programs in the liberal arts and sciences, pre-professional programs, and undergraduate and master's level professional programs, including teacher preparation at the middle school through high school levels. Traditionally, the campus



has prepared students for teaching at the elementary level, and a B.S. in Elementary Education would fit well within this program array.

### Other Programs in the University of Wisconsin System

UW-Parkside is located in Southeastern Wisconsin between two of the four largest school districts in the state, Racine and Kenosha. The proposed B.S. in Elementary Education major will serve a UW-Parkside student population that is diverse, primarily first-generation, and place-bound due to financial and family commitments. Eighty-five percent of the students interested in pursuing elementary education originate from Racine and Kenosha counties. The other fifteen percent primarily originate in Milwaukee county and northern Illinois. Of the thirteen UW institutions, 11 support an elementary education major; UW-Parkside and UW-Stout are the only two that do not.

Table 2: 4-year Colleges and Universities within a 60-mile Radius of UW-Parkside

College or University	Miles from UW-Parkside	Offers an Elementary Education Major	2013-2014 Published Tuition	Tuition Differential from UW-Parkside
<b>UW-Parkside</b>		<b>No</b>	<b>\$7,293</b>	
UW-Milwaukee	40	Yes	\$9,438	\$2,145
UW-Whitewater	59	Yes	\$7,708	\$415
Alverno College	34	Yes	\$15,168	\$7,875
Carthage College	2	Yes	\$36,750	\$29,457
Cardinal Stritch	46	Yes	\$24,800	\$17,507
Carroll College	53	Yes	\$27,304	\$20,011
Marquette University	38	Yes	\$35,480	\$28,187
Mount Mary University	45	Yes	\$24,598	\$17,305
Wisconsin Lutheran College	42	Yes	\$24,770	\$17,470

The vast majority of UW-Parkside students originate from Southeastern Wisconsin. Table 2 illustrates the Wisconsin colleges and universities within a sixty-mile radius of UW-Parkside that support an elementary education major. The closest elementary education program is located at Carthage College in Kenosha, but is cost prohibitive to most UW-Parkside students. UW-Milwaukee and UW-Whitewater offer majors in education and elementary education, respectively. These two UW institutions may not be an option for some UW-Parkside students due to place-bound concerns, such as family obligations, university residency requirements, tuition differences, or lack of transportation and commuting options.

Although similarities exist between UW-Parkside's proposed B.S. in Elementary Education program and those of other Southeastern Wisconsin sister campuses, three fundamental differences distinguish UW-Parkside's program from the other programs.

- (1) Developmental Clinical and Co-teaching model
- (2) Advising and supervising model of teacher candidates
- (3) Educational support which continues after graduation: advanced professional development for practicing teachers, including support for professional development planning.

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

The UW-Parkside and IPED missions guide the innovative work done by faculty and academic staff. Institutional values are rooted in the belief that collaboration with university and community partners is essential to preparing successful teacher candidates. UW-Parkside has initiated collaborations with UW System, Wisconsin Technical College System institutions, and local school districts, in order to utilize existing expertise and resources.

Faculty from UW-Milwaukee's Department of Curriculum and Instruction and faculty from UW-Parkside's Institute of Professional Educator Development will work to ensure that the core curriculum design of the proposed B.S. in Elementary Education provides opportunities for UW-Parkside students who earn an B.S. in Elementary Education from UW-Parkside to easily transition to UW-Milwaukee in order to earn additional post-baccalaureate licenses or master's degrees in the following areas: Reading Teacher, Reading Specialist, English as a Second Language, and Exceptional Education. All of these licensure areas are considered high needs areas in Southeastern Wisconsin.

The Institute for Professional Educator Development has partnered with Gateway Technical College to offer an alternative route program that will lead to an early childhood-adolescence license for technology and pre-engineering. If UW-Parkside will be authorized to offer the B.S. in Elementary Education, the institution will expand this partnership to include a program that leads to an early-childhood to middle childhood license. Teacher candidates who complete this program will be prepared to fill two high needs areas in our region: preschool and kindergarten teachers.

Finally, IPED is partnering with the Racine Unified School District to develop a "grow your own" educator licensure program for educational assistants employed within the district who desire to become teachers. In addition to program course work, IPED will provide a support system for these non-traditional students that includes assistance with the application process, test preparation, and tutoring and mentoring. Courses will be offered at times convenient for these educational assistants to continue their work within the district. IPED anticipates an initial cohort of twenty who will seek an elementary education degree. This collaborative initiative is based on a project completed in 2008 which provided two years of college to 62 educational assistants so they could meet the "highly qualified" designation required by the Wisconsin Department of Instruction's PI 34. The intent of the program (in 2008 and now) is to move many of the participants into a degree and licensure program. The majority of these educational assistants will be seeking an elementary education degree.

### **Diversity**

Sensitivity to ethnically diverse and economically disadvantaged populations is emphasized in this proposed program. According to the State of Wisconsin Department of Public Instruction's website, the proportion of children from underserved racial/ethnic groups in the major school districts to be served by UW-Parkside's B.S. in Elementary Education is far higher than those proportions in the state as a whole. Whereas in 2013-14 10% of students in Wisconsin are African American and 11% of children are Hispanic students, African American children make up 15%, and Hispanic children make up 26% of the student population served by

Kenosha Unified. Also, African American children make up 26%, and Hispanic children make up 25% of the population served by Racine Unified. Students who are economically disadvantaged make up 52% of Kenosha Unified students, and 65% of Racine Unified students, compared to 42% of students in the State of Wisconsin as a whole.

UW-Parkside students are the most racially and ethnically diverse, compared to other UW campuses. Over 25% of students identify as underrepresented students of color, more than twice the UW System average. Over 40% of UW-Parkside students receive Pell Grants, indicating these students are from low income households. Most UW-Parkside students come from the same areas and school districts described above, and share similar demographic characteristics. Many students plan to remain in this region after graduation.

The curriculum of the B.S. in Elementary Education program emphasizes and provides students with experiences and coursework that is designed to develop sophisticated understanding and sensitivity to race/ethnicity and economic diversity. Besides the UW System requirement of one 3-credit course dealing with issues of race and ethnicity within the United States, advisors in the new program will strongly encourage teacher candidates to complete a minimum of 18 credits of designated diversity courses (all of which can serve as general education courses as well). These courses will provide UW-Parkside teacher candidates with a solid foundation to engage with a comprehensive, developmental model of culturally responsive teaching: a pedagogy that “crosses disciplines and cultures to engage learners while respecting their cultural integrity” (Wlodkowski and Ginsberg, 1995). Furthermore, the diversity of the UW-Parkside student population complements and enriches the academic experience for all UW-Parkside students. This model allows teacher candidates to develop a cross-cultural competence that enables them to teach and respond to the needs of diverse students in their classrooms.

### **Student Learning Outcomes**

Consistent with a view of teaching as an integration of art and science, the coursework required as part of the B.S. in Elementary Education will support the following program-level learning outcomes.

Conceptual Understanding of Core Knowledge: Teacher candidates will demonstrate:

- Ability to communicate and solve problems while working with the central concepts, tools of inquiry, and structures of multiple disciplines;
- Effective strategies to interact with learners and model effective communication and problem solving;
- Knowledge of content pedagogy that supports development of a student’s conceptual understanding of core knowledge;
- Ability to engage students in multiple ways of knowing;
- Ability to embed knowledge of home, school, and community into teaching; and
- Standards-based practice that aligns with the Common Core and Wisconsin Teacher Standards.

Reflective Practice: Teacher candidates will demonstrate:

- Ability to analyze and critique the experiences that make up teaching and learning from multiple perspectives that impact of these experiences and contexts;

- Teaching as an inquiry process, collecting and analyzing data about students' learning and making curricular decisions, and planning instruction based on the data to support student understanding;
- Use of appropriate formative and summative assessments appropriate to learning outcomes;
- Self-assessment from multiple perspectives; and
- Engagement in personal inquiry to build content and pedagogical knowledge.

Civic Engagement and Empowerment: Teacher candidates will demonstrate:

- Ability to initiate change in the classroom or other educational settings to improve teaching and learning;
- Ability to work collaboratively with other educators, family members, specialists, and members of the larger community to support student success;
- Equitable access by engaging all learners with meaningful learning opportunities;
- Inquiry, by providing all learners with authentic opportunities to solve community problems; and
- Ability to act as a change agent in the classroom, in the school and in their community.

Technology and Developmentally Appropriate Curriculum and Design: Teacher candidates will demonstrate:

- Ability to plan, select, and design developmentally appropriate learning activities, materials, digital technologies, and assessments to support student success;
- Ability to identify meaningful learning outcomes consistent with state and national standards, and design curriculum that integrates standards with student backgrounds and learning styles;
- Ability to critically analyze multiple contexts for learning within the classroom or other educational settings in light of current educational research and theory; and
- Ability to apply principles of best practice and use of technology in a PK-12 classroom.

Diversity, Culture, and Context: Teacher candidates will demonstrate:

- Awareness of the sociocultural forces that impact the in-school and out-of-school lives of the PK-12 student;
- Ability to value and to teach about diversity, inclusivity, and equity;
- Understanding of the diverse social and cultural factors that influence and challenge daily life at school; these include, but are not limited to: social, political, economic, cultural, linguistic, and geographic;
- Ability to identify characteristics of the educational community and explain how these characteristics impact the teaching and learning environment;
- Growth toward cultural competency and culturally-responsive teaching; and
- Strength-based approaches to engage students and challenge deficit perspectives.

Upon completion of the Educator Preparation Program at the University of Wisconsin-Parkside, teacher candidates must show evidence of fulfilling these program level learning outcomes, as demonstrated in their e-folio. The e-folio requires teacher candidates to demonstrate their growth over time with regard to leadership, decision-making ability, critical

thinking, cultural competency, collaborative engagement, and commitment to civic engagement. Each portfolio entry will address one or more of the Wisconsin Teacher Standards as well as the Interstate New Teachers Assessment and Support Consortium (INTASC) standards that focus more specifically around the knowledge, skills, and dispositions for the ten teacher standards.

This document can be found at:

[http://tepdL.dpi.wi.gov/files/tepdL/Licensing/intasc\\_10teachstds.pdf](http://tepdL.dpi.wi.gov/files/tepdL/Licensing/intasc_10teachstds.pdf)

### **Assessment of Objectives**

The learning objectives listed above will be continuously assessed within course work utilizing an assessment plan developed by IPED faculty. The Institute for Educator Development programs are clinically-based, thus, the learning objectives will also be assessed during clinical placements using performance rubrics based on Danielson's *Framework for Teaching Evaluation Instrument* (2013). The program assessment structure is located on the IPED website, <http://www.uwp.edu/departments/teacher.preparation/assessment.cfm>

Throughout their program, teacher candidates develop an e-portfolio to document their growth toward the Wisconsin Teacher and INTASC Standards. The e-portfolio process encourages a clear focus on standards and course outcomes, and the development of high-quality work.

UW-Parkside students who complete the components for the proposed major and at least one content minor will be prepared to pass their Praxis II exam and the edTPA (Teacher Performance Assessment).

### **Program Curriculum**

The proposed B.S. in Elementary Education is a 128-credit program that is designed for UW-Parkside students who desire to teach elementary and middle school students. The content courses listed provide teacher candidates with a solid theoretical base and the methods necessary to be successful teachers of elementary or middle school students. The proposed major requirements include fundamental preparation courses (7 credits), upper-level elementary content/pedagogy specific courses (44 credits), minor course requirements (18 credits), and elementary clinical courses (23 credits). In addition to these 92 credits, UW-Parkside requires 36 credits of general education, as well as fulfillment of the foreign language and ethnic diversity requirement.

#### Fundamental Preparation Courses (7 credits)

*Must be successfully completed before a student is accepted into the Educator Development Program.*

- Exploring Children's Worlds in Classroom, Context and Community (1 cr)
- Human Development and Learning (3 cr).
- Geometry and Statistics for Teachers (3 cr.)

#### Upper-level Elementary Content/Pedagogy Specific Courses (44 credits)

*All special methods courses integrate planning instruction, delivery, assessment, and reflection to support the development towards professional educator.*

- Culturally Responsive Education (3 cr.)
- Educational Alternatives for Students with Special Needs (3 cr.)

- Curriculum, Instruction, and Assessment in School Settings (3 cr.)
- Acquisition of Reading (3 cr.)
- Materials for Teaching Reading (3 cr.)
- Special Methods Music/Art (3 cr.)
- Special Methods of Teaching in the Elementary School K-3 (10 cr.)  
(Includes, Math, Literacy, Science, Physical Education/Health)
- Introduction to Second Language Acquisition and Cross Cultural Communication (3 cr.)
- Special Methods of Teaching in Elementary School 4-8 (10 cr.)  
(Includes Math, Literacy, Social Studies, and Environmental Ed.)
- Methods of Teaching English as a Second Language (3 cr.)

#### Minor Course Requirement (18 credits)

*To support the elementary major, teacher candidates will be required to minor in at least one 18-credit content area: math, science, language arts, or social studies.*

- English Language Arts (18 cr.)
- Broad Field Social Studies (18 cr.)
- Math (18 cr.)
- Broad Field Science (18 cr.)

#### Elementary Seminar and Clinical Courses (23 credits)

- Exploring Children's Classroom Context and Culture (1 cr.)
- Creating Family and Community Partnerships (1 cr.)
- Classroom Management: It's More than Behavior (1 cr.)
- Culturally Responsive Teaching: An Internship with Read America (1 cr.)
- Teacher Candidate as Action Researcher (2 cr.)
- Teacher Candidate as Action Research II (3 cr.)
- Children and Society (2 cr.)
- Residency (12 cr.)

#### **Projected Time to Degree**

Full-time students will be able to complete the requirements of this proposed major in eight semesters.

#### **Program Review Process**

Currently, the Institute for Professional Educator Development (IPED) has received conditional approval from the Department of Public Instruction to offer courses which lead to licensure. According to Paul Trilling, UW-Parkside's liaison to DPI, IPED's programs will be reviewed in 2016, after two sets of students have completed their student teaching. Upon receiving full program approval, the educator preparation programs will take part in the continuous review process conducted by DPI. Following full program approval, IPED will begin the process of seeking CAEP accreditation.

#### **Institutional Review**

Consistent with UW-Parkside policy, the proposed B.S. in Elementary Education will undergo a program review every seven years. UW-Parkside's Committee on Academic Planning

will conduct the program review. This committee – comprised of six elected faculty members, the Vice Chancellor or designee, one elected academic staff, and one student – reviews all proposed programs with respect to demand and need, resources required, and implementation plans. The committee also ensures academic programs are in compliance with the institution's Academic Plan. The program review will utilize data obtained from UW-Parkside's Office of Institutional Effectiveness, a comprehensive report written by the faculty comprising the major, and an external review. The program will also be reviewed annually by DPI as part of the Continual Review Process.

### **Accreditation**

No additional accreditation will be needed to operate this program. However, the Department of Public Instruction must approve the initial Middle Childhood to Early Adolescence (MC-EA) licensure pathway.

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University of Wisconsin-Parkside  
Cost and Revenue Projections for the B.S. in Elementary Education

	Items	Projections				
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	60	60	60	60	60
	Enrollment (Continuing Student) Headcount	0	54	104	148	168
	Enrollment (New Student) FTE	60	60	60	60	60
	Enrollment (Continuing Student) FTE	0	54	104	148	168
II	Total New Credit Hours (# new sections x credits per section)	26	52	58	0	0
	Existing Credit Hours	4	30	82	82	82
II	FTE of New Faculty/Instructional Staff	2	2	1	1	0
	FTE of Current Fac/IAS	2	4	6	7	7
	FTE of New Admin Staff	2	1	0	0	0
	FTE Current Admin Staff	1	3	4	4	4
V	Revenues					
	From New Tuition (# new of students x credit hours x tuition revenue [\$210/cr])	\$327,600	\$655,200	\$730,800	\$0	\$0
	From Cont. Tuition (# of continuing students x credit hours x tuition revenue [\$210/cr])	\$4,200	\$340,200	\$1,790,880	\$2,548,560	\$2,892,960
	From Fees	\$0	\$0	\$0	\$0	\$0
	Program Revenue - Grants	\$0	\$0	\$0	\$0	\$0
	Program Revenue - Other	\$0	\$0	\$0	\$0	\$0
	Reallocation	\$60,000	\$0	\$0	\$0	\$0
VI	Total Revenue	\$391,800	\$995,400	\$2,521,680	\$2,548,560	\$2,892,960
	Expenses					
	Salaries plus Fringes					
	New Faculty/Instructional Staff	\$165,600	\$165,600	\$82,800	\$82,800	\$0
	New Other Staff (Clinical Coordinator-yr 1/USPA-yr 1/Recruitment Coord-yr 2)	\$123,570	\$52,440	\$0	\$0	\$0
	Continuing Faculty/Instructional Staff	\$165,600	\$165,600	\$331,200	\$414,000	\$496,800
	Continuing Other Staff	\$123,570	\$123,570	\$176,010	\$176,010	\$176,010
	Other Expenses					
	Facilities	\$0	\$0	\$0	\$0	\$0
	Equipment	\$25,000	\$10,000	\$5,000	\$0	\$0
	Other:\$1,200 S&E support per FTE	\$2,400	\$2,400	\$1,200	\$1,200	\$0
	Total Expenses	\$605,740	\$519,610	\$596,210	\$674,010	\$672,810
VII	Net Revenue	-\$213,940	\$475,790	\$1,925,470	\$1,874,550	\$2,220,150
No other comments.						





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February 19, 2014

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1720 Van Hise Hall  
1220 Linden Drive  
Madison WI 53706

Dear President Cross,

It is with great enthusiasm that I present you with UW-Parkside's proposal for a new Bachelor of Science degree in Elementary Education. The UW-Parkside faculty and administration closed our previous education program in 2010 in order to support a fresh beginning with an entirely new faculty and curriculum. This three-year investment of the campus has resulted in a program design which departs from standard education programs in a number of key areas, as outlined in the attached proposal. The new program relies on the best research on developing effective professional educators. It is an outcomes-based approach infused with hands on experience and community engagement. I am writing now to communicate the full commitment of the Provost Office and the campus to this program, if approved.

The program has already increased our connections with our local communities. Our research shows that it is needed by surrounding school districts and it would increase our enrollment. To prepare for this proposal, the program design was reviewed by two external reviewers. In addition, the UW-Parkside Committee on Academic Planning, and the Faculty Senate have reviewed and approved the design and staffing of the program.

We have established the need for the new program in Southeastern Wisconsin, both in terms of student demand and workforce trends. Over the next ten years, there are a number of driving forces which have led to a demand for elementary teachers here: legislation which focuses on creating smaller class sizes in K-3 to support emergent and early reading; a 2.2% increase in student enrollment; and attrition and retirement in the professional educator workforce. This need is reflected in local support for the new UW-Parkside program. Some of our graduates would go on to advanced training for additional certification and graduate degrees, fulfilling needs for more specialized professionals and for faculty.

The new Bachelor of Science in Elementary Education would be consistent with UW-Parkside's Academic Plan; it would give UW-Parkside students a high quality educational program with strong career potential; and it would help fill a regional need.

Sincerely,

A handwritten signature in black ink that reads "Fred Ebeid". The signature is written in a cursive, flowing style.

Fred Ebeid,  
Interim Provost and Vice Chancellor for Academic Affairs, University of Wisconsin-Parkside

EDUCATION COMMITTEE

Resolution I.1.a.(5):

That, upon recommendation of the Chancellors of the University of Wisconsin-Madison and the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents approves the request to the Trustees of the William F. Vilas Trust Estate for \$7,104,020 for fiscal year July 1, 2014, to June 30, 2015, subject to availability, as provided by the terms of the William F. Vilas Trust, for Support of Scholarships, Fellowships, Professorships, and Special Programs in Arts and Humanities, Social Sciences, Biological Sciences, Physical Sciences, and Music.

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

**BACKGROUND**

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

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

The proffer is made following receipt by the trustees of a certificate or warrant from the Board of Regents showing how the funds will be expended. This request and Resolution I.1.a.(5) constitute that warrant.

Following approval of this resolution, President Cross will send a formal request to the trustees, who will determine the amount of income that will be available for the various awards (particularly for music, which varies with the value of the trust) and respond with a proffer of funds. The value of the proffer will then be reported to the Board of Regents.

**REQUESTED ACTION**

Approval of Resolution I.1.a.(5), a request to the trustees of the William F. Vilas Trust Estate for \$7,104,020 for fiscal year 2014-2015 for the support of scholarships, fellowships, professorships, and special programs in Arts and Humanities, Social Sciences, Biological Sciences, Physical Sciences, and Music.

**DISCUSSION**

The attached documents contain the responses to the trustees' request and detail how the proposed funds will be expended. They have five components: (a) continuation of trustee-approved programs, UW-Madison (\$3,147,251); (b) one-time program allocations, UW-Madison (\$3,836,000); (c) support for the *Presenting a Community of Music Learners, at the Peck School of the Arts Department of Music*, UW-Milwaukee (\$58,269); (d) request to fund research support

and the salary of Kumkum Sangari, Vilas Research Professor in the Department of English, UW-Milwaukee (\$60,000); and (e) continuation of the standard retirement benefit in support of Vilas Professor Emeritus Ihab Hassan, UW-Milwaukee (\$2,500).

## **RECOMMENDATION**

The University of Wisconsin System recommends approval of Resolution I.1.a.(5), authorizing the request to the trustees of the William F. Vilas Trust Estate for \$ 7,104,020 for fiscal year 2014-2015.



March 12, 2014

President Ray Cross  
University of Wisconsin System  
1720 Van Hise Hall  
CAMPUS

Dear President Cross:

In this memo, I enumerate the request for funds from the Vilas Trust Estate for fiscal year July 1, 2014 to June 30, 2015 for the University of Wisconsin-Madison.

Our request is framed in careful accordance with both the terms of the Vilas Trust and the needs we have to fulfill the strategic goals aimed at supporting the mission of the campus as a research and teaching campus of the highest rank. We are especially mindful of the gaps in our ability to attract, retain, and support the highest quality scholars to our faculty exacerbated by recent budget cuts; and the difficulty many students have in paying for undergraduate or graduate education here because of rising tuition and increasing challenges in finding need-based aid. Our total request for 2014-2015 is: **\$6,983,251**.

The programs for which we are requesting funding follow.

**A. CONTINUATION OF APPROVED PROGRAMS**

1.	Continuation of 10 Vilas Undergraduate Scholarships at \$400 each		4,000
2.	Continuation of 10 Vilas Graduate Fellowships:		
	a. 5 at \$600 each	3,000	
	b. 5 Traveling Fellowships at \$1,500 each	<u>7,500</u>	10,500
3.	Continuation of 15 Vilas Research Professors at \$10,000 salary plus \$50,000 auxiliary allowances each		900,000
4.	a. Continuation of 50 additional undergraduate scholarships at \$400 each	20,000	
	b. Continuation of 50 additional graduate fellowships at \$600 each	<u>30,000</u>	50,000
5.	Continuation of eighty (80) additional undergraduate scholarships at \$400 each under the provisions of Paragraph (3), Article 4 of the Deed of Gift and Conveyance by the Trustees of the Estate of William F. Vilas		32,000
6.	Retirement benefits for nine (9) Vilas Professors: Berkowitz, Bird, Brock, Hauser, Hermand, Keisler, Mueller, Vansina, and Weinbrot at \$2,500 each		22,500

7.	Continuation of support for encouragement of merit and talent or to promote appreciation of and taste for the art of music at UW-Madison for 2014-15.	30,000
8.	14 Vilas Associates in the Arts and Humanities	487,714
9.	11 Vilas Associates in the Social Sciences	466,579
10.	17 Vilas Associates in the Physical Sciences	788,320
11.	11 Vilas Associates in the Biological Sciences	355,638

**Total Continuation Request:** **\$ 3,147,251**

## **B. ONE-TIME PROGRAM ALLOCATIONS**

1.	College of Engineering Start-up Package Funds, used to support new faculty hired for its Trans-disciplinary Institute initiative (in collaboration with the Grainger Foundation). Funds in the start-up package would need to be spent within two years and may be used for any legitimate professional research expense, per UW-Madison rules, except that they may not be used for summer salary support of the professor.	850,000
2.	Vilas Professor Gregg Mitman's Liberia Film Project entitled <i>A Film Never Made</i> , with the Center for Culture, History and the Environment (CHE). This Center provides a place where a community of scholars from a variety of disciplines and backgrounds can share insights and explore the past and present.	154,000
3.	Vilas Distinguished Achievement Professorships, Sixteen (16) at \$50,000 per professorship.	800,000
4.	Vilas Life Cycle Professorship Program	372,000
5.	Vilas Research Investigator Awards (up to \$30,000 per award). Pursuant to and consistent with the intent of Article 4, Section E of the Deed of Gift and Conveyance. These would go to faculty mentors of graduate students who are research assistants or project assistants.	60,000
6.	Vilas Faculty Young/Mid-Career Investigator Awards These awards will not exceed \$50,000 per year (or, in the case of awardees who receive a two-year award up to \$100,000 total) in flexible research funds. They will assist in the critical area of research investment in best faculty: start-up research when recruiting best faculty early in their careers ("Vilas Faculty Young Investigator"); or timely research boost when retaining best Faculty in mid-career ("Vilas Faculty Mid-Career Investigator").	1,000,000
7.	Continuation of 1998 and 2002 Expansion of Approved Programs: a. 750 additional undergraduate scholarships at \$400 each, pursuant to Article 4, Sections A and E of the Deed of Gift and Conveyance	300,000

- |   |         |
|---|---------|
| b. 400 additional fellowships at the \$600 level, pursuant to Article 4, Sections A and E of the Deed of Gift and Conveyance  | 240,000 |
| c. Fifty (50) Traveling Graduate Fellowships at \$1,200 each, pursuant to Article 4, Section A, paragraph 3 of the Deed of Gift and Conveyance (regarding two-fellowship salary for travel/study in other states or Foreign countries). | 60,000  |

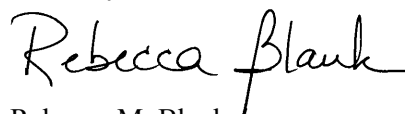
<b><u>Total of One-time Part B. Program Allocations:</u></b>	<b>\$3,836,000</b>
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<b><u>Total of Part A and Part B:</u></b>	<b><u>\$6,983,251</u></b>
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The list of Vilas Research Professors and Vilas Distinguished Achievement Professors is attached.

Please let me know if you have any questions.

Sincerely,



Rebecca M. Blank  
Chancellor

#### Attachments

xc: Provost Paul M. DeLuca, Jr.  
Vice Chancellor Darrell Bazzell  
Dean Martin Cadwallader  
Asst. Vice Chancellor Tim Norris  
Vice Provost Steve Stern  
Cynthia Paine, Office of the Provost

### **Vilas Research Professors**

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

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

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

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

Richard Davidson - Vilas Research Professor  
of Psychology and Psychiatry, College of Letters and  
Science and School of Medicine and Public Health

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

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

Judith Kimble - Vilas Research Professor  
of Biochemistry and Medical Genetics, College of  
Agricultural and Life Sciences and School of  
Medicine and Public Health

Ching Kung - Vilas Research Professor  
of Genetics, College of Agricultural and Life Sciences

Gregg Mitman - Vilas Research Professor  
of History of Science, College of Letters and Science

Emiko Ohnuki-Tierney - Vilas Research Professor  
of Anthropology, College of Letters and Science

Elliott Sober - Vilas Research Professor  
of Philosophy, College of Letters and Science

Karen Strier - Vilas Research Professor  
of Anthropology, College of Letters and Science

Erik Olin Wright - Vilas Research Professor  
of Sociology, College of Letters and Science

Sau Lan Wu - Vilas Research Professor  
of Physics, College of Letters and Science



### **Vilas Distinguished Achievement Professors, 2011-12 Cohort**

Clifton Conrad – Educational Leadership and Policy Analysis, School of Education

Michael Culbertson – Lab of Genetics, College of Agricultural and Life Sciences

Cynthia Czajkowski – Neuroscience, School of Medicine and Public Health

Suzanne Desan – Department of History, College of Letters and Science

Wei Dong – Design Studies, School of Human Ecology

John Kao – School of Pharmacy

Melanie Manion – Political Science, College of Letters & Science

Mark Markel – School of Veterinary Medicine

Jonathan Martin – Atmospheric & Oceanic Sciences, College of Letters & Science

Beth Meyerand – Biomedical Engineering, College of Engineering

Lynn Nyhart – History of Science, College of Letters & Science

Amy Stambach – Educational Policy Studies, School of Education

James Sweet – History, College of Letters & Science

Clifford Thurber – Vilas Distinguished Achievement Professor  
Geoscience, College of Letters & Science

Justin Williams – Biomedical Engineering, College of Engineering

Susan Zahner – Nursing

### **Vilas Distinguished Achievement Professors, 2012-13 Cohort**

Michael Bell – Community and Environmental Sociology, College of Agricultural and Life Sciences

Cynthia Carlsson – Geriatrics, School of Medicine & Public Health

Lew Friedland – Journalism and Mass Communication, College of Letters and Science

Jerlando Jackson – Educational Leadership & Policy Analysis, School of Education

Hongrui Jiang – Electrical and Computer Engineering, College of Engineering

Clark Johnson – Geoscience, College of Letters and Science

Jack Ma – Electrical and Computer Engineering, College of Engineering

Anna Huttenlocher – Pediatrics, School of Medicine & Public Health

Wei Xu – Oncology, School of Medicine & Public Health

Robert Mathieu – Astronomy, Letters & Science

Naomi Chesler – Biomedical Engineering, Engineering

**Vilas Distinguished Achievement Professors, 2013-14 Cohort**

Manon van de Water – Theatre and Drama, Letters & Science

Sean Palecek – Chemical and Biological Engineering, Engineering

Michael Graham – Chemical and Biological Engineering, Engineering

Hussain Bahia – Civil and Environmental Engineering, Engineering

Michael Fiore – Medicine, School of Medicine & Public Health

Jordan Ellenberg – Mathematics, Letters & Science

Matthew Turner – Geography, Letters & Science

Anna Gade – Religious Studies/ Lang. & Cultures of Asia, Letters & Science

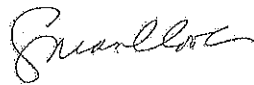
John Hawks – Anthropology, Letters & Science

Three more to award from this cohort.



**School of Music**  
UNIVERSITY OF WISCONSIN-MADISON

To: The Vilas Trust  
c/o Provost Paul DeLuca  
Bascom Hall 150

From: Susan C. Cook   
School of Music Director

20 February 2014

Re: Vilas Trust Grant Request for 2014-15: \$30,000

The School of Music seeks a grant from the Vilas Trust in the amount of \$30,000 to support a variety of activities central to the curricular and outreach missions of the School of Music and in keeping with the Trust's desire to encourage merit or talent and to promote appreciation of and taste for the art of music. Thus we seek funding for residencies by guest performers and special events programming and to support the production of two operas.

1. 5-Day UW Madison Brass Festival: \$8000

The proposed Brass Festival provides an opportunity to engage faculty, students, staff and audiences on campus and off, including regional high school students and music teachers. The Festival will include concerts, workshops and master classes offered by as many as seven brass performers—including the US Army Band Quintet and two additional artists, Oystein Baadsvik and Jessica Valeri—in conjunction with our faculty Wisconsin Brass Quintet and other student ensembles. The 5-day event will include open rehearsals, master classes and a performance by the Army Quintet, a master class and solo recital by Baadsvik, coaching, master class and performance with student brass choir by Valeri, and additional performances by student ensembles and the Wisconsin Brass Quintet.

Norwegian tuba virtuoso, Oystein Baadsvik, has attained an international career as soloist, chamber musician, lecturer and recording artist.

Guest Artist fee, inclusive \$2000

4-day residency visiting US Army Brass Quintet

This group does not collect artists fees; need to cover travel, lodging and per diem meals, \$4000 inclusive

Jessica Valeri earned her Bachelor's of Music degree from the UW-Madison and has been a member of the San Francisco Symphony since 2008. She regularly provides master classes on how to audition for orchestral positions.

Guest Artist fee, inclusive \$2000

## 2. George Crumb Festival: \$8500 for Multiple Guest Performers

George Crumb, still active at 84, has been a major force in American composition since the 1970s when his *Ancient Voices of Children* to texts by Garcia Lorca provided an evocative and deeply personal response to late modernist serialism. Crumb's 85<sup>th</sup> birthday provides an opportunity to celebrate this composer through concerts, workshops, and master classes featuring guest artists as well as our own faculty and students. We expect to involve virtually the entire SoM as Crumb will be featured not only on stage but in music history and theory courses as well during the spring semester of the proposed celebration. While we hope Prof. Crumb can attend, we have contingency plans for guest scholars to speak on his career and influence as part of our Musicology Colloquium series.

Guest artists include the 5-member NUNC and 2-member Due East ensembles. Both groups who would provide master classes and workshops for a variety of instruments, including voice and percussion. Both groups are known for their performances of Crumb's difficult works. Due East would perform *Madrigals*, Crumb's evening length set of works for voice and percussion. NUNC would feature Crumb's works on a concert that would include additional works by our faculty composers that utilize their mixed ensemble of strings and winds. They would also carry out readings of works by student composers in workshop settings.

We envision our Crumb birthday celebration spanning most of the spring semester through courses and additional faculty and student events that feature Crumb's works. The ensembles would likely perform on two consecutive weekends making for a 10-day to 2-week Festival.

NUNC Artist Fees, all inclusive: \$6000

Due East Artist Fees, all inclusive: \$1500

Support for Prof. Crumb's attendance: \$1000

## 3. Support for Opera Productions: \$10,000

The University Opera program promotes professional training and practical performing experience for student singers, conductors, and instrumentalists, and whenever possible, for student designers, actors and dancers. Currently the SoM presents two major productions a year. Attendance is strong for these productions, and the three performances per opera fill our 380-seat Rennebohm Auditorium in Music Hall.

Ticket revenue covers about 30% of the expenses, and we seek support to help cover additional costs for rehearsal pianists and additional design support for scenery, costumes and lighting. Next year marks a transition as longtime opera director William Farlow will resign at the end of spring 2014. As we host a visiting director and start planning for a permanent replacement, it is critical to our curricular mission and our devoted opera audience to continue to provide high-quality experiences for all.

#### 4. Music Colloquium Series: \$3500

Each year graduate students in the Music Theory, Composition, Musicology, Ethnomusicology and some performance programs, identify and invite guest scholars to present their most recent and in-progress research publicly. Students engage with the visiting scholars in both formal and informal ways around the colloquia and have the opportunity to share their own work more broadly with leading scholars in their field. Colloquia are scheduled for Friday afternoons and take place three to four times a semester. These events draw a strong audience of faculty and students both within and without the School of Music. They celebrate the kinds of music scholarship currently taking place across the academic study of music and provide opportunities for our students to take part in exciting discussions that go beyond the confines of the University. We provide a \$500 honorarium to each guest speaker.

Vilas Associate Awards 2014-15 First Year

Fac FB: 34.5%  
 Lowest Salary: \$133,589 C  
 Max Summer: \$29,687 = 2/9ths

<u>Biological</u>	<u>Name</u>	<u>Department</u>	<u>Base</u>	<u>Rate</u>	<u>Summer</u>	<u>Fringe</u>	<u>Flex</u>	<u>Total</u>	<u>#-Amount</u>
	1 Cai, Weibo	Radiology	A	106,050	0	0	12,500	12,500	
	2 Campagnola, Paul	Biomedical Engineering	C	124,836	27,742	9,571	12,500	49,813	
	3 de Leon, Natalia	Agronomy	C	93,206	20,713	7,146	12,500	40,359	
	4 Jiang, Jiming	Horticulture	C	130,436	28,986	10,001	12,500	51,487	
	5 Orrock, John	Zoology	C	82,719	18,382	6,342	12,500	37,224	5/\$191,383

Arts & Humanities

<u>Name</u>	<u>Department</u>	<u>Base</u>	<u>Rate</u>	<u>Summer</u>	<u>Fringe</u>	<u>Flex</u>	<u>Total</u>	<u>#-Amount</u>
6 Alatout, Samer	Community & Environ. Sociology	A	93,648	0	0	12,500	12,500	
7 Cooper, Lisa	English	C	75,316	16,737	5,775	12,500	35,012	
8 Hilyard, Stephen	Art	C	75,474	16,772	5,787	12,500	35,059	
9 Howard, Robert	Communication Arts	C	102,459	22,769	7,856	12,500	43,125	
10 Kern, Adam	East Asian Languages & Literature	C	87,870	19,527	6,737	12,500	38,764	
11 Ratner-Rosenhagen, Jennifer	History	C	74,268	16,504	5,694	12,500	34,698	
12 Schwendinger, Laura	School of Music	C	67,639	15,031	5,186	12,500	32,717	
13 Titelbaum, Michael	Philosophy	C	85,850	19,078	6,582	12,500	38,160	8/\$270,035

Physical

<u>Name</u>	<u>Department</u>	<u>Base</u>	<u>Rate</u>	<u>Summer</u>	<u>Fringe</u>	<u>Flex</u>	<u>Total</u>	<u>#-Amount</u>
14 Craciun, Gheorghe	Mathematics	C	84,941	18,876	6,513	12,500	37,889	
15 Cui, Qiang	Chemistry	C	97,680	21,707	7,489	12,500	41,696	
16 Gong, Shaoqin "Sarah"	Biomedical Engineering/WID	C	110,000	24,445	8,434	12,500	45,379	
17 Huber, George	Chemical & Biological Engineering	C	141,400	29,687	10,243	12,500	52,430	
18 Morgan, Dane	Materials Science & Engineering	C	114,060	25,347	8,745	12,500	46,592	
19 Negrut, Dan	Mechanical Engineering	C	112,141	24,921	8,598	12,500	46,019	
20 Shusta, Eric	Chemical & Biological Engineering	C	127,415	28,315	9,769	12,500	50,584	
21 Westerhoff, Stefan	Physics	C	104,237	23,164	7,992	12,500	43,656	8/\$364,245

Social

<u>Name</u>	<u>Department</u>	<u>Base</u>	<u>Rate</u>	<u>Summer</u>	<u>Fringe</u>	<u>Flex</u>	<u>Total</u>	<u>#-Amount</u>
22 Halverson, Erica	Curriculum & Instruction	C	71,968	15,993	5,518	12,500	34,011	
23 Kim, Nam	Anthropology	C	68,933	15,319	5,286	12,500	33,105	
24 Massoglia, Michael	Sociology	C	112,222	24,939	8,604	12,500	46,043	
25 Moynihan, Donald	La Follette School of Public Affairs	C	142,511	29,687	10,243	12,500	52,430	
26 Owens, Ryan	Political Science	C	111,100	24,689	8,518	12,500	45,707	5/\$211,296

Vilas Associate Awards 2014-15 Second Year

Fac FB: 34.5%  
 Lowest Salary: \$133,589 C  
 Max Summer: \$29,687 = 2/9ths

Biological

<u>Name</u>	<u>Department</u>	<u>Base</u>	<u>Rate</u>	<u>Summer</u>	<u>Fringe</u>	<u>Flex</u>	<u>Total</u>	<u>#-Amount</u>
1 Alarid, Elaine	Oncology	A	135,560	0	0	12,500	12,500	
2 Barak-Cunningham, Jeri	Plant Pathology	C	90,900	20,200	6,969	12,500	39,669	
3 Chang, Qiang	Medical Genetics	A	135,957	0	0	12,500	12,500	
4 Chung, Moo	Biostatistics & Medical Informatics	C	125,000	27,778	9,584	12,500	49,862	
5 Damschen, Ellen	Zoology	C	82,719	18,382	6,342	12,500	37,224	
6 Groblewski, Guy	Nutritional Sciences	A	111,786	0	0	12,500	12,500	6/\$164,255

Arts & Humanities

<u>Name</u>	<u>Department</u>	<u>Base</u>	<u>Rate</u>	<u>Summer</u>	<u>Fringe</u>	<u>Flex</u>	<u>Total</u>	<u>#-Amount</u>
7 Bearden, Elizabeth	English	C	80,093	17,799	6,141	12,500	36,440	
8 Beneker, Jeffrey	Classics	C	75,278	16,729	5,772	12,500	35,001	
9 Garlough, Christine	Gender & Women's Studies	C	69,583	15,463	5,335	12,500	33,298	
10 Kodesh, Neil	History	C	91,012	20,225	6,978	12,500	39,703	
11 Marshall, Nancy Rose	Art History	C	83,608	18,580	6,411	12,500	37,491	
12 Ortiz Robles, Mario	English	C	77,770	17,283	5,963	12,500	35,746	6/\$217,679

Physical

<u>Name</u>	<u>Department</u>	<u>Base</u>	<u>Rate</u>	<u>Summer</u>	<u>Fringe</u>	<u>Flex</u>	<u>Total</u>	<u>#-Amount</u>
13 Banerjee, Suman	Computer Sciences	C	133,320	29,627	10,222	12,500	52,349	
14 Dasu, Sridhara	Physics	C	100,743	22,388	7,724	12,500	42,612	
15 Jiang, Hongrui	Electrical & Computer Engineering	C	146,804	29,687	10,243	12,500	52,430	
16 Keutsch, Frank	Chemistry	C	88,880	19,752	6,815	12,500	39,067	
17 Ma, Zhenqiang (Jack)	Electrical & Computer Engineering	C	156,500	29,687	10,243	12,500	52,430	
18 Maravellas, Christos	Chemical & Biological Engineering	C	115,140	25,587	8,828	12,500	46,915	
19 McMahon, Katherine	Civil & Environmental Engineering	C	125,846	27,966	9,649	12,500	50,115	
20 Voyles, Paul (Gildrie-Voyles)	Materials Science & Engineering	C	111,550	24,789	8,553	12,500	45,842	
21 Weibel, Douglas	Biochemistry	C	99,748	22,167	7,648	12,500	42,315	9/\$424,075

Social

<u>Name</u>	<u>Department</u>	<u>Base</u>	<u>Rate</u>	<u>Summer</u>	<u>Fringe</u>	<u>Flex</u>	<u>Total</u>	<u>#-Amount</u>
22 Elwert, Felix	Sociology	C	123,220	27,383	9,448	12,500	49,331	
23 Kalish, Charles	Educational Psychology	C	103,493	22,999	7,935	12,500	43,434	
24 Lupyan, (Igor) Gary	Psychology	C	82,719	18,382	6,342	12,500	37,224	
25 Papp, Lauren	Human Development & Family Studies	C	77,552	17,234	5,946	12,500	35,680	
26 Smith, Lones	Economics	C	293,153	29,687	10,243	12,500	52,430	
27 Zhou, Yongming	Anthropology	C	82,583	18,352	6,332	12,500	37,184	6/\$255,283



March 11, 2014

Provost Paul DeLuca  
150 Bascom Hall

Dear Paul,

I write to request a supplement from the Vilas Trust in the amount of \$154,000.00 to assist with the completion of a documentary film that I am co-directing and co-producing entitled *A Film Never Made*. A trailer of the film can be found at <http://www.afilmnevermade.com>

Here is a short synopsis of the film:

In the West African republic of Liberia, what can the past offer to the present as the nation rebuilds after a brutal civil war, where a new generation faces cultural loss and chronic land insecurity?

Emmanuel Urey, a child of Liberia's civil war, has journeyed from a rural childhood in a small interior village to higher education in the Midwestern US. Having personally experienced vicious disputes over land during and after the civil war, Emmanuel is committed to helping his country address volatile land security problems that threaten peace.

In Wisconsin, Emmanuel unexpectedly learns of a rare cache of film shot in Liberia by a 1926 Harvard scientific expedition at the behest of Firestone Plantations Company. The unedited footage juxtaposes nostalgic moving images of mythic chiefs, village life, and tribal customs with uncomfortable glimpses into forced labour, inequitable social practices, and clear-cutting of traditional land. The footage is at once a national treasure and a painful and potentially explosive reminder of Liberia's deep land conflicts.

Determined to reconnect the present with the past, Emmanuel takes the footage home. He travels the streets of Monrovia and remote rural villages, where crowds gather around his iPhone, iPad, or laptop. Memories of people, places and traditions, whose roots extend deep into the land, are stirred. Feelings of nostalgia, anger, wonder, frustration, pride and hurt are evoked. And when land disputes erupt in Emmanuel's own village, the burden of tradition, captured on film, elicits both sorrow and hope.

*A Film Never Made* captures the struggles of Emmanuel and his family, of tribal elders, and of restless youth as they weave the past into a more inclusive future.

The 1926 Harvard expedition was a pioneering expedition in the field of international health. Designed to assess the disease burdens—both human and plant—that Firestone would face in establishing the world's largest rubber plantation, the expedition took an ecological approach to the understanding of disease. Indeed, Richard Strong published the first paper on "The Importance of Ecology in Relation to Disease" in *Science* in 1935. In addition, Max Theiler began his work on the yellow fever virus while on the



expedition, work that would eventually win him the Nobel Prize in Physiology and Medicine for the development of the yellow fever vaccine.

Yet, the major ruptures in land that the expedition helped bring about through the support of Firestone have significantly transformed livelihood and well-being in Liberia by disrupting traditional systems of land tenure. In a moment when Liberia is undertaking a major effort in land reform that recognizes both customary and statutory land rights in an effort to achieve greater land security in Liberia, our film offers a means for understanding the root causes of land insecurity that threaten peace and food security.

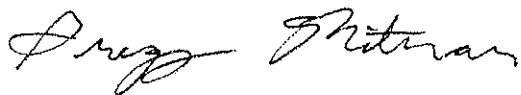
We have secured \$343,175.00 out of a proposed budget of \$497,175 for the making and distribution of the film. The funds secured include an NSF grant in the amount of \$277,104 recently awarded to me and the University of Wisconsin that will enable us, in partnership with George Mason's Center for History and New Media and the Center for National Documents and Records Agency (CNDRA) in Liberia to develop a public history website that will create an interactive experience with the archival footage and the documentary film. It will become an open-ended site for individuals in Liberia and abroad to narrate their own stories and gather a history of Liberia from multiple points of view. It will also serve as the foundation and pilot of a digital archive and educational interface being developed in partnership with the CNDRA in Liberia.

We are also working with the US Embassy in Liberia and the CNDRA to curate an exhibit from more than 250 expedition photographs that will travel to towns located along the expedition itinerary, accompanied by screenings of *A Film Never Made*.

We are seeking \$154,000 in post-production funding for completion of the film. A detailed budget is in the attached Excel spreadsheet. A Vilas supplement in the amount of \$154,000 would enable us to complete the film and put us in a much better position to secure distribution through ITVS, POV, PBS, the major American public television broadcasters. We have secured a broadcast letter of commitment from Wisconsin Public Television. The University of Wisconsin is also the copyright holder of the film. We anticipate completion of the film by June 30, 2015.

Please let me know if I can answer any questions or provide further details. Thank you for your consideration.

Sincerely,

A handwritten signature in cursive script, reading "Gregg Mitman".

Gregg Mitman

Vilas Research and William Coleman Professor of History of Science, Medical History, and Environmental Studies

**ABOVE THE LINE**

	Funds Secured	Funds Needed	Actual
Pre-Production and Development		5,900	5,900
Rights, Music & Talent	17,000	9,800	26,800
Producing Staff	2,000	20,400	22,400
<b>TOTAL ABOVE THE LINE (A)</b>	<b>19,000</b>	<b>36,100</b>	<b>55,100</b>

**BELOW THE LINE**

	Funds Secured	Funds Needed	Actual
<b>Crew &amp; Personnel</b>			
Camera	23,000	-	23,000
Second Camera/Sound	8,410		8,410
Sound	1,000		1,000
Editor	19,000	42,000	61,000
Assistant Editor		5,700	5,700
Interview Transcription	3,000		3,000
Post-production Coordinator		8,400	8,400
Post-production Assistant		2,400	2,400
<b>Production (Travel, Equipment, Rental)</b>	<b>93,035</b>		<b>93,035</b>
<b>Post-production</b>		<b>22,440</b>	<b>22,440</b>
<b>Marketing &amp; Distribution</b>		<b>10,000</b>	<b>10,000</b>
<b>Insurance</b>		<b>10,650</b>	<b>10,650</b>
<b>Office &amp; Administrative Costs</b>		<b>16,310</b>	<b>16,590</b>
<b>Interactive Website</b>	<b>176,730</b>		<b>176,730</b>
<b>SUB TOTAL</b>	<b>324,175</b>	<b>117,900</b>	<b>441,355</b>
<b>TOTAL BELOW THE LINE (B)</b>	<b>324,175</b>	<b>117,900</b>	<b>441,355</b>
<b>TOTAL A + B</b>	<b>343,175</b>	<b>154,000</b>	<b>496,455</b>
		<b>154,000</b>	
<b>TOTALS</b>	<b>343,175</b>	<b>154,000</b>	<b>497,175</b>

## Vilas Life Cycle Professorship Program Request, 2014/15

The Vilas Life Cycle Professorship evaluation committee (Jim Escalante, Nancy Mathews, Jennifer Sheridan, and Amy Wendt) respectfully requests \$372,000 for the program in 2014/15. This is the same amount requested in 2012 and 2013, although we were allocated less in each year.

We continue to receive a high number of fundable proposals; this past year we received 23 and funded 14 of those. For three of the proposals we declined to fund this year, we encouraged the faculty member to reapply next year when their situations were more stable and they could use the funding to better advantage; thus, we anticipate similar demand for the funds next year. In addition, many faculty delayed starting their funding later than anticipated in their initial applications and so we have already allocated over \$100K of the 2014/15 allocation (should we receive one) because the grants spanned the fiscal year boundary.

Faculty continue to share their gratitude for the support that they receive and evidence continues to mount that the funding makes a significant impact on their productivity. In the next year or so, we will be publishing a paper called "Life Happens: The Vilas Life Cycle Professorship Program at the University of Wisconsin-Madison", in an edited volume called *Family Friendly Policies and Practices in Academe*. In the paper, we document that the grants provide psychological support for faculty in crisis, ensure their career progression, enhance retention, and has benefits to the University including increased grant funding, increased reputation of the UW-Madison, increased productivity, and increased faculty loyalty. These kinds of results are enumerated annually in the evaluation reports we provide; this paper combines 10+ years of such data plus additional analyses to demonstrate the importance of the program to faculty at the UW-Madison.

Year	Vilas Trust Budget	\$ Requested	# Applications	\$ Awarded	# Awarded	% Applicants Awarded	% \$ Request Awarded
2005/06	\$310,000	\$725,001	27	\$388,404	18	66.7%	53.6 %
2006/07	\$310,000	\$578,870	22	\$370,911	18	81.8%	64.1 %
2007/08	\$310,000	\$484,816	19	\$241,204	11	57.9%	49.8 %
2008/09	\$372,000	\$546,659	18	\$370,811	15	83.3%	67.8 %
2009/10	\$0	\$365,575	15	\$162,545	7	46.7%	44.5 %
2010/11	\$300,000	\$702,448	27	\$423,417	18	66.7%	60.3 %
2011/12	\$372,000	\$706,471	24	\$321,983	14	58.3%	58.3%
2012/13	\$225,000	\$541,064	21	\$185,189	9	42.9%	34.2%
2013/14	\$300,000	\$612,664	23	\$344,057	14	60.9%	56.2%

Thank you for your consideration,

Jennifer Sheridan

February 4, 2014

To: Cynthia Paine, Office of the Provost  
From: Vernon Barger  
Re: Request to Vilas Trustees

I am writing about the allotment for auxiliary funds in 2014-2015 from the Vilas Trust and to summarize my research activities.

My itemized request for expenditure of the \$50,000 allotment is as follows:

Research travel;  
Computers, electronic and office equipment purchases;  
Software purchases, development and maintenance;  
Presentation development, drafting;  
Books, supplies and services;  
Support for Research Assistants, Project Assistants, Postdoctoral Research Associates and Fellows, Scientists, Visiting Research Scholars and Visiting Professors;  
Secretarial, technical and student support.

I request flexibility in the allocations of the auxiliary funds to these categories because the needs and costs are difficult to assess in advance.

My expenditures of the auxiliary funds allotment for 2013-2014 have been used mainly for support of a Research Assistant and research travel.

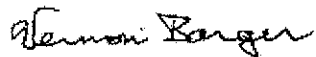
The past year has been another fruitful time for my research. I made theoretical studies of how models with two Higgs doublets could be experimentally distinguished from the Standard Model Higgs boson. I showed that naturalness of electroweak symmetry breaking in the minimal super-symmetric (SUSY) model implies the presence of a light Higgsino particle (a SUSY partner of the Higgs boson), and I found a way that this Higgsino could be discovered at the Large Hadron Collider. I explored a new physics interpretation (Lepto-quarks) of the IceCube events at the highest neutrino energies ever observed.

My research plans for 2014-2015 encompass the fields of collider physics, cosmology and neutrino physics. In collider physics, I will continue the

pursuit of predictions of the radiative natural super-symmetry model. In cosmology, I will investigate means of discovery of the stable lightest particle of SUSY that could well be the dark matter in the Universe. In neutrino physics, I plan the study of new physics that could place an upper limiting energy on neutrinos (such as Lorentz Invariance Violation) and thereby explain the absence of their observation in large-scale detectors such as IceCube. In accelerator based neutrino physics, I will evaluate the capabilities of long baseline neutrino configurations to determine the neutrino mass-hierarchy and detect CP-violation.

This is a fantastic era in particle physics and cosmology in which major discoveries are being made. I am grateful for the generous Vilas Trust support to enable my pursuit of this exciting research.

Sincerely,

A handwritten signature in cursive script that reads "Vernon Barger".

Vernon Barger

## Department of Slavic Languages

University of Wisconsin-Madison  
1432 Van Hise Hall, 1220 Linden Drive  
Madison, WI 53706

David M. Bethea  
Vilas Professor  
dmbethea@facstaff.wisc.edu

(608) 262-3498  
Fax (608) 265-2814

March 11, 2014

Paul DeLuca, Provost  
150 Bascom Hall  
--Campus--

Dear Provost DeLuca:

I am submitting herewith a request for Vilas funds for 2014-2015 in connection with my Vilas Professorship:

1)	Travel in connection with research	\$10,000
2)	Supplies and expenses	\$1,000
3)	Books	\$2,000
4)	Equipment	\$7,000
5)	Joint publication projects	\$10,000
6)	Pushkin Summer Institute support	\$20,000

I will be using the travel money to conduct research in archives and libraries; to consult with editors of our ongoing Pushkin edition (*Sochineniia Pushkina*, 2005-), to participate in conferences and symposia in the States and in abroad, and to work with colleagues and foundations nationally to expand and make more sustainable the Pushkin Summer Institute (see below). The supplies, books, and equipment will all be related to my current scholarly projects: I need to upgrade the computer equipment in my Van Hise and home offices periodically and I need to expand my own Pushkin library and add materials on the reception of Charles Darwin by Russian philosophers. As in previous years, the supplies and expenses would go primarily to research-related (conference, etc.) telephone calls and xeroxing. The "joint publication projects" refers to long-term joint publishing plans with colleagues at Tartu University (Estonia), including electronic and hard-copy book projects and ways to interconnect our Slavic/Pushkin Center database with theirs. Additional expenses on the "joint publication projects" line will go to help underwrite new books I am acquiring in my role as series editor at UW Press ("Pushkin and his Era") and at Academic Studies Press ("Ars Rossica") in Boston. "The Pushkin Summer Institute" is a new venture I founded in 2012 and now direct: a 6-week precollege program, it attracts 20-30 underprivileged high school students each summer to study Russian in the context of Pushkin's life and works (Pushkin was of African heritage on his mother's side), and hopefully to eventually enroll in UW-Madison's Flagship Program.

My expenditures for 2013-14 have been relatively consistent thus far with last year's request.

Obviously I'm extremely grateful to the Vilas Trust for its continuing support. Please don't hesitate to contact me if there are any additional questions.

Sincerely,

David M. Bethea

Vilas Professor



January 11, 2014

Ms. Cynthia Paine  
Office of the Provost  
150 Bascom Hall  
CAMPUS

Dear Cynthia,

I am writing this letter to request my annual allotment of \$50,000 from the Vilas Trust. The Vilas funds will be used for the following items:

- Support for postdocs, research scientists, research assistants, project assistants, and student hourlies
- Computer software and hardware
- Page charges for research publications
- Research travel
- Books, supplies, and services

My research program focuses on the investigation of a variety of complex systems using the techniques of theoretical physics. Currently, my main research project is the development of a silicon-based quantum computer. During the 2013-2014 academic year, the Vilas funds are being used for partial support of a postdoc and of a research scientist who have both played critical roles in our important recent progress on this project. Over the past year we have demonstrated that a new kind of qubit that we developed has excellent coherence properties, a critical property for achieving scalability, and we have succeeded in performing full process tomography of the gate operations of this qubit. We have also made significant strides in the fabrication and preparations for measurement of a device that will implement a two-qubit gate. These results represent substantial progress towards the goal of building a silicon computer that exploits quantum coherence and interference to increase the computational power of information processing devices. Over the next year our goal is to





achieve the successful operation of a two-qubit gate, and to begin work on other issues relevant to the development of processors with larger numbers of qubits. These steps are all critical to achieving the ultimate goal of fabricating a large-scale universal quantum information processor.

I very much appreciate the generous support of the Vilas trust, which is extremely helpful to my research program.

Once again, many thanks.

Sincerely yours,

Susan N. Coppersmith  
Vilas Professor of Physics  
University of Wisconsin, Madison

WILLIAM J. CRONON  
Frederick Jackson Turner  
& Vilas Research Professor  
of History, Geography, &  
Environmental Studies

March 10, 2014



DEPARTMENT OF HISTORY  
5103 Humanities Building  
455 North Park Street  
Madison, WI 53706  
(608)265-6023  
FAX: (608)263-5302  
EMail: [wcronon@wisc.edu](mailto:wcronon@wisc.edu)  
Web: [www.williamcronon.net](http://www.williamcronon.net)

Paul de Luca, Provost  
150 Bascom Hall  
500 Lincoln Drive  
University of Wisconsin-Madison  
Madison, WI 53706

Dear Paul:

I'm writing to submit my annual request, complete with sketchy budget, for the \$50,000 allotment of auxiliary funds to my Vilas Research Professorship for academic year 2014-15.

As I've stated each year in past budget requests, it's always a challenge, given the nature of my work, for me to supply an itemized list of expenditures. I'll summarize major categories of costs I'm likely to incur next year, and hope these will be adequate for what you need from me. Since these do not change drastically from year to year, this request is similar to others I've made to the Vilas Trust in the past.

I continue to work on two major books: a history of Portage, Wisconsin which along with a large accompanying website will likely be the most ambitious project I ever take on; and an analysis of American environmental politics relative to environmental history entitled *Saving Nature in Time: The Environmental Past and the Human Future*. I'm happy to report that 2013 saw important breakthroughs for both volumes—I now have a *completely* new organization and table of contents for *Saving Nature in Time*, radically altering the argumentative arc of the book, and, even more excitingly, I think I've finally solved a core narrative problem that has been at the heart of the Portage book from the beginning—so I've been making real progress on both. As I mentioned last year, I'm also developing a third book, based on the essays I wrote as President of the American Historical Association, which will seek to explore how the life of the mind is changing in a digital age. As in the past, if the Vilas trustees permit, I will continue to hire 1-2 project assistants during 2014-15 to assist with all three of these projects. *Saving Nature in Time* is first in the queue, and should finally be completed this year.

As I've explained before in these letters, I read very widely, so that in recent years as much of \$20,000 of my Vilas budget has typically gone to book purchases and journal subscriptions. As a result of donating a large portion of my book collection to Memorial Library and the Wisconsin Historical Society as part of my divorce process, I'm rebuilding the most essential portions of the collection in digital ebook form, and will continue to use some of my Vilas funds for this purpose. A big part of the work I did as AHA President that will feed into the book on life of the mind in a digital age in fact addresses the consequences of ebooks and web-based texts for scholarly reading, writing, and publishing, so these ebook purchases are part of my current work not just for their *content* but for their *form*. I'm hoping to do an extended essay in a major publication for general audiences on the very substantial challenges of doing traditional book-based humanities scholarship in this new digital environment, arguments that I began to develop in the following piece:

<http://www.historians.org/publications-and-directories/perspectives-on-history/november-2012/recollecting-my-library-and-my-self>

If permitted, I will certainly be using Vilas funds to hire at least one project assistant for 2014-15, mainly to continue work on the Portage book; the cost for such a PA would be roughly \$19,000 for 2014-15. I plan also to hire additional assistance—either a second PA or one or more LTEs with HTML coding skills—to assist with the more technical aspects of the website associated with the Portage book, along with a general updating of the other websites I maintain to bring them into conformity with current CSS protocols for multi-platform access.

Finally, whatever is left in my Vilas account will likely support research and conference travel. I may also use small portions of my Vilas funds to support appropriate activities relating to the Nelson Institute's Center for Culture, History, and Environment (CHE), which continues to be one of my most important intellectual communities on campus.

I hope these rough estimates will suffice as they have in the past. I continue to be *immensely* grateful for the generous assistance that the university and the Vilas Trust are giving me. Many, many thanks!!

Sincerely,





*Richard J. Davidson, William James and Vilas Professor  
of Psychology and Psychiatry*

February 18, 2014

Paul DeLuca  
Provost, University of Wisconsin-Madison  
150 Bascom Hall

Dear Paul:

Re: Vilas Request, 2014-2015

The purpose of this letter is to formally request \$50,000 for my annual allotment from the Vilas Trust. My laboratory is studying the brain bases of emotion and the neural circuitry responsible for why individuals differ in their reactivity to emotional events and how we can promote a more adaptive and resilient response to adversity. We are using state-of-art techniques to assess regional brain function and structure including functional and structural magnetic resonance imaging and positron emission tomography. These studies are providing new information on the circuitry responsible for how individuals regulate their emotions and our findings are potentially significant in understanding what the mechanisms may be for disorders of emotion including autism, depression and anxiety disorders, and for the promotion of well-being. This new understanding is directing leading to the development of novel and better treatments for these devastating disorders and strategies that can be implemented early in life to prevent these disorders. Some of this work is already directly benefiting families in Wisconsin.

The \$50,000 in Vilas funds will be used for support staff in my lab. In addition, some of the funds will be used to support graduate student and post-doctoral travel and participation in scientific meetings, and for ancillary supplies.

Thank you for your continuing support. I am most grateful.

Warm regards,



March 1, 2014

Professor Paul DeLuca  
Provost  
150 Bascom Hall  
University of Wisconsin at Madison  
Madison, WI 5706

Dear Provost DeLuca,

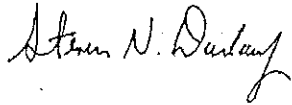
I am writing to formally request my Vilas research allocation of \$50,000 for the academic year 2014-2015. These funds are requested in order to further my research in three areas: 1) development of methods for the evaluation of the role of heterogeneity of genotypes in explaining heterogeneity in socioeconomic outcomes, 2) theoretical and empirical analysis of the determinants of racial and economic segregation in the United States, 4) the theory and econometrics of social interactions, and 4) intergenerational mobility. Each of the research programs will involve graduate students and should help them develop dissertation topics.

Of the \$50,000, \$24,000 will be used for tuition waivers for three graduate assistants to work as my research assistants, who will otherwise be paid from a grant on Social Econometrics that I have received from the Institute for New Economic Thinking (INET). This grant is explicitly designed to allow me to identify three students for rigorous training in efforts to expand the domain of economic analysis to include sociological and psychological factors; the students will each be funded for 3 years and so this will be annual use of the Vilas funds for the next two years. Of the remaining funds, I intend to spend them on books, data sets, computational equipment both for myself and for the students with whom I am working as well as possibly on additional graduate student support.

My request for 2014-2015 mirrors my request for 2012-2013. The 2013-2014 funds have been used to support 5 graduate students and for research materials, primarily books and data sets. In 2013-2014 I made substantial progress on the research areas associated with my Vilas request. I have now developed links between behavioral models of socioeconomic outcomes and statistical models that have been developed to measure the roles of genes versus the environment. These links mean that I can take the next step in integration of economic theory with genomic

data analysis. I have completed a longstanding research project on the identification of social influences on individual data. I could not have completed this research without the support provided by the Vilas research funds.

Sincerely,

A handwritten signature in cursive script, reading "Steven N. Durlauf". The signature is written in dark ink and is positioned above the printed name.

Steven N. Durlauf  
Vilas Research Professor  
Kenneth J. Arrow Professor of Economics



**Biochemistry Department**  
Founded 1883

February 18, 2014

Cynthia Paine  
Office of the Provost  
University of Wisconsin-Madison  
150 Bascom Hall, 500 Lincoln Drive  
Madison, Wisconsin 53706

Dear Ms. Paine:

I would like to request the full \$50,000 allotment of auxiliary funds from the Vilas Trust for 2014-2015.

My lab studies the molecular regulation of germline stem cells and differentiation. Over the years, our research has uncovered conserved regulatory proteins and pathways that control a variety of biological processes, including stem cell maintenance, the mitosis/meiosis decision and the sperm/oocyte decision. Our findings have provided insight into controls of stem cells and differentiation that function in virtually all animals, including humans. Several of the regulators we have identified and continue to work on have been implicated in human disease, including cancer, stroke and arthritis.

This past year the Vilas Trust funds were used to support two graduate students, Mr. Daniel Noble and Ms. Heaji Shin. Dan is a fifth year student in the Integrated Program in Biochemistry (IPiB), and Heaji is a fourth-year IPiB student. Both were actively working on research projects in my laboratory. Dan was studying how the FOG-1 RNA-binding protein regulates the sperm/oocyte decision, and Heaji was working on SYGL-1, a newly discovered stem cell regulator.


For the 2014-2015 year I plan to again use the Vilas Trust funds for graduate student support. I will continue supporting Ms. Heaji Shin for part of the year on these funds, and will fully support Ms. Kim Haupt. Kim is a second year IPiB student. Both of these students are actively working on research projects in my laboratory. Heaji Shin will continue working on the SYGL-1 protein, a key stem cell regulator of mysterious function. Kim Haupt is focusing on the LST-1 protein, a second key stem cell regulator.

The IPiB program stipend is \$26,000/year for 2013-2014. Although I anticipate that a modest increase may occur, I have used the current year's figures below. As fringe is not charged to this account, the other expense for graduate student support is tuition remission (8,000/year/student).

Shin stipend	\$12,444.00
Shin tuition remission	\$3,556.00
Haupt stipend	\$26,000.00
Haupt tuition remission	\$8,000.00
TOTAL:	\$50,000.00

Please do not hesitate to contact me should you have any concerns regarding my expenditure of these funds.

Sincerely,



Judith Kimble  
Vilas Professor





R.M. Bock Laboratories  
1525 Linden Drive  
Madison, WI  
53706-1596

Office: 608-262-1586  
CMB: 608-262-3203  
FAX: 608-262-4570  
www.molbio.wisc.edu

February 21, 2014

Dr. Cynthia Paine  
Office of the Provost  
UW-Madison

Re: 2014-15 allotment for the Vilas Professorship

Dear Dr. Paine:

We are always grateful for the support from the Vilas Trust. This support has been an invaluable part of the research program in my laboratory. Last year, we have continued our research on ion channels, concentrating on those that respond directly to mechanical forces. A major achievement of our laboratory over the years has been the founding of the theory that variations in standing forces in the lipid bilayer directly act on membrane ion channels, leading to various force sensations, including touch and hearing. This theory has recently gain strong support from research worldwide. We have reviewed and extended the theory in a *PNAS* article and in two international physiological and biophysical meetings. We have also continued our work on the transient-receptor potential vanilloid type 4 (TRPV4) channel. We have discovered a new channelopathy mechanism, namely by mutating region that transmits the configurational changes in the calmodulin domain to the channel gate.

With the recently available atomic structure of TRPV1, a TRPV4 homolog, we have begun site-directed mutageneses and electrophysiological phenotyping to further the structure-function analyses of this channel protein. As this type of genetic and biophysical analyses are the expertise of the laboratory, this research is expected to be rapidly productive, yielding key insights into the working of this channel protein. This will be the major activity of the laboratory in 2014.

We have used the Vilas funds last year basically as proposed. *I.e.* \$10,000 on PI salary, \$38,000 on postdoc salary, and \$2,000 on supplies.

For the 2014-15 budget of \$50,000, I would like to propose the following:

\$10,000 Salary for the PI  
\$17,585 Salary for 5 months, postdoc Dr Jinfeng Teng  
\$20,668 Salary for 4 months, Sr. Scientist Dr. Stephen Loukin  
\$1,747 Research supplies

Sincerely yours,

Ching Kung  
Vilas Professor of Genetics  
and Molecular Biology



THE UNIVERSITY  
**WISCONSIN**  
MADISON

February 19, 2014

Provost Paul DeLuca  
150 Bascom Hall

Dear Paul,

I write to submit a request to the Vilas Trust for \$50,000 in research funds for the 2014-15 academic year in conjunction with my Vilas Research Professorship. The funds will be spent as follows:

Film production expenses	\$31,343.00
Travel to Professional Meetings:	\$ 3,000.00
Books, Journal Subscriptions	\$ 3,000.00
Project Assistantship	\$ 9,157.00
Book Subvention	\$ 3,500.00

The bulk of funds being requested are to advance my current research program, "Where Blood and Latex Flow," which is a project in three parts: a book, documentary film, and public history website. The book project focuses on the role of science, medicine, and public health in shaping U.S. economic and foreign policy in Liberia over the course of the twentieth century. It aims to make visible the importance of Liberia as a major experimental testing ground for American visions of development and modernization theory that would emerge through programs like Point IV after the Second World War, and thereby offers a counter-narrative to the geopolitical framework of recent scholarship on the history of American science and development, much of which has centered on Latin America and Asia. It also offers an important historical perspective on neo-liberal approaches to global health that have shaped American international aid efforts in recent years.

Through the production of a documentary film and a public history website, the project also aims to repurpose the photographic and film record generated by a 1926 Harvard scientific expedition in the service of history and memory in the rebuilding of a nation, one whose past has largely been erased by a brutal civil war. By intentionally putting the film and photographic record of a past scientific expedition into circulation once again, it highlights the possibility of generating a history of science and its meaning from the widest possible demographic base, by and for a people whose land, cultural traditions, and disease burdens became a focal point of American scientific research, and who are eager to reclaim a forgotten past that might nourish and support a new future. It also advances goals of increasing diversity within the field of history of science by supporting and soliciting the voices of African students, scholars, and teachers.

A portion of the 2014-15 Vilas research funds will be used to complete a rough cut of a documentary film, tentatively titled *A Film Never Made*, <http://www.afilmnevermade.com>, which was recently featured on the UW home page and for which we have received a

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The Nelson Institute for Environmental Studies

122 Science Hall    University of Wisconsin-Madison    550 N. Park St.    Madison, Wisconsin 53706-1491  
608/265-5296    Fax: 608/262-0014    [www.nelson.wisc.edu](http://www.nelson.wisc.edu)

broadcast letter of commitment from Wisconsin Public Television.

Vilas funds for 2014-15 will also be used in support of a project assistantship connected to an international research collaborative we have initiated with the Rachel Carson Center in Environment and Society in Munich and the Environmental Humanities Laboratory in Stockholm around the theme of environmental futures. In the fall of 2014, the UW-Madison will be host to an international workshop, "The Anthropocene, Cabinet of Curiosities Slam," that will bring together artists and writers, scientists and humanists, to consider how the appearance and impact of *homo sapiens* as a geomorphic force is registered in the sediments of history, the objects around us, and the things yet to be. The workshop will result in the design of an Anthropocene cabinet of curiosities, to be included in a large exhibit on the Anthropocene opening at the Deutsches Museum in Munich, and scheduled to tour internationally. The workshop will also form the basis of a collected series of short essays to be published as part of the CHE, RCC, EHL collaborative project.

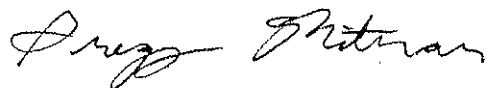
Much of this past academic year has been spent advancing *A Film Never Made*. We were able to complete an additional film shoot in Liberia, with one remaining shoot scheduled this June. We have amassed over 100 hours of footage, and the oral histories we have been gathering are proving invaluable to advancing the accompanying book project. Thanks to the research made possible through the Vilas Trust I was also successful in securing a National Science Foundation grant (\$277,144) last fall that will enable us to develop a public history website connected to the documentary film project underway, which will advance new approaches in the digital humanities and will serve as the basis for a new digital historical archive in Liberia.

The Vilas funds in 2013-14 also made possible the hosting of a workshop on "Where Media Practice Meets STS: A Collaborative Workshop in Visual Science and Technology Studies," held in the fall of 2013. The workshop brought together faculty and graduate students from Harvard University and the University of Wisconsin-Madison to explore the ways that digital media practices are reshaping what constitutes scholarship and public engagement not only in the field of science studies, but across a variety of disciplines within the academy. A follow-up workshop is being planned to take place at Harvard University.

Because of author delays, the volume I am co-editing with Kelly Wilder entitled, *Documenting the World: Film, Photography, and the Scientific Record*, was just recently submitted to the University of Chicago Press. Thus, the \$3500 publication subvention grant that was built into last year's Vilas request has been shifted to this year's request.

I am very grateful to you and the Vilas Trustees for this research professorship and your continued support.

Sincerely,

A handwritten signature in dark ink, appearing to read "Gregg Mitman". The signature is fluid and cursive, with the first name "Gregg" being more prominent and the last name "Mitman" following in a similar style.

Gregg Mitman

Vilas Research and William Coleman Professor of History of Science, Medical History, and  
Environmental Studies

February 14, 2014

Provost Paul M. DeLuca, Jr.  
Office of the Provost and Vice Chancellor  
Of Academic Affairs  
University of Wisconsin, Madison  
150 Bascom Hall, Madison, WI

Dear Provost DeLuca:

Let me first express my deep appreciation for the Vilas Trust whose generous research funds enabled me to have had an exceptionally productive 2013-2014 year.

I had the honor of delivering two major lectures at the Collège de France, which, unexpectedly, led to the medal from the French government, bearing the image of Guillaume Budé, who persuaded Francis I to found the Collegium Trilingue, afterwards the Collège de France. My name was engraved on it. The lectures I gave were:

“Comment les fleurs peuvent-elles tuer? : Opacité de la communication dans les espaces politiques “

“Symbolisme et économie politique: Riz comme soi dans l'histoire japonaise”

During my stay, I was given an office at the Institut d'études avancées de Paris, which is now housed in a 17<sup>th</sup> century Hôtel de Lauzun. This was quite an honor.

In the area of publication, my book in French, *Kamikazes: Fleurs de cerisier et nationalisms* was published by Hermann in Paris. I am in the process of checking whether Chinese translations (one from PRC and the other from Taiwan) have been published.

The article publications include: (1) "Cong bijiao de shijiao kan riben yuzhou lun zhong de shan" (Mountains in Japanese cosmology from a comparative perspective). *Northwestern Journal of Ethnology*, Issue 2 (2013), pp. 76-78. (2) "At the Base of Local and Transnational Conflicts: The Political Uses of Inferiorization." In, *Radical Egalitarianism: Contemporary Galactic Politics in Comparative Perspective*. F. Aulino, M. Goheen, and S. J. Tambiah, eds. New York: Fordam University Press. Pp. 220—232. (3) 2013 Rice as Self-Chinese translation published by Zhejiang University Press (New Preface added). Book reviews include: (1) Isomae Junichi: *Dokohemo inai anata he*. *Toshoshimbun* No. 3120, p. 4

(July 27, 2013). (2) *Ainu Spirits Singing* by Sarah Strong. *American Anthropologist* December 2013.

Major invited lectures include the one at École Française d'Extrême-Orient, Scuola Italiana di Studi sull'Asia Orientale and International Research Center (Jinbunken) of Kyoto University, and the one at Sophia University in Tokyo. The International Center for the Japanese Studies asked me to deliver "The Current Status of Japanese Studies and Its Future Tasks" which resulted in a major change at the Center.

As service to our profession, I have been on the selection committee of the the EURIAS (European Institute for Advanced Study) and the Abe Fellowship committee. Also, I have reviewed manuscripts for publication for American Ethnology and also for the University of Minnesota Press.

As service to the general public, I have appeared in PBS, Korean TV and University of the Air, Wisconsin Public Radio, Newstalk (Dublin, Ireland), and gave a talk at Madison Public Library.

Needless to say, without the extremely generous support by the William F. Vilas Trust, I would not have been able to undertake these activities were it not for the generous provisions by the Vilas Research Professorship.

As for the plans for next year, it is difficult to prioritize two major projects I have described in the past: (1) the book project on Japanese imperial system and emperors and (2) anthropological theories on food and foodways. During the stay in Paris, I was invited to apply again to the Institut d'études avancées de Paris on the food theory project. If the invitation comes, I will first embark on the food project whose core will be on anthropological theories and a comparison between France and Japan. I will work on both projects during my trip to Japan.

Sincerely,

Emiko Ohnuki-Tierney

Budget for 2014-15

Given unpredictable nature of my research activities, the following represents rough estimates and there will be some transfers of money between the categories. Exchange rates are also unpredictable. The following are based on rough estimate of \$1=¥100.

## Research stay in Japan:

Airfare: Madison-Narita	2,000	
Transportation within Japan , including bullet train between Tokyo & Kyoto		4,000
Miscellaneous expenditures within in Japan		4,000
Books on Food and other topics in Japanese to purchase		710

In Tokyo

Meals for 15 days (October 15-31)	2,805 (@187)
Lodging for 15 days	2,250 (@150)

In Kyoto

Meals for 45 days (November 1 – December 15)	8,235 (@183.00)
Lodging for 45 days	6,000

Conference attendance, travels for lectures, etc.	5,500
Books, etc.4	
Computer – I have to buy a new desktop	1,500
An assistant in Japan for archival work.	1,000
Translation of my articles into French	2,000

Publication subsidy	10,000
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I am completing a book manuscript. If a publisher accepts it but needs subsidy in order to publish it simultaneously as paperback, I may use a part of my Vilas allocation for this purpose.

Grand total    \$50,000



January 10, 2013

Paul DeLuca, Jr.  
Provost  
University of Wisconsin-Madison  
150 Bascom Hall

Dear Provost DeLuca,

I write in reply to your request that I describe my research plans and anticipated major expenditures for the next academic year.

I plan to write a number of journal articles on research topics in philosophy of science during the coming academic year and to work on my current book project. My research expenses will include hiring one or more project assistants during each semester and perhaps during some summer months, journal subscriptions, travel to give lectures and attend conferences, support for collaborative research, postage, computer equipment, books, photocopying, and membership fees for professional associations.

My expenditures in the past year fell within these same categories. I'm also sending you my Scholarly Activities Report for 2013.

Thanks for your help.

Yours truly,

Elliott Sober  
Haris Reichenbach Professor and William F. Vilas Research Professor

**Department of Philosophy**

University of Wisconsin – Madison 5185 Helen C. White, 600 N. Park St., Madison, WI 53706  
608/263-3700 608/263-5335 Fax: 608/265-3701

**Elliott Sober**  
**Scholarly Activities Report**  
**Jan 1- Dec 31, 2013**

**TEACHING**

**Courses Taught:** Spring (on sabbatical); Fall (Philosophy of Biology 523).

**Independent Study Courses for Prelims:** Brian McLoone (Fall); Emi Okayasu (Fall).

**Graduate Student Advisees:** Martin Barrett, Casey Helgeson, Michael Goldsby, Hayley Clatterbuck, Elena Spitzer, Andrew Cuda, Brian McLoone, Emi Okayasu.

**Mentor for:** Trevor Pearce (Mellon Postdoc, Spring and Summer); Mehmet Elgin (Fall).

**Prelim Committees:** Elena Spitzer, Andrew Cuda, Lydia du Bois, Emi Okayasu, Brian McLoone.

**Prospectus Examination Committees:** Naftali Weinberger, Hayley Clatterbuck.

**Ph.D. Examination Committees:** Casey Helgeson, Michael Goldsby.

**Other Teaching:** participated in Philosophy of Biology and Philosophy of Science Reading Groups (Spring, Summer, Fall); taught a class in Carol Lee's evolution course, Zoology 410 (February); taught a class in Trevor Pearce's Philosophy of Biology course (February); taught a class in Larry Shapiro's course on Science and Religion (July); taught two classes in Larry Shapiro's Philosophy of Mind course (September); taught a class in David Baum's Botany 575 seminar on foundations of evolution (September); taught a class in Jeff Hardin's Zoology 400 on evolution and religion (September); taught a class in Martha Gibson's Philosophy 101 (October).

**RESEARCH**

**Book Published**

*Core Questions in Philosophy — A Text with Readings.* Macmillan 1990; Perseus, 6<sup>th</sup> edition 2013.

**Articles Published**

(with Michael Steel) "Screening-Off and Causal Incompleteness – A No-Go Theorem." *British Journal for the Philosophy of Science*, 2013, 64: 513-550.

(with Hayley Clatterbuck and Richard Lewontin) "Selection Never Dominates Drift (nor *Vice Versa*)."



*Biology and Philosophy*, 2013, 28: 577-592.

"Trait Fitness is not a Propensity, but Fitness Variation Is." *Studies in History and Philosophy of Biological and Biomedical Sciences*, 2013, 44: 336-341.

(with William Roche) "Explanatoriness is Evidentially Irrelevant, or Inference to the Best Explanation meets Bayesian Confirmation Theory." *Analysis*, 2013, 73: 659-668.

## **Presentations**

543-5. January, 2013. "Darwin and Intelligent Design," "Two Cornell Realisms," and "Earman on Hume on Miracles" at Texas Christian University. Fort Worth, TX.

546. February, 2013. "Methodological Naturalism about Methodology – a Short History of Parsimony." Conference on Science without God: Religion, Naturalism, and the Sciences, Florida State University, Tallahassee, FL.

547. March, 2013. "Causal Completeness and Evolutionary Theory," Templeton Foundation, Philadelphia, PA.

548-9. March, 2013. "Scientific and Moral Realisms." Philosophical Association of Argentina Annual Conference. "Responses to four presentations on my work." Center for Research in Analytic Philosophy. Buenos Aires, Argentina.

550-51. April, 2013. "Did Darwin write the *Origin* Backwards?" and "Group Selection" at UW-Oshkosh.

552. June, 2013. "Chimpanzee Theory of Mind and Postulating an Intervening Variable." Very Informal Seminar series. Wisconsin Institute of Discovery.

553-4. July, 2013. Comments on five papers (by Steve Stich, Christine Clavien, Justin Garson, Armin Schulz, Chandra Sripada) on the evolution of psychological altruism and comments on three critiques (by Jean Gayon, Samir Okasha, Tim Lewens) of my book *Did Darwin Write the Origin Backwards?* Biennial meeting of the International Society for History, Philosophy, and Social Studies of Biology, Montpellier, France.

555. October, 2013. "Parsimony and Chimpanzee Mind-Reading." Conference on Science and Reality at University of Western Ontario.

556. October, 2013. "Did Darwin write the *Origin* Backwards?" Lecture at California State University, Chico.

557. December, 2013. "Parsimony and Chimpanzee Mind-Reading." Alberto Coffa Lecture, Philosophy Department, Indiana University.

## **SERVICE**

### **Departmental**

Chair, Mentor Committee and Tenure Committee for Michael Titelbaum (Spring and Fall).

Member, Mentor Committee for John MacKay (Spring and Fall).

Member, Philosophy of Mind Search Committee (Fall)

## Professional

President, International Union of History and Philosophy of Science (Division of Logic, Methodology, and Philosophy of Science), Jan. 2012 – Dec. 2015.

Chair, Organizing Committee, POBAM (Philosophy of Biology at Madison) workshop, which will take place May 30-June 1, 2014.

Refereed articles and books for *Philosophical Review*, *Theoria*, *Ethics*, Oxford University Press, *Studies in History and Philosophy of Science Part C*, Oxford Studies in Epistemology.

Evaluations for grants, tenure cases, promotions to full professor, chair nominations, prizes, honorary degrees, and memberships in honorary societies at University of London, Swiss National Science Foundation, French National Research Agency, Council for the Humanities of the Netherlands Organization for Scientific Research, University of Notre Dame, University of Cincinnati, National Humanities Center, St. Mary's University (Halifax, Nova Scotia), American Council of Learned Societies.



# DEPARTMENT OF ANTHROPOLOGY

## UNIVERSITY OF WISCONSIN - MADISON

MADISON, WISCONSIN 53706-1393 U.S.A.

9 February 2014

Dr. Paul DeLuca, Provost  
150 Bascom Hall, UW-Madison

Dear Paul:

I am writing to request \$50,000 of auxiliary research funds for my annual allotment from the Vilas Trust for 2014-2015. As in the past, these funds will be used in support of my long-term field research on the critically endangered northern muriqui monkey in the Atlantic Forest of southeastern Brazil. My research group is documenting how demographic changes affect primate social, ecological and reproductive behavior. This involves systematic monitoring of the behavior and life histories of an isolated population of northern muriquis that now includes 350 individuals and represents more than one-third of the entire species. We are gaining unique insights and comparative perspectives into primate behavioral plasticity that also have implications for evaluating the demographic and environmental conditions that shape the behavior of other long-lived, socially complex organisms including humans. This past year, using a combination of behavioral observations and strategically placed motion-activated camera traps, we obtained the first real evidence demonstrating the role females play in diffusing newly acquired behavioral traditions among groups within the population. These and other findings are contributing to the conservation of muriquis. Last year our regional impact was recognized by the Mayor's office of Caratinga, which held a multi-day educational event to honor the 30-year anniversary of the research project.

Auxiliary funds from the Vilas Trust are vital to the continuity and success of the long-term research as well as for supporting new initiatives such as investigations into the muriquis' recent colonization of neighboring forest patches. This intensive non-invasive field research requires near-daily monitoring of the entire study population by trained students and field assistants. Funds to date have gone toward essential infrastructure and logistical support associated with day-to-day field activities and personnel (e.g., fees to the Reserve, field provisions, supplies, and transportation), as well as toward research-related travel to the field and to professional meetings. Some funds were also used to supplement database development and storage, computer equipment and supplies, and student hourly wages to establish and maintain the Muriqui Behavioral Ecology Database (MBED).

I would like to request similar flexibility in expending my \$50,000 allotment from the Vilas Trust in 2014-15 across the same broad budgetary categories to sustain the field study and respond to unanticipated research needs and opportunities as they arise. I am most grateful for the generous continuing support from the Vilas Trust, and remain excited about the new research directions that these flexible funds will permit me to take.

Yours sincerely,

Karen B. Strier  
Vilas Professor



DEPARTMENT OF SOCIOLOGY  
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To: Cynthia Paine  
From: Erik Olin Wright  
Date: February, 2014

Re: Vilas Trust Request for 2014-5

**Erik Olin Wright  
plans for use of Vilas Trust Funds for the 2014-5 academic year**

During the 2014-15 Academic Year my research and writing will be devoted to four principle activities:

1. Finishing the second edition of my book (with Joel Rogers) *American Society: how it really works*. Most of this work will be done by the fall of 2014, but there will still be some final updates of data in the course of the coming year.

2. Research connected to my on-going Real Utopias Project. This project is continually evolving and it is not always possible to specify which specific themes will be the primary focus a year in advance. At the moment, I am particularly engaged with three topics:

- *Municipal participatory budget experiments in the United States*. Participatory budgeting is an innovative way of setting priorities for city budgets through the direct involvement of citizens in budget assemblies. Limited experiments along these lines have been done in Chicago and New York, and a new, more ambitious initiative is now taking place in Vallejo, California. I am on the Advisory Board of the national Participatory Budget Project (which provides information and assistance to communities wishing to experiment with participatory budgeting) and will be involved in conducting surveys and analyzing data from these experiments. I have been invited to a small White House meeting on participatory budgeting this spring to explore greater Federal support for these initiatives, including support for research.
- *The dilemmas and prospects of worker-owned cooperatives*. I have been working on this theme for several years in collaboration with Professor Ramon Flecha and his research team at the University of Barcelona. They presented the initial results of their research at the 2012 meeting of the American Sociological Association. This specific project has been a bit on hold because of other work, but I hope to revive it during the 2014-15 academic year. I will be going to Barcelona in Spring of 2015 to present the first draft of a real utopia essay on worker cooperatives. .
- *Democratizing Finance*. Fred Block, a sociologist at UC Davis, wrote an essay on the

institutional design of a more democratically accountable finance system as part of my Real Utopias theme at the 2012 American Sociological Association. I have worked with him over the past year to revise this essay for publication. He now plans a significant expansion and refinement of the analysis to serve as the basis for a Real Utopias Project conference. I will work closely with him on this and hope to have a draft by the end of 2014. This should result in a Real Utopias conference in the fall of 2015.

3. Finishing a book, *Class Complexity*, to be published by Verso in 2015. This book is mostly a collection of essay I have published from 1995-2009, but with some revisions and some additional chapters. I hope to finish this by the end of 2014.

4. Beginning serious work on a new book, *Sociological Marxism*. My academic work over the past 40 years has revolved in one way or another on the reconstruction of the Marxist tradition of social theory and research. I think it is now time for me to bring the threads of this work together into a single volume that synthesizes and systematizes the approach that I have developed over the years. I will be on sabbatical during the 2015-16 academic year during which time I hope to complete this manuscript.

### **Summary of use of Vilas funds during 2012-13 academic year**

Most of the Vilas funds this year have been used to support a 50% graduate student PA position who has been doing intensive work with me on participatory budgeting (as part of the Real Utopias project). We have developed a survey instrument to be used in participatory budget initiatives in different cities and begun analyzing some of the data from earlier surveys. Additionally the funds have been used to pay a second graduate assistant who has helped update the data for the new edition of *American Society*.

In terms of my own writing: (1) I have completed about half of the writing for the revision of *American Society*. (2) I completed a book manuscript (now in press), collaboratively with the economist Robin Hahnel, *Alternatives to Capitalism*, in which we debated alternative models for a more democratic and egalitarian economy.

### **Budget for 2014-5**

During the 2014-15 academic year I will use my Vilas trust funds for three purposes:

1. Project Assistants: I plan to hire one 50% PA (annual appointment) and also provide partial funding for a second. The total (including fringes) will come to approximately \$30,000 - \$35,000, depending upon the number of hours for the second PA.
2. Other expenses connected to the participatory budget project (travel to site visits, attending meetings, including some travel expenses for the PA). Approximately \$3-5,000
3. Travel for conferences and research. I will be attending the International Sociological Association meeting in Tokyo and presenting a keynote address, and the American Sociological Association meeting in San Francisco. There will also be a trip to Barcelona for the cooperatives project. Most of this expense will be covered by the University of Barcelona, but I may need to

cover part of the travel expenses. I do not know precisely how much the travel will cost, but judging from previous years, this is likely to be in the \$5,000 range.

3. Research workshops. I am organizing two research workshops during the next academic year connected to my various projects: Sociological Marxism, December 2014, and Activism and Academics, May 2015. These will need modest subsidies (most of the costs will be covered by participants). about \$1500-2000

4. Books, journals, supplies, etc. \$2,000-\$3000

February 12, 2014

***PROPOSED RESEARCH PLAN 2014/2015  
FOR THE AUXILIARY FUNDS FROM VILAS TRUST***

***SAU LAN WU  
Enrico Fermi Professor of Physics  
Vilas Professor  
University of Wisconsin-Madison***

**Research Plans 2014-2015**  
**Professor Sau Lan Wu**  
**University of Wisconsin**

The compelling desire of my research group is to produce exciting physics results. Our primary motivation is physics discovery. Based upon this guiding principle, our main topics of research are those with great discovery potential. My group at CERN, the European Organization for Nuclear Research located in Geneva, Switzerland, played a leading role, working in the ATLAS Collaboration, in the discovery of the Higgs particle at the Large Hadron Collider (LHC) in 2012, after many years of intensive effort of preparation.

We now focus in the study of the properties of the Higgs particle. My group at CERN consists of over 20 people including scientists, postdocs, graduate students and technical personnel. The auxiliary funds from Vilas Trust for 2013/14 was used to support the graduate students and postdocs as proposed. For 2014/2015, the auxiliary funds from the Vilas Trust will be used again to support graduate students and postdocs to continue the Higgs property effort while we prepare for the new data-taking period with doubling the LHC energy that will start in 2015.

**THE DISCOVERY OF THE HIGGS PARTICLE IN 2012 – DELIVERED**

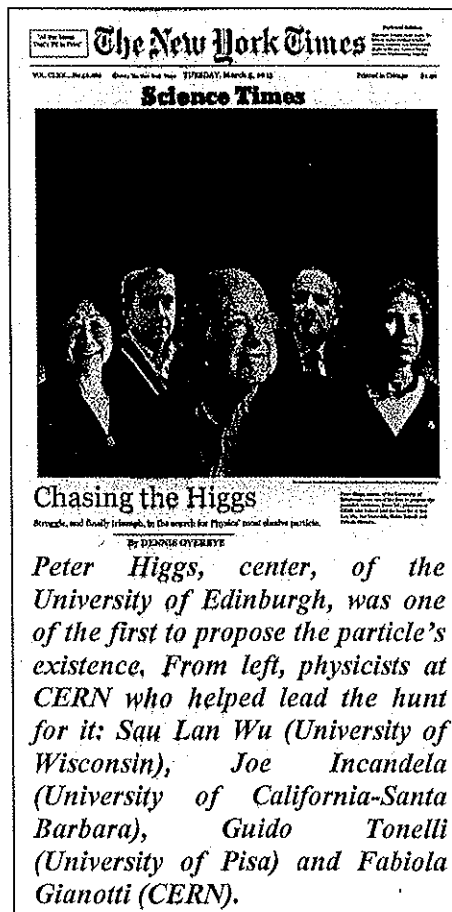
On July, 4 2012, CERN announced the discovery of the Higgs particle. Members of the Wisconsin group and myself have played a seminal role in the discovery. Our outstanding contributions to the discovery are:

1. We are among the two groups of ATLAS physicists who first obtained the  $H \rightarrow$  two photons final results that led to the discovery. Our graduate student Haichen Wang, who made the largest contribution in the ATLAS collaboration in this  $H \rightarrow 2$  photons channel, was awarded two postdoc fellowships – the Chamberlain Fellowship at Berkeley and the Enrico Fermi Fellowship at the University of Chicago, the two best postdoctoral positions in the United States.
2. We played an outstanding role in obtaining the final results of the  $H \rightarrow 4$ -lepton channel, the second most important channel for the discovery. Assistant scientist, Luis Flores, who made a major contribution, has been awarded the prize for Scientific Research 2012 of the Mexican Physical Society.
3. Our graduate student, Haoshuang Ji, is one of the two physicists who first obtained the final Higgs discovery significance of 5 sigma, which is the standard



that particle physicists insist on to claim a discovery. He was quoted in the New York Times dated March 5, 2013.

4. Sau Lan Wu, together with a member of the CMS Collaboration and a historian, was invited to write an article on the Higgs discovery published in the October 2012 issue of Scientific American, called the *'The Higgs at Last'*, which communicates to the world about this exciting event with details. It has been translated into many languages and distributed all over the world.
5. Her Scientific American article *'The Higgs at Last'* was also published in a special edition devoted entirely to 'extreme physics' in May 2013. This special edition included 16 of the most intriguing articles that Scientific American has published in recent years and the Higgs discovery was the first article in this special edition.
6. In the New York Times article *'Chasing the Higgs'* dated March 5, 2013, Sau Lan Wu's contribution to the Higgs discovery was featured and her picture appears on the front page together with Peter Higgs and three spokespersons of ATLAS and CMS (see picture on the right).
7. Sau Lan Wu was featured for the discovery of the Higgs Particle in the book *'Particle at the end of the Universe'* by Caltech physicist/author Sean Carroll, in November 2012.
8. Sau Lan Wu was quoted in *'Cornering the Higgs Boson'* by Michael Riordan in Physics World, October 2012 issue.



The discovery of the Higgs is the discovery of the century in physics. It is a giant step towards the understanding of the fundamental laws of nature. The Higgs particle is a new kind of elementary particle with spin 0 (scalar field) that is responsible for all masses in the universe, from electrons to humans to galaxies. Without this particle, the world would not be anything like what we know: there would be no atoms, no molecules, no cells and of course no humans. In 2004, Professors Englert, Brout and Higgs, who proposed this particle, were awarded the prestigious

Wolf Prize; after the Higgs discovery, the ATLAS and CMS collaborations were awarded the 2013 High Energy and Particle Physics Prize of the European Physical Society, and Professors Englert and Higgs were awarded the 2013 Nobel Prize in Physics (Professor Brout, unfortunately, had died). Until 2012, the Higgs boson remained the only undetected particle in the Standard Model of particle physics. The conditions necessary for the production of the Higgs particle are extraordinary: indeed, such conditions existed moments after the big bang. In view of the importance of the Higgs particle, the Wisconsin team, led by Vilas Professor Sau Lan Wu and consisting of scientists, post-docs and graduate students, has been leading the efforts necessary for the Higgs discovery at the ATLAS experiment.

The ATLAS experiment at CERN promised to yield and has delivered fascinating answers to fundamental questions of nature and to challenge the successful theories particle physicists have investigated over the past half-century. The ATLAS collaboration consists of 3000 physicists from 174 institutions and 38 countries. ATLAS records and analyzes proton-proton collisions provided by the LHC, which is the world's largest and most powerful particle collider. The LHC is built within a 17 mile-long tunnel that straddles the border between France and Switzerland, near Geneva. There, protons collide with protons with an unprecedented center-of-mass energy of 8 TeV at present, to be increased to 14 TeV in 2015.

### **NEAR TERM GOAL**

LHC will reach the energy of 14 TeV in 2015. LHC is a technologically complicated machine. In 2011-2012 this machine ran at half of its design energy, i.e. 8 TeV, which was already 4 times higher than the previous world record. After playing a leading role in the Higgs discovery, in 2013-2014, Sau Lan Wu, her graduate students and postdocs have dedicated themselves to study the properties of the Higgs boson, with the expectation that we will find unexpected results beyond the Standard Model. In 2015, our group will explore intensively the physics potential at the energy frontier, with the goal of discovering new particles and new phenomena.

### **SUMMARY**

The Higgs discovery is the event of this century for particle physics. Due to the Wisconsin leadership in the Higgs discovery and the anticipated growth of UW computing facilities and expertise, this discovery has put our University of Wisconsin research team on the world stage, and the University of Wisconsin has been a crucial contributor to this fundamental physics discovery. We are pleased to share this defining moment with the University community and the Vilas Foundation

through the multi-disciplinary research revenue and with those who have collaborated with us in our research venture at the University of Wisconsin.

### **Vilas Trust Expenditures for 2014-2015**

The annual allotment for auxiliary funds from the Vilas Trust for the year 2014-2015 will be dedicated to the salary of post-docs and graduate students. Alongside our commitment to physics discoveries, the most important mission of my group is the training of young physicists and paving their way to a successful future career. Members of my group are driven, ambitious, and extremely hardworking, and they carry this valuable tradition with them after they leave this group to pursue their careers. So far, over fifty graduate students have received their Ph.D. degrees from my group and most of them obtained post-doc positions in High Energy Physics at leading U.S institutions or at CERN. In the next five years, at least ten more graduate students will be getting their PhD degrees under the supervision of Professor Wu on their research at CERN. At present, 32 former post-docs and graduate students are faculty members mainly in major U.S universities and another eleven are permanent staff members at major high-energy laboratories. Their positions are given in Appendix A. One of my former postdocs is now Program Director for Experimental Elementary Particle Physics at the National Science Foundation.

Sau Lan Wu  
Enrico Fermi Distinguished Professor of Physics  
Vilas Professor

## APPENDIX A

### PH.D. DEGREES GRANTED

*Fifty three graduate students have obtained their Ph.D. degrees from this task, including 10 theses from TASSO, 23 from ALEPH, 9 from the BaBar, and 11 from ATLAS. We list here below their postdoc positions after they obtained their Ph.D.*

		Postdoc Position
1) James Freeman	1981	Fermilab
2) Timothy Barklow	1983	Stanford
3) Eric Wicklund	1984	Caltech
4) H. Venkataramania	1985	Yale
5) David Strom	1986	McCormick Fellow U of Chicago
6) Michael Cherney	1987	Berkeley
7) Allen Caldwell	1987	Columbia
8) Steven Ritz	1988	Columbia
9) David Muller	1989	Stanford
10) M. Takashima	1989	CERN Fellow
11) Douglas Cowen	1990	Caltech
12) John Hilgart	1991	CERN Fellow
13) Joe Boudreau	1991	CERN Fellow
14) Jim Wear	1991	U.C. Santa Cruz
15) Yibin Pan	1991	Wisconsin
16) David Cinabro	1991	Harvard
17) Jolean Pater	1992	CERN Fellow
18) Fred Weber	1993	CERN Fellow
19) Michael Walsh	1995	Rutgers
20) Leo Bellantoni	1995	Fermilab Lederman Fellow followed by Wilson Fellow
21) Zhong Feng	1995	Johns Hopkins
22) Yongsheng Gao	1995	Harvard
23) Jane Nachtman	1997	Fermilab Wilson Fellow
24) Jim Grahl	1998	Iowa State
25) Peter Elmer	1998	Princeton
26) Steve Armstrong	1998	CERN Fellow
27) William Orejudos	1998	Berkeley

		Postdoc Position
28) Xidong Wu	1999	SBC Com.
29) Owen Hayes	1999	Booz Allen Hamilton Consult.
30) Tom Greening	1999	CERN Fellow
31) Doug Ferguson	2001	Wisconsin
32) Jason Nielsen	2001	Berkeley
33) Eric Charles	2002	Berkeley
34) P. McNamara	2002	Rutgers
35) Steve Sekula	2004	MIT
36) Ran Liu	2004	Berkeley Business School
37) Jinwei Wu	2004	Harvard
38) Zhitang Yu	2005	Clearshape Tech.
39) Mousumi Datta	2005	Fermi National Lab
40) Baosen Cheng	2005	Avestar-IP
41) Attila Mihalyi	2005	Princeton Consulting
42) Kyle Cranmer	2005	Godhaber Fellow at Brookhaven Nat.Lab
43) Karina Loureiro	2006	Ohio State
44) Paul Kutter	2006	Citizen's Insurance
45) Alden Stradling	2008	U of Texas- Arlington
46) Yaquan Fang	2008	Wisconsin
47) William Quayle	2008	US ATLAS Analysis Fellow
48) Xin Chen	2009	Wisconsin
49) Elizabeth Castaneda	2011	Foreign Academic Fellowship, Conacyt, Mexico
50) Haifeng Li	2012	SUNY-Stony Brook
51) G. Carrillo Montoya	2012	U of Witwatersrand
52) A. Castenada	2012	U of Texas – A&M
53) Haichen Wang	2013	Chamberlain Fellow at Berkeley

### FACULTY POSITIONS OF FORMER GRADUATE STUDENTS

(1) <b>Allen Caldwell:</b> <i>Managing Director of Max-Planck-Institute, Munich (2002-Present)</i> Former Full Professor (Columbia University ; Director of Nevis Laboratory, Columbia University (2000-2002); Spokesman for ZEUS (1997/1998); Deputy Spokesman for ZEUS (1995/1996).
(2) <b>Steven Ritz:</b> <i>Full Professor (University of California Santa Cruz), Director of the University's Santa Cruz Institute for Particle Physics. Former Assistant and Associate Professor (Columbia University) and Astrophysicist at NASA/Goddard Space Flight Center.</i> Member of HEPAP (2004-2006), IUPAP-PaNAGIC Committee (2003-); NASA-APWG (2003-2005); DOE-NSF Scientific Assessment Group for Experiments in Non-Accelerator Physics (SAGENAP) (1999-2004); Chairman of P5 (DOE + NSF) (2013-2014), Sloan Foundation Fellow; APS Fellow.
(3) <b>David Strom:</b> <i>Full Professor (University of Oregon);</i> member of BaBar, LIGO and ATLAS; member of SLAC Experimental Physics Advisory Committee (EPAC) (1998-2001).
(4) <b>Michael Cherney:</b> <i>Full Professor (Creighton University);</i> member of STAR at BNL and ALICE at CERN; member of Nebraska EPSCoR Committee (2004); section representative to the Council of American Association of Physics Teachers (2000-2003).
(5) <b>David Cinabro:</b> <i>Full Professor of Physics and Astronomy (Wayne State University);</i> member of CLEO, member of t Supernova Search and Large Synoptic Survey; CLEO co-spokesman (1999-2000).
(6) <b>Douglas Cowen:</b> <i>Full Professor of Physics, Astronomy and Astrophysics (Penn State University);</i> member of AMANDA, and IceCube; 3-year appointment on FNAL URA Visiting Committee; former Assistant Professor at the Univ. of Pennsylvania. National Science Foundation CAREER award (1999 – 2003)
(7) <b>Joe Boudreau:</b> <i>Full Professor of Physics (University of Pittsburgh);</i> member of CDF and ATLAS.
(8) <b>Yibin Pan:</b> <i>Associate Professor with tenure (University of Wisconsin);</i> member of BaBar and ATLAS.
(9) <b>Jane Nachtman:</b> <i>Associate Professor with tenure (University of Iowa);</i> Former Wilson fellow at Fermilab; member of CDF and CMS.
(10) <b>Jason Nielsen:</b> <i>Associate Professor with tenure (University of California, Santa Cruz);</i> member of CDF and ATLAS.
(11) <b>Yaquan Fang:</b> <i>Associate Professor (IHEP, Beijing),</i> received the award of the 100 Talents program of the Chinese Academy of Sciences ; also received the Chinese National award for Thousand Youth Talents Plan. Member of ATLAS.
(12) <b>Yongsheng Gao:</b> <i>Associate Professor (California State University at Fresno); former Assistant Professor (Southern Methodist University),</i> member of CLEO and ATLAS.
(13) <b>Kyle Cranmer:</b> <i>Associate Professor (New York University);</i> National Science Foundation Career Award (2009); Presidential Early Career Award for Scientists and Engineers (2007); Goldhaber Fellow at Brookhaven National Laboratory (2005-2007); member of ATLAS.
(14) <b>Steve Sekula:</b> <i>Assistant Professor (Southern Methodist University);</i> received the SMU Golden Mustang Award in 2013, member of ATLAS.

### FACULTY POSITIONS OF FORMER POSTDOCS

(15) <b>Robert Johnson:</b> <i>Full Professor (U.C.-Santa Cruz) and Associate Director of Santa Cruz Institute for Particle Physics;</i> member of GLAST; DOE PI of GLAST at UCSC; Subsystem Manager for silicon-strip tracker in GLAST; member of the GLAST Steering Committee ; Leader of implementation and design of the LAT (Large Area Telescope), which is the primary instrument on NASA's Fermi Gamma-ray Space Telescope ; APS Fellow (2012).
(16) <b>Vivek Sharma:</b> <i>Full Professor (U.C.-San Diego);</i> member of BaBar and CMS; Academic Senate Award for Distinguished Teaching (2004); APS Fellow 2004; his student won APS Tanaka award for best Ph.D. dissertation (2004); Cottrell Research Fellowship (1998) ; A.P. Sloan Foundation Fellowship (1996).
(17) <b>Joe Izen:</b> <i>Full Professor (UT Dallas);</i> member of BaBar and ATLAS; DOE PI of UT Dallas group (1992-present); former spokesman of BES; former Assistant Professor at University of Illinois.
(18) <b>John Harton:</b> <i>Full Professor (Colorado State University);</i> member of Pierre Auger Cosmic Ray Project; PI of the CSU Pierre Auger group.
(19) <b>Yuanming Gao:</b> <i>Full Professor and Director of Center for High Energy Physics (Tsinghua Univ., Beijing)</i> member of BES in Beijing and LHCb at CERN; supported by National Science Funds for Distinguished Young Scholar (2002) ; Excellent Young Teaching Award by the Ministry of Education in China, received the award of the 100 Talents program of the Chinese Academy of Sciences
(20) <b>Shan Jin:</b> <i>Full Professor and Deputy Director of Experimental Physics Division (Institute of High Energy Physics, Beijing);</i> supported by National Natural Science Funds for Distinguished Young Scholar (2002) ; received the award of the 100 Talents program of the Chinese Academy of Sciences ; member of Academic Committee of IHEP; member of BES and ATLAS.

(21) Hongbo Hu: <i>Full Professor and Deputy Director of Astroparticle Physics Laboratory (Institute of High Energy Physics, Beijing)</i> ; received the award of the 100 Talents program of the Chinese Academy of Sciences ; member of ASgamma and ARGO experiments; Co-Spokesman of ASgamma experiment; Deputy Director of the Chinese High Energy Physics Society, member of the YangBaJing International Cosmic Ray Observatory experiment.
(22) John Conway: <i>Full Professor (University of California, Davis)</i> ; member CDF and CMS; elected Fermilab UEC representative (2001-2003); Chair of 2003 Annual FNAL Users Meeting; recipient of three-year Major Research Infrastructure NSF grant (1998-2000); Professor of the Year Award for Outstanding Teaching (1998).
(23) Haibo Li: <i>Full Professor (Institute of High Energy Physics, Beijing)</i> ; received the award of the 100 Talents program of the Chinese Academy of Sciences ; Physics coordinator for BESIII Collaboration.
(24) Haiping Peng: <i>Full Professor (University of Science and Technology, China)</i> ; received the award of the 100 Talents program of the Chinese Academy of Sciences ; member of ATLAS
(25) Lianliang Ma: <i>Full Professor of Physics (Shantong University, China)</i> ; member of ATLAS
(26) Michael Schmitt: <i>Full Professor (Northwestern University)</i> ; member of CDF and CMS; former assistant professor at Harvard University (1998-2000); CERN Staff Member (1996-1998).
(27) Gerald Rudolph: <i>Associate Professor with tenure (Universität Innsbruck)</i> ; member of ATLAS.
(28) Stathes Paganis: <i>Associate Professor with tenure (Sheffield University, UK)</i> ; member of ATLAS
(29) Trevor Vickey: <i>Associate Professor (University of the Witwatersrand, Johannesburg)</i> ; member of ATLAS
(30) Bruce Mellado: <i>Associate Professor (University of the Witwatersrand, Johannesburg)</i> ; former Assistant Professor (University of Wisconsin); member of ATLAS
(31) Isabel Pedraza: <i>Associate Professor (Benemérita Universidad Autónoma de Puebla, Mexico)</i> ; member of ATLAS
(32) Luis Flores Castillo: <i>Assistant Professor (Chinese University of Hong Kong)</i> ; member of ATLAS

#### PERMANENT STAFF POSITIONS IN NATIONAL HIGH ENERGY LABS

*Eleven of our former postdocs and graduate students received permanent staff positions in national and international high energy laboratories.*

<i>Former Postdocs</i>	
1. Saul Gonzalez	Program Director of Experimental Elementary Particle Physics at NSF ; Former Program Manager for Proton Accelerator Physics, Physics Research division of Office of High Energy Physics, DOE
2. Pierre Lecomte	Staff Physicist, ETH (Switzerland)
3. Tom C. Meyer	Staff Physicist, CERN
4. John Walsh	Senior Researcher, INFN (Italy)
5. Mathew Graham	Staff Physicist, SLAC

<i>Former Students</i>	
6. James Freeman	Scientist II, Fermilab
7. Tim Barklow	Staff Physicist, SLAC
8. David Muller	Staff Physicist, SLAC. Now at DOE
9. Eric Wicklund	Staff Physicist, Fermilab
10. Leo Bellantoni	Scientist II, Fermilab, Head of the DO Dept. (former Wilson and Lederman Fellow at Fermilab)
11. Eric Charles	Staff Physicist, SLAC



**Academic Affairs**

Chapman Hall 230  
P.O. Box 413  
Milwaukee WI 53201-0413  
414-229-4503 *phone*  
414-229-4929 *fax*  
[www3.uwm.edu/dept/acad\\_aff/](http://www3.uwm.edu/dept/acad_aff/)

March 14, 2014

TO: Ray Cross, President  
The University of Wisconsin System

FROM: Johannes Britz  
Provost and Vice Chancellor

RE: UW-Milwaukee 2014-15 Vilas Trust Support

Please find requests for three proposals that UW-Milwaukee is submitting for the 2014-15 Vilas Trust Funds:

1. Vilas Research Professor Kumkum Sangari, Department of English.  
Total Request: \$60,000.00 (\$50,000 for Research Support and \$10,000 for Salary Support)
2. Department of Music, Peck School of the Arts. *"Bringing UWM Music to Wisconsin"*. Total Request: \$58,269 (see attached proposal).
3. Continuation of the standard retirement benefit of \$2,500 in support of Vilas Emeritus Ihab Hassan.

Thank you for your continued consideration and support of these activities. Both the Departments of English and Music are appreciative of this opportunity to gain funding for these activities. The proposal from the Music Department is attached.

Should you have any questions, please do not hesitate to contact me, or Associate Vice Chancellor Dev Venugopalan (229-5561).

c: Michael Lovell, Chancellor  
Dev Venugopalan, Associate Vice Chancellor  
Rodney Swain, Dean, College of Letters & Science  
Scott Emmons, Dean, Peck School of the Arts



Peck School of the Arts  
*Office of the Dean*

March 14, 2014

Art Building  
P.O. Box 413  
Milwaukee, WI  
53201-0413  
414 229-4762 phone  
414 229-6154 fax  
www.arts.uwm.edu

**MEMORANDUM**

TO: Michael Lovell  
Chancellor, UW-Milwaukee

Johannes Britz  
Provost and Vice Chancellor, Academic Affairs

Dev Venugopalan  
Associate Vice Chancellor, Academic Affairs

FROM: Scott Emmons  
Dean, Peck School of the Arts

A handwritten signature in black ink, appearing to read "Scott Emmons", written over the printed name.

SUBJECT: 2014-15 William F. Vilas Trust Proposal

Attached is the UWM Music Department's 2014-15 request to the William F. Vilas Trust Estate for \$58,269 to fund their proposal entitled "*Bringing UWM Music to Wisconsin*." The department is planning fifteen diverse music activities ranging from concerts to festivals, workshops, and master classes with distinguished guest musicians, clinicians, and scholars. While many of the performances and events will be on the UWM campus, the department is also planning to broaden its influence and take a number of its chamber groups, large ensembles and workshops to schools and colleges in Milwaukee and the surrounding communities.

I strongly support the Music Department's 2014-15 proposal for funds from the William F. Vilas Trust. We would not be able to provide these valuable music experiences without the generous support of the Vilas Trust.

Please pass on our appreciation for the funds provided by the Vilas Trust during the 2013-14 academic year. The Music Department will submit a report on the activities supported by those funds at the end of the academic year.

cc: Jon Welstead  
Amanda Obermeyer  
Diane Grace





Peck School of the Arts  
*Department of Music*

March 11, 2014

Music Building  
PO Box 413  
Milwaukee, WI  
53201-0413  
414 229 - 5162 phone  
414 229 - 2776 fax

**MEMORANDUM**

TO: Scott Emmons, Dean  
Peck School of the Arts

FROM: Jon Welstead, Music Department Chair

RE: **2014-2015 William F. Vilas Proposal: "Bringing UWM Music to Wisconsin"**

The UW-Milwaukee Department of Music has designed a year of events to continue to provide and develop workshops, guest artist residencies, master classes, and planned activities with national and international professional musicians, clinicians, and scholars with the intent to engage and energize relationships between UWM and a broad complex of communities in Milwaukee and the State of Wisconsin. This year and in the following years, the Department of Music intends to take its faculty, students, and guest presenters to the larger Wisconsin population with the intent to develop long-standing outreach relationships with K-12 students; middle school, high school, and collegiate music directors, educators, and performance ensembles; and audiences for a diverse spectrum of musical genres and styles.

The Vilas Trust grant for 2014-15 will be utilized to develop relationships with youth orchestras, community wind/band groups, chamber music organizations, and public and private music organizations not only to foster pathways into the arts but to open opportunities for new music students to attend UWM and to help supplement music teachers and their programs in the state with guest artist workshops and coachings. The UWM Music Department intends to bring added awareness of the department's impact on many facets of music education and performance throughout Wisconsin.

This year the Music Department is going to utilize a portion of the Vilas request to initiate a state-wide High School Select Honors Orchestra and Wind Ensemble. This event will audition students from all regions of Wisconsin with the intent of bringing them to UW-Milwaukee and starting what will be a statewide Honors Program. This does not yet exist in Wisconsin.

The UWM Music Department proposes in its request for 2014-2015 William F. Vilas Trust support to continue its mission to feature world-renowned performers, composers, conductors, ensembles, workshops leaders, and master classes. An open invitation to participate will be extended to the area's pre-college and senior communities as well as members of the general public. The department intends to shift from a majority of 'on-site' presentations on the UWM campus to one of taking performances, chamber groups, large ensembles, and workshops to schools and colleges in the surrounding communities and throughout Wisconsin. The Music Department's master performer-teachers and its advanced graduate and undergraduate music majors, in partnership with members of the Milwaukee Symphony Orchestra, will perform in Wisconsin communities and schools in an effort to provide and promote participation in the arts on all levels.

As public school music programs have been reduced, parents and schools are increasingly turning to private teachers for music instruction. Non-institutional performance training will require teachers with professional training and degrees in instrumental, vocal, electronic music performance and pedagogy. Through all of these changes, professional musicians will continue to provide the services of trained and experienced performers and accompanists on all instruments and configurations.

William F. Vilas Trust support has played a very important role in helping UW-Milwaukee meet the mission of providing "activities designed to engage and build relationships with a variety of different communities surrounding UWM: K-12 students, collegiate and professional musicians, music educators, and members of the general public." UW-Milwaukee, the Peck School of the Arts, and the Music Department are more vibrant and enriched because of the generous support received over the years from the Vilas Trust and the many activities we have been able to offer with these funds.

The following proposal provides specific details for the activities seeking Vilas Trust sponsorship for 2014-15.

## " BRINGING UWM MUSIC TO WISCONSIN"

### *Proposed Concerts, Festivals, Workshops, Master Classes*

Guest Artist for UWM Symphony Orchestra Concert at UWM and at the North Shore Performing Arts Center, Skokie, IL Project Coordinator: Jun Kim	\$3,000.00
UWM Piano Festival Project Coordinators: Piano Area – Elena Abend, Peggy Otwell, Jeff Peterson	\$2,750.00
Piano Competition Project Coordinator: Piano Area	\$ 450.00
Violin and Chamber Music Masterclasses, UWM Orchestra Concerts with Violinist Sund Sic Yang Project Coordinator: Bernard Zinck	\$2,800.00
Classical Guitar Women Series: Ana Vidovic, Dale Kavanagh Project Coordinator: Rene Izquierdo	\$3,130.00
Chamber Music Milwaukee Main Series Project Coordinators: Greg Flint, Todd Levy	\$5,000.00
Chamber Music Milwaukee: Faculty Artist Series Project Coordinators: Elena Abend, Jonathan Monhardt	\$2,335.00
Unruly Music – Due East Residency Project Coordinator: Chris Burns	\$4,200.00
Howard Alden Jazz Guitar Workshop and Masterclass Project Coordinator: Pete Billmann	\$ 0.00
The Eighth Annual Woody Herman Educational Jazz Workshop Project Coordinator: Curt Hanrahan	\$6,000.00
Experimental Improvisation Project Coordinator: Amanda Schoofs	\$ 0.00
The Rise and Fall of Paramount – A Presentation by Jack White & Dean Blackwood Project Coordinators: Guitar Area, John Stropes	\$3,900.00
Honors Band and Orchestra Festival Project Coordinators: John Climer and Jun Kim	\$6,153.00
UWM Opera Theater: Mozart “La Finta Giardiniera” Project Coordinator: Valerie Errante	\$6,750.00
Winds/Brass/Percussion School Outreach Project Coordinator: Kevin Hartman	\$3,400.00
Double Reed Outreach Project Coordinator: Jennifer Clippert	\$2,050.00
Audition Preparation Clinics for Winds, Brass, Percussion and Strings Project Coordinators: Jennifer Clippert, Kevin Hartman	\$ 0.00
Days of Percussion: New Music for Percussion Project Coordinators: Percussion Studio, Carl Storniolo	<u>\$6,351.00</u>
<b>TOTAL VILAS BUDGET</b>	<b>\$58,269.00</b>

**UNIVERSITY OF WISCONSIN SYSTEM  
PROGRAM PLANNING AND REVIEW  
2012-13 ANNUAL REPORT**

**INTRODUCTION**

Program planning and review reports are prepared each year by the University of Wisconsin System Administration (UWSA) Office of Academic, Faculty, and Global Programs (AFGP), housed in the Office of Academic and Student Affairs. They are submitted to the Education Committee and the full Board of the University of Wisconsin System for discussion. Because these reports also function as a vehicle for analysis of current policies around the academic array and emerging trends, they can be used for planning purposes as well as for the modification of existing policies and the formulation of new policies or practices. Annual reports summarize activity related to the UW System program array, including the pre-authorization for planning, authorization, implementation, review, elimination, and suspension of academic programs across the UW System. Also included in the report is related information on initiatives undertaken by AFGP.

At its April 2014 meeting, the Education Committee of the Board of Regents will review the Program Planning and Review 2012-2013 Annual Report that covers the period July 1, 2012, through June 30, 2013, and reflects only program planning actions completed during that timeframe. Actions that have occurred since July 1, 2013 will be presented in the 2013-14 report. The current 2012-13 report includes the following sections:

- Background on the policy structuring Program Planning and Review in the UW System;
- Five-Year Summary of Program Planning and Review Activity Systemwide;
- Summary of Institutional Program Planning and Review Activity for 2012-13;
- Changes in the UW Systemwide Academic Array;
- Degrees Conferred, by Level and Institution;
- UW System Array Management of Professional Doctorates;
- Projected AFGP Planning for 2013-14; and
- Key Summary Points and Conclusions.

**BACKGROUND ON THE POLICY STRUCTURING PROGRAM PLANNING AND REVIEW IN THE UW SYSTEM**

Wis. Stats. Section 36 and Regent Policy Document (RPD) 4-12 – Academic Program Planning, Review, and Approval in the University of Wisconsin System – codify responsibilities for systemwide array management, including monitoring academic quality, establishing and maintaining access to high quality educational programs, and setting effective procedures for all actions related to academic program planning, delivery, approval, and review.

UW System policy ACIS 1.0 elaborates on RPD 4-12 and represents the principal policy guiding the UW System Administration and UW institutions in operationalizing all activities related to systemwide academic array management. The goals of systemwide array management include providing appropriate academic programs to meet student, community, state, and

employer needs; minimizing unnecessary duplication in the offering of programs; and offering programs in the most efficient way. ACIS 1.0 provides detailed guidance on array management actions, including approvals of program delivery options, and individual and lateral program reviews, as well as other required reporting and approval items at the Board- or System-level (e.g., revisions to missions, establishment of new colleges or schools, and the extension of programs to remote sites).

The steps involved in the Program Planning and Review process include: (1) a Notice of Intent submitted by the institution's provost to other provosts within the UW System and UW System Administration and (2) an Authorization proposal submitted for review and approval by AFGP, the President, and the Board of Regents. Once approved, institutions have five years to implement a degree program. Approximately five years after implementation, the institution submits a summary of its institutional degree program review and any accreditation reviews that occurred during that timeframe to AGFP (see Appendix A for program planning and review procedures and Appendix D for program review and accreditation summaries).

## **SUMMARY OF FIVE-YEAR PROGRAM PLANNING AND REVIEW ACTIVITY SYSTEMWIDE**

Adjustments to the systemwide program array occur because of several factors, including changes in long-range planning by institutions, changes in supply and demand of academic programs, and major changes in the educational landscape at the state, national, and global levels. The distinctive institutional missions set by the Board of Regents guide all changes in an institution's array, and each proposed degree is reviewed for mission congruence and other variables.

In 2012-13, fourteen programs were pre-authorized for initial institutional planning by AFGP. The President of the UW System recommended eighteen new degree programs to the Board of Regents for approval, and the Board approved these programs unanimously. Also in 2012-13, seventeen new programs were implemented across the UW System. In addition, systemwide, the institutions themselves eliminated eight programs and suspended six (see Table 1). Hence, for 2012-13, the net addition of programs to the UW System array of programs was three.

Of the programs implemented in 2012-13, baccalaureate degrees outnumbered graduate degrees. Within the baccalaureate category, Bachelor of Science degrees outnumbered Bachelor of Arts and other professional baccalaureate degrees. Among the graduate degree implementations, master's-level programs, particularly in career-oriented disciplines, outnumbered doctoral programs.

Table 1 shows summary data for the last five academic years (from July 1, 2008, to June 30, 2013) on the number of programs entitled or pre-authorized for planning, the number of programs authorized for implementation, and the number of programs implemented systemwide. During this five-year period, 75 programs received entitlements/pre-authorizations to plan from AFGP, 86 programs were authorized by the Board of Regents, 81 programs were implemented

by the institutions, 30 programs were discontinued, and 18 were suspended systemwide. During this five-year period, there was a net addition of 32 programs. Of the 81 programs implemented, there were 49 baccalaureate, 17 master's, five professional doctorates, and 10 Ph.D.s.

A summary of entitlements/pre-authorizations to plan, authorizations, implementations, suspensions, and eliminations by individual institutions for 2012-13 is available in Appendix B. Appendix C provides program planning actions by institution, including the intentions of institutions to request approval for new academic programs in the future.

Table 1: Program Planning Activity over the Past Five Years Systemwide.

Planning Activity	Number by Academic Year					Total
	2008-09	2009-10	2010-11	2011-12	2012-13	
Pre-Auth*/Entitled	14	15	19	13	14	75
Authorized	23	14	16	15	18	86
Implemented	16	19	15	13	17	81
Eliminated	5	3	8	6	8	30
Suspended*	-	5	3	4	6	18

\*The name change from Entitlements to Pre-Authorizations took place in 2012-13.

\*\*Formal Recording of Suspensions began in 2009-10.

As the numbers presented in Table 1 show, the number of pre-authorizations for planning of new degree programs has remained quite stable over the years. Authorizations seem to be on an upward trend, but still well below the peak of 2008-09. Implementations have also remained at a relatively stable level, upward from a dip in 2011-12. The number of eliminations and suspensions appears to be on an upward trend, with 2012-13 presenting the highest total number of suspensions and eliminations within this five-year period. It is important to note that while 81 new degree programs were added during the five-year period (2008-13) discussed, the combined suspensions and eliminations of degree programs were 48, resulting in a net addition of 32 degree programs to the system's array.

## CHANGES IN THE UW SYSTEMWIDE ACADEMIC ARRAY

### Changes and Trends in the Array

The UW System's academic array consists of associate, baccalaureate, master's, doctoral, and professional degrees. The Associate of Arts and Sciences degrees are conferred predominantly by the University of Wisconsin Colleges (UW Colleges) via its 13 two-year institutions located in various parts of the state. Several comprehensive universities within the UW System also confer Associate of Science and Associate of Arts degrees.

As of June 30, 2013, the systemwide array consisted of 1,214 bachelor's, master's, doctoral, and professional degree programs offered by the two doctoral and 11 comprehensive universities. Excluding associate degree programs, bachelor's degrees accounted for 60 percent of the entire array, whereas master's and doctoral degrees accounted for 28 percent and 12 percent, respectively (see Figure 1).

In terms of trends in degree program availability, the total number of degree programs offered systemwide declined from 1,188 in 1983-84 to 1,100 in 1998-99 and then increased to 1,214 in 2012-13 (Figure 2). The number of bachelor's degree programs displayed a pattern similar to the total array. In 1983-84, the UW System offered 697 distinct bachelor's degree programs. That number declined in the period between the 1980s and 1990s to 646 degrees, and then increased again in the 2000s. By 2012-13, the number had reached 726, which is 29 more distinct bachelor's degrees offered now than were offered 30 years ago (Figure 3).

Figure 1: Distribution of UW System Degree Programs Offerings in 2012-13.

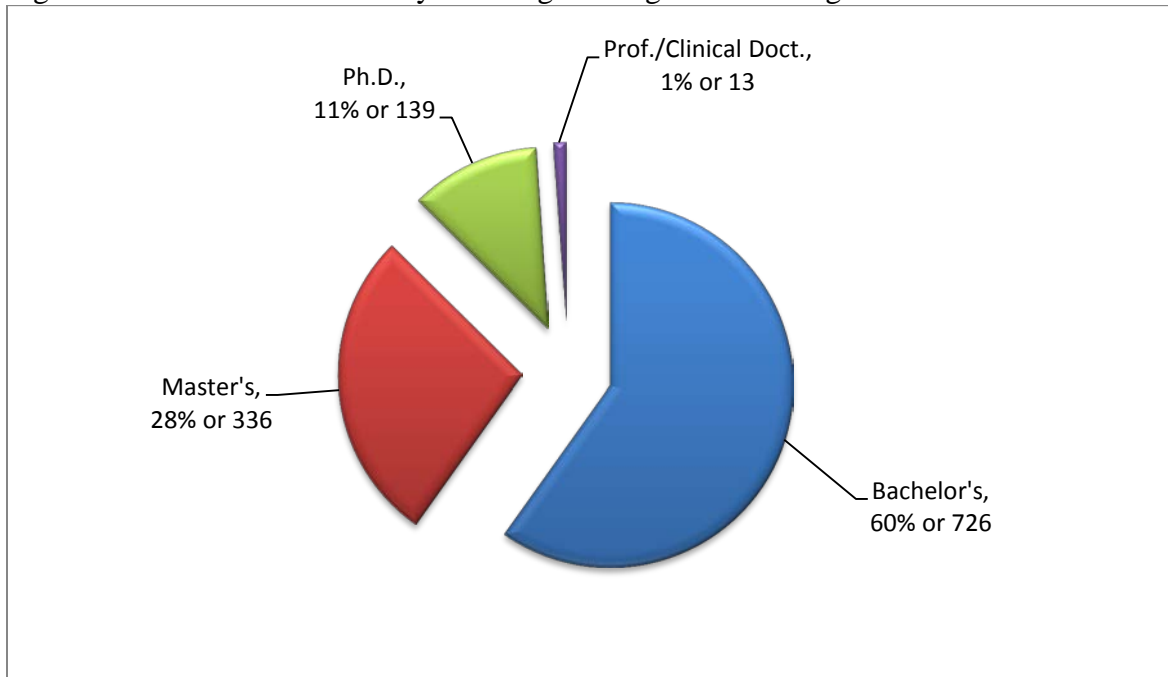


Figure 2: Thirty-Year Trend in Total Degree Offerings in the UW System.

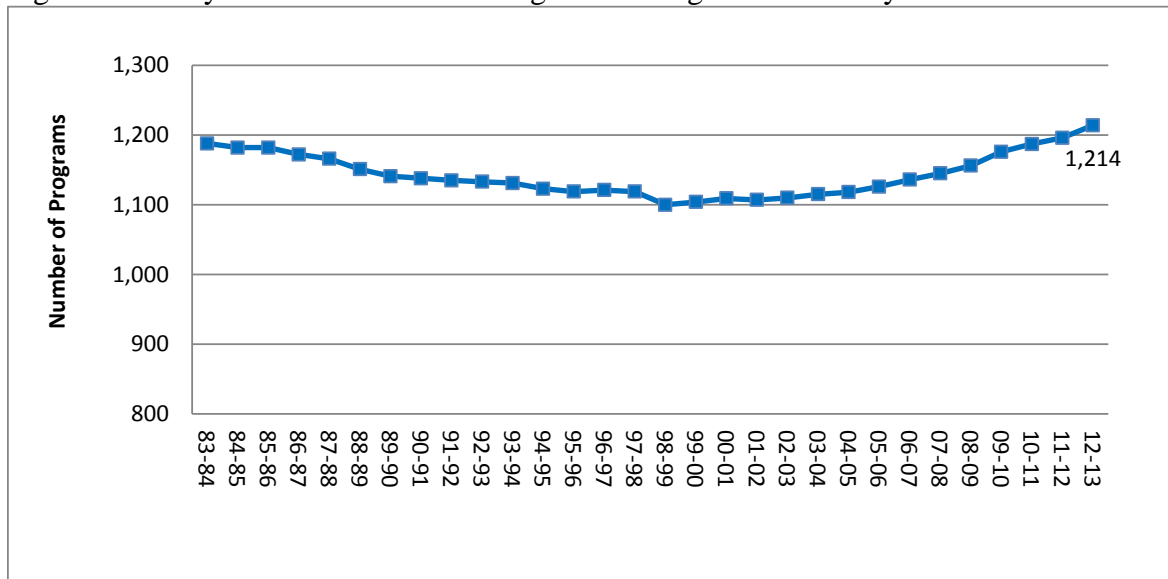
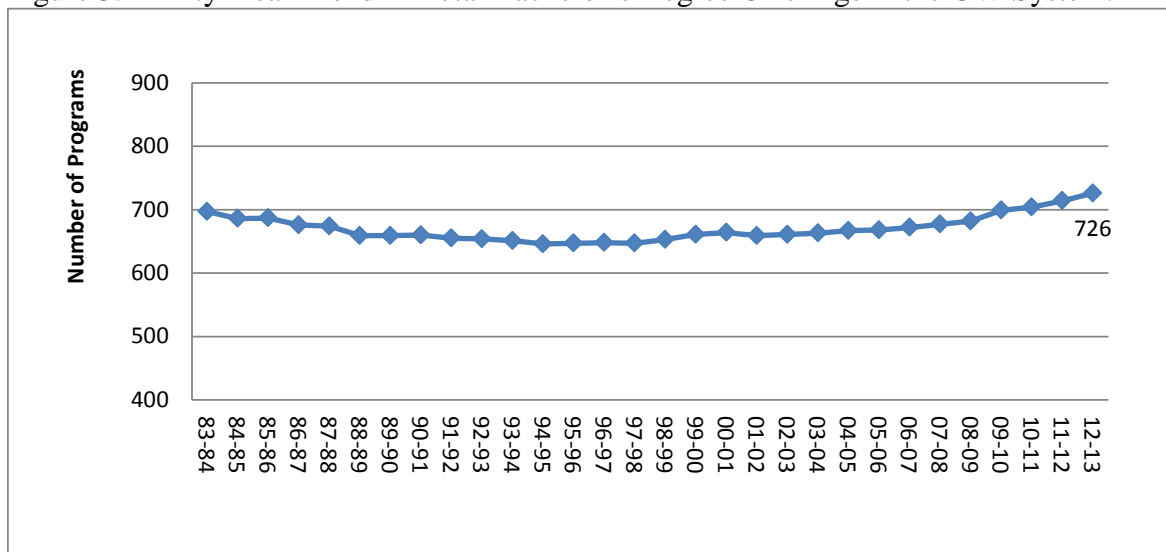
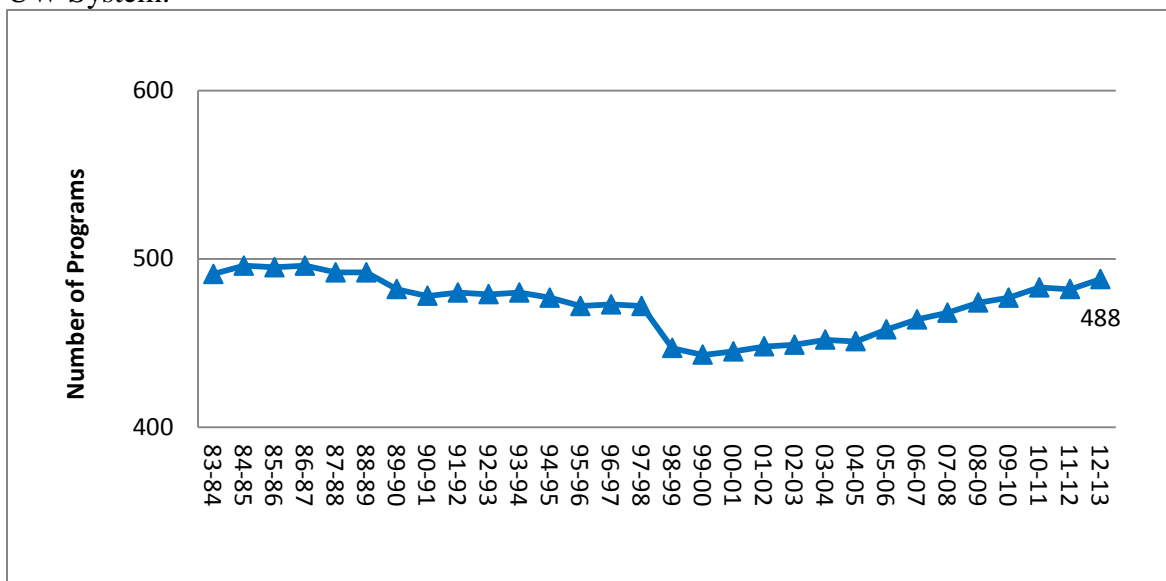


Figure 3: Thirty-Year Trend in Total Bachelor's Degree Offerings in the UW System.



The number of graduate degree programs, including master's, doctoral, and professional degree programs, decreased from 491 in 1983-84 to 443 in 1999-00, and then started to increase gradually to 488 in 2012-13. However, the number of master's, doctoral, and professional degree programs offered is still below (less than one percent) the total number offered thirty years ago, despite the gradual increase in recent years (Figure 4).

Figure 4: Thirty-Year Trend in Master's, Doctoral, and Professional Degree Offerings in the UW System.

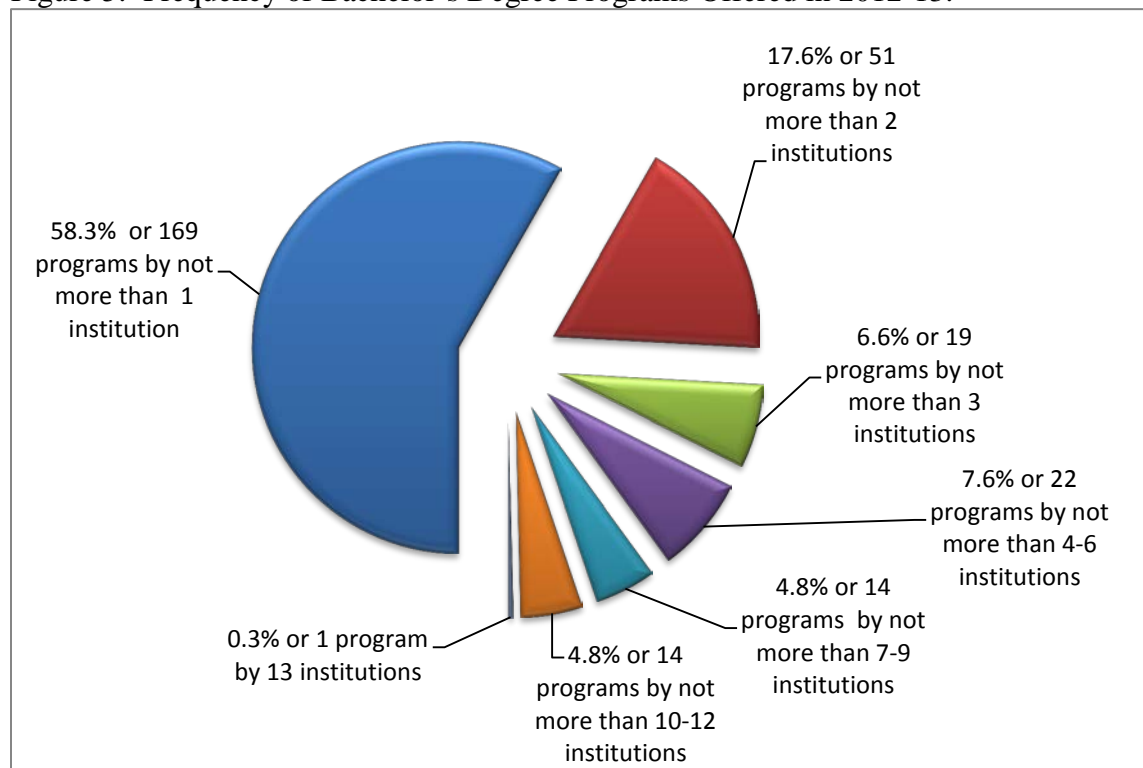


## Minimizing Unnecessary Duplication in the Array

Among the critical array management functions of AFGP and the Board of Regents is the review of the System's academic array for inefficient or unnecessary duplications. Proposed programs must demonstrate market need and sound budgets before they are forwarded to the Board for approval. If a program proposal cannot demonstrate specific student demand and market need, or does not appear to be cost-effective, it is not recommended by the president for approval. Some programs are turned down by UW System Administration. This process of checks and balances saves taxpayers, students, and parents money.

An analysis of the total number of degree programs offered in 2012-13 shows that about 58 percent of the baccalaureate degree programs were offered by no more than one institution, 18 percent of the bachelor's programs were offered by no more than two institutions, and eight percent of bachelor's programs were offered by four to six institutions. Five percent of high-demand bachelor's programs were offered by the majority (10-12) of institutions and only one bachelor's degree program (the Psychology major) was offered by 100 percent of the institutions (Figure 5). This outcome from efforts to minimize unnecessary duplication noteworthy.

Figure 5: Frequency of Bachelor's Degree Programs Offered in 2012-13.

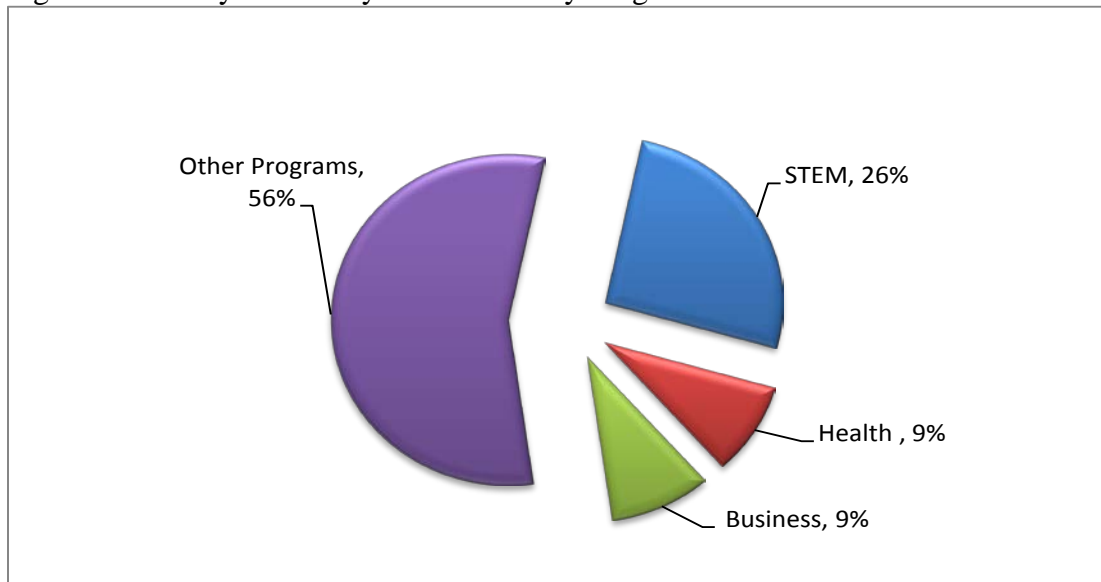


## STEM, Health, and Business Array

Science, technology, engineering, and mathematics (STEM) programs remain a significant part of the UW System's academic array. In 2012-13, STEM fields accounted for 26 percent of the entire array. Health programs and business programs tied at nine percent each of the array, and all other programs constituted 56 percent of the array (see Figure 6).



Figure 6: UW System Array Distribution by Program Area in 2012-13.



### DEGREES CONFERRED, BY LEVEL AND INSTITUTION

During the 2012-13 academic year, 36,323 associate, bachelor's, master's, and doctoral degrees were awarded. About 74 percent of the degrees were bachelor's degrees. Master's degrees accounted for about 16 percent, associate degrees for about five percent, and doctorates for about five percent (Figure 7).

In the 2012-13 academic year, 1,850 associate degrees were conferred by eight University of Wisconsin institutions. The UW Colleges conferred 1,719, or 93 percent, of the total associate degrees conferred. The second largest number of associate degrees, i.e., 58, or 3 percent, was conferred by UW-Whitewater (see Figure 8).

Figure 7: Distribution of Degrees Conferred by Level in 2012-13.

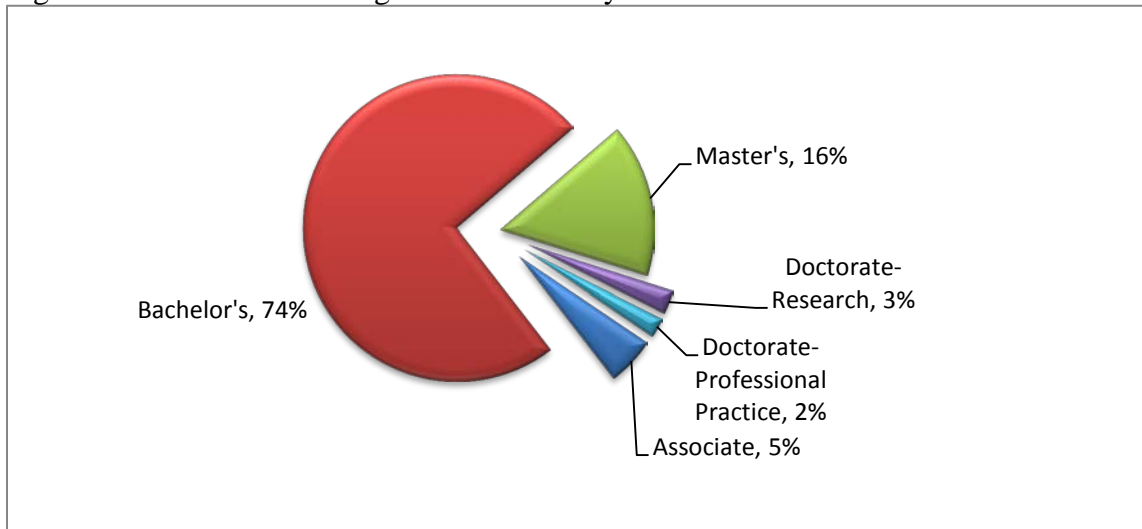
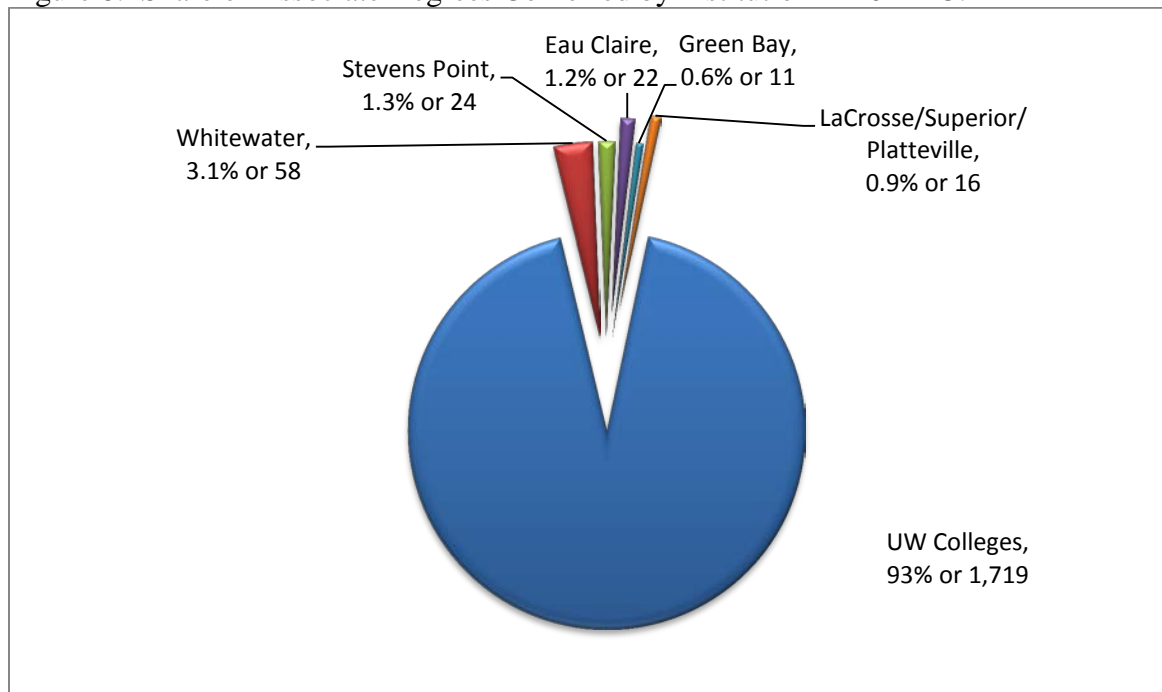


Figure 8: Share of Associate Degrees Conferred by Institution in 2012-13.



## UW SYSTEM ARRAY MANAGEMENT OF PROFESSIONAL DOCTORATES

Prior to 2010, by Board and UW System Administration policy, comprehensive institutions were not authorized by the Board of Regents to confer professional doctorates independently. Policy did allow collaborative doctoral degree program delivery and degree conferral in cooperation with UW-Madison or UW-Milwaukee. In 2010, a change in practice approved by the Board of Regents made it possible for the comprehensive institutions to independently confer certain professional/clinical doctorates, provided the proposing institution met certain conditions, such as proven market demand. Nevertheless, UW-Milwaukee and UW-Madison continued to be the only universities within the UW System to offer Ph.D.'s, which are typically research degrees and not professional practice degrees.

As of 2012-13, UW-Eau Claire, UW-Oshkosh, UW-La Crosse, UW-Stout and UW-Whitewater were granting clinical or professional doctoral degrees. In 2012-13, the collaborative Doctor in Physical Therapy, previously offered jointly by UW-Milwaukee and UW-La Crosse, was dissolved by the Board of Regents at the request of the two institutions. Both universities now offer this clinical doctorate independently. UW-Stout received pre-authorization to plan an Ed.D. in Career and Technical Education and UW-Whitewater was pre-authorized to plan a Doctor of Business Administration. The Board of Regents' approval of the Ed.D.s at UW-Stout and UW-Whitewater that has occurred in the meantime will be reported in the 2013-14 Annual Report.

## **PROJECTED AFGP PLANNING FOR 2013-14**

As a general practice, the Office of Academic, Faculty and Global Programs undertakes major initiatives aimed at keeping policies and various guidelines relevant and current (see Appendix E for list of Program Planning and Review Team). These efforts include assessments of the effectiveness of various policies and procedures. The following items will be addressed during the 2012-14 academic years:

- a. The last review of the entire undergraduate array for productivity and duplication concerns occurred in 2009. As this type of review is to be conducted every five years, planning for the review will start in 2014.
- b. In an effort to increase access to more degree programs, institutions are adding online programs and converting some of their face-to-face degree programs to online degree programs. The approval process for converting face-to-face degree programs to online and other distance education degree programs has been finalized and takes into account some of the Higher Learning Commission policies on online education. These processes will have to be examined annually, given the rapid pace of changes in the online learning environment. AFGP will keep monitoring the impact of the increase in distance delivery options on tuition cost. Generally, UW System institutions can charge customized tuition for distance education, which can be substantially higher than the undergraduate and graduate tuition levels set by the Regents for the delivery of face-to-face programs. Consequently, AFGP will need to monitor the impact that discontinuation of on-campus programs in favor of more revenue-producing distance education programs has on access for students who wish to experience campus culture and traditional undergraduate student life.
- c. The implementation of a new process for program planning and review in 2012 has resulted in an ongoing review of ACIS 1.0 for consistency. This revision of ACIS 1.0 is currently under way and will be completed in the summer of 2014. In addition, an examination of the new program planning and review process is currently underway and will be completed by the summer of 2014.
- d. As part of the array management role of UW System Administration, AFGP will conduct a survey regarding the plans of the comprehensive institutions to develop professional doctorates. Data obtained from this survey will be used for planning purposes and to obtain a better understanding of the array at the professional doctorate level.

## **KEY SUMMARY POINTS AND CONCLUSIONS**

As the numbers presented in Table 1 show, pre-authorizations for planning of new degree programs has remained quite stable over the years. Authorizations seem to be on an upward trend, but still well below the peak of 2008-09. Implementations have also remained at a relatively stable level, upward from a decline in 2011-12. The number of eliminations and suspensions appears to be on an upward trend, with 2012-13 presenting the highest total number of suspensions and eliminations.

As indicated earlier in this report, changes in the array occur due to several variables. Programs are eliminated when the need or the outlook for demand drops significantly, and new programs are added in response to demand and the emerging needs of society. These changes keep the UW System's offerings relevant and UW institutions competitive. Consequently, since the mid-1980's, the System's baccalaureate offerings of degrees programs increased from 697 programs to 726 programs. During the same period, graduate degree offerings as a whole declined dramatically, started to rebound in 1999-2000, and remained slightly below the 491 programs that were offered in the mid-1980s. This overall decline presents an opportunity to add new graduate programs, particularly professional programs, as needed.

The UW System's array, as a whole, (excluding associate degrees) has increased by only two percent when compared to the number of programs that were available in 1983-84. This is a modest increase that can be attributed to the efficient use of resources by the institutions.

The analysis of the array shows that UW System has paid serious attention to concerns about duplication of academic programs. Only five percent of baccalaureate degrees are offered by the majority (10 -12) of institutions, and only one bachelor's program (Psychology) is offered by all UW institutions. All of these programs are in high demand by our students, and some form an integral part of the general education curriculum which students must take for degree completion at all UW institutions.

In recent years, there have been concerns around the nation's production of individuals with STEM (Science, Technology, Engineering, and Mathematics) degrees. Similar concerns have been expressed in Wisconsin. Hence, from a program array standpoint, AFGP, during the last three years, has monitored the availability or change in the array of programs that produce these kinds of graduates. So far, the availability of STEM programs remains substantial and very stable. Currently, STEM programs account for 26 percent or about a quarter of the entire academic array.

In terms of degrees produced by the academic array, 74 percent or about three quarters (26,879) of all the degrees conferred in 2012-13 systemwide were bachelor's degrees. Consistent with its mission, UW Colleges was responsible for conferring 93 percent (1,719) of all associate degrees systemwide.

With a change in board policy in 2010 allowing comprehensive institutions in the UW System to offer professional/clinical doctorates independently of the two research doctoral institutions, there has been a slight change in professional/clinical offerings across the System. UW-Stevens Point remains the only comprehensive offering a clinical doctorate in collaboration with one of the two research doctoral institutions (UW-Madison). UW-Eau Claire, UW-La Crosse, UW-Oshkosh, UW-Stout, and UW-Whitewater now offer a single professional or clinical doctorate independently. In 2013-14, a survey will be conducted to gauge the interest of the comprehensives in adding new professional/clinical doctorates to their academic arrays.

## **APPENDIX A**

### **PROCESS FOR PROGRAM PLANNING, REVIEW, AND APPROVAL IN THE UW SYSTEM**

*Following approval by the Board of Regents in August 2012, the process detailed below replaces the previous process contained in ACIS 1.0 (Revised June 2010), the UW System's policy statement on academic program planning, review, and approval.*

Each University of Wisconsin System institution has its own internal processes for developing, approving, and reviewing new degree programs. The policies outlined in this document are intended to guide degree program approval as determined by the UW System on behalf of the System Board of Regents.

The process for program approval includes: 1) a pre-authorization phase in which the institution submits a Notice of Intent; 2) an authorization phase in which the institution submits a brief proposal and a Letter of Commitment from the proposing institution's Chancellor, Provost, or specified designees to the UW System President for BOR approval; and 3) an implementation phase in which the institution will notify the Associate Vice President (AVP) of the UW System Administration Office of Academic, Faculty, and Global Programs or its successor when it will implement the new program.

Good practice dictates that UW institutional leaders informally update the AFGP about nascent and emerging ideas for new programs before planning is well advanced to allow for consultation and exchange of information that may be relevant to the early planning process. Provosts or specified designees will have an opportunity to provide this information in the annual program planning report that is provided to UW System Administration. Alternatively, at any time, provosts or specified designees are invited to consult informally with AFGP on new program planning.

#### **I. Pre-Authorization: Notice of Intent**

##### **Audience**

The intended audience for the Notice of Intent is UW chancellors, provosts and their staff members, as well as UWSA administrators and staff.

##### **Content/Structure of the Notice of Intent**

This public document should be no longer than two pages and include the following information:

- A. Name of proposed degree, institutional setting, mode of delivery, and institutional contact information. Information on other required approvals to offer the program beyond the BOR (such as accreditation bodies, including the Higher Learning Commission) should be included.
- B. Clear statement on how the program fits with institutional mission, strategic plan, and existing program array.
- C. Program description.

- D. Need for program (brief description of programs in the context of local, regional and systemwide programs).

### **Process**

- A. After completing preliminary institutional planning processes, as required, the proposing institution's Chancellor, Provost, or specified designees will send the Notice of Intent to the AVP of AFGP and to the provosts or specified designees at all UW System institutions.
- B. Institutions will have 10 working days to review the Notice of Intent and respond to the proposing institution's Provost or specified designees with the following:
  - 1. Opportunities for potential collaboration.
  - 2. Serious concerns, including questions of duplication.
  - 3. General comments regarding other aspects, such as the compatibility of the proposed program with the institution's mission.
- C. Institutions may request from the proposing institution's Provost or specified designees additional time to respond, typically no longer than 10 working days. Concurrent with the institutional review, the AVP of AFGP will have 10 working days to conduct a review of the Notice of Intent focusing on overall systemwide program array and other matters in accordance with BOR and UWSA policy (see attached "Components of UWSA Program Array Management"). A response to the Notice of Intent will be shared with the proposing institution's Provost or specified designees and the Senior Vice President of the UW System Office of Academic and Student Affairs.
- D. At the end of the comment period, the proposing institution's Provost or specified designees will compile all responses and forward them to the AVP of AFGP and to the provosts or specified designees at all UW institutions.
  - 1. If an institution has not responded with comments or concerns by the end of the comment period, this will be interpreted to mean that it has no serious concerns or issues.
  - 2. If there are concerns, issues, or opportunities for collaboration, within 20 working days, the proposing institution's Provost or specified designees will consult with those institutions raising them, and submit a document to the AVP of AFGP that outlines how the concerns, issues, or opportunities for collaboration will be addressed.
    - a. If any institution judges that the concerns, issues, or opportunities for collaboration are not adequately addressed, that party will notify the proposing institution's Provost or specified designees and the AVP of AFGP, and request mediation by the AVP of AFGP. The issue will be resolved within 10 working days.
- E. If no mediation is requested, or after the mediation period, the AVP of AFGP will approve or deny the request for pre-authorization within 10 working days, following receipt of comments. The pre-authorization will expire after five years.

1. In the event that a request for pre-authorization is denied, the institution may appeal to the Senior Vice President of the UW System Office of Academic and Student Affairs. The decision of the Senior Vice President is final.

## **II. Authorization**

### **Audience**

The intended audience for the Authorization is the members of the BOR, administrators, and other interested parties. The use of technical jargon should be minimized and acronyms should be avoided. The proposing institution's Provost or specified designees will submit the authorization document to the AVP of AFGP for review.

### **Content/Structure**

The proposal, no longer than 10 pages in length, will address foundational elements: who, what, where, when, and why. The document should be clearly written to convey the purpose and need for the proposed program; the benefits of the program to the institution; the ability of the institution to carry out the program; and the likely value to, and impact on, students and the residents of Wisconsin.

A. ***Abstract:*** A description of the proposed program in 50 words or less.

B. ***Program Identification:***

1. Institution name
2. Title of proposed program
3. Degree/major designation
4. Mode of delivery
5. Single institution or collaboration
6. Projected enrollment by year five of the program
7. Tuition structure (i.e., standard tuition, differential tuition, etc.)
8. Department or functional equivalent
9. College, School, or functional equivalent
10. Proposed date of implementation

C. ***Introduction:***

1. Why is the program being proposed? What is its relation to the institution's mission?
2. How does it fit into the institution's overall strategic plan?
3. Do current students need or want the program?
4. Does market research indicate demand?
5. How does the program represent emerging knowledge, or new directions in professions and disciplines?

D. ***Description of Program:***

1. Describe the general structure of the program, including:

- a. The ways in which the program fits into the institutional program array and academic plan.
  - b. The extent to which the program is duplicative of existing programs in the University of Wisconsin System.
  - c. The collaborative nature of the program, if appropriate, including specific institutional responsibilities.
  - d. The ways in which the program prepares students through diverse elements in the curriculum for an integrated and multicultural society (may include inclusion of diversity issues in the curriculum or other approaches).
2. Explain briefly the program's plan for assessing student learning outcomes, including:
  - a. Specifying what students will know and be able to do as a result of completing the program.
  - b. How the program will continuously assess (using both direct and indirect assessment measures) the extent to which the learning outcomes are accomplished.
3. Describe the programmatic curriculum, including:
  - a. How the curriculum is structured (include web links to courses, prerequisites, and other programmatic components).
  - b. Projected time to degree
4. Summarize the program review process, including:
  - a. How and when the program will be reviewed by the institution.
  - b. A discussion of what aspects will be evaluated to determine the quality of the program.
  - c. How the review will provide consideration to equity and inclusive excellence, as appropriate.
  - d. Need for external accreditation.

E. ***Institutional Commitment:***

A Letter of Commitment submitted with all accompanying documents (i.e., the authorization materials) from the proposing institution's or institutions' Provost(s) to the President of the UW System should affirm that:

1. the program has been designed to meet the institution's definition and standards of quality and to make a meaningful contribution to the institution's overall academic plan and program array.
2. there is institution-wide support for the program, including faculty governance approval.
3. the necessary financial and human resources are in place and/or have been committed to implement and sustain the program.
4. program evaluations are in place.



**Recommendation**

The AVP of AFGP will notify the proposing institution's Provost and Chancellor of the President's decision whether or not to recommend the proposed program to the BOR for approval.

**Approval**

A. The BOR will decide whether or not to authorize the program. The BOR's policies can be found at <http://www.wisconsin.edu/bor/policies/rpd>

**III. Implementation Process**

The proposing institution's Provost will notify the AVP of AFGP of the implementation date for the approved program. Authorizations will expire five years after the date of BOR approval.

**IV. Institutional Quality Control**

The UW faculty, with oversight by deans, provosts, chancellors, and higher education accreditation agencies, are responsible for developing, implementing, and reviewing high-quality degree offerings in ways that leverage academic strengths and respond to emerging workplace and societal needs. Institutions will assist the BOR in meeting its statutory requirement for assuring academic quality by demonstrating commitment to the following practices:

- A. Establish and maintain a website with the institution's definitions of and standards for quality in academic programming; and the program planning and review process, including general information on how program evaluation and assessment of student learning are conducted (where applicable, through evaluation by external accreditation agencies).
- B. Submit a brief report to the AVP of AFGP about the results of the first institutional or external review of new academic programs. This report is provided in the context of the annual institutional report on program review to UWSA. If the external or institutional review bodies identify areas of concern, the AVP of AFGP will review the institution's action plan for addressing them.

Approved by Board of Regents, August 24, 2012

**APPENDIX B**  
**SUMMARY OF PRE-AUTHORIZATIONS, AUTHORIZATIONS,**  
**IMPLEMENTATIONS, SUSPENSIONS, AND ELIMINATIONS**  
**IN 2012-13 BY INSTITUTION**

	Pre- Authorized	Authorized	Implemented	Eliminated	Suspended
UW Colleges					
UW-Eau Claire					
UW-Green Bay					
UW-La Crosse		1			
UW-Madison	1	2	2	6	5
UW-Milwaukee	2	2	2		
UW-Oshkosh	1	3	1	1	
UW-Parkside	2	1			
UW-Platteville			1		
UW-River Falls		2	1		
UW-Stevens Point		2			
UW-Stout	4	4	5	1	1
UW-Superior	1				
UW-Whitewater	3		3		
Collaborative Degree in Health Information Management and Technology, Online (Offered by GBY,PKS,STP,EXT)			1		
Collaborative Degree in Sustainable Management, Online (Offered by GBY,OSH,PKS,STO, SUP,EXT)		1	1		
<b>TOTALS</b>	<b>14</b>	<b>18</b>	<b>17</b>	<b>8</b>	<b>6</b>

In 2012-13, as in previous years, UW-Madison eliminated and suspended the most degree programs. Few programs were eliminated or suspended at comprehensive institutions. UW-Stout and UW-Whitewater led the UW System in the implementation of new degree programs.

**APPENDIX C**  
**SUMMARY OF PROGRAM PLANNING ACTIVITIES AND PLANS FOR THE**  
**FUTURE REPORTED IN 2012-13 BY INSTITUTION**

**UW Colleges**

<b>Program Name</b>	<b>Degree</b>	<b>Action</b>	<b>Date</b>
No academic program activities to report for 2012-13			

**UW-Eau Claire**

<b>Program Name</b>	<b>Degree</b>	<b>Action</b>	<b>Date</b>
No academic program activities to report for 2012-13			
New academic programs in the initial planning stage or under consideration for the future:			
Actuarial Science			

**UW-Green Bay**

<b>Program Name</b>	<b>Degree</b>	<b>Action</b>	<b>Date</b>
No academic program activities to report for 2012-13			

**UW-La Crosse**

<b>Program Name</b>	<b>Degree</b>	<b>Action</b>	<b>Date</b>
Fine Arts	B.F.A.	Entitlement Extended	5/17/2013
Statistics	B.S.	Authorized	6/7/2013
Sports Administration, Online	Master's	Reactivated	Winterim 2013
New academic programs in the initial planning stage or under consideration for the future:			
B.S. – Anthropology			
M.A. – Clinical Counseling/Mental Health			
M.S. – Microbiology			
M.A. – Reading			
M.A. – Special Education			
Ed.D. – Student Affairs Administration			

**UW-Madison**

<b>Program Name</b>	<b>Degree</b>	<b>Action</b>	<b>Date</b>
Physical Education	B.S.	Pre-Authorized	3/26/2013
Athletic Training	B.S.	Authorized Implemented	8/24/2014 Fall 2012
Pharmaceutical Sciences	B.S.	Authorized	4/5/2013
Epidemiology	M.S. & Ph.D.	Implemented	Fall 2012
Business: Information Systems	M.B.A. & M.S.	Eliminated	Spring 2013
Education and Math	M.S.	Eliminated	Summer 2012
Family and Consumer Journalism	M.S.	Eliminated	Spring 2013

Geophysics	Master's & Ph.D.	Eliminated	Fall 2012
Science Education	M.S.	Eliminated	Summer 2012
Therapeutic Science	M.S.	Eliminated	Summer 2012
Consumer Affairs	B.S.	Suspended	Spring 2013
Earth Science	B.S.E.	Suspended	Spring 2013
Family Consumer and Communication Education	B.S.	Suspended	Spring 2013
Natural Science	B.S.E.	Suspended	Spring 2013
Social Studies	B.S.E.	Suspended	Spring 2013
New academic programs in the initial planning stage or under consideration for the future:			
Ph.D. – Evolutionary Biology			
M.L.A. – Landscape Architecture			

### UW-Milwaukee

Program Name	Degree	Action	Date
Healthcare Administration	M.H.A.	Pre-Authorized	3/19/2013
Prosthetics and Orthotics	M.P.O. & D.P.O.	Pre-Authorized	9/6/2012
Teaching the Arts	M.A.	Entitlement Expired	Spring 2013
Architecture	M.S.	Authorized	6/7/2013
Sustainable Peacebuilding	M.S.P.	Authorized	6/7/2013
Nutritional Sciences	B.S.	Implemented	Fall 2012
Public Health, Community and Behavioral Health Promotion	Ph.D.	Implemented	Fall 2012
New academic programs in the initial planning stage or under consideration for the future:			
M.A. – Africology			
B.A. – American Indian Studies			
B.A. – Ancient Mediterranean Studies			
B.S. – Applied Math, Business and Economics			
Ph.D. – Civil Engineering			
Ph.D. – Computer Science			
Ph.D. – Electrical Engineering			
Ph.D. – Industrial Engineering			
M.S. – Informational Sciences and Technology			
Ph.D. – Materials Engineering			
Ph.D. – Mechanical Engineering			
M.S./Ph.D. – Neuropsychology			
B.S. – Software Engineering			
Ph.D. – Public Health Administration and Policy			

### UW-Oshkosh

Program Name	Degree	Action	Date
Management (05062 Major Code)	B.B.A.	Pre-Authorized Authorized	11/30/2012 6/7/2013
Radiologic Science	B.S.	Authorized Implemented	8/24/2012 Fall 2012

Transnational Human Service Leadership, Online	M.S.	Authorized	6/7/2013
Management (05151 Major Code)	B.B.A.	Eliminated	Spring 2013
New academic programs in the initial planning stage or under consideration for the future:			
M.S. E. – Childhood Studies			
Director of Pupil Services			
Bachelor – Insurance			

### UW-Parkside

Program Name	Degree	Action	Date
Marketing	B.S.	Pre-Authorized	6/11/2013
Accounting	B.S.	Pre-Authorized Authorized	11/30/2012 2/8/2013
New academic programs in the initial planning stage or under consideration for the future:			
M.S. – Applied Psychology			
M.S. – Exercise Science and Sports Management			
B.A. – General Studies (flex option degree completion)			
M.A. – Music Education			

### UW-Platteville

Program Name	Degree	Action	Date
Sustainable and Renewable Energy Systems	B.S.	Implemented	Fall 2012

### UW-River Falls

Program Name	Degree	Action	Date
Applied Science	B.A.S.	Authorized	10/5/2012
Clinical Exercise Physiology	M.S.	Authorized Implemented	8/24/2012 Spring 2013
New academic programs in the initial planning stage or under consideration for the future:			
M.S. – Biomedicine (with UW-Stout, Marshfield Clinic, River Falls Hospital, and the University of Minnesota)			
B.S. – Criminology			
M.S. – Computer Science			
B.S. – Digital Film and Television			

### UW-Stevens Point

Program Name	Degree	Action	Date
Nursing	B.S.N.	Authorized	2/8/2013
BSN@Home (added to collaboration of EAU,GBY,MSN,MIL,OSH)	B.S.N.	Authorized	2/8/2013
New academic programs in the initial planning stage or under consideration for the future:			
B.A.S. – Applied Studies			
B.S. – Environmental Engineering			
B.A. – Food and Nutrition			

**UW-Stout**

<b>Program Name</b>	<b>Degree</b>	<b>Action</b>	<b>Date</b>
Conservation Biology, Online	P.S.M.	Pre-Authorized	4/23/2013
Packaging Science, Online	M.S.	Pre-Authorized	5/28/2013
Career and Technical Education	Ed.D.	Pre-Authorized Authorized	9/6/2012 2/8/2013
Environmental Science	B.S.	Pre-Authorized Authorized	12/18/2012 4/5/2013
Construction Management, Online	M.S.	Authorized	4/5/2013
Industrial and Applied Mathematics	P.S.M.	Authorized	10/5/2012
Design	M.F.A.	Implemented	Fall 2012
Entertainment Design	B.F.A.	Implemented	Summer 2012
Graphic Design and Interactive Media	B.F.A.	Implemented	Summer 2012
Industrial Design	B.F.A.	Implemented	Summer 2012
Interior Design	B.F.A.	Implemented	Summer 2012
Hospitality and Tourism	M.S.	Reactivated	Fall 2012
Family Studies and Human Development	M.S.	Eliminated	Summer 2012
Cognitive Science	B.S.	Suspended	Spring 2013
New academic programs in the initial planning stage or under consideration for the future:			
B.S. – Criminal Justice and Rehabilitation			

**UW-Superior**

<b>Program Name</b>	<b>Degree</b>	<b>Action</b>	<b>Date</b>
Writing	B.A.	Pre-Authorized	5/2/2013
New academic programs in the initial planning stage or under consideration for the future:			
Ed.D. – Educational Administration			

**UW-Whitewater**

<b>Program Name</b>	<b>Degree</b>	<b>Action</b>	<b>Date</b>
Applied Economics	M.S.	Pre-Authorized	3/11/2013
Business Administration	D.B.A.	Pre-Authorized	1/28/2013
Criminology	B.A./B.S.	Pre-Authorized	1/8/2013
Computer Science	B.A./B.S.	Implemented	Fall 2012
Environmental Science	B.A./B.S.	Implemented	Fall 2012
International Business	B.B.A.	Implemented	Fall 2012
New academic programs in the initial planning stage or under consideration for the future:			
M.S. – Computer Science			
B.F.A. – Graphic Design			
B.S. – NanoScience/Nanotechnology			
B.S.E. – Non-Licensure			
M.S.W. – Social Work			

**Collaborative Degrees**

<b>Program Name</b>	<b>Degree</b>	<b>Action</b>	<b>Date</b>
Health Information Management and Technology, Online (GBY,PKS,STP,EXT)	B.S.	Implemented	Fall 2012
Sustainable Management, Online (GBY OSH,PKS,STO,SUP,EXT)	M.S.	Authorized Implemented	8/24/2012 Spring 2013

**APPENDIX D**  
**INSTITUTIONAL REVIEWS AND REPORTS ON ACCREDITATION**  
**IN 2012-13 BY INSTITUTION**

**UW Colleges**

Program Accreditations: Two programs underwent review; one was accredited and one was re-accredited.

Institutional Reviews: Thirteen programs underwent review; six were completed and seven are in process. Six programs are scheduled for review in 2013-14.

**UW-Eau Claire**

Program Accreditations: Five programs underwent review; two were accredited, one was licensed, one was certified, and one is in process.

Institutional Reviews: Eight programs underwent review; all were recommended for continuation. Five programs are scheduled for review in 2013-14.

**UW-Green Bay**

Program Accreditations: No accreditations occurred in 2012-13.

Institutional Reviews: Ten programs underwent review; nine were recommended for continuation and one was recommended for conditional continuation. Six programs are scheduled for review in 2013-14.

**UW-La Crosse**

Program Accreditations: Three programs underwent review; all were accredited.

Institutional Reviews: Seven programs underwent review; six were recommended for continuation and one is in process. Seven programs that were in process at the end of 2011-12 are still in process. Sixteen programs are scheduled for review in 2013-14.

**UW-Madison:**

Program Accreditations: Nineteen programs underwent review; three were accredited and sixteen are in process.

Institutional Reviews: Sixty-two programs underwent review; two were eliminated, fifteen were recommended for continuation, and forty-five are in process. Twenty-one programs are scheduled for review in 2013-14.

**UW-Milwaukee**

Program Accreditations: Twenty-six programs underwent review; all were accredited.

Institutional Reviews: Eighteen programs were reviewed; all were recommended for continuation. Five programs are in process.

**UW-Oshkosh**

Program Accreditations: One program underwent review; it was accredited.

Institutional Reviews: Eleven programs underwent review; three were recommended for continuation and eight are in process. Seven reviews were approved for an extension. Nine programs are scheduled for review in 2013-14.

**UW-Parkside**

Program Accreditations: Five programs underwent review; four were accredited and one was approved.

Institutional Reviews: Ten programs underwent review; all were recommended for continuation. One review was approved for an extension. Two programs are scheduled for review in 2013-14.

**UW-Platteville**

Program Accreditations: Six programs underwent review; all are in process.

Institutional Reviews: No programs underwent review in 2012-13. Eight programs are scheduled for review in 2013-14.

**UW-River Falls**

Program Accreditations: One program underwent review; it was accredited.

Institutional Reviews: Six programs underwent review; all were recommended for continuation. Two reviews were approved for an extension. Ten programs are scheduled for review in 2013-14.

**UW-Stevens Point**

Program Accreditations: Two programs underwent review; both were accredited.

Institutional Reviews: Four programs underwent review; three were recommended for continuation and one is in process. Three reviews were approved for an extension. Four programs are scheduled for review in 2013-14.

**UW-Stout**

Program Accreditations: Eleven programs underwent review; three were re-accredited, five were newly accredited, and three are in process.

Institutional Reviews: Ten programs underwent review; nine were recommended for continuation and one was recommended for conditional continuation. Eight programs are scheduled for review in 2013-14.

**UW-Superior**

Program Accreditations: Two programs underwent review; both are in process.

Institutional Reviews: Three programs underwent review; two were recommended for continuation and one is in process. One review was approved for an extension. Two are scheduled for review in 2013-14.

**UW-Whitewater**

Program Accreditations: One program underwent review; it is in process. One review was approved for an extension.

Institutional Reviews: Fourteen programs underwent review; two were recommended for continuation, ten were recommended for continuation with minor concerns, one was recommended for continuation with major concerns, and one was closed to new enrollment. One review was approved for an extension. Fifteen programs are scheduled to be reviewed in 2013-14.



## APPENDIX E

### PROGRAM PLANNING AND REVIEW TEAM

Program Planning and Review at the System level requires the combined efforts of dedicated individuals in various offices in Academic and Student Affairs and Business and Finance. The Office of Academic, Faculty, and Global Programs relies on its colleagues in the Business and Finance division to help address questions regarding institutional costs for establishing new degree programs and proposed costs to students. The table below lists the core program planning and review team during the year under review.

Name	Role	System Office
Dr. Stephen H. Kolison, Jr.	Associate Vice President	AFGP
Ms. Gail Bergman	Senior Policy and Planning Analyst and Director of OPAR (retired)	Policy Analysis and Research
Dr. Laura Anderson	Senior Academic Planner	AFGP (since July, 2013)
Ms. Yufeng Duan	Senior Institutional Planner	Policy Analysis and Research
Dr. Carmen Faymonville	Special Assistant to the Senior Vice President, and Academic Planner	Academic and Student Affairs & AFGP
Dr. Diane Treis Rusk	Director of Undergraduate Education	AFGP
Ms. Ann Fisher	Program Associate	AFGP

For part of the 2012-13 year, Senior Special Assistant to the Senior Vice President of Academic and Student Affairs Terry Brown and Interim Assistant Vice President of Academic and Student Affairs Janice Sheppard (now retired), also served on the team.

The University of Wisconsin-Milwaukee  
Charter School Contract Renewal  
Urban Day School

EDUCATION COMMITTEE

Resolution I.1.d.(1):

That, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents approves the renewal of the charter school contract with Urban Day School, Inc., maintaining a charter school known as the Urban Day School.

**UNIVERSITY OF WISCONSIN-MILWAUKEE  
OFFICE OF CHARTER SCHOOLS  
URBAN DAY SCHOOL  
CHARTER RENEWAL**

**BACKGROUND**

In 1997, the Wisconsin Legislature authorized the University of Wisconsin-Milwaukee (UWM) to grant charters under Wis. Stats. section 118.40 (2) (r). A school so authorized and approved by the UW System Board of Regents is eligible to receive public funds to operate a public charter school. These public schools, frequently referred to as 2r, based on the legislation section that defines them, are independent schools with their own board of directors and are not charters associated with public school districts. In addition to the 2r charters, Wis. Stats. section 118 also authorizes school districts to grant charters, which comprise the vast majority of the 243 charter schools in Wisconsin.

UWM charters are required to participate in the statewide assessment system, submit annual audits, report enrollment and fiscal claims information to the Department of Public Instruction, are eligible to participate in the wide array of federal programs, and must report data as required by these programs. To be eligible to apply for a charter, the organization must be incorporated in Wisconsin and eligible for not-for-profit status with the Internal Revenue Service. By statute, charter contracts are for a period of time not to exceed five years, and in practice, a contract renewal recommendation of less than five years represents an expression of concern about the school's progress in attaining its goals.

UWM charter school applicants are required to submit substantial application information in a two-stage process: stage 1, Prospectus and stage 2, Full Application. At each stage, these documents are reviewed by a team of faculty and community members to determine eligibility. Over the past 14 years, 80 individuals or organizations have applied, 16 were granted charter status; today 12 schools are operational. Three schools were closed or withdrew from the charter, and one decided not to open.

The UWM Office of Charter Schools is responsible for review of applications, charter oversight, accountability as prescribed in the contract, and contract reviews and renewals. Additionally, the Charter School Office maintains a significant set of data and accountability measures that are reviewed yearly, and utilized at the time of a contract renewal application. The Office is funded by an administrative fee paid by the charter school and the fee is tied to the enrollment of the schools. Currently, the fee varies from 1.25% to 1.50% of a school's budget.

The initial charter for Urban Day School (UDS) was granted in 2010 under a contract with Urban Day School, Inc., a Wisconsin, non-stock, not-for-profit corporation in good standing under Wis. Stats. section 118.40 (2) (r) and 501(c) (3) of the Internal Revenue Code. UDS has one campus located on 1441 N. 24th Street, within the city of Milwaukee. The UW-Milwaukee Office of Charter Schools undertook an extensive review process that began with the submission of a renewal application by UDS in October of 2013, and a Charter School evaluation team site

visit and assessment, in November of 2013. The results of this review are detailed in the discussion below.

The Office of Charter Schools at UW-Milwaukee, Provost Britz, and Chancellor Lovell recommend Urban Day School, Inc., be granted a contract renewal for four years, effective July 1, 2014 to July 1, 2018, to operate a public school known as Urban Day School.

## **REQUESTED ACTION**

Approval of Resolution I.1.d.(1) approving the charter school contract with Urban Day School, Inc., to operate a public school known as Urban Day School, effective July 1, 2014.

## **DISCUSSION**

### **School Profile and Design**

UDS was founded as an independent school in 1967, to serve inner city students. It was the first school to participate in what is now known as the school voucher program, and applied to become a UWM Charter school in 2010. A charter was approved by the Board of Regents in April of 2010, with a start date of July 1, 2010. In 2010, UDS had two campuses in Milwaukee: one at 3827 N. 112<sup>th</sup> Street and another at 1441 N. 24<sup>th</sup> Street. Enrollment at both campuses was at approximately 630 students. Since its inception as a charter school, UDS has experienced some significant organizational changes. Among the main changes are:

- 1) The school program has consolidated into one site, the 24<sup>th</sup> Street location, with an enrollment of 511 students. This consolidation was the result of the loss of Head Start Programs that were operated by UDS at both campuses as a subcontractor with the Milwaukee Social Development Commission. The Social Development Commission lost the Head Start contract. The loss of the Head Start program meant that the school had excess space and it was determined that only one campus would be needed.
- 2) As part of the reorganization to a charter school, UDS also sought new leadership for the positions of President and Principal. These changes, contemplated as part of the charter conversion, have brought new changes to the school.
- 3) Leadership has adopted the *Success for All (SFA)* reading program developed at Johns Hopkins University by Dr. Robert Slavin. *SFA* is a curricular program that focuses on inner city youth and has been used more extensively on the east coast. This is the second year for the program and teachers are currently receiving coaching on implementing the program.
- 4) Also new to the program was a revised social behavior program to create both structure and behavioral expectations in the school.

UDS has established a goal to be known as a 90/90/90 school. This means that its population will be 90% African American, 90% free and reduced lunch, and 90% proficient in reading and math. The first two 90s have been achieved for some time and now the commitment to achieve the last 90 is underway. The mission statement for UDS is as follows:

The Mission of Urban Day is to provide students, pre-kindergarten through eighth grade with a learning experience that emphasizes academic excellence and personal achievement, enabling the students to make a successful transition into higher education and to become value-creating leaders of society.

## Student Recruitment and Demographics

UDS's student population for 2013-14 is reported at 511 students, with 95.7% being African-American, and the remaining 4.3% being Pacific Islanders, Asian, Hispanic, or students of two or more races. This demographic is further bolstered by 90.6% of the students qualifying for a free lunch, 1.56% for reduced lunch, and 7.8% not in need. Like most of the UWM's other charters, this school has a very high percentage of students from poverty backgrounds. Table 1 below depicts the minority and low income percentages for comparable MPS schools, showing a higher percentage of minority school children, but slightly lower percentages of low income students, compared to selected MPS schools.

Table 1: Minority and low income percentages for each comparable neighborhood school

	UDS	Bethune	Brown	Carver	Siefert
Percent Minority	100.00%	96.90%	98.30%	96.20%	98.40%
Percent Low Income	92.30%	98.00%	97.70%	Not Known	95.80%

Table 2 below shows the number of students enrolled in each grade, starting with to grade eight, totaling 629 students with 593.8 F.T.E. allocated.

Table 2: Student Enrollment by Grade (DPI September 2012 Count)

Grade	4K	5K	1	2	3	4	5	6	7	8	Total
#	88	105	96	76	64	48	48	42	34	28	629
F.T.E.	52.8	105	96	76	64	48	48	42	34	28	593.8

Student mobility, that is, students not returning for reasons other than graduation, has been in the 30% to 40% range. This is a point of concern for both the school leadership as well as the Evaluation Site Team. The significant drop in class head count from 1<sup>st</sup> grade to 8<sup>th</sup> grade is also of concern.

Attendance at UDS has been consistently in the upper 80 or low 90 percent. Preferred rates in the 94-96% range should become a goal of the school. Table 3 below shows the average daily attendance rates of students for the three most recent academic years, indicating a moderately high attendance rate.

Table 3: Percentage of Average Daily Attendance

Year	2010-11	2011-12	2012-13
Percent	86.0%	91.4%	91.2%

Table 4 below shows the enrollment of special education students, which has steadily increased between 2011 and 2013.

Table 4: Special Education Enrollment

Year	TOTAL
2010-11	35
2011-12	40
2012-13	54

## Educational Program

UDS exists to provide students in Milwaukee's inner city neighborhoods with an education characterized by academic rigor, relationships that are healthy, and performance opportunities that fully engage students in learning and challenge them to demonstrate knowledge by using it in real world situations. In addition to a liberal arts education (reading, writing, math, science, and social studies), UDS offers physical education, computer technology, music, and art once per week.

UDS is designed around the 3 R's of Relationships, Rigor, and Relevance. The distinctive 3 R's approach devotes significant resources to standing up for the child, even when that means standing up to the system. With Child and Family Advocacy at the heart of UDS' educational program, the school's original mission is reaffirmed and expanded because UDS does what it takes to start children learning early and keep students in school day after day, year after year. The school day has been extended, based on the work of Geoffrey Canada at the Harlem Children's Zone (HCZ), which indicates that a longer school day helps children to achieve more. All students receive reading intervention (K-5 for 90 minutes and 6-8 for 60 minutes) in small groups using a research based reading curriculum, *Success for All (SFA)*, with the support of Title 1 teachers and additional support staff. The *Success for All* curriculum and instructional strategies were developed at Johns Hopkins University with a special focus on central city youth. These services are provided in the classroom rather than as pull-out-services. All students receive in-class math interventions in the classroom, which is supported by the Title 1 teachers and additional support staff, as well.

*Math Connects* is the math curricular resource, whereas Interactive Science is the science curricular resource. Houghton Mifflin Harcourt text is the Social Studies curricular resource. Teachers' lesson plans are based on the common core standards. UDS curriculum is only one resource that teachers use to ensure that students receive instruction based on the common core standards.

Engaging families is a major focus based on the work of *Knowledge is Power Program (KIPP)*. UDS provides early childhood and elementary families the opportunity to participate in informative, fun family nights each quarter. Parents serve as decision makers in the development of the Title 1 plan, the Family Handbook, and in other areas of school operations. The Advocacy Department works closely with families with the goal of supporting students and parents.

## Faculty and Staff

UDS employs a President (Executive Director), a Principal, a Dean of Students, two *SFA* coaches, and 31 teachers including two special education teachers, an art teacher, and a physical

education teacher. The school also employs 12 paraprofessionals, a parent coordinator, and a Musician in Residence. The racial composition of the staff is 89% white and 11% Black; 63% of the staff is female. Services, such as speech and language and physical therapy/occupational therapy, are contracted through CESA.

## **Governance and Leadership**

UDS is an established school with strong governance through its parent organization and leadership provided by a Board. The school is a Local Education Agency (LEA) for federal purposes and will act as its own school district.

Table 5 below lists the current 18 board members by name position, and professional associations and affiliations.

Table 5: Current Board Members

Board Member	Board Position	Other Affiliation
John D Ridley, MD	Chairman	Retired Ophthalmologist
Dennis Filtzpatrick, JD	Vice Chair	Northwestern Mutual Life
Daniel Corry	Treasurer	Rosalie Manor
Eva Roberson	Secretary	We Energies
Margaret Laughlin	Member	Community Volunteer
Dr. Jo Anne Caldwell	Member	Cardinal Stritch University
Richard D. Cudahy	Member	Robert W. Baird & Co
Judge M. Joseph Donald	Member	Milwaukee County Circuit Court
Peter W Bruce	Member	Davis & Kuelthao
Steven Gorzek	Member	M & I Bank
Emery K. Harlan	Member	Gonzalez, Saggio & Harlan
Jackie Herd-Barber	Member	Milwaukee Downtown Rotary Club President
Ms. Toni Holland	Member	Time Warner Cable
Naomi Dolohanty	Member	Aurora Health Care
Donald A. Shane	Member	Rosalie Manor
Tom Spero	Member	Deloitte & Touche (ret.)
John F. Steinmiller	Member	Milwaukee Buck
Frank Thometz	Member	Morgan Stanley & Co., Inc

Table 6 below lists UDS's five administrative team members, including the president and the principal by name.

Table 6: Administrative Team Members

Administrator	Administrative Position
James Feil	President
Lucas Thuecks	Principal
Deb Dobyns	PI 34 Coordinator/Full Time Mentor
Jennifer Finch	Learning Coordinator
Lindsey Heinen	Success For All (SFA) Facilitator

## Financial Condition and Compliance

UDS is in compliance with its audits and remains financially sound. A major challenge to the finances of UDS has been teacher salaries, which are low compared to other charters and Milwaukee Public Schools. The board and leadership have established a goal to increase salaries to become more competitive in both recruitment and retention of staff. The establishment of charter status has helped address some of the school's fiscal issues. UDS has been in compliance with all contract provisions for the past three years and submits accountability reports, as required by the contract. Audits have been reported as "clean," and have been completed and filed in a timely manner. UDS is in full compliance with the contract, state and federal regulations.

## Proficiency

Achievement at UDS will be compared below to MPS, Wisconsin, MPS schools that are similar to Urban Day School in terms of their location and demographic composition, and other UWM authorized K-8 schools. UDS is the seventh highest performing UWM charter school in reading (8.9%) and the lowest performing UWM charter school in math (15.3%).

As figures 1 and 2 below show, UDS has shown increasing academic performance in both reading and mathematics over the last three years; however, it still lags behind both MPS and the state. Figure 1 below shows achievement in Reading results for grades 3-8, as compared to MPS and the state. Academic performance in Reading at UDS generally trails that of MPS and the state, except in comparison to only African American students (which is the primary demographic at UDS), as shown in Figure 3 below.

Figure 1: Three-year comparison of combined (grades 3-8) WKCE Reading results for UDS, MPS, and the State.

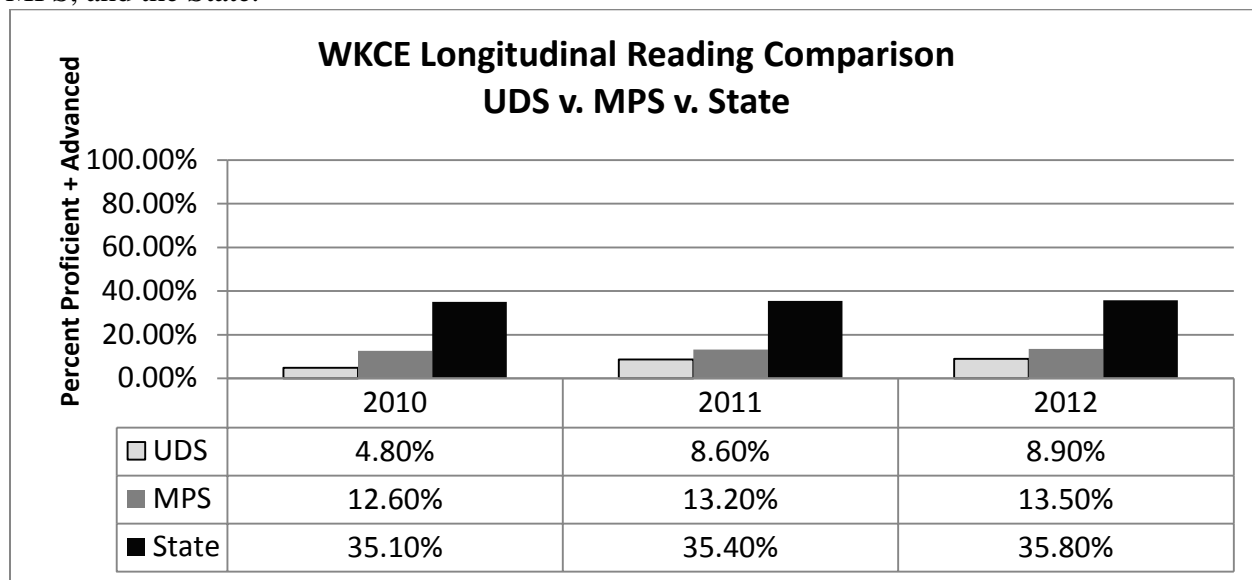
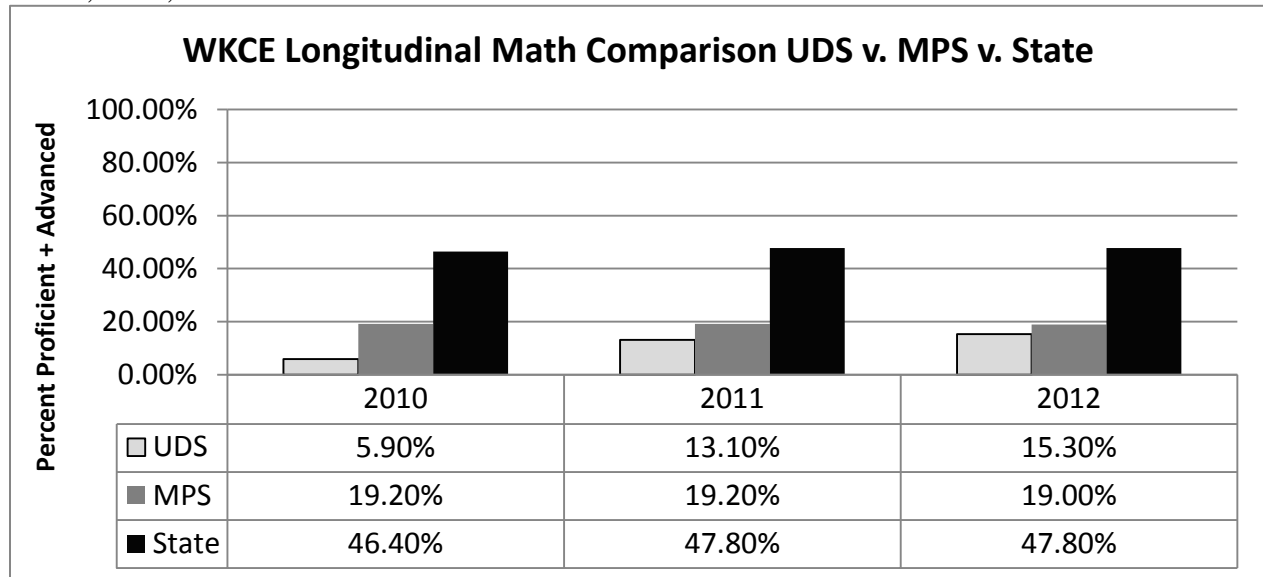




Figure 2 below shows academic performance in Math at UDS, which generally trails that of MPS and the state, except in comparison to only African American students (which is the primary demographic at UDS), shown in Figure 4 below.

Figure 2: Three-year comparison of combined (grades 3-8) WKCE Mathematics results for UDS, MPS, and the State.



Comparing the data from UDS, MPS, and the state for African American students, the academic performance of UDS in Reading and Mathematics nearly reaches the academic performance of the state, and exceeds the academic performance of MPS African American students.

Figure 3: Three-year comparison of combined (grades 3-8) WKCE Reading results for African American students in UDS, MPS, and the State.

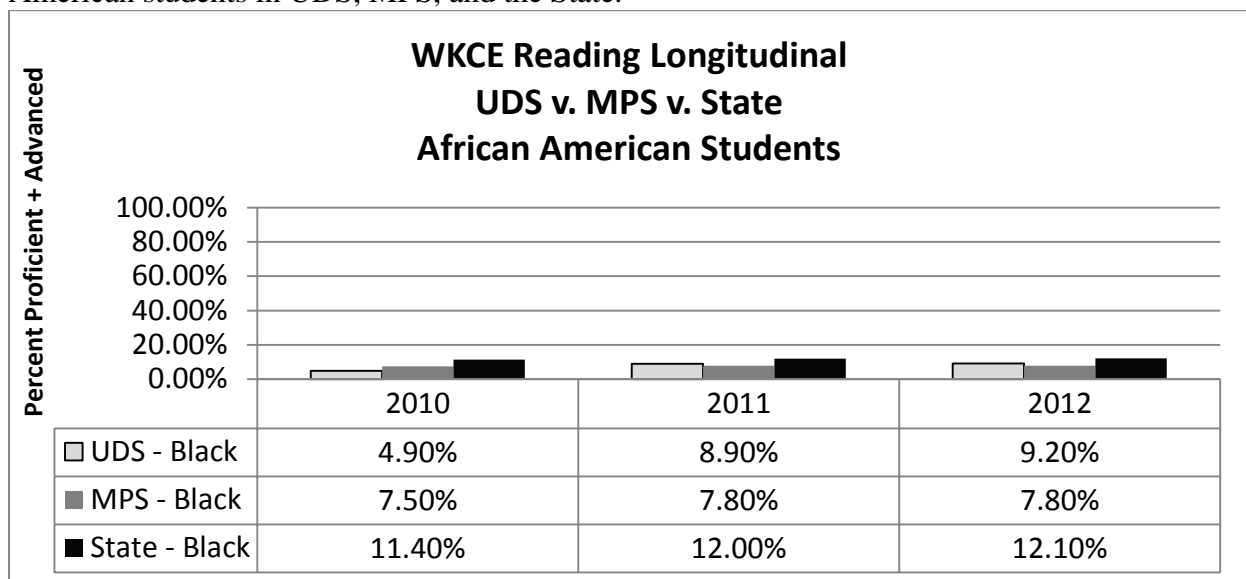
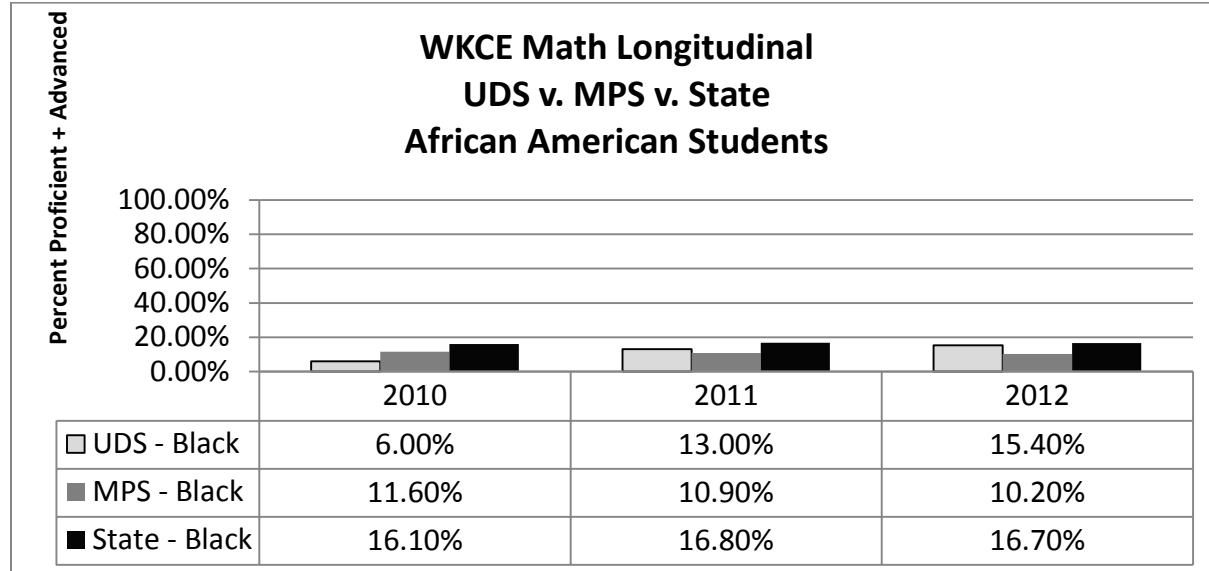


Figure 4: Three-year comparison of combined (grades 3-8) WKCE Mathematics results for African American students in UDS, MPS, and the State.



Comparing the data from UDS, MPS, and the state for economically-disadvantaged students in Figures 5 and 6 below, shows that the academic performance of UDS in Reading and Mathematics steadily increased over three years, nearly reaching the academic performance of MPS, while still falling short of the academic performance of all economically-disadvantaged students in the state.

Figure 5: Three-year comparison of combined (grades 3-8) WKCE Reading results for Economically Disadvantaged students in UDS, MPS, and the State.

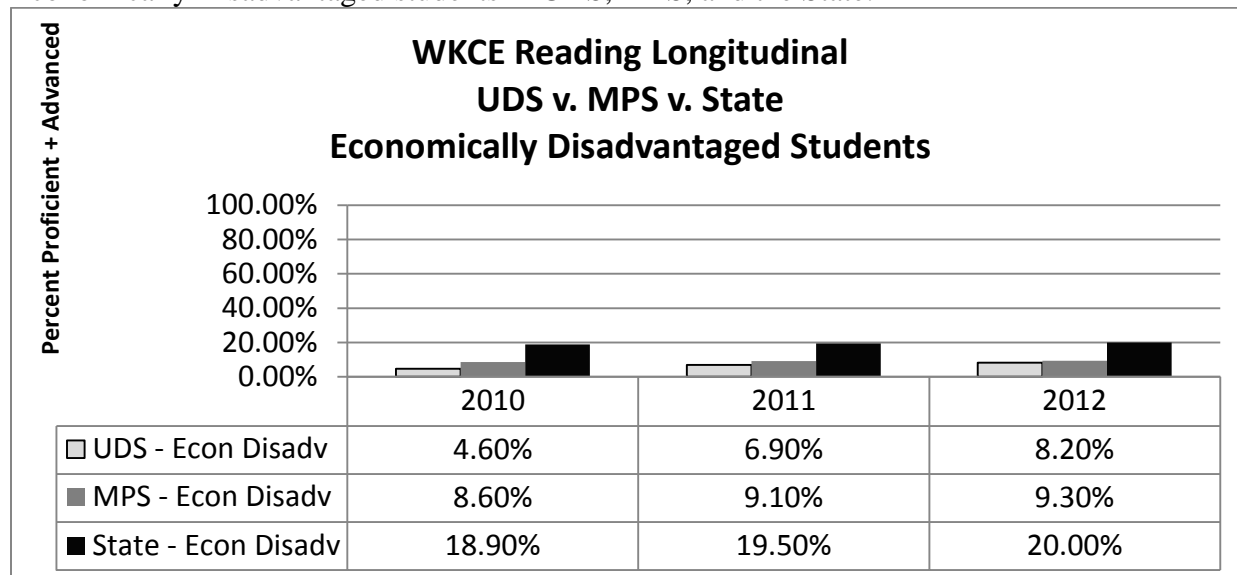
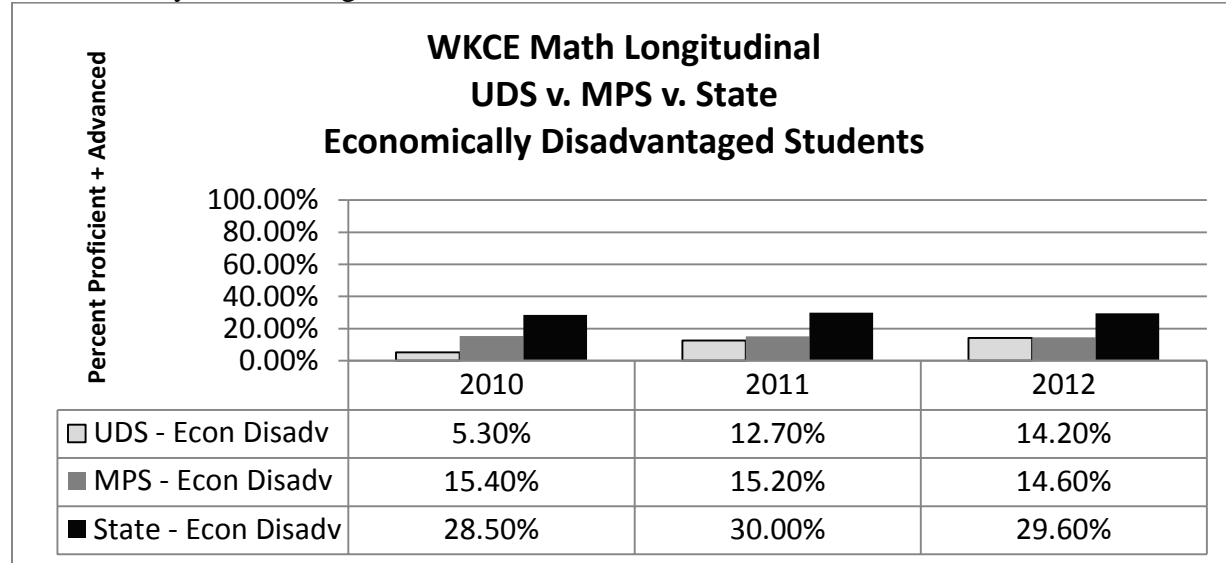
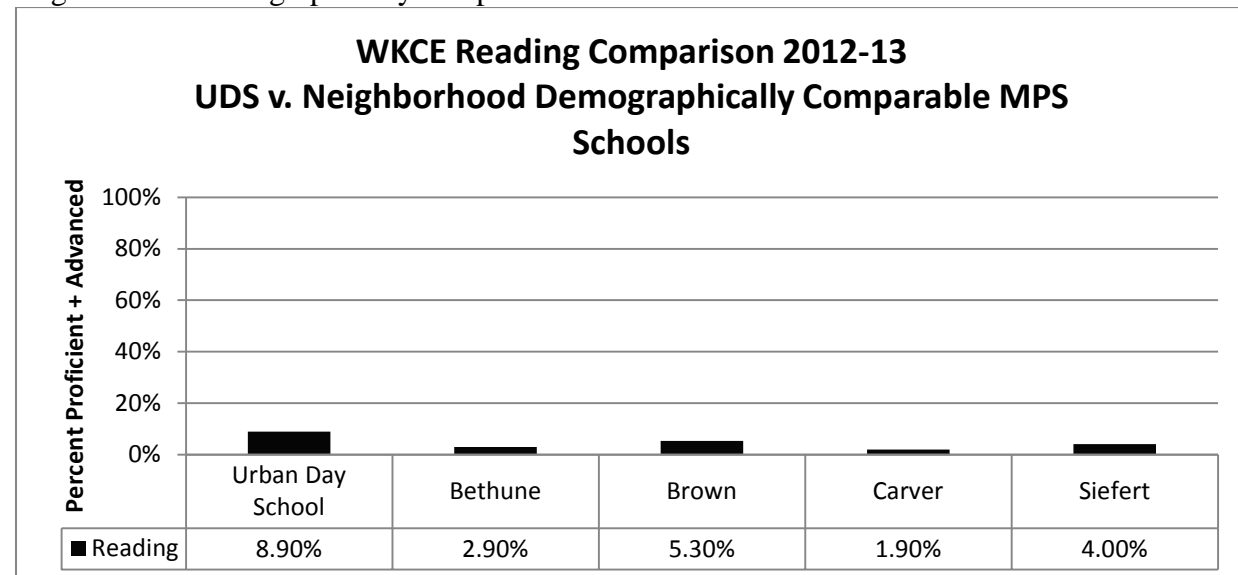


Figure 6: Three-year comparison of combined (grades 3-8) WKCE Mathematics results for Economically Disadvantaged students in UDS, MPS, and the State.



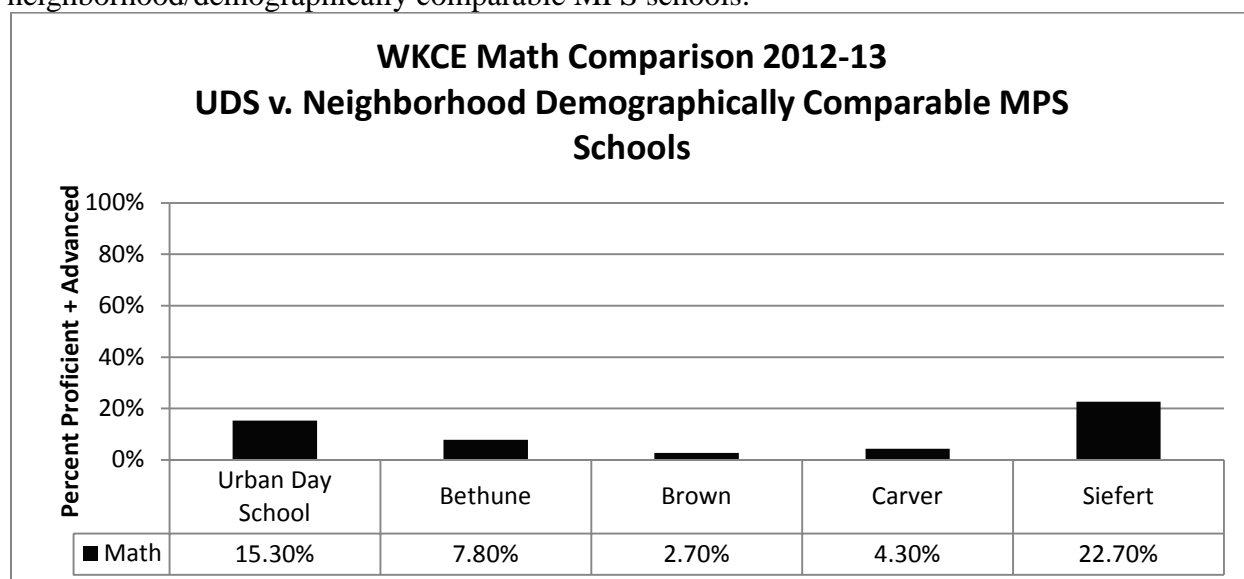
Comparing UDS students' achievement in Reading in grades 3-8 with the achievement of students in demographically-comparable MPS schools, as depicted in Figure 7 below, shows that UDS outpaces the results of these other schools.

Figure 7: Comparison of combined (grades 3-8) WKCE Reading results for UDS and neighborhood/demographically comparable MPS schools.



Comparing UDS students' achievement in Math in grades 3-8 with the achievement of students in demographically-comparable MPS schools depicted in Figure 8 below, shows that UDS outpaces the results of most of these schools, with the exception of Siefert school.

Figure 8: Comparison of combined (grades 3-8) WKCE Mathematics results for UDS and neighborhood/demographically comparable MPS schools.



## Recommendations

The Office of Charter Schools evaluation team visited the school in December of 2013 and conducted an evaluation per the UWM Charter School Office Guidelines. The team reviewed the school's self-evaluation, visited classrooms, and interviewed teachers, students, parents as well as school leadership. The team summarized their findings below:

1. UDS has made some significant changes in addressing its achievement and student performance outcomes, these include:
  - a. Changes in administrative leadership
  - b. Implementing the *Success for All* curriculum developed at Johns Hopkins
  - c. Developed a more defined socio-behavioral expectation program, and
  - d. Improved levels of technology in the classroom and use of Smart Boards.
2. Moved the program from two sites to one which will allow for more consistent staff practices and implementation of programs. This action did reduce enrollment by 125 students.
3. UDS is just beginning to use MAP testing results to impact their curricular decisions. This will be an area of continuing development for the school.
4. Teachers report greater agreement on the mission of the school and disciplinary practices.
5. Leadership and staff are in agreement that they must improve on their efforts and strategies to increase academic performance at the school.
6. Daily attendance and student retention must be improved from current levels.
7. Teachers report that there is obvious improvement and that there is room for more improvement.
8. Data and observations are clear that UDS must begin a significant effort to improve both instruction and performance in math.
9. Guidance for 8<sup>th</sup> grade students transitioning to high school should be increased with an effort to get students to apply to better high schools.

10. The evaluation team felt strongly that another site review should be conducted in two years to more closely monitor progress, and that as part of the annual accountability plan, UDS should outline the steps they will take to achieve the “Meets Expectations” report card category of DPI ratings.

The team made the following recommendations:

1. Continue *Success for All* reading initiative and expand the coaching opportunities under the *Success for All* model. For new teachers this coaching should provide necessary support.
2. Conduct a review of math instruction strategies and curricular pace with an emphasis on primary grades. This should be a priority for 2014-15 school year.
3. Define and develop a student retention plan with a goal of at least 80% of students returning each year save for the graduating class. Returning students help sustain a developing culture.
4. Set attendance standards for each class and develop a motivation program to increase attendance. Stress attendance at all levels.
5. Staff and leadership of the school must establish a plan that will move the school into the “Meets Expectations” category as defined by DPI. The plan should be submitted as part of the Charter School Office Accountability Report for 2014-15 school year.
6. Staff retention should be a top priority with definite strategies put in place to encourage staff to stay at UDS.
7. In the 2015-16 school year, another review team evaluation should be conducted by the UWM Charter School Office.

## RECOMMENDATION

The four-year contract recommendation from the Charter Schools evaluation team indicates that the team expressed concerns over the academic progress and the impact of staff turnover at the school during the 2012-13 school year. UDS had demonstrated improvement in developing a curriculum to fit the needs of its students and had made significant changes in leadership since the granting of the contract in 2010. The evaluation team felt that more time was necessary to allow the change process to work. Additionally, the evaluation team recommended an additional review at the end of the 2015-16 school year to monitor progress.

Based on the findings and recommendation of the Charter Schools evaluation team and the recommendation of the UWM-Charter School Office, recommends that Urban Day, Inc., be approved by the Regents for a four-year contract renewal beginning on July 1, 2014. There will be an additional review by the UWM-Charter School Office at the end of the 2015-16 school year. UDS should address the recommendations made in this report and continue to comply with all legal and contractual requirements. The charter contract for Urban Day, Inc. may be found at the link below:

[https://pantherfile.uwm.edu/xythoswfs/webui/\\_xy-e38271951\\_1-t\\_P6louQxB](https://pantherfile.uwm.edu/xythoswfs/webui/_xy-e38271951_1-t_P6louQxB)

## RELATED REGENT POLICIES

Regent Resolution 7905 (May 7, 1999)

The University of Wisconsin-Milwaukee  
Charter School Contract Approval  
Milwaukee College Preparatory School-North Campus

EDUCATION COMMITTEE

Resolution I.1.d.(2):

That, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents approves the charter school contract with the Milwaukee College Preparatory School of Wisconsin, Inc., establishing a charter school known as the Milwaukee College Preparatory School-North Campus, effective July 1, 2014.

**UNIVERSITY OF WISCONSIN-MILWAUKEE  
OFFICE OF CHARTER SCHOOLS  
MILWAUKEE COLLEGE PREPARATORY SCHOOL-NORTH CAMPUS**

**BACKGROUND**

As explained in more detail under Agenda Item I.1.d.(1), charter schools are intended to offer quality education services to children through the creation of alternative public schools that would provide some flexibility regarding some of the rules and regulations in effect for most school districts. The charter school movement seeks to expand public school options in Wisconsin and the rest of the nation.

In 1997, Wisconsin law was modified to allow the University of Wisconsin-Milwaukee (UWM) to charter public schools in the city of Milwaukee. Since then, the UW System Board of Regents and the Chancellor of UW-Milwaukee have approved 16 charter schools, involving a variety of public and private partnerships working to improve educational opportunity and achievement for Milwaukee school children. Currently, UW-Milwaukee has charter contracts with 12 schools.

Milwaukee College Preparatory School of Wisconsin, Inc., (MCP, Inc.) began operating the Milwaukee College Preparatory School (MCP) as a private school within the Parent School Choice Program in Milwaukee, in 1996. It received a charter from UWM in 2002, and has twice been renewed for five-year contracts, following the UW-Milwaukee Charter School Office evaluation and accountability process.

In addition to its current UWM charter school, MCP, Inc., operates two other schools under charter from Milwaukee Public Schools (MPS). These schools are known as MCP-38<sup>th</sup> Street and MCP-Lloyd Street. These charters are, respectively, in their fourth and third of operation and are demonstrating excellent growth in both academics and culture. The proposed MCP-North Campus will be located at located at 1350 W. North Avenue, Milwaukee, and will have a minimum initial enrollment of approximately 400 students.

The proposal for the MCP-North Campus charter school is different from other requests for a charter from UWM because it has been operated as a charter school, called Young Leaders Academy (YLA), under the aegis of the YMCA of Metropolitan Milwaukee. This YMCA facility first opened in 2002, and includes a pool; fitness, meeting, and community activity space and a school section that could accommodate 500 students. YLA has operated at the North Avenue location for 12 years and has been successful in meeting its academic and youth development mission.

The YMCA of Metropolitan Milwaukee made a decision to discontinue operation of the YLA in 2013. The YMCA's decision to exit its contract is a result of the YMCA's review of its core mission, eventually leading to the realization that it was the only YMCA in the nation operating a charter school. The YMCA Board and school leadership recognized that to effectively exit the contract, a transition partner would be essential to afford continuity for both students and parents, and the continued success of the school. The YMCA began a dialog with

MCP, Inc., in spring of 2013, and reached an agreement regarding the future ownership of the proposed school's building and facilities. MCP, Inc., has agreed to purchase the building and lease space back to the YMCA for its neighborhood programs, which include traditional YMCA programs, a health clinic, and a daycare center.

The UWM Charter School Office Application Review Committee, Chancellor Lovell, and Provost Britz have reviewed the application from MCP, Inc., for a new charter for MCP–North Campus, and recommends approval of an initial five-year contract, beginning in July 1, 2014.

## **REQUESTED ACTION**

Approval of Resolution I.1.d.(2), approving the charter school contract with Milwaukee College Preparatory School, Inc., to operate a public school known as Milwaukee College Preparatory School-North Campus, effective July 1, 2014.

## **DISCUSSION**

### **School Profile and Design**

The proposed MCP-North Campus will serve approximately 400 students in grades K 4-8. Its mission is to have excellent learning taking place in every classroom throughout the school and to have a nurturing and safe climate permeate the building for the benefit of students and their families. It will operate under the model of instruction that is deployed in the other MCP, Inc., charter schools, called "the MCP Way." This model will demonstrate high engagement in instruction and learning, a structured learning environment, a character development program, and strong staff development programs that stress continuity in style and execution of instruction.

Additionally, MCP, Inc., has successfully executed the Response to Intervention program (RTI), and has made significant efforts at modeling the curriculum around the Common Core. MCP-North Campus will have a low students-to-teacher ratio. Classroom size will be approximately 24 students with a teacher and an Educational Assistant assigned to each room through 2nd grade.

### **Curriculum**

The K4-8th educational program will focus on positive affirmation and critical thinking skills. Students will be praised for good choices or academic endeavors, and pushed to make connections, inferences, or comparisons in a Socratic way.

For its math instruction, the school will use the *Engage New York* Math curriculum in grades K-8. This curriculum was adopted to implement instruction to the Common Core Math Standards.



For Reading instruction in the primary grades, the school will use a phonics-based reading curriculum with a variety of phonetic readers. In grades 2-8 the school will teach a mix of literary and information text to implement all of the Common Core Reading Standards.

For writing instruction, in the primary grades the school will use the Lucy Caulkins writing curriculum. In grades 2-8, writing instruction will be aligned to the Common Core Writing Standards. A program called *The Write Source* will be the primary writing curriculum.

For history instruction, in grades K5-3rd the school will use *TCI's Social Studies Alive*, and grades 5-8 will teach curriculum developed by McGraw-Hill to address the social studies standards.

For science instruction, in grades K5-6th teachers will teach the *Delta Science Modules*, and grades 7-8 will teach the *FOSS* science units.

In addition, all students will have one Art, Music, Physical Education and Information Technology class each week.

MCP-North Campus will use a proactive discipline system that increases time-on-task in the classroom. The school's focus is on results and its vision is that students will substantially outpace district achievement averages. Students with disabilities will continue to be served by educators that all hold applicable DPI licenses.

### **Student Recruitment Plan and Demographics**

MCP-North Campus will achieve a racial and ethnic balance among its students that is reflective of the District population, and will employ a blind admissions policy. In its first year of contract, MCP-North Campus will give enrollment preference for 2014-15 for students enrolled during the 2013-2014 academic year at the predecessor school, the YMCA's Youth Leadership Academy, and to any siblings applying for admission. Only students who reside in Milwaukee County or an adjacent county may attend the school.

### **Assessment**

MCP-North Campus will administer the *Measures of Academic Progress* testing program developed by the Northwest Evaluation Association (NWEA), or other assessments, which may include participating in statewide assessments, meeting the state adequate yearly progress definition, meeting public and parent reporting requirements, implementing school sanctions if the school is identified for school improvement, and meeting the highly-qualified teachers DPI requirements.

The UWM Charter School Office will evaluate the performance of MCP-North Campus in the areas of leadership, strategic planning, student, stakeholder, and market focus, information and analysis, process management, and organizational performance results, as set forth in the Educational Criteria for Performance Excellence of the Baldrige National Quality Program.

## **Governance and Staffing**

MCP-North Campus will have a principal, two deans of students, an academic dean, and an operations director. Like other charters operated by MCP, Inc., MCP-North campus will be overseen by the MCP, Inc., Board of Directors. The Board of Directors has 15 members, whose primary functions are to approve general policies, oversee the finances of MCP-North Campus, and plan for its future. The MCP-North Campus Leadership Council will serve as the parental voice in support of the school.

## **The MCP-North Campus Contract**

The contract negotiated with MCP, Inc., meets all requirements of the UW-Milwaukee model charter school contract. MCP, Inc., is prepared to operate MCP-North Campus in accordance with all applicable state and federal requirements for charter schools. The full contract is available at the web link below:

[https://pantherfile.uwm.edu/xythoswfs/webui/xy-e38271949\\_1-t\\_vjJfGUd6](https://pantherfile.uwm.edu/xythoswfs/webui/xy-e38271949_1-t_vjJfGUd6)

## **RECOMMENDATION**

The Office of Charter Schools at UW-Milwaukee, Chancellor Lovell, and Provost Britz believe that MCP-North Campus has the potential to make a positive difference in the educational lives of Milwaukee's children and is worthy of UW-Milwaukee charter status.

## **RELATED REGENT POLICIES**

Regent Resolution 7905 (May 7, 1999)

The University of Wisconsin-Milwaukee  
Charter School Contract Approval  
For Three Seeds of Health, Inc. Charter Schools:

1. Seeds of Health Elementary School
2. Tenor High School
3. Veritas High School

EDUCATION COMMITTEE

Resolution I.1.d.(3):

That, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents approves the charter school contract with Seeds of Health, Inc., to continue to operate under one contract three charter schools known as Seeds of Health Elementary School, Tenor High School, and Veritas High School, effective July 1, 2014.

**UNIVERSITY OF WISCONSIN-MILWAUKEE  
OFFICE OF CHARTER SCHOOLS  
SEEDS OF HEALTH, INC.  
SINGLE CONTRACT FOR**

**SEEDS OF HEALTH ELEMENTARY SCHOOL  
TENOR HIGH SCHOOL  
VERITAS HIGHSCHOOL**

**BACKGROUND**

As explained in more detail in Agenda Item I.1.d.(1), In 1997, the Wisconsin Legislature authorized the University of Wisconsin-Milwaukee (UWM) to grant charters under Wis. Stats. section 118.40 (2) (r). A school so authorized and approved by the UW System Board of Regents is eligible to receive public funds to operate a public charter school. UWM charters are required to participate in the statewide assessment system, submit annual audits, and report enrollment and fiscal claims information to the Department of Public Instruction.

The UWM Office of Charter Schools reviewed and approved the application of Seeds of Health, Inc., (SOH, Inc.) to continue to operate under a single contract, three independent schools: Seeds of Health Elementary (SOHE), Tenor High School (Tenor), and Veritas High School (Veritas). The contract was reviewed by UW System legal counsel and recommended to the President for approval. Chancellor Lovell and Provost Britz concur with the recommendation of a single UWM contract charter for the above-named three schools to be operated by SOH, Inc.

**REQUESTED ACTION**

Approval of Resolution I.1.d.(3), approving one charter school contract with Seeds of Health, Inc., to operate three public charter schools known as Seeds of Health Elementary School, Tenor High School, and Veritas High School, effective July 1, 2014.

**DISCUSSION**

**Profile of Seeds of Health, Inc.**

SOH, Inc., an education and health services management company located in Milwaukee, Wisconsin, is a 501 (c)(3) organization, and currently has three independent charter contracts with UWM. In 1983, SOH, Inc., was founded as a Women and Infant Care (WIC) program. Based on experiences derived from that service, SOH, Inc., identified a local community need for an alternative high school program for at-risk students. In 1988, it developed, in partnership with Milwaukee Public Schools (MPS), an alternative secondary education program as a Partnership School. This experience further led SOH, Inc., to develop in 1993 a contract elementary program, a K-5 called Seeds of Health Elementary (SOHE) with MPS, and in 2001, to develop an MPS charter high school called Veritas. Both SOHE and Veritas were designed to be traditional elementary and secondary programs.

In 2005, SOH, Inc., opened its third high school program, Tenor, as a UWM charter. The charter for Tenor was renewed by the Regents in 2010, and would be up for renewal in 2015. After leaving MPS in 2006, SOHE applied to UWM for an independent charter. This charter was renewed by the Regents in 2011.

The three UWM-SOH, Inc., charters have an enrollment of 865 students, and including the MPS contract schools, SOH, Inc., serves approximately 1200 students (K4-12) in Milwaukee. In the evaluation and accountability reporting required by contract, the organization's schools have been shown to be in full compliance with effective organization and management of the UWM charters they operate. Academic progress and success for these schools are documented in the detailed reports and school profiles available in Appendix A for SOHE, Appendix B for Tenor, and Appendix C for Veritas.

### **The Seeds of Health, Inc., Contract**

There are several reasons why SOH, Inc., has expressed a desire to have a single contract with UWM rather than three separate contracts. Although the contract is new, the three charter schools included in the contract are pre-existing. While this approach to a charter organization is new to Wisconsin, the single or unified contract practice exists in other states. The rationale in favor of a single contract includes the following points:

1. SOH, Inc., could operate as a K-12 school organization rather than a single K-8 school and two 9-12 schools. The K-12 designation would allow students who enroll in SOHE to progress through to the 12<sup>th</sup> grade in an aligned curriculum.
2. SOH, Inc., would also operate more like a school district than a single, independent school. The single contract facilitates management aspects of chartering.
3. Currently, admission to Veritas and Tenor is by lottery because of the separate contracts. Admission criteria could be aligned with students' needs for continuity.
4. SOH, Inc., would receive one check for state aid, and could then allocate those monies to the charters, as opposed to receiving three checks for state reimbursement.

Any future expansion would require the approval of a new school in the standard fashion and, if approved by the Board of Regents, would then be added to the existing contract. Financial audits would encompass the parent organization, but would also be required to show an expenditure statement for each of the schools chartered through UWM. Contract evaluations would continue with each school being evaluated on its own merits and reported out accordingly.

To facilitate this request, and to create a common timeline for all three SOH, Inc., schools for inclusion in the single contract, the UWM Charter School Office initiated three site team evaluations in fall, 2013, and has prepared reports on each of the schools. The results from these evaluation visits are summarized in three appendices accompanying this executive summary.

## **RECOMMENDATION**

Based on the site reviews by the UWM Charter School Office's evaluation teams, and the overall good performance of all three schools, the office recommends that SOH, Inc., be granted a charter contract for five years to operate three charter schools: Seeds of Health Elementary, Tenor High School and Veritas High School. The President, Chancellor Lovell, and Provost Britz, concur with this recommendation and request the Board of Regents to authorize a five-year contract for SOH, Inc., to operate three charter schools, beginning July 1, 2014. The complete contract is available at:

[https://pantherfile.uwm.edu/xythoswfs/webui/xy-e38271950\\_1-t\\_90CYON0v](https://pantherfile.uwm.edu/xythoswfs/webui/xy-e38271950_1-t_90CYON0v)

## **RELATED REGENT POLICIES**

Regent Resolution 7905 (May 7, 1999)

**UNIVERSITY OF WISCONSIN-MILWAUKEE  
OFFICE OF CHARTER SCHOOLS  
SEEDS OF HEALTH ELEMENTARY SCHOOL**

## **BACKGROUND**

### **School Profile and Design**

Seeds of Health Elementary School (SOHE), a unit of Seeds of Health, Inc., is a 4K-grade 8 school located on the near south side of Milwaukee, with two locations: (1) Windlake Elementary, which is located at 2433 S. 15<sup>th</sup> Street and serves grades 4K-grade 4; and (2) Windlake Academy, which is located at 1445 S. 32<sup>nd</sup> Street and serves grades 5-8. Each school has its own principal. Seeds of Health, Inc., runs a daily shuttle between both sites to accommodate parents, who may have students enrolled in both buildings, with a common pick-up and drop-off location.

SOHE started in 1993 as a contract school with MPS and was granted a UWM charter by the Board of Regents in February, 2007. The school's contract was renewed by the Board of Regents in 2012 for a five-year period. Inclusion of SOHE in the request for one contract presents an earlier-than-required Regent approval of continuation for SOHE (i.e. in 2014, not in 2017).

SOHE's educational emphasis is to cultivate the full potential of urban children in mind, body, and character through research-based best practices that develop the knowledge, skills, and dispositions important to academic, social, and economic success. SOHE works with parents and the community to provide the students with an educational experience that prepares them to be lifelong learners and positive contributors to society.

### **Students at SOHE**

In the 2013-14 school year, SOHE has been providing educational services to 435 students at its two sites. SOHE's enrollment history is presented in Table 1 below, and shows that enrollment has steadily increased over the last four years, as the program was expanded, in compliance with the initial charter agreement, from 4K-Grade 5 to 4K-Grade 8.

Table 1: SOHE student enrollment history

2010-11	2011-12	2012-13	2013-14
389	399	408	435

The student body of SOHE is predominantly Latino/a, reflecting the demographics of the immediate neighborhood. The ethnic makeup of the school is 90% Latino/a, five percent white, and five percent African American. Ninety-nine percent of the students qualified for free and/or reduced lunches in 2012-13.

Compared to similar schools in its geographic area, SOHE serves the second highest percentage of minority students, and the highest percentage of low income students, as shown in Table 2 below.

Table 2: Percent of minority and low income students at SOHE and comparable schools

	SOHE	Vieau Elementary	Lincoln Avenue Elementary	Mitchell Elementary
Percent Minority	95.40%	97.80%	88.40%	94.30%
Percent Low Income	98.50%	95.20%	96.70%	96.00%

The 2011-12 attendance rate was at 94.4%. Only two students were suspended during the 2011-12 school year. No students have ever been expelled from the school. Year to year, approximately 88% of the students who attended SOHE the previous year return to the school the next year.

### **Special Education**

SOHE serves as the Local Education Agency (LEA). As the LEA, it adheres to all federal laws, allocates resources, purchases services from private consultants and CESA, or collaborates with existing special education staff at other SOH, Inc., schools.

SOHE ensures that a free and appropriate public education is made available to children with disabilities. Each child receives an individualized program of specialized instruction and support services that is appropriate to his or her unique needs. The intent is to educate the child, using the general education curriculum in the regular classroom. However, each decision of how to educate the child is made on a case-by-case basis. SOHE has a full time special education teacher and contracts for the services of a Speech and Language teacher, as well as other services, from CESA 1.

During the 2010-11 school year, a DPI special education audit was conducted. SOHE received final feedback in late October of 2011, verifying the school was in compliance, and has implemented all necessary steps to complete the process successfully.

### **Focus of SOHE's Education Plan**

SOHE is strongly committed to excellence in helping urban children become successful members of society and positive community stewards. Through relationships with families and the community, the school provides a research-based, developmentally-appropriate program that allows each child's physical, emotional, social, and intellectual needs to be developed to his/her full potential. SOHE's child-centered approach enhances creativity, self-esteem, skills, and relationships needed to lead a life of promise and purpose in stewardship to oneself, family, and community.



Further, the focus of SOHE is to prepare students academically to be successful in life. This is accomplished through a traditionally-based academic program that emphasizes reading, writing and mathematics, presented in a concept-based approach, and ensconced in a relationship based learning environment that includes family and community. SOHE leaders believe that it is important to educate the whole child, and that it is essential to teach children in a holistic manner that helps them to view the interconnectedness of the world. The practice of concept-based education relies, in part, on the work of Lynn Erikson, *“Concept Based Curriculum and Instruction;”* Joseph Novak's and Robert Gowin's, *“Learning How to Learn;”* and the work of John Bransford, et al., *“How People Learn: Brain, Mind, Experience and School.”* Student progress is monitored through ongoing assessments that provide teachers with feedback on individual students and groups, and allow for adjustments to help ensure success for all students.

A key component of the program is family involvement. Family involvement in creating the best learning environment for all children is the expectation. Research indicates that when parents are involved, student academic achievement increases. The program embraces six tenets of parent involvement: the school is welcoming to parents and visitors, establishes regular communication between school and home, creates a partnership in student learning, works with parent volunteers, functions as a resource for parents, and treats parents as decision makers. To facilitate involvement, SOHE also provides the traditional avenues to families such as parent/teacher conferences, concerts, class parties, weekly classroom folders, and a monthly newsletter. In addition, SOHE also provides opportunities for families to visit classrooms on a regular basis and participate in lessons with their child.

The school conducts periodic parent education seminars that present information on parenting, children and adolescents, and coaching for success. Oral and written communications are in both Spanish and English to increase the comfort level for all families. The Parent Council meets quarterly to review the program and student progress and review avenues for creating improvement. Finally, the SOHE has classes for parents based upon an interest inventory that include: computer skills, English language skills, or personal finance.

Establishing relationships with other students and the adults in their lives is another integral component of the program. Strong relationships provide children with stability and can motivate them to be successful in school. This relationship-based focus is couched in the ideas of *Capturing Kids Hearts* (Flippen Group). Partnerships have been created with area school districts (Whitefish Bay and Fox Point/Bayside), other Seeds of Health, Inc., programs (high schools and the WIC clinic), local universities, and other non-profit organizations. Not only do these partnerships provide opportunities for students to connect with others, they also provide resources to the program in the form of time, information, and professional development, as well as opportunities for the children to give back through service learning projects.

SOHE's vision is to provide a K4- Grade 8 charter school that is committed to cultivating the full potential of urban children in mind, body, and character. As a result of the relationship capacity built between families and Seeds of Health, Inc., school leadership believes that families will choose to enroll their children in one of the high school programs through graduation.

## Faculty and Staff and Governance

Ms. Karen Rutt has been principal since the school's inception and Mr. Mark Schneider is principal of the Academy location. SOHE has a teaching staff of 26 regular education teachers, one special education teacher, a physical education teacher, and a full-time counselor. It employs six paraprofessionals and office staff. As noted above, it also contracts with CESA 1 for additional special education services. SOH, Inc., coordinates the staff development for all three schools. Curricular planning takes place around the Common Core with teachers at the elementary school working with secondary school teachers on an aligned curricular approach.

Since inception, SOHE has been governed by the same board that also governs the two other SOH, Inc., charters by UWM. The board has remained stable, and policies for all three schools are similar except for unique differences related to age and expectation of students. Personnel and fiscal management are the responsibility of Seeds of Health, Inc.. Audits have been submitted on a timely and regular basis, and do not suggest any issues related to fiscal practices.

## School Academic Success

### Achievement of Mission

In the following, achievement and proficiency levels at SOHE will be compared to MPS, the State, and MPS schools that are similar to SOHE in terms of their location and demographic composition. As results on the Wisconsin Knowledge and Concepts Examination (WKCE) shown in Figures 1 and 2 below indicate, academic performance in Reading at SOHE is comparable to that in MPS, while academic performance in math at SOHE exceeds levels displayed in MPS.

Figure 1: Five-year comparison of combined (grades 3-8) WKCE Reading results for SOHE, MPS, and the State

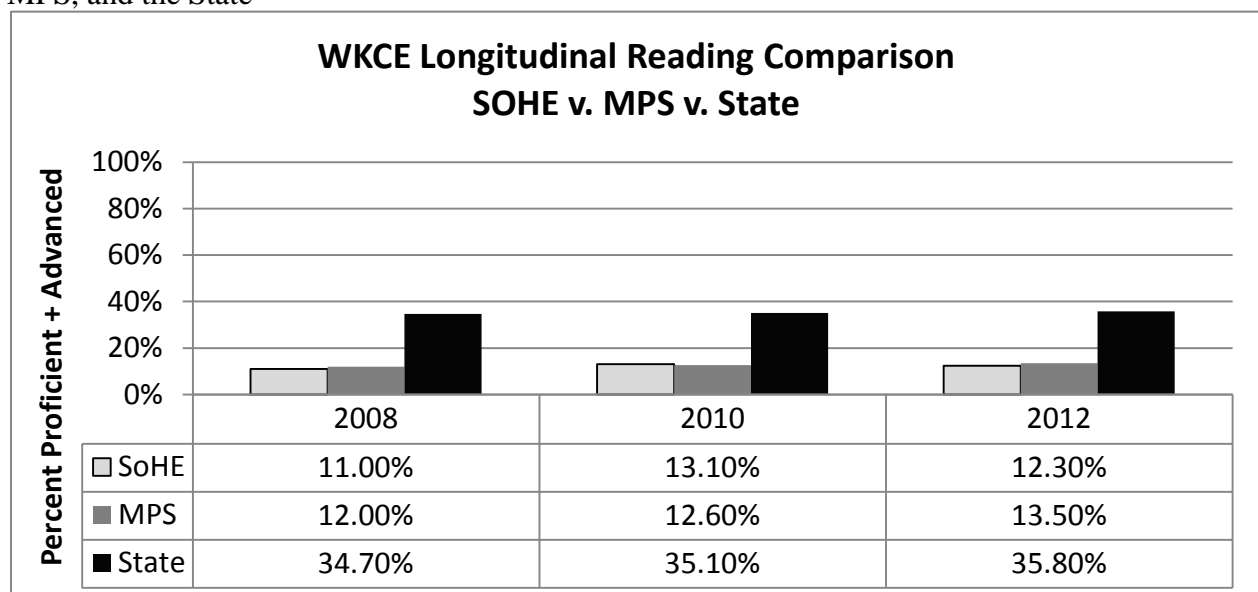
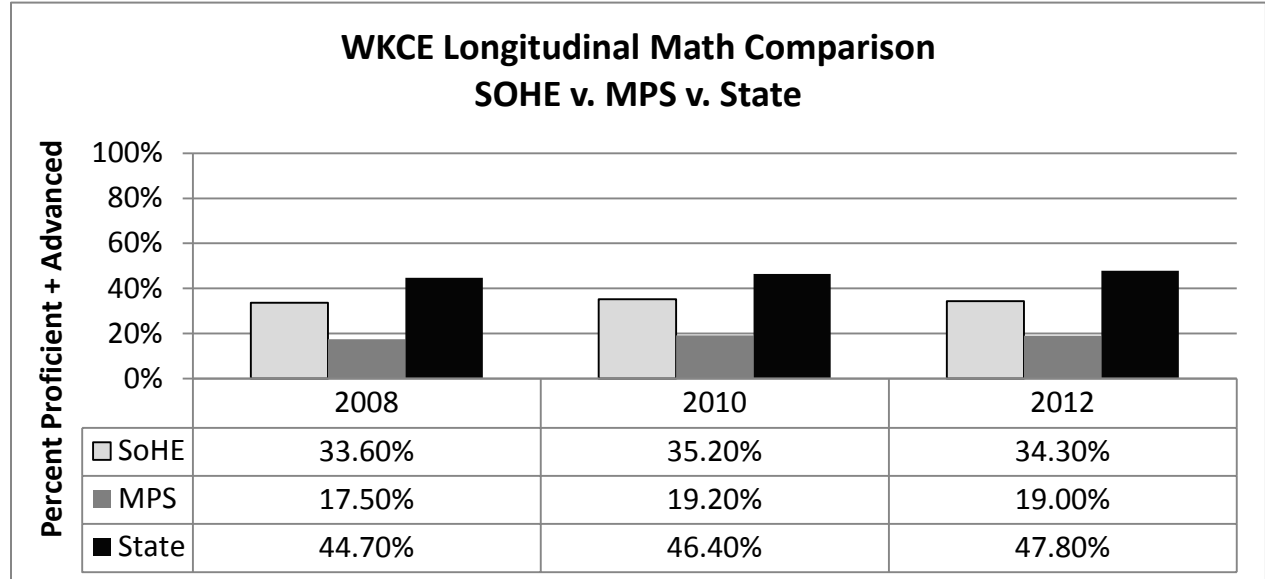


Figure 2: Five-year comparison of combined (grades 3-8) WKCE mathematics results for SOHE, MPS, and the State



Comparing data from SOHE, MPS, and the State for Hispanic (Latino/a) students over a five-year period, the academic performance of SOHE in Reading, depicted in Figure3 below, nearly reaches the academic performance of the State and exceeds the academic performance of MPS Hispanic students. As Figure 4 below shows, Hispanic students at SOHE outperform both Hispanic students at MPS and the State in Mathematics

Figure 3: Five-year comparison of combined (grades 3-8) WKCE Reading results for Hispanic students in SOHE, MPS, and the State

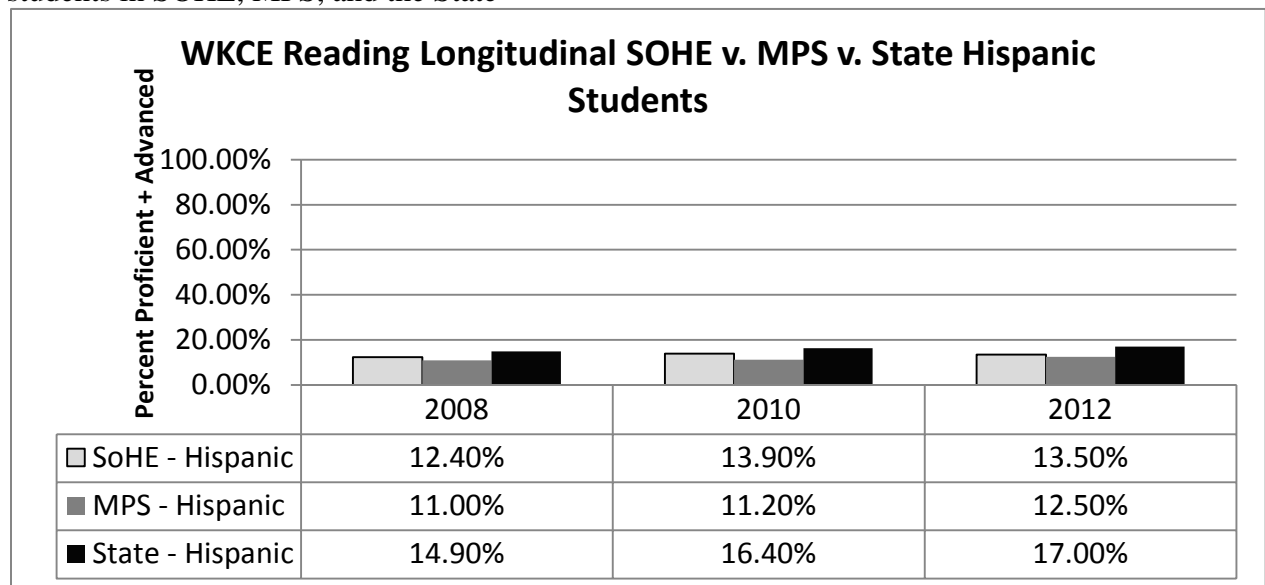
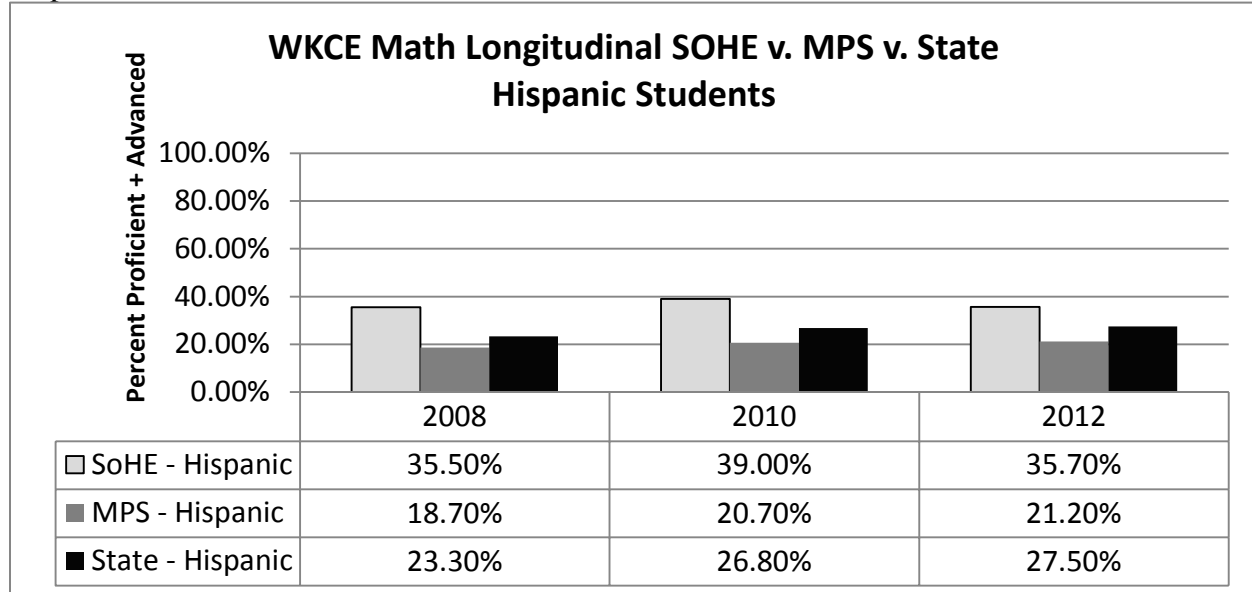


Figure 4: Five-year comparison of combined (grades 3-8) WKCE mathematics results for Hispanic students in SOHE, MPS, and the State



Comparing the data from SOHE, MPS, and the State for economically-disadvantaged students over five years, the academic performance of SOHE in Reading, depicted in Figure 5 below, nearly reaches the academic performance of the State, and exceeds the academic performance of MPS economically-disadvantaged students. As Figure 6 below shows, economically-disadvantaged students at SOHE outperform both economically-disadvantaged students at MPS and the State in Mathematics.

Figure 5: Five-year comparison of combined (grades 3-8) WKCE Reading results for Economically Disadvantaged students in SOHE, MPS, and the State.

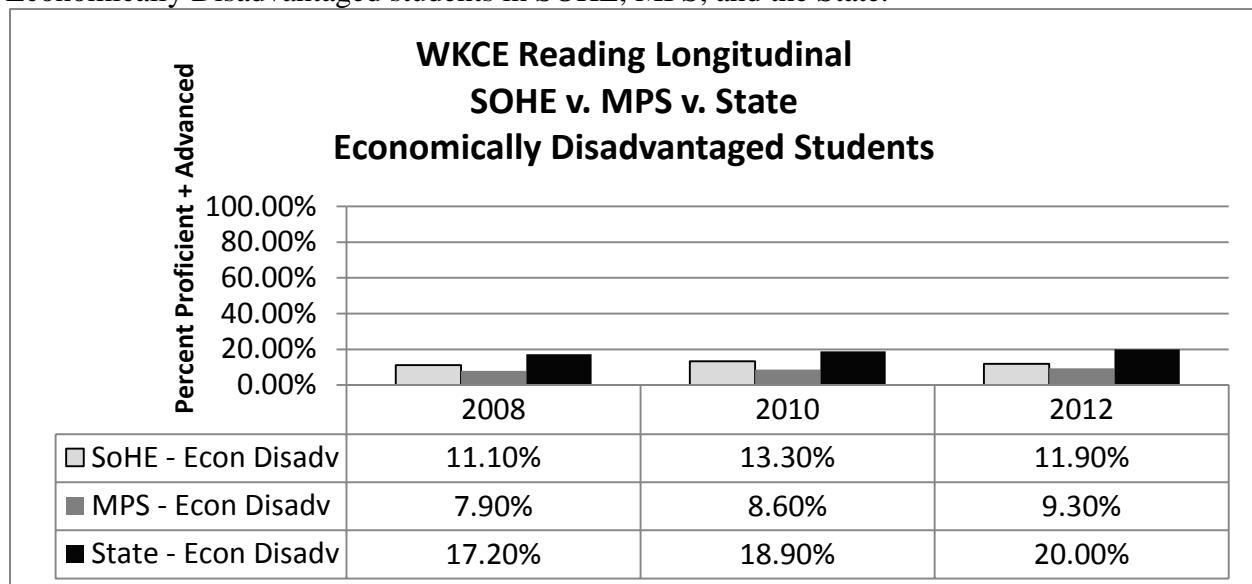
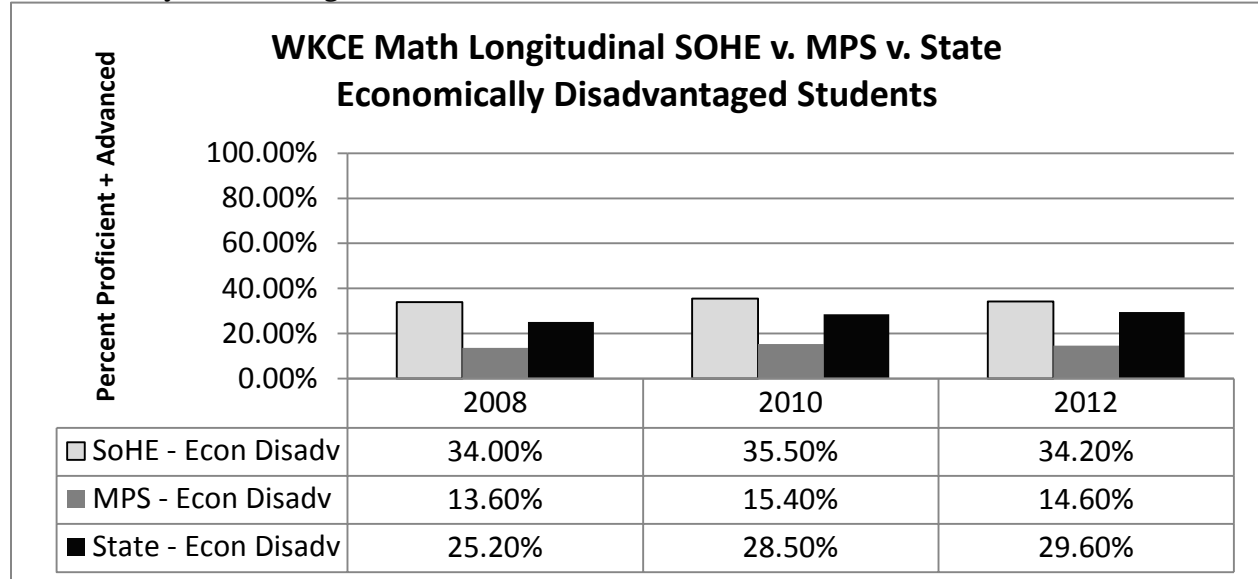


Figure 6: Five-year comparison of combined (grades 3-8) WKCE mathematics results for economically disadvantaged students in SOHE, MPS, and the State



Further, as Figures 7 and 8 below show, SOHE outperformed the neighborhood and demographically comparable schools in both Reading and mathematics.

Figure 7: Comparison of combined (grades 3-8) WKCE Reading results for SOHE and neighborhood/demographically comparable MPS schools.

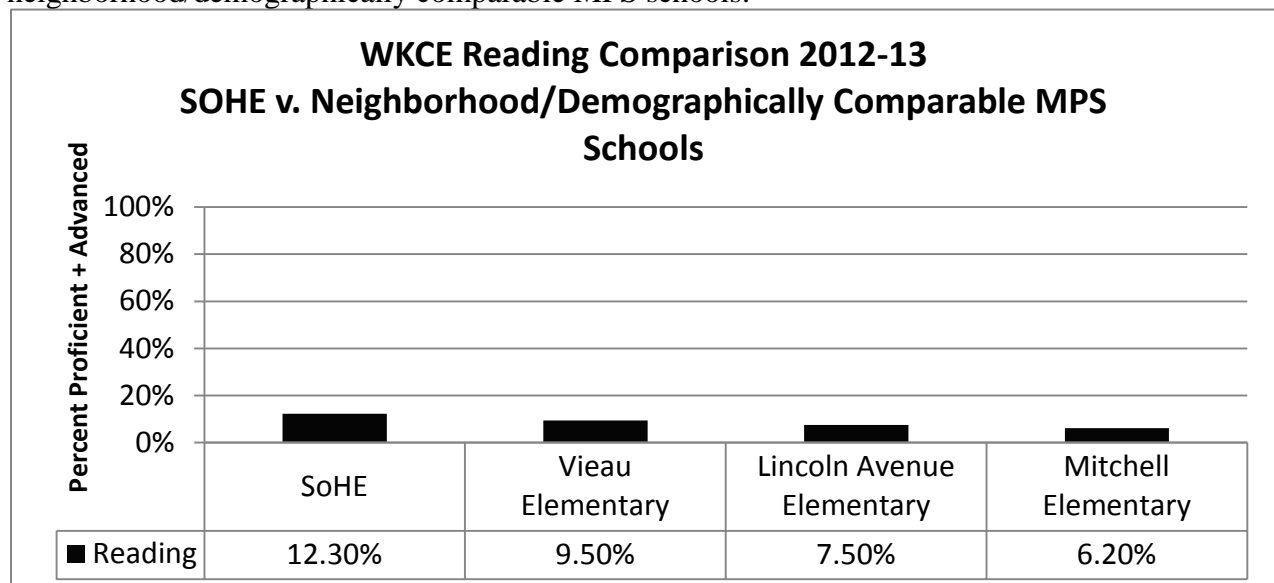
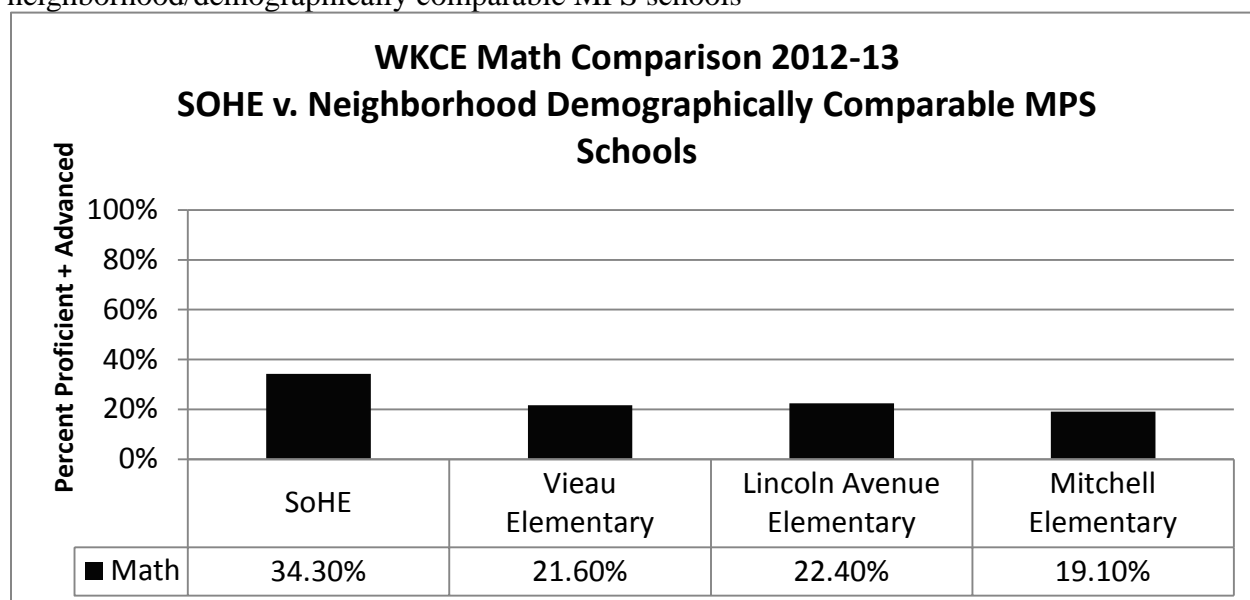


Figure 8: Comparison of combined (grades 3-8) WKCE mathematics results for SOHE and neighborhood/demographically comparable MPS schools



SOHE is the fifth-highest performing UWM charter school in reading (12.3%) and the fourth highest performing UWM charter school in math (34.3%).

### Value Added Growth Measures

As shown in Figures 9 and 10 below, more than 50% of students in all grade levels, except in 3<sup>rd</sup> grade reading and in 2<sup>nd</sup> and 3<sup>rd</sup> grade math, met or exceeded the Northwest Education Association's (NWEA) fall to spring expected growth targets.

Figure 9: Percentage of students meeting or exceeding growth targets for Reading on the Measures of Academic Progress

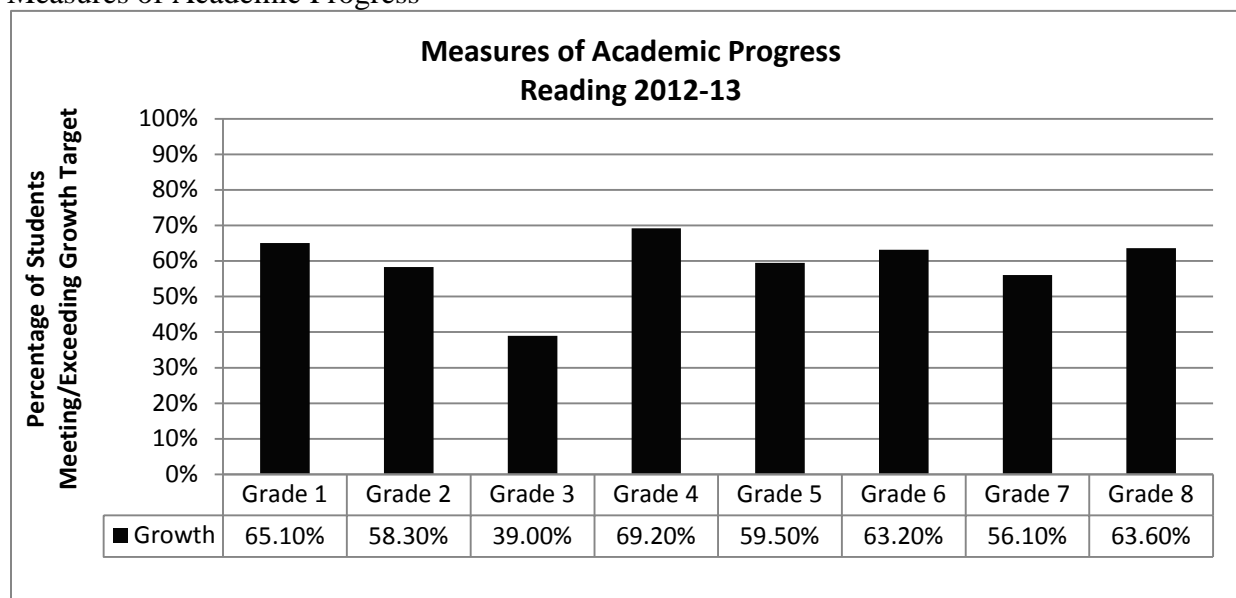
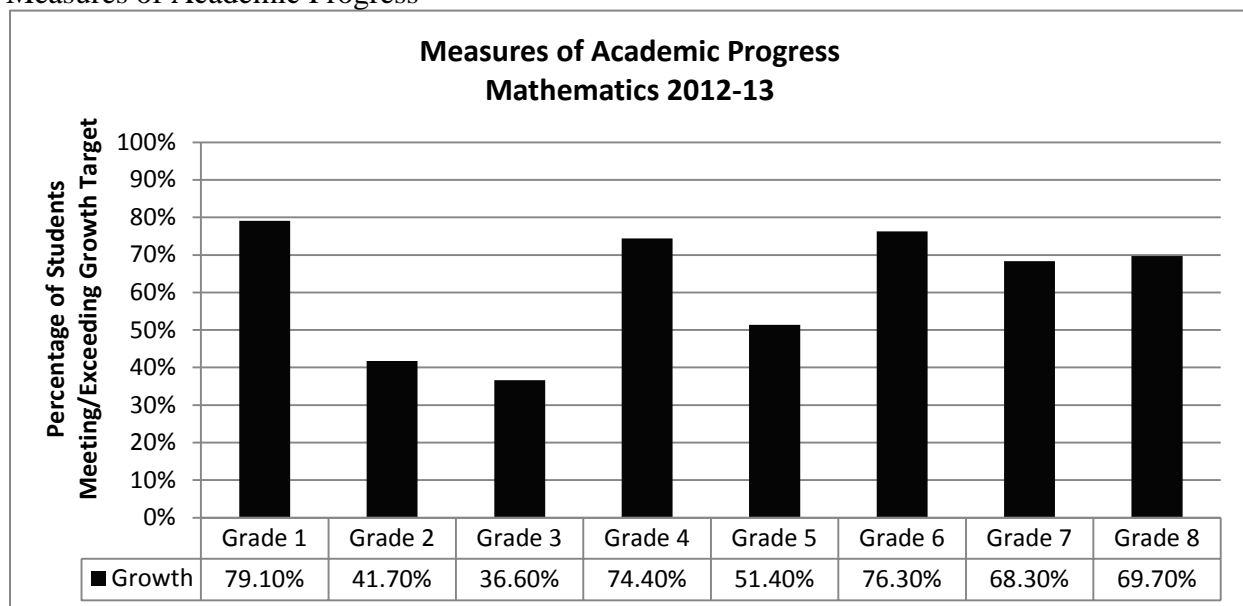


Figure 10: Percentage of students meeting or exceeding growth targets for mathematics on the Measures of Academic Progress



### Student and Parent Satisfaction

Students and parents report high satisfaction with SOHE, as measured by annual UWM surveys. The SOHE score in all but one area (Expectations on the Parent Survey) is higher than the UWM average for the 2012-13 school year. These strong results are consistent with previous years' data. Other strong indicators are increases in enrollment, attendance rates, grade level waiting lists, and students' general disposition towards school. Teachers also report high satisfaction with SOHE, as measured by annual UWM surveys. In each of the areas of the survey (leadership; strategic planning; student, stakeholder, and market focus; measurement, analysis, and knowledge management; faculty and staff focus; and process management), the program's results significantly outpaced the UWM average.

### Summary

Academic performance at SOHE exceeds that of neighborhood and demographically comparable MPS schools, with 12.3% of its students performing at the proficient or advanced level in reading, 34.3% in mathematics, 53.0% in language arts, 59.1% in science, and 75.8% in social studies. It is important to note that the reading and math percentages are based on the college and career ready cut scores that were released in the 2012-13 school year, while the language arts, science, and social studies percentages are based on the Wisconsin's traditional cut scores. This performance occurs within an atmosphere of respect and responsibility where student behavior is very positive and few discipline-based disruptions to the educational program occur. Student daily attendance is 94.4% and over eighty percent of the students return to the school year after year. Leadership is strong with the Board and administration focused on high expectations and the well-being of the students. The financial picture is solid and financial operations are exceptionally well managed. The SOHE staff is focused on the academic achievement of the students. SOHE has high levels of satisfaction by students, parents, and staff.

## **Recommendations**

The Charter School Office's evaluation team visited the school in October of 2013 and conducted an evaluation per the UWM Charter School Guidelines. The evaluation team reviewed the self-evaluation reports, visited classrooms, and interviewed teachers, students and parents, as well as school leadership.

The review team documented the findings listed below:

1. SOHE continues to receive strong ratings from parents and staff in annual surveys.
2. Parent attendance at conferences is 100%.
3. SOHE successfully implements the Hearts and Minds model of developing school culture.
4. Student retention remains high with almost 90% of non-graduating students returning.
5. Staff commitment to the school is high and effort is evidenced in classroom observations.
6. Curriculum efforts to use Common Core as the standard is ongoing and staff are committed to full implementation.
7. SOHE's overall strategic plan is achieving desired goals; it needs to maintain focus.
8. Students express a high degree of satisfaction with "teacher caring" as a central theme.
9. Administration has a strong focus on facilitating learning outcomes for students and support for staff.

The team made the following recommendations:

1. Continue to expand role of Compass Learning as a supplemental support as initiated in the 2013-14 school year.
2. Continue to expand the Common Core curricular work and integrate it with instructional style of school.
3. Continue to develop RtI strategies to refine specialized instruction for learning challenges.
4. Focus on both academic and behavioral expectations to facilitate transition to high school settings to increase success at the secondary level.
5. Facilitate working curricular opportunities for SOHE teachers to work with SOE, Inc., secondary school teachers to facilitate curriculum development in the middle school grades.
6. SOHE should be recognized for its ability to meet challenges in an urban setting.

## **Recommendation**

The director of the Office of Charter Schools, Chancellor Lovell, and Provost Britz recommend the continuation of SOHE as part of a single contract with SOH, Inc. SOHE will follow up on the recommendations in a timely manner. A complete copy of the UWM Charter School Office evaluation may be found at the link below:

[https://pantherfile.uwm.edu/xythoswfs/webui/xy-e38277844\\_1-t\\_qkUoKDxi](https://pantherfile.uwm.edu/xythoswfs/webui/xy-e38277844_1-t_qkUoKDxi)



**UNIVERSITY OF WISCONSIN-MILWAUKEE  
OFFICE OF CHARTER SCHOOLS  
TENOR HIGH SCHOOL**

**BACKGROUND**

**School Profile and Design**

Tenor High School (Tenor) is a unit of Seeds of Health, Inc., (SOH, Inc.) located at 840 North Jackson Street, in downtown Milwaukee. In 2006, it became the first school of SOH, Inc., given a charter by UWM. Its charter was then renewed by the Regents in 2011. The charter is up for renewal by UWM and the Board of Regents in 2016. Inclusion of Tenor in the request for one contract presents an earlier-than-required Regent approval of continuation for Tenor (i.e. in 2014, not in 2016).

Tenor is designed as a school with a vocational emphasis, using what is called a "3 and 1 model of education," at the secondary level. The design of the school is to have students complete the required coursework for their high school academic program and then enroll in Milwaukee Area Technical College (MATC), to begin course work in a selected vocational sequence. Students are guided by Tenor staff working cooperatively with MATC, in a combination of vocational assessments and exploration of postsecondary educational options. The fourth year, the MATC year, is part of the graduation requirements for a diploma from Tenor.

During the fourth year, students return to Tenor every Friday, for further work at the school, and to maintain contact with the school. It is not unusual for students to return during the week for extra-curricular activities, counseling, and academic guidance, as necessary. Students may also select to take freshman-level college coursework at MATC. This cooperative arrangement between Tenor and MATC has proven to be popular with students and parents alike.

**Students**

During the 2013-14 school year, Tenor has been providing educational services to 223 students. The enrollment history of Tenor High School is presented in Table 1 below. School enrollment has slightly increased over the last four years.

Table 1: Tenor High School Student Enrollment History for 2010-14

2010-11	2011-12	2012-13	2013-14
187	199	208	223

The student body of Tenor is predominantly Latino/a and African American. The ethnic makeup of the school is 42% Latino/a, 36% African American (black), 19% white, and respectively 3% American Indian and Asian. Eighty-three percent of the students qualified for free and/or reduced lunches in 2012-13. The 2011-12 attendance rate was 96.5%. Table 2 below shows the percentages for minority and low income students for each comparable MPS school.

Table 2: Percentage of minority and low income students in comparison to comparable schools

	Tenor	Hamilton	Reagan	South Division
Percent Minority	81.20%	85.10%	69.70%	94.00%
Percent Low Income	82.70%	79.80%	63.40%	86.10%

Thirty-two students were suspended during the 2011-12 school year. No students have been expelled from the school since the 2005-06 school year. Year to year, approximately 89% of the students who attended Tenor the previous year return to the school the next year.

Tenor and MATC have established an Advisory Board composed of high-level administrators from both entities, to ensure a seamless transition from Tenor to MATC. The Advisory Board meets on a biennial basis, deliberates within carefully structured agendas and, together with ad hoc committees composed of Board members, identifies and resolves all of the administrative and academic requirements needed to admit Tenor students into MATC during their senior year. The outcome of the Advisory Board's deliberations is contained in the fact that MATC has agreed to enroll seniors from Tenor into the certification program.

In addition, Tenor has been designated as an *Accuplacer* test site provides college dual credit for some Business Education courses. In addition, the Advisory Board has provided information on trade and technology career options; identified MATC faculty and staff to assist in the development of Tenor's integrated curriculum; assisted Tenor in the design of career aptitude tests; and provided access to the MATC database and other techniques to assess student career preferences.

### **Focus of Tenor's Educational Program**

Students must earn a minimum of 18 Credits for graduation and credits must be completed by the end of the students 11<sup>th</sup> grade year. Completion of MATC college courses and a Justification of Graduation document are required for graduation. Students who are not eligible to return to MATC for the spring semester during their 12<sup>th</sup> grade year, must complete an additional 3.75 credits to earn a Tenor high school diploma. Students who are not eligible to participate in the MATC partnership, must earn 22 high school credits to earn a high school diploma. Other requirements include:

1. The school year consists of two semesters, plus one intersession.
2. Students take 6 courses per semester, earning 0.5 credits for each course.
3. Students take 3 elective courses during the intersession earning .25 credits for each course.

4. Students earn 6.75 credits per school year and may earn a total of 20.25 credits over three years.
5. Summer school programs consisting of credit recovery and additional skill development is provided.
6. Summer school is mandatory for all students transitioning from the 9<sup>th</sup> to 10<sup>th</sup> grade.

## **Special Education Students**

SOH, Inc., contracts with CESA 1 for the Special Education leadership component, testing with a contracted psychologist, and therapy services. Tenor employs a fulltime special education teacher to work with students in accordance with the requirements of their IEP, who works one-one-one with students and in small groups, consults with teachers to help with modifications for regular and special education students. This teacher also maintains communication with parents, and secures and supervises transition placements.

## **Governance and Fiscal Management**

Tenor has the same Board of Directors as the other two SOH, Inc., schools. Personnel policies and fiscal management are managed by this parent organization. Tenor's audits and accountability report have been in compliance since inception, and no issues have arisen within the contract agreement.

## **School Academic Success**

### **Achievement of Mission**

Tenor received Overall Accountability Scores of 51.3 and 63.8 on the DPI's School Report Cards in 2011-12 and 2012-13, respectively. The 2011-12 score falls within the *Fails to Meet Expectations* Overall Accountability Rating range while the 2012-13 score falls within the *Meets Expectations* Overall Accountability Rating range. The score in 2012-13 takes into account Student Achievement (of 10<sup>th</sup> grade students on the WKCE in Reading and Mathematics), Closing Gaps in Reading and Math Achievement, Graduation Rate, and On-Track and Postsecondary Readiness (which includes Graduation Rate and ACT Participation and Performance). In 2011-12, Tenor did not receive scores on the School Report Card for Closing Gaps due to small numbers in each individual demographic group. Over 84% of high schools located in Milwaukee (including 2r Charter High Schools) received Overall Accountability Ratings of Meets Few Expectations or Fails to Meet Expectations in 2012-13. Tenor is one of three high schools that received Overall Accountability Ratings of Meets Expectations in 2012-13.

### **Proficiency Level**

Below, achievement at Tenor will be compared to MPS high schools, the State, and MPS schools that are similar to Tenor in terms of their demographic composition.

As shown in Figures 1 and 2 below, student academic performance in Reading and math at Tenor is quite variable, as can be expected since only 10<sup>th</sup> grade high school students are assessed each year. (This means that the students included in the 2011 data are a completely

different group of students than are included in the 2012 data). In 2009, 10<sup>th</sup> grade students in at Tenor displayed unusually low performance compared to 10<sup>th</sup> grade classes in other years. Nevertheless, academic performance at Tenor generally exceeds academic performance in other Milwaukee high schools, even as it falls short of the academic performance in all high schools in Wisconsin.

Figure 1: Five-year comparison of 10<sup>th</sup> Grade WKCE Reading results for Tenor, MPS High Schools, and all High Schools in Wisconsin

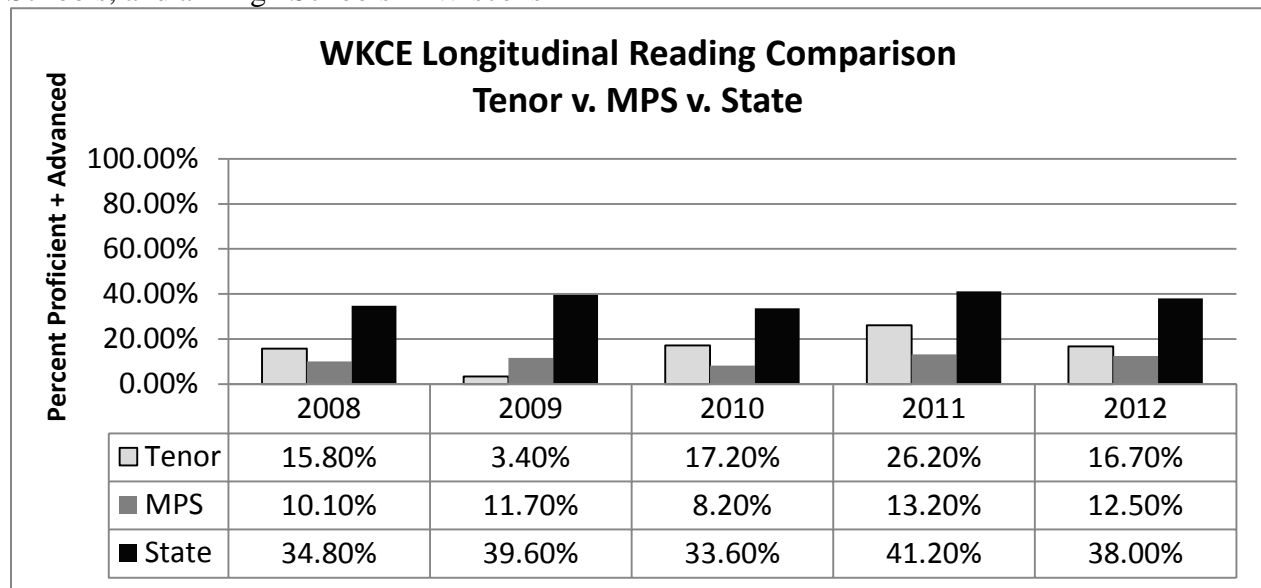
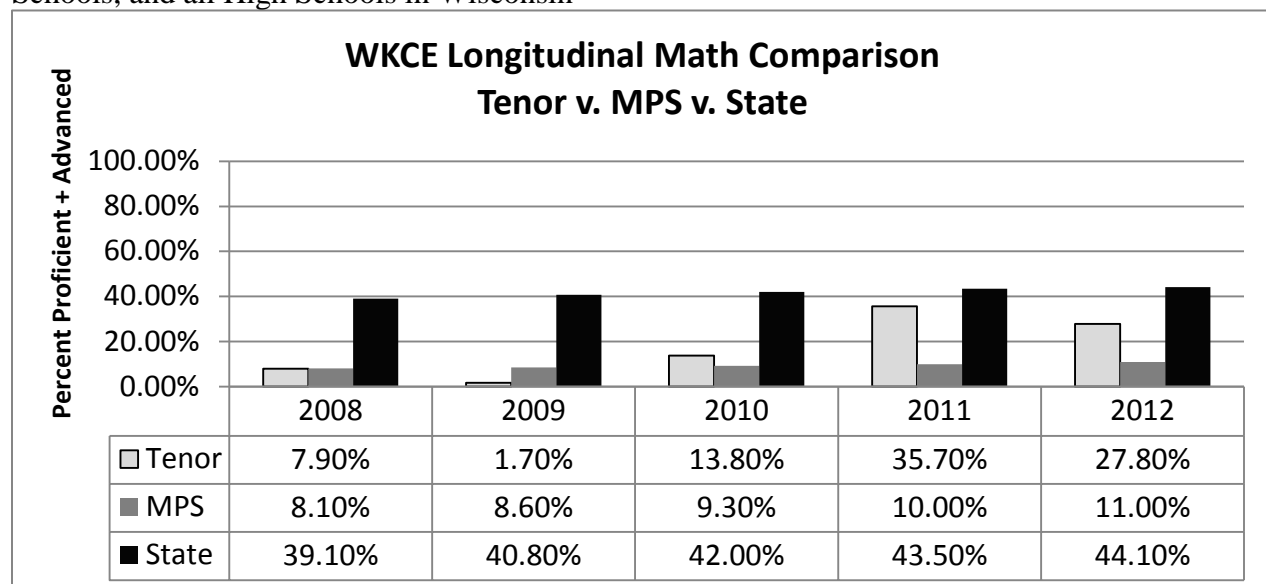


Figure 2: Five-year comparison of 10<sup>th</sup> Grade WKCE Mathematics results for Tenor, MPS High Schools, and all High Schools in Wisconsin



Comparing data from Tenor, MPS, and the State for Hispanic (Latino/a) high school students, as shown in Figure 3 below, the academic performance of Tenor in Reading fell short of both MPS and the State in 2008, 2009, and 2010, but exceeded both MPS and the State in 2011, and exceeded MPS and fell just short of the State in 2012. As Figure 4 below indicates, in

math, Hispanic students' performance at Tenor fell short of both MPS and the state in 2008, 2009, and 2010, while they outperformed Hispanic students in MPS and the state in 2011 and 2012.

Figure 3: Five-year comparison of 10<sup>th</sup> Grade WKCE Reading results for Hispanic students in Tenor, MPS, and the State

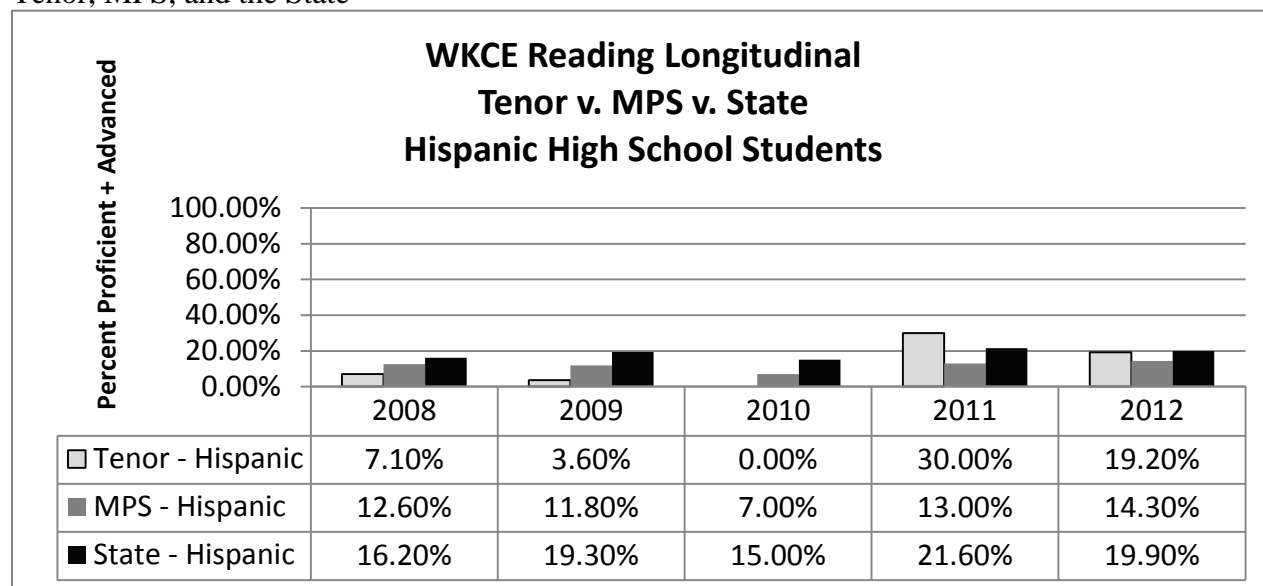
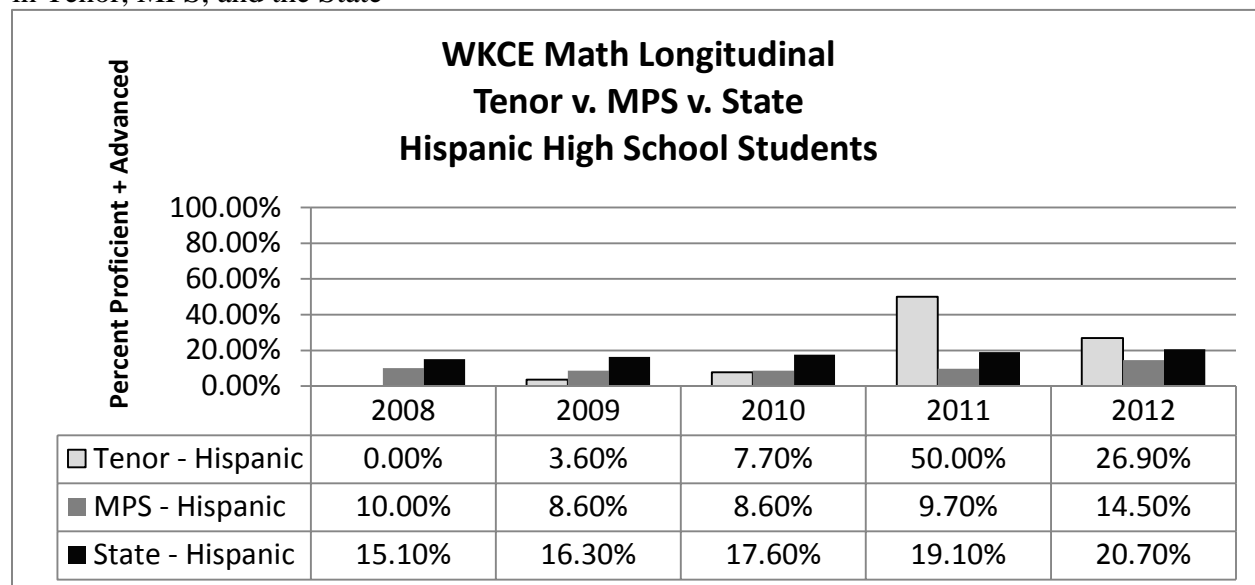


Figure 4: Five-year comparison of 10<sup>th</sup> Grade WKCE Mathematics results for Hispanic students in Tenor, MPS, and the State



Comparing data from Tenor, MPS, and the state for black (African American) high school students, the academic performance of Tenor in Reading in 2008, as shown in Figure 5, exceeded MPS but fell short of the state. In 2009, Tenor had too few black students to have a valid percentage. In 2010 and 2011 Tenor black students' performance exceeded both MPS and the state, and in 2012 Tenor black students' performance fell short of both MPS and the state.

As shown in Figure 5 below, in math, the academic performance of black students at Tenor fell short of the state and exceeded MPS in 2008. In 2009, Tenor had too few black students to have a valid percentage. In 2010, the academic performance of black students in math at Tenor fell short of both MPS and the state. In 2011 and 2012, the academic performance of black students in Math at Tenor exceeded both MPS and the state.

Figure 5: Five-year comparison of 10<sup>th</sup> Grade WKCE Reading results for African American (black) students at Tenor, MPS, and the s

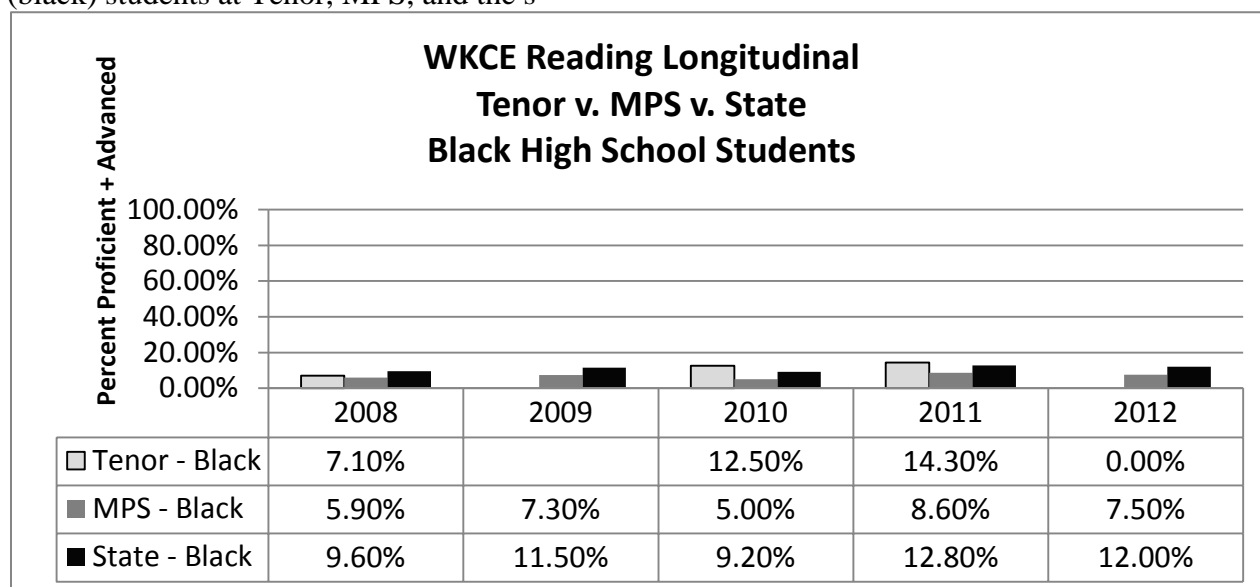
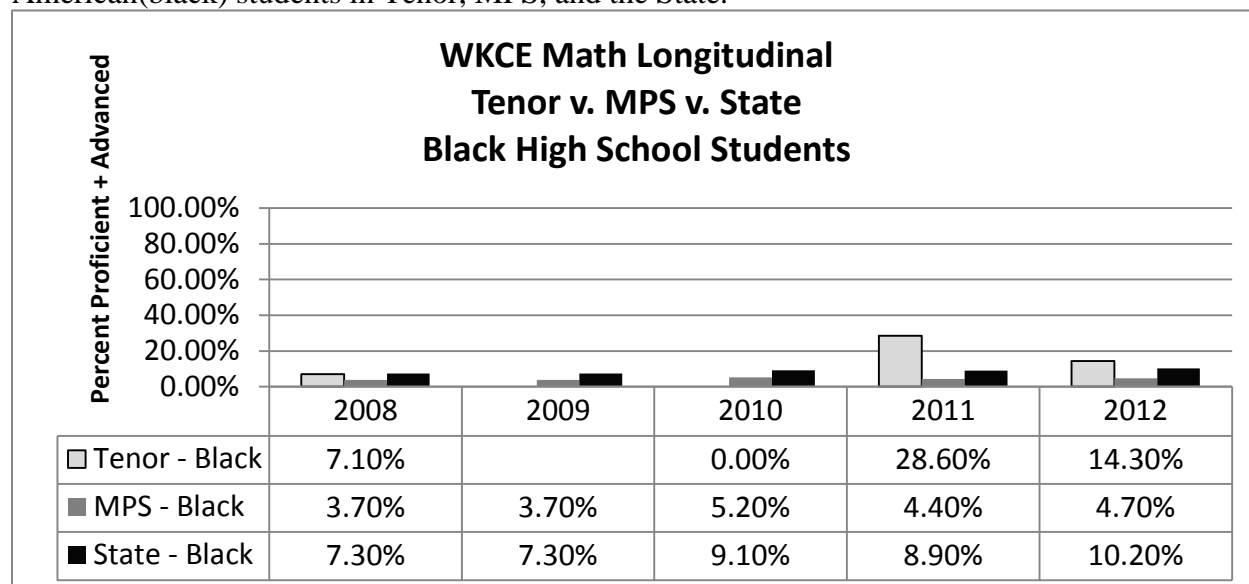


Figure 6: Five-year comparison of 10<sup>th</sup> Grade WKCE Mathematics results for African American(black) students in Tenor, MPS, and the State.



Comparing data from Tenor, MPS, and the state for economically-disadvantaged students, in Reading, as depicted in Figure 7 below, in 2008 and 2012 the academic performance of Tenor students exceeded MPS but fell short of the state. In 2009, the academic performance in Reading of this demographic group fell short of both MPS and the state. In 2010, there was

not enough data for Tenor to calculate a valid percentage, and in 2011, the academic performance of these students in Reading surpassed both MPS and the state.

As shown in Figure 8 below, in math in 2008, the academic performance of economically-disadvantaged students surpassed that of MPS students but fell short of the state. In 2009, the performance of this demographic group fell short of both MPS students and all economically-disadvantaged 10<sup>th</sup> grade students in the state. In 2010, there was not enough data for Tenor to calculate a valid percentage. In both 2011 and 2012 in math, the academic performance of these students exceeded the performance of not only MPS, but also the state.

Figure 7: Five-year comparison of 10<sup>th</sup> Grade WKCE Reading results for Economically Disadvantaged students in Tenor, MPS, and the State

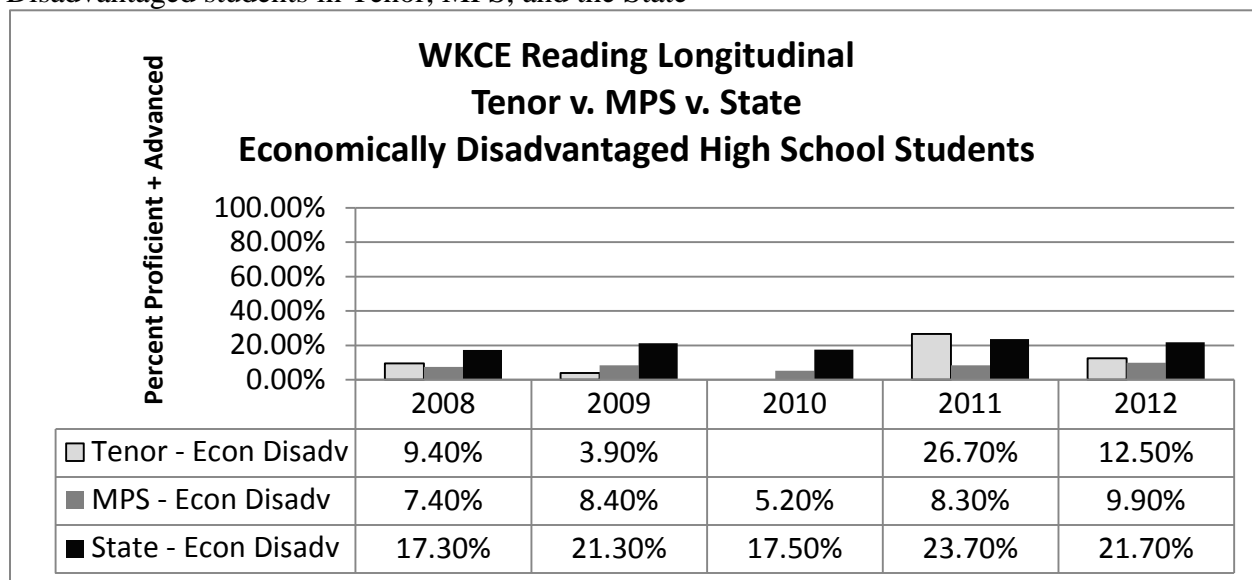
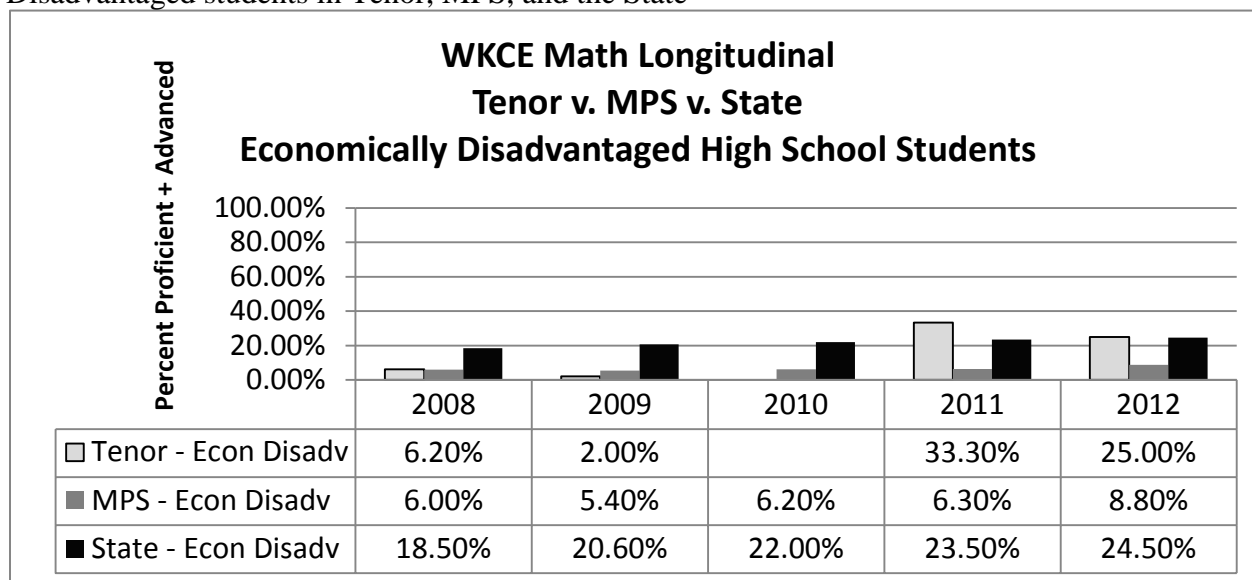


Figure 8: Five-year comparison of 10<sup>th</sup> Grade WKCE Mathematics results for Economically Disadvantaged students in Tenor, MPS, and the State



Comparing the 2012-13 academic performance of Tenor students to demographically-comparable MPS high schools, as depicted in Figures 9 and 10 below, the performance of Tenor students exceeds Hamilton and South Division and falls short of Reagan in both Reading and Mathematics. It should be noted that Reagan has an exclusive admission process, including both an application and an assessment prior to admission, whereas Tenor is open to all students by a lottery system.

Figure 9: Comparison of 10<sup>th</sup> Grade WKCE Reading results for Tenor and demographically comparable MPS schools

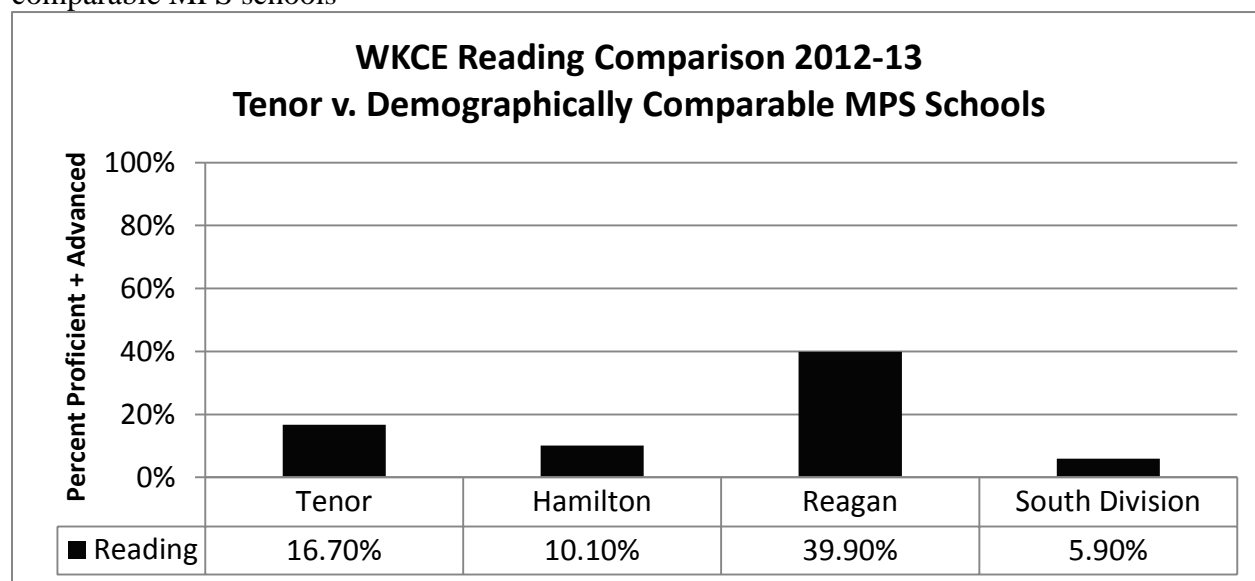
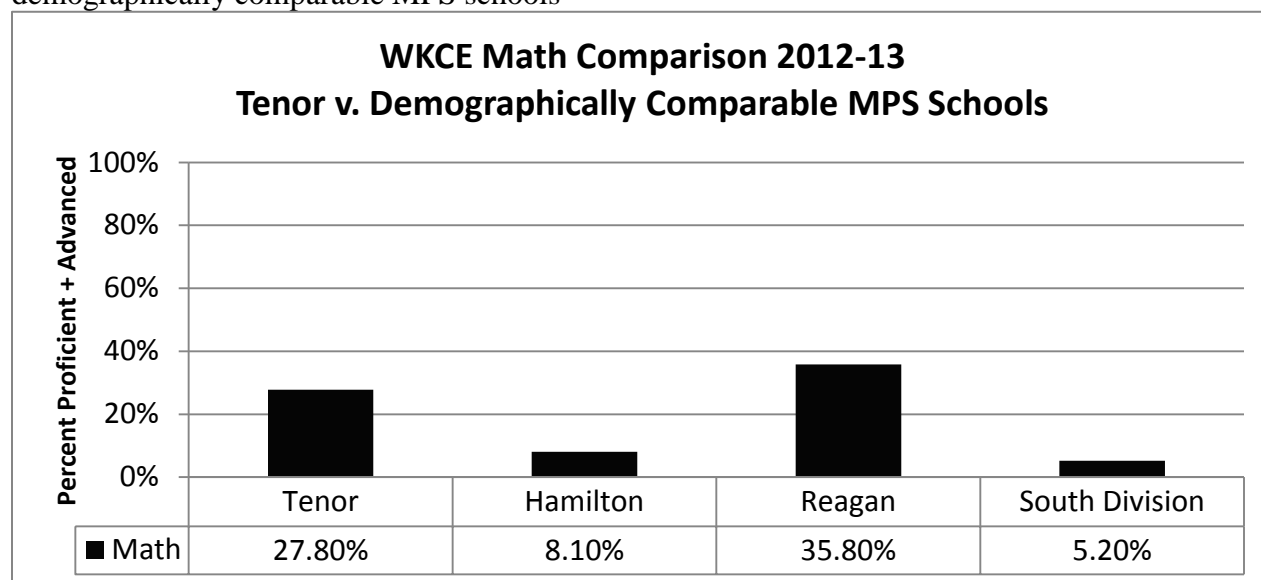


Figure 10: Comparison of 10<sup>th</sup> Grade WKCE Mathematics results for Tenor and demographically comparable MPS schools





In addition, Tenor's WKCE performance exceeded the academic performance of Veritas students in both years in Math, and in 2012-13 in Reading, while the academic performance of Veritas students in Reading in 2011-12 exceeded that of Tenor students.

#### Value Added Growth Measures

Measures of student growth, as depicted in Figures 11 and 12 below, show strong growth in Reading and math among students at grade levels 9 and 10. Postsecondary readiness measures include graduation rates and ACT performance.

Figure 11: Percentage of students meeting or exceeding growth targets for Reading on the Measures of Academic Progress

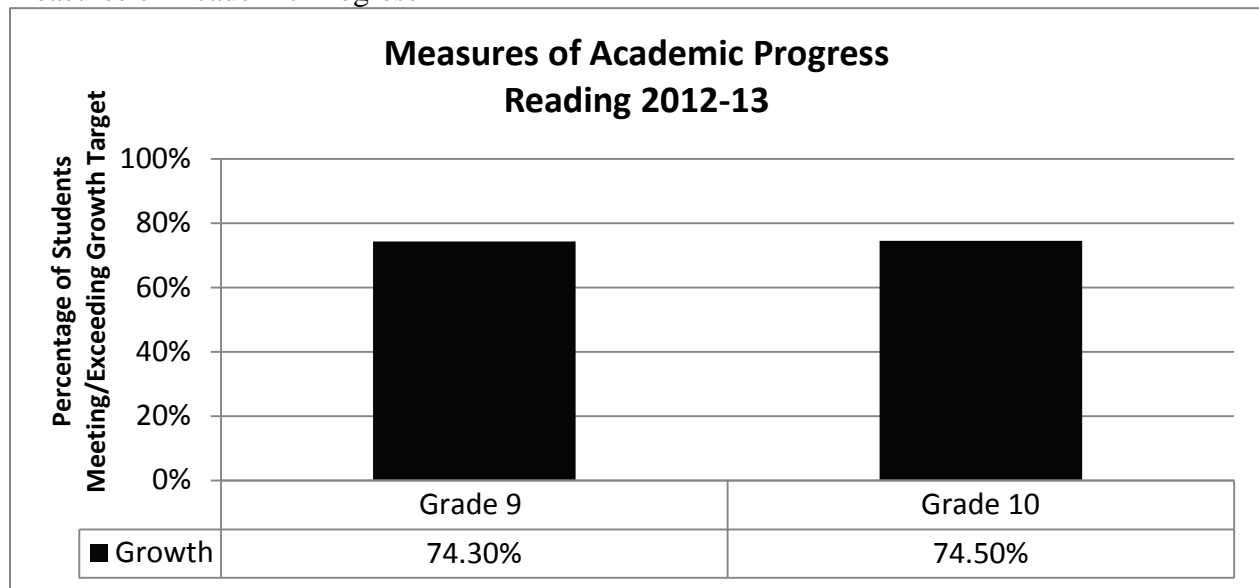
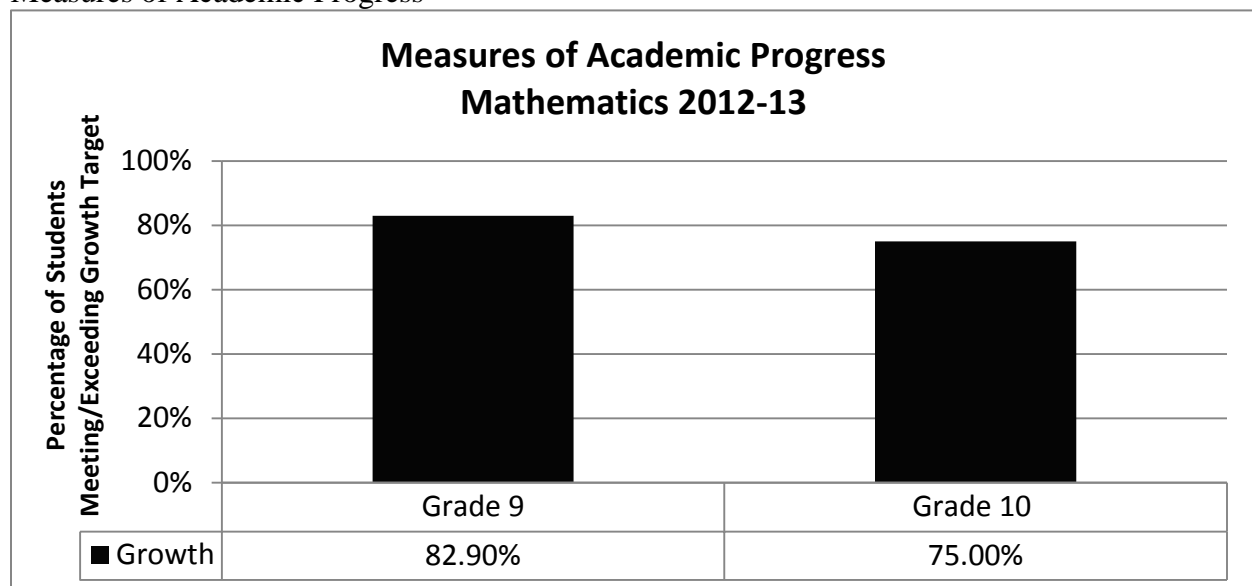


Figure 12: Percentage of students meeting or exceeding growth targets for Mathematics on the Measures of Academic Progress



Tenor students also met or exceeded their expected growth on the Measures of Academic Progress (MAP) assessments, as these percentages are quite high in comparison to other UWM Charter Schools and other schools nationally, as well.

Figure 13 below shows that there is a positive trend in Tenor's 4-year graduation rate, and that this rate is significantly higher than that of MPS, and above the state's rates.

Figure 13: Percentage of students graduating in 4 years at Tenor compared to MPS and the State

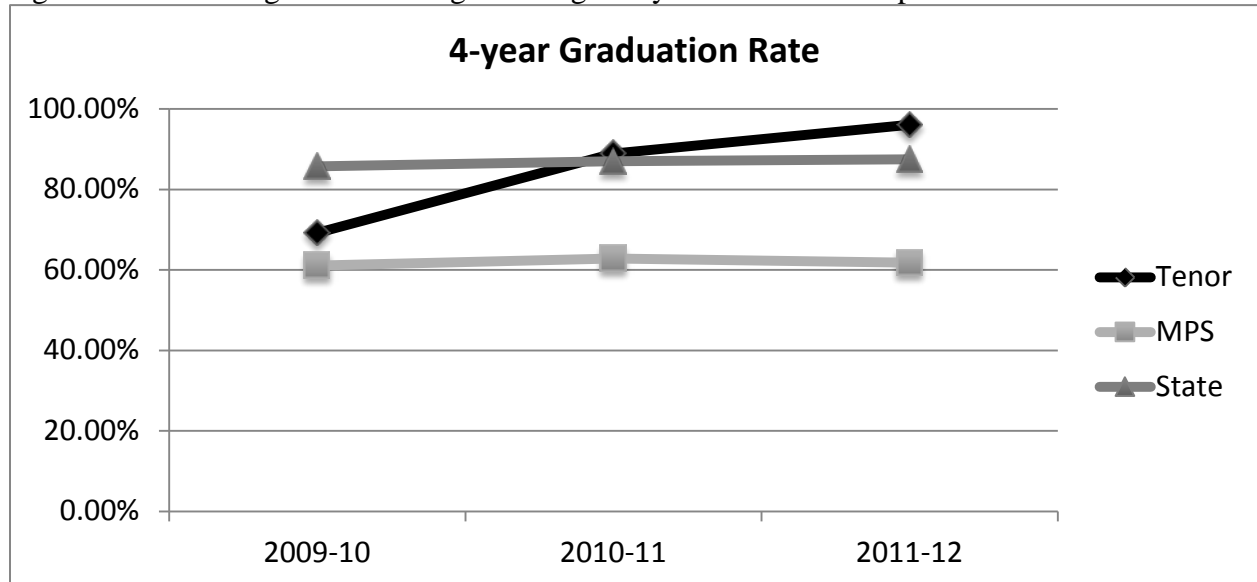
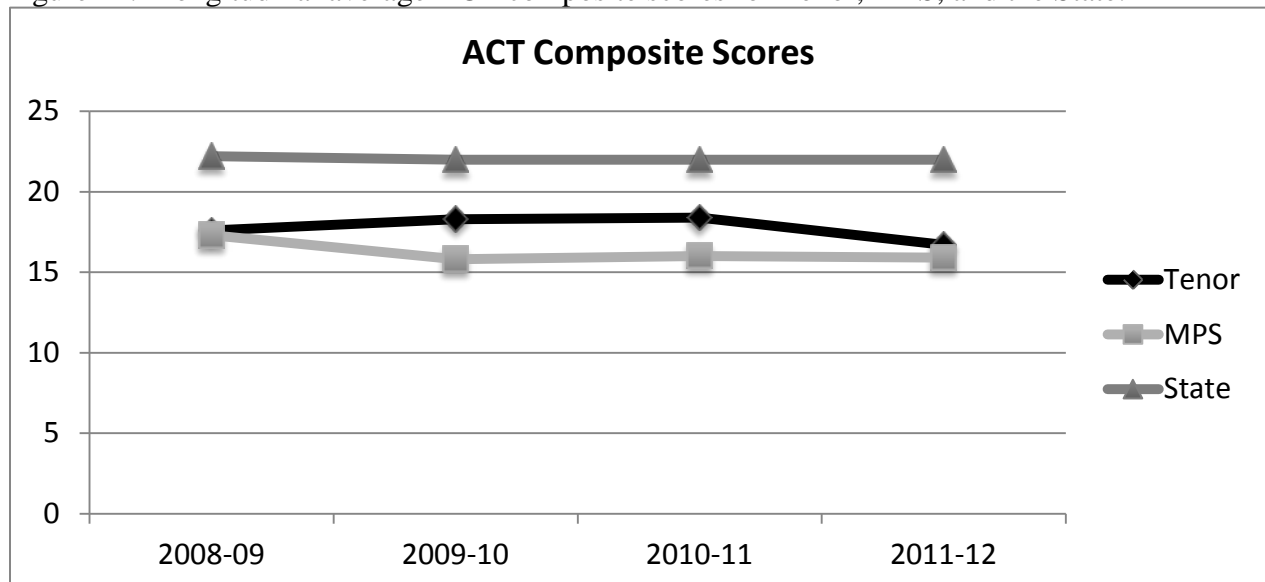


Figure 14 below shows that statewide ACT Composite scores are consistently higher than both MPS's and Tenor's, but that Tenor's cores were consistently higher than MPS's for the past four years, and have only recently leveled off.

Figure 14: Longitudinal average ACT composite scores for Tenor, MPS, and the State.



## Satisfaction Survey Results

Students, faculty, and staff report high satisfaction with SOH, Inc., as measured by annual UWM surveys. Tenor scores in all areas of the faculty and staff survey (covering Leadership, Strategic Planning, Student, Stakeholder, and Market Focus, Measurement, Analysis, and Knowledge Management, Faculty and Staff Focus, and Process Management) were higher than the UWM average for the 2012-13 school year. In addition, the student survey scores for Safety and Discipline and Friendship and Respect surpassed the UWM averages for the 2012-13 school year. These strong results are consistent with previous years' data. Other strong indicators are increases in enrollment, attendance rates, and students' general disposition towards school.

## Summary

Academic performance at Tenor generally exceeds that of demographically-comparable MPS schools, with 16.7% of its students performing at the proficient or advanced level in reading, 27.8% in mathematics, 63.0% in language arts, 64.8% in science, and 61.1% in social studies in 2012-13. It is important to note that the reading and math percentages are based on the college and career ready cut scores that were released in the 2012-13 school year, while the language arts, science, and social studies percentages are based on the Wisconsin's traditional cut scores.

## Recommendations

The Charter School Office's evaluation team visited Tenor in early November of 2013 and conducted an evaluation per the UWM Charter School Office Guidelines. The evaluation team reviewed self-evaluation reports, visited classrooms, and interviewed staff, students and parents, as well a school leadership. The review team documented the findings listed below:

1. Tenor has made significant progress from its early years in both the behavioral and academic performance of its students.
2. Tenor has developed an environment that is recognized by students as contributing to their success at the school.
3. Students identify the characteristics of "safe" and "small" as central to their reasons to enroll at Tenor.
4. Tenor parents expressed satisfaction with the school based on their student's attitude toward school and positive teacher parent communication. "It's no hassle to contact staff".
5. Students and parents see the benefit of a fourth-year MATC program.
6. Student retention has improved since the early years and the school benefits from this increased continuity.
7. Increasing academic quality/performance is evident in the DPI Report Card rating of "Meets Expectations".
8. Follow-up of students shows an increase in the trend of graduates enrolling in two year and four year post-secondary programs.
9. Teachers express a strong commitment to the program and note the improvement in the school over time. Teacher satisfaction is high.

The team made the following recommendations:

1. Prepare staff and students for changes in academic assessment, as proposed by DPI beginning in 2014-15. Changes include assessing all 9<sup>th</sup> and 11<sup>th</sup> grade students in addition to 10<sup>th</sup> grade students.
2. More fully develop an assessment feedback loop for students enrolled in MATC that will guide Tenor staff in adapting both instruction and curriculum to meet challenges of the fourth year.
3. Develop quarterly benchmarks for curricular goals that will assist teachers in maintaining a curricular pace to insure all required content/material is completed in the desired timeframe.
4. Continue to refine and implement the Common Core standards in each curricular area.
5. Curriculum planning across disciplines with a focus on use of RtI strategies should improve Tenor's ability to meet the needs of academically challenged students upon admission in 9<sup>th</sup> grade.

### **Recommendation**

The director of the Office of Charter Schools, Chancellor Lovell, and Provost Britz recommend the continuation of Tenor as part of a single contract with SOH, Inc. Tenor will follow up on the recommendations in a timely manner.

The Tenor evaluation report may be found at the link below:

[https://pantherfile.uwm.edu/xythoswfs/webui/\\_xy-e38277845\\_1-t\\_REArhr6u](https://pantherfile.uwm.edu/xythoswfs/webui/_xy-e38277845_1-t_REArhr6u)

**UNIVERSITY OF WISCONSIN-MILWAUKEE  
OFFICE OF CHARTER SCHOOLS  
VERITAS HIGH SCHOOL**

**BACKGROUND****School Profile and Design**

In 2001, SOH, Inc., developed Veritas High School (Veritas) for traditional students. Veritas has operated as a UWM charter school since 2010, having previously operated as a charter with Milwaukee Public Schools (MPS) since 1998. As a charter high school under contract with MPS, it originally served 120 students, and today serves 246 students. It is located at 3025 West Oklahoma Ave., in Milwaukee. Veritas's current contract will expire in 2015. Inclusion of SOHE in the request for one contract presents an earlier-than-required Regent approval of continuation for Veritas (in 2014, not in 2015).

Originally designed as a traditional high school, and offering a curriculum that reflects a more standard approach, Veritas still offers college-bound coursework and opportunities to students. As this school is frequently over-subscribed, enrollment is determined by a lottery. In 2013, there were 243 applicants for 60 seats available in the Freshman class. The stated mission of the school is as follows:

1. Proficiency in core academic knowledge and skills
2. Proficiency in critical thinking skills
3. Proficiency in applications of information technology
4. Positive sense of self and capacity
5. Social competence
6. Strong moral character
7. Matriculation in a postsecondary program

**Students**

Veritas's location on the south side of Milwaukee impacts its student membership. For 2012-13 the school demographics are as follows: 4.1% Asian, 1.2% African American (Black), 78% Hispanic (Latino/a), 0.4% American Indian, 14.5% White, and 1.2% two or more races.

In the school's 12-year history, the changing demographics of the near south side of Milwaukee have influenced the enrollment patterns of the school. In the first year as a UWM charter, Veritas had 68.7% of its students qualify for free or reduced lunch, and today 83.4% of the student body qualifies for this support.

Table 1: Percentage of minority and low income students compared to neighborhood MPS schools

	Veritas	Bay View	Pulaski	South Division
Percent Minority	85.50%	88.70%	91.10%	94.00%
Percent Low Income	83.40%	90.50%	83.30%	86.10%

### **Attendance and Retention and Graduation Rates**

Attendance at Veritas has remained consistently high in the 95% to 96% range. The suspension rate is about 6%, with an average suspension being for one day. In 2012-13 14 students were suspended for a total of 39 school days. No students were expelled in 2012-13.

A major variable that UWM considers in its review is the retention of students (number of returning students) as a measure of the school's success with students. Veritas has very high student retention, averaging about 94% return rate across grades 9, 10 and 11.

Veritas has had a very high graduation rate over the past three years, averaging almost 100%. In 2012-13, only two students out of a class of 66 failed to complete the high school curriculum. Students who are in jeopardy of not graduating are strongly encouraged to attend special summer sessions for students at-risk.

During the 2012-13 school year, 65% of the graduating class were accepted into four-year colleges, and 35% were accepted into 2-year colleges. In contrast, for 2011-12, 32% were accepted to 4-year colleges and 64% were accepted to 2-year colleges.

For the past three years as a UWM charter and prior to that with MPS, Veritas has had more applicants than seats available. In 2013, there were 238 applications for just 48 seats at the ninth grade level. This necessitates a random drawing held in March of each school year that allocates the seats for the following year.

### **Faculty and Staff**

Veritas is led by a principal who has 35 years of experience as a professional educator and who has led this school for 12 years. Leadership also includes an associate principal and a fulltime guidance counselor. Educational staffing consists of 14 teachers assigned to fine arts, English, math, social studies, science, special education and Spanish. Levels of experience run from 1 to 17 years, averaging 6.3 years in teaching, and an average of 3.6 years teaching at Veritas. All staff are DPI-certified and are fully-licensed in their respective disciplines.

### **Governance and Fiscal Management**

Veritas, as a part of the SOH, Inc., is governed by a board of directors and a parent advisory council. Governance, as measured by successful management, has been very productive and mindful of students' needs and the school improvement goals. No issues are

evident in the annual reporting and the school is always responsive to requests by UWM for further information. Governance and management have been successful in meeting many of their goals in quality improvement dimensions.

Veritas, as part of SOH, Inc., is part of a five-year strategic plan of the parent organization that includes accountability reporting of annual goals and accomplishments for each school year. The annual goals include developing a teacher evaluation model, professional development focused on RtI, use of Measures of Academic Progress (MAP) data, implementation of the common core, revised staff handbooks, renovation of the science lab, and staff needs as guided by both student and teacher performance.

Annual audits submitted by SOH, Inc., have been “clean” audits, and no financial issues are evident. The parent organization maintains a financial reserve in excess of \$1 million for contingencies and capital projects that are ongoing with successful building and program management. Fiscal controls are adequate and responsive to external standards.

SOH, Inc., maintains appropriate insurances and personnel guidelines to meet the needs of staff and works to improve its fiscal efforts by having a centralized fiscal and accounting system to meet the needs of each school as well as the parent organization.

## Curriculum

Graduation requirements for Veritas parallel most public high schools and consist of the following credit structure:

English	4.0 credits
Math	4.0 credits
Science	4.0 credits
Social Studies	4.0 credits
Fine Arts	1.5 credits
World Language	2.0 credits
Electives	3.5 credits

**Total: 23 credits**

The individual curricular areas are aligned with the Common Core using the *Curricular Companion* framework developed by Cooperative Educational Service Agency 7 as a guideline for teachers and leadership to frame the design of course content.

The school views curriculum development as an ongoing process that is informed by professional standards, as well as an assessment strategy that includes an intake assessment completed during the summer before 9<sup>th</sup> grade, for all new students, Summer Institute, and the annual use of the Measures of Academic Progress (MAP) assessment that measures student academic growth. The dynamic interplay of assessment and student performance in class allows teachers to target student achievement and modify the curriculum, as may be necessary, to meet the individual needs of students.

Veritas also provides extensive extra-curricular opportunities for students including participation in WIAA sanctioned athletic programs, activities in cooperation with the Boys and Girls Club, local fine arts groups, elective experiences in health related services and an ongoing effort to expand opportunities for students in preparation for future decisions.

Veritas makes a special effort to assist students at the end of their junior year and beginning of their senior year to begin transitional planning, including applying for colleges, exploring career opportunities, informing parents of transitional options and insuring that students understand the various deadlines and opportunities to seek financial support.

## **School Academic Success**

### **Achievement of Mission**

Veritas received Overall Accountability Scores of 68.0 and 59.9 on the DPI's School Report Cards in 2011-12 and 2012-13, respectively. The 2011-12 score falls within the *Meets Expectations* Overall Accountability Rating range while the 2012-13 score falls within the *Meets Few Expectations* Overall Accountability Rating range. These scores take into account Student Achievement (of 10<sup>th</sup> grade students on the WKCE in Reading and Mathematics) and On-Track and Postsecondary Readiness (which includes Graduation Rate and ACT Participation and Performance). It is also noted that over 84% of high schools located in Milwaukee (including 2r Charter High Schools) received Overall Accountability *Ratings of Meets Few Expectations* or *Fails to Meet Expectations* in 2012-13, while the three remaining high schools received Overall Accountability Ratings of Meets Expectations.

### **Proficiency Levels**

Student achievement at Veritas will be compared below to MPS high schools, Wisconsin high schools, and MPS schools that are similar to Veritas in terms of their location and demographic composition.

As results on the Wisconsin Knowledge and Concepts Examination (WKCE), depicted below in Figures 1 and 2 show, in general, academic performance in Reading and Math at Veritas exceeds performance at MPS high schools, and falls just short of the performance of all of high schools in Wisconsin.



Figure 1: Two-year comparison of 10<sup>th</sup> Grade WKCE Reading results for Veritas, MPS High Schools, and all High Schools in Wisconsin

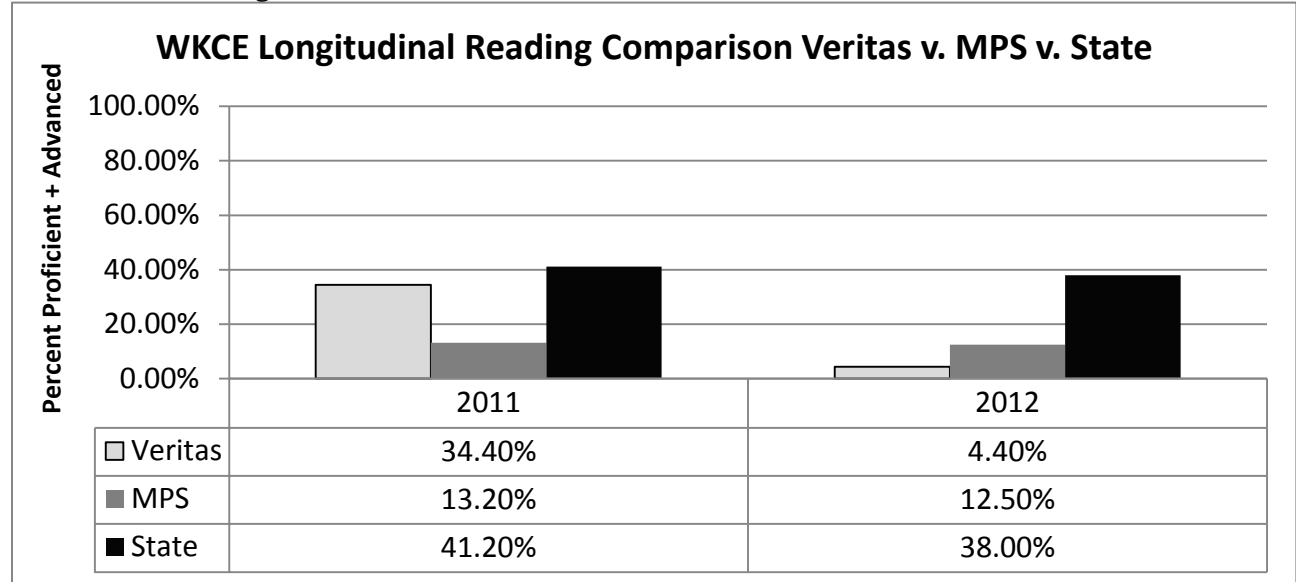
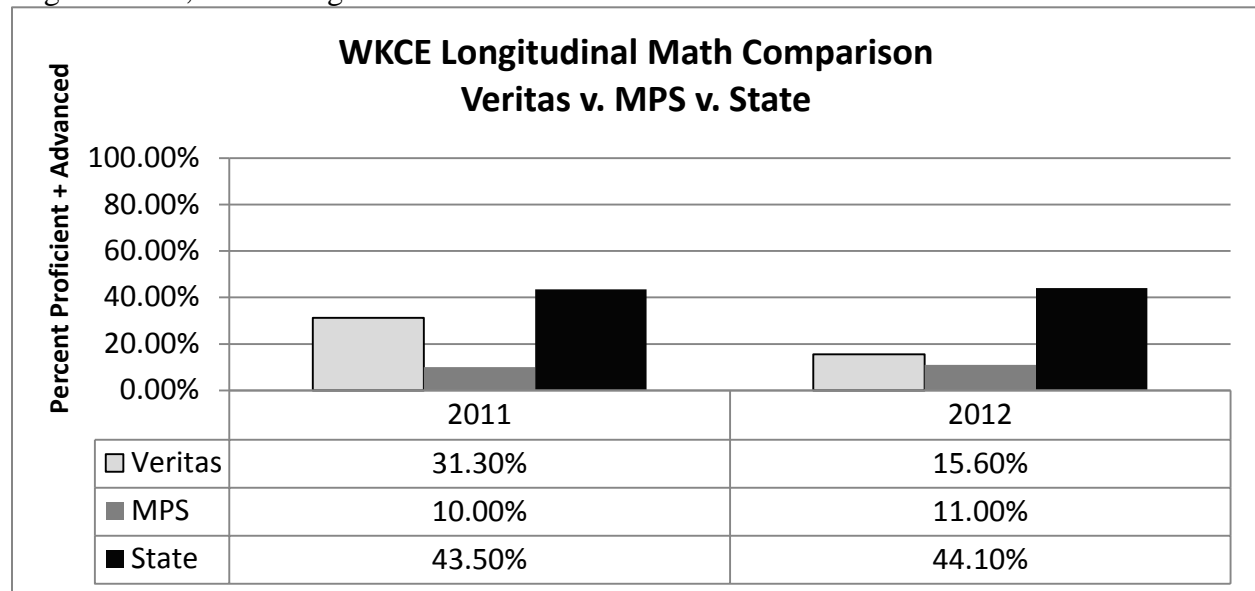


Figure 2: Two-year comparison of 10<sup>th</sup> Grade WKCE Mathematics results for Veritas, MPS High Schools, and all High Schools in Wisconsin.



Students included in the 2011 data are a completely different group of students than are included in the 2012 data. 10<sup>th</sup> grade students in 2012 at Veritas had unusually low performance compared to 10<sup>th</sup> grade classes in other years. Nevertheless, academic performance at Veritas generally exceeds academic performance in other Milwaukee high schools and falls short of the academic performance in all high schools in the state.

Comparing Veritas, MPS, and state data regarding Hispanic (Latino/a) high school students, as shown in Figure 3 below, the academic performance of Veritas in Reading exceeded

both MPS and the state in 2011 and fell short of both MPS and the state in 2012. For the same two-year time frame, as Figure 4 below shows, in Math, Hispanic students at Veritas outperformed Hispanic students in MPS and the state in 2011, while they outperformed Hispanic students in MPS and rivaled Hispanic high school students in the state in 2012.

Figure 3: Two-year comparison of 10<sup>th</sup> Grade WKCE Reading results for Hispanic students in Veritas, MPS, and the State.

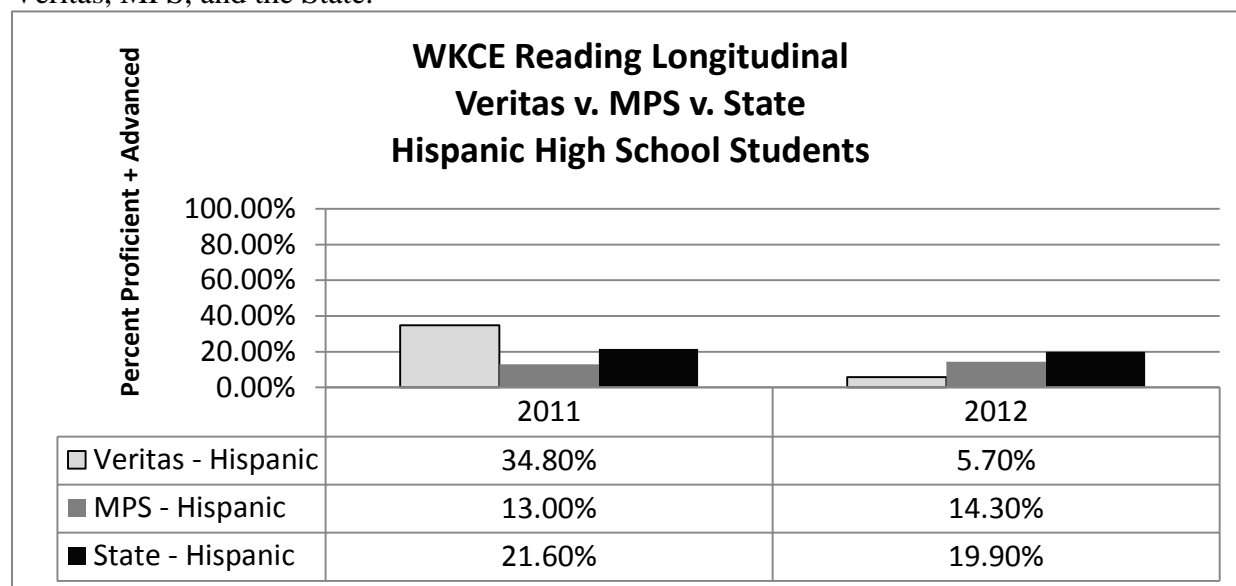
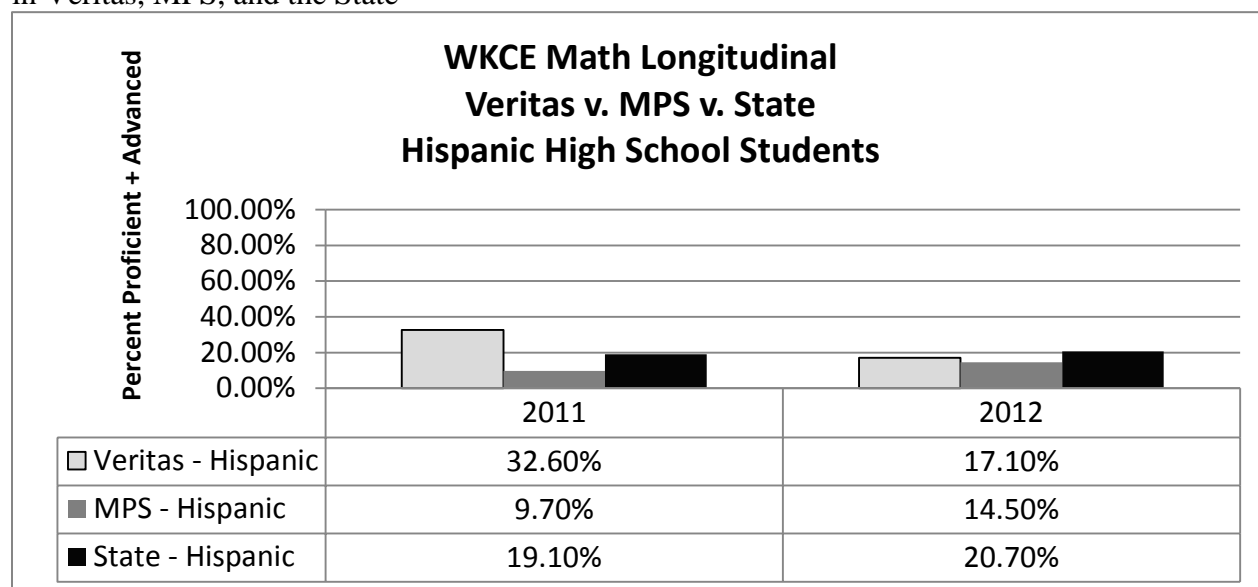


Figure 4: Two-year comparison of 10<sup>th</sup> Grade WKCE Mathematics results for Hispanic students in Veritas, MPS, and the State



Comparing Veritas, MPS, and the state data regarding economically disadvantaged high school students, as shown in Figure 5 below, the academic performance of Veritas in Reading and Math in 2011 exceeded the performance of not only MPS, but also the state. For the same two-year timeframe, as shown in Figure 6 below, in 2012, the academic performance of Veritas these students in math still exceeded that seen in MPS, but it fell short of the academic performance of the state's economically-disadvantaged high school students.

Figure 5: Two-year comparison of 10<sup>th</sup> Grade WKCE Reading results for Economically Disadvantaged students in Veritas, MPS, and the state

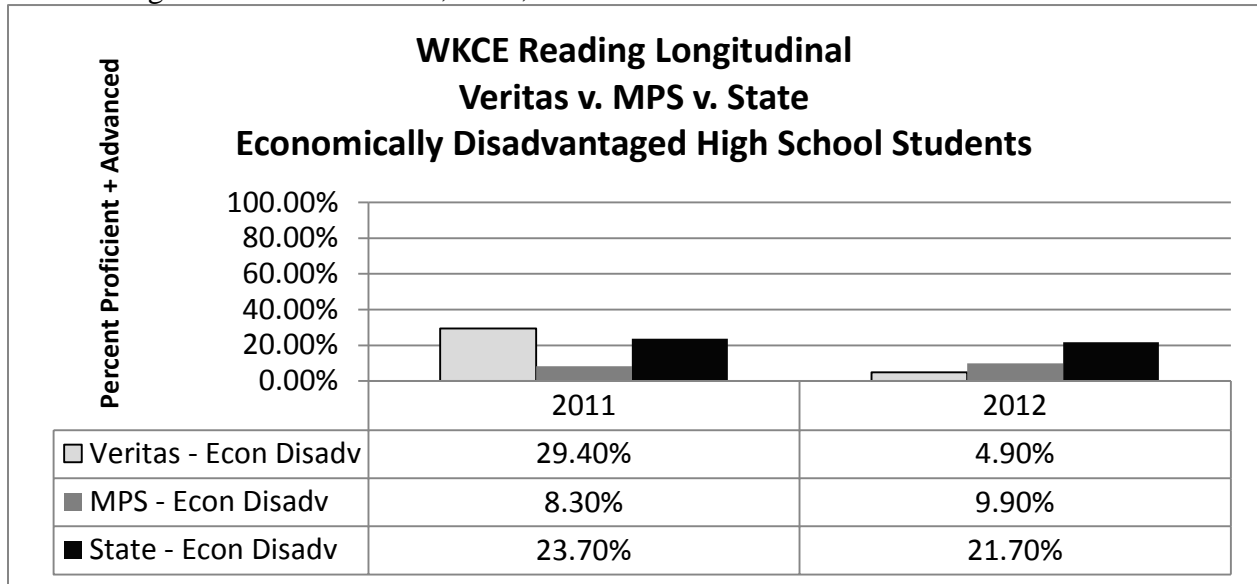
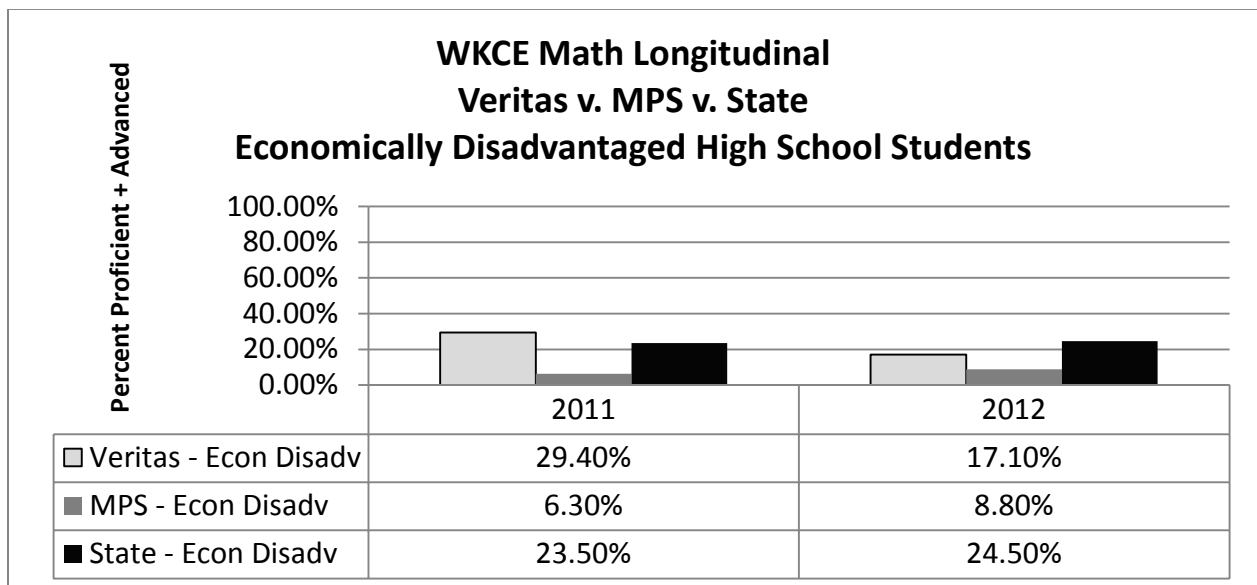


Figure 6: Two-year comparison of 10<sup>th</sup> Grade WKCE Mathematics results for Economically Disadvantaged students in Veritas, MPS, and the State



In Reading in 2012, the academic performance of 10<sup>th</sup> grade economically-disadvantaged Veritas students fell short of the performance seen in MPS and in the state.

Comparing the 2012-13 academic performance of Veritas to demographically-comparable neighborhoods and to MPS high schools, as shown in Figure 7 below, Veritas's performance in Reading is comparable to neighborhood and demographically comparable MPS schools. As shown in Figure 8 below, Veritas's performance in math far exceeds the performance in the comparable schools, even as proficiency in 2012-13 was particularly low at Veritas in comparison to other years.

Figure 7: Comparison of 10<sup>th</sup> Grade WKCE Reading results for Veritas and neighborhood and demographically comparable MPS schools

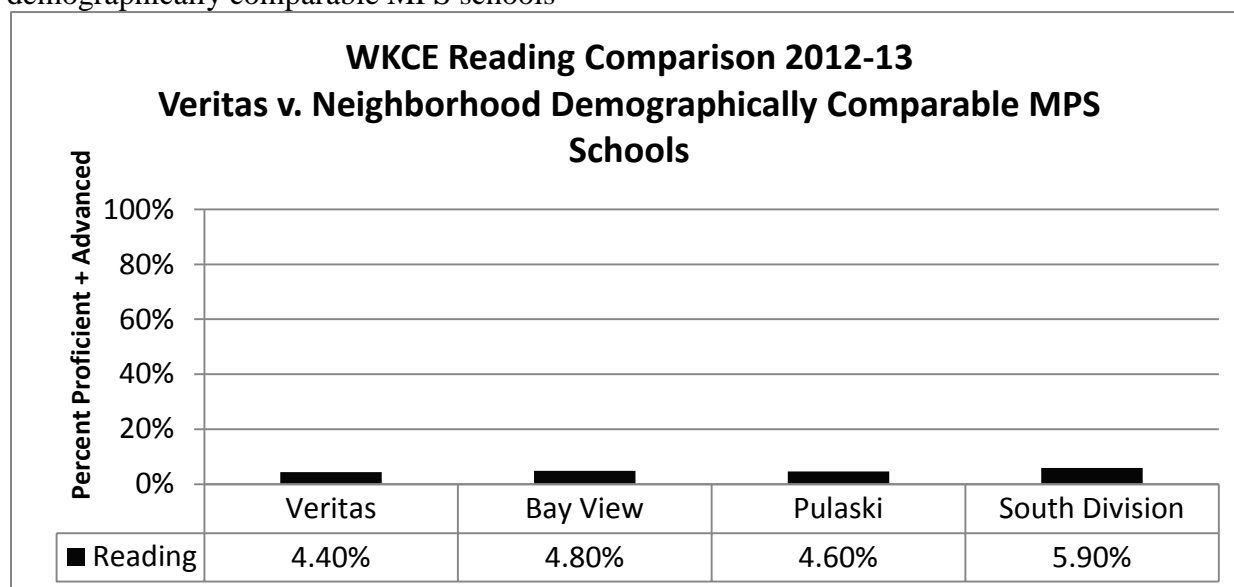
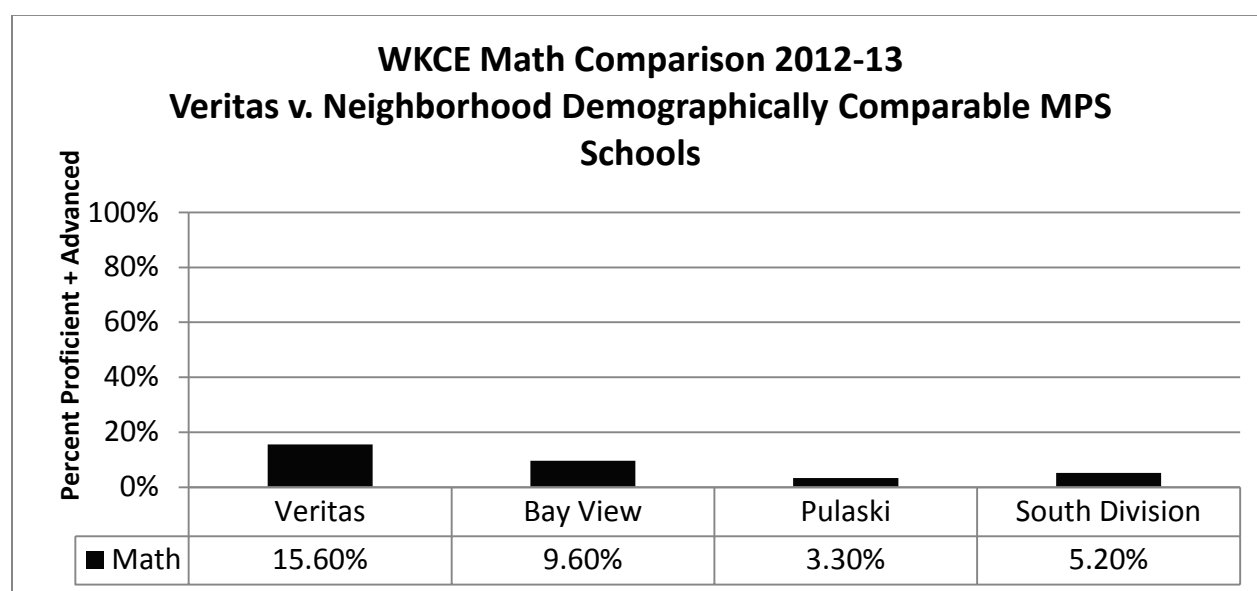


Figure 8: Comparison of 10<sup>th</sup> Grade WKCE Mathematics results for Veritas and neighborhood/demographically comparable MPS schools



Comparing the 2012-13 academic performance of Veritas students to neighborhood and

demographically-comparable high schools, the performance of Veritas students is comparable to the other schools in Reading and it exceeds the other schools in Mathematics. Further, Tenor's WKCE performance exceeded the academic performance of Veritas students in both years in Math, and in 2012-13 in Reading, while the academic performance of Veritas students in Reading in 2011-12 exceeded that of Tenor students.

#### Value Added Growth Measures

Measures of student growth, as depicted in Figures 9 and 10 below, show strong growth in Reading and math among students in both 9<sup>th</sup> and 10<sup>th</sup> Grade.

Figure 9: Percentage of students meeting or exceeding growth targets for Reading on the Measures of Academic Progress

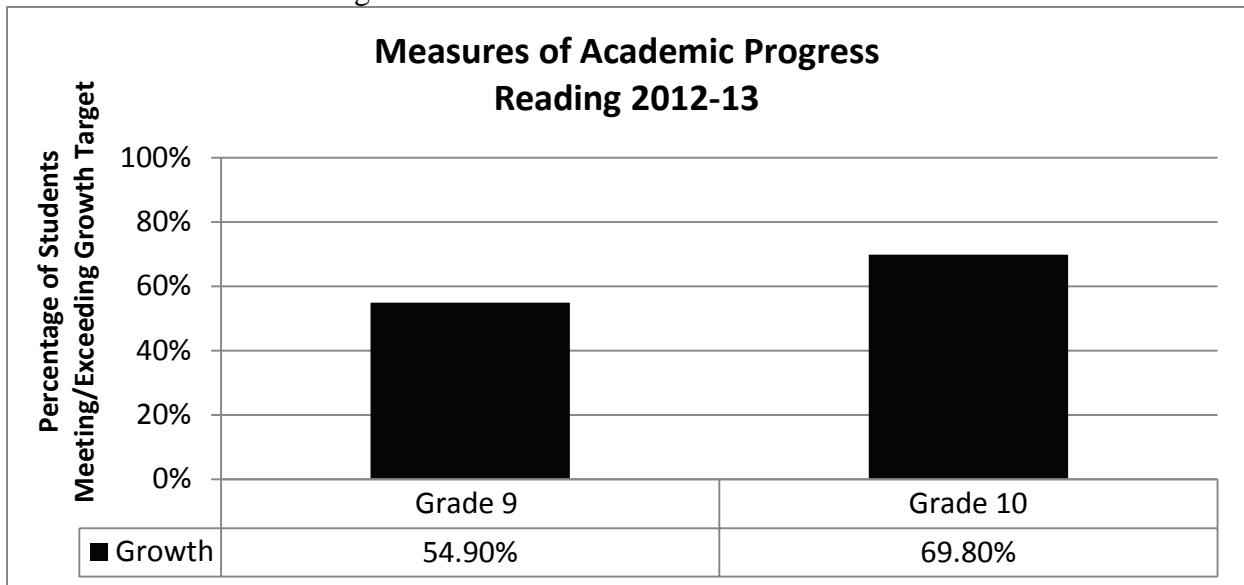
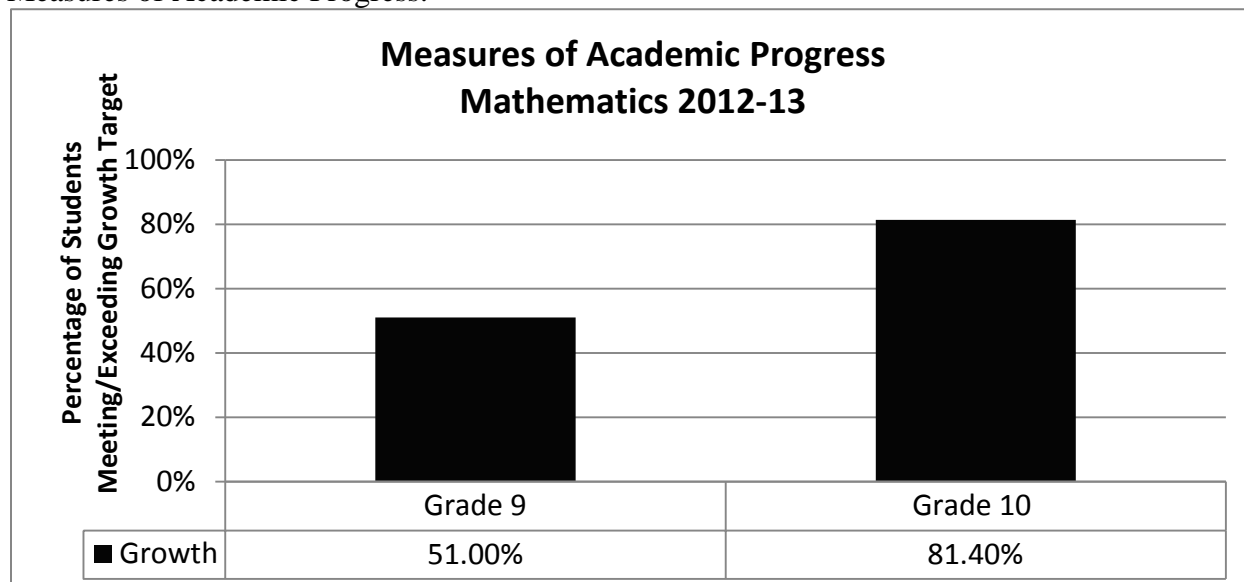


Figure 10: Percentage of students meeting or exceeding growth targets for Mathematics on the Measures of Academic Progress.



## Post-Secondary Readiness Measures

Postsecondary readiness measures include graduation rates depicted in Figures 11 and ACT performance in Figure 12.

As figures 11 and 12 below show, Veritas has had consistently high 4-year graduation rates. There is, however, room for improvement in raising the average ACT composite score and increasing the percentage of students scoring at college ready levels in all subject areas – especially in math and science.

Figure 11: Percentage of students graduating in 4 years at Veritas compared to MPS and the State

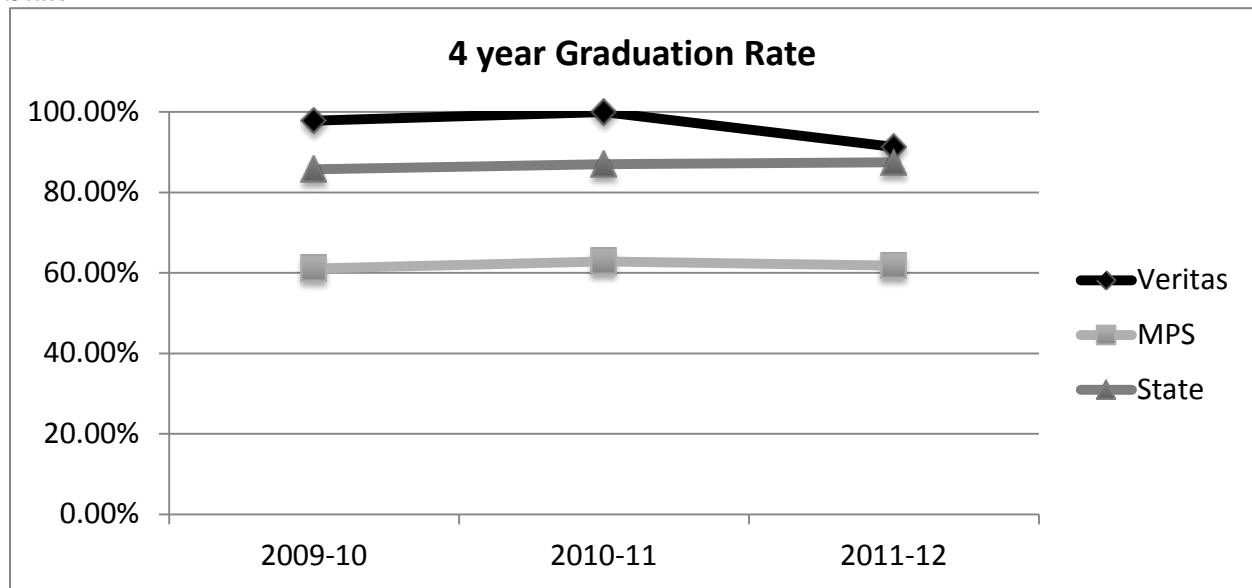
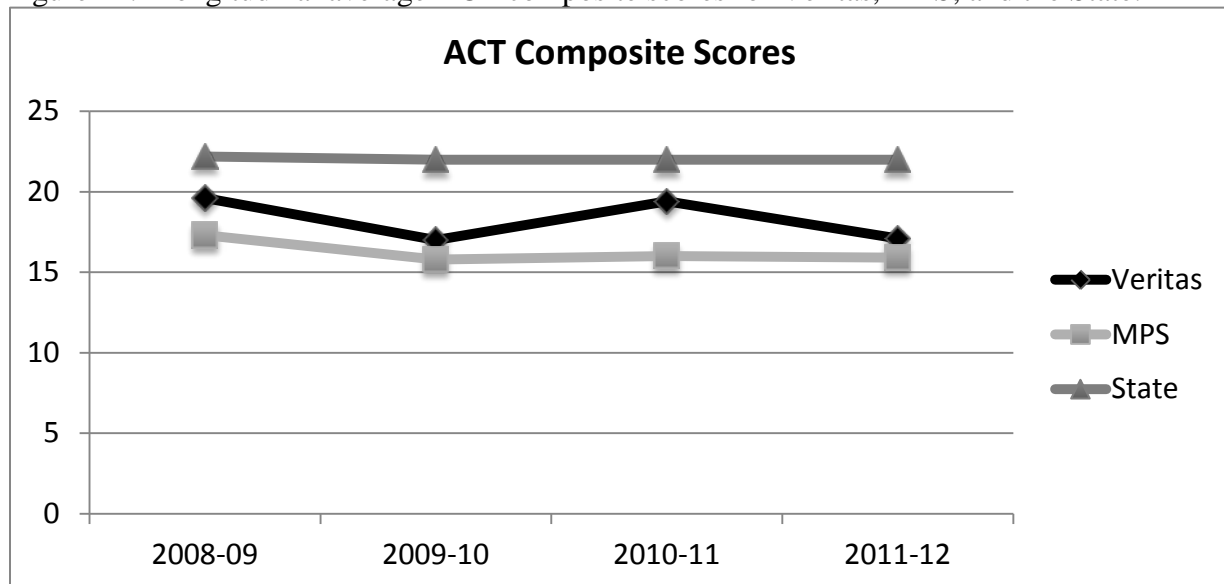


Figure 12: Longitudinal average ACT composite scores for Veritas, MPS, and the State.



## Satisfaction Survey Results

Students, parents, faculty, and staff report extremely high satisfaction with Veritas as measured by annual UWM surveys. The Veritas scores in all areas of the parent survey (Expectations, Communication, Results, and Recommendation) were higher than the UWM average for the 2012-13 school year. In addition, the student survey scores for Safety and Discipline and Friendship and Respect surpassed the UWM averages for the 2012-13 school year. Finally, the faculty and staff survey scores for Leadership, Strategic Planning, Student, Stakeholder, and Market Focus, and Faculty and Staff Focus all surpassed the UWM averages for the 2012-13 school year. These strong results are consistent with previous years' data. Other strong indicators are increases in enrollment, attendance rates, waiting lists for admission, and students' general disposition towards school.

## Summary

Academic performance at Veritas generally exceeds that of neighborhood and demographically-comparable MPS schools, with 4.4% of its students performing at the proficient or advanced level in reading, 15.6% in mathematics, 73.3% in language arts, 57.8% in science, and 77.8% in social studies in 2012-13. It is important to note that the reading and math percentages are based on the college and career ready cut scores that were released in the 2012-13 school year, while the language arts, science, and social studies percentages are based on the Wisconsin's traditional cut scores.

## Recommendations

The Charter School Office's evaluation team visited the school in October, 2013 and conducted an evaluation per the UWM Charter School Office Guidelines. The review team reviewed evaluation reports, visited classrooms, and interviewed teachers, parents and students, as well as school leadership.

The review team made the following findings:

1. Veritas has developed a strong curriculum with the ability to personalize instruction as called for.
2. "Safe" and "small" were themes expressed by students when asked why they selected Veritas.
3. Parents' support was very positive with one parent suggesting that the school saved her son after some very bad middle school experiences.
4. Availability of AP classes for 11<sup>th</sup> and 12<sup>th</sup> grade is a positive option for advanced students.
5. The school places an emphasis on the "soft skills" of interpersonal relationships.
6. Teachers expressed a strong desire to be at Veritas because they could teach and have to deal with fewer behavioral issues.
7. Leadership is both supportive and facilitative of the students and staff. Getting attention is not an issue.
8. The school's use of data in decision-making strengthens the overall program.

9. Veritas has made a strong effort to track their students upon graduation with a strong commitment to assisting the students with admission and finding financial resources for postsecondary education.
10. Classroom observations indicated that student engagement and effort to achieve was readily apparent across classes observed.

The team made the following recommendations:

1. Review intake assessment to more fully prepare for academic challenges/varied levels of performance so staff programming in fall of 9<sup>th</sup> grade is focused on student performance.
2. Prepare staff and students for changes in academic assessment as proposed by DPI beginning in 2014-15. Changes include assessing all 9<sup>th</sup> and 11<sup>th</sup> grade students in addition to 10<sup>th</sup> grade students.
3. Continue to expand the RtI model to meet the challenges of the at-risk population in response to increased demographic changes the school has experienced over the past few years.
4. Develop clear recruitment guidelines for Middle School and K-8 applicants as to enrollment standards and include them in the overall application process for the school.

### **Recommendation**

The director of the Office of Charter Schools, Chancellor Lovell, and Provost Britz recommend the continuation of Tenor as part of a single contract with SOH, Inc. Tenor will follow up on the recommendations in a timely manner.

A full evaluation report by the Charter School Office is available at the web link below:

[https://pantherfile.uwm.edu/xythoswfs/webui/xy-e38277847\\_1-t\\_HXS6ZYrx](https://pantherfile.uwm.edu/xythoswfs/webui/xy-e38277847_1-t_HXS6ZYrx)