I.1. Education Committee

1:00-2:30 p.m. - Education Committee

Thursday, December 4, 2014 Gordon Dining and Event Center 770 West Dayton Street, 2<sup>nd</sup> floor Symphony Room Madison, Wisconsin

- a. Consent Agenda:
  - 1. Approval of the Minutes of the October 9, 2014, Meeting of the Education Committee;
  - 2. UW-Stout: Bachelor of Fine Arts in Game Design and Development-Art. [Resolution I.1.a.(2)]
  - 3. Revision to Regent Policy Document 14-10, Nondiscrimination on the Basis of Disability.
    - [Resolution I.1.a.(3)]
  - 4. Revisions to Regent Policy Document 4-1, Recording of Lectures [Resolution I.1.a.(4)]
- b. UW-Green Bay: Addendum to the Mission [Resolution I.1.b.]
- c. Discussion of Baccalaureate Engineering Program Needs
- d. Report of the Senior Vice President:
  - 1. Remedial/Developmental Education Update;
  - 2. Preview of the Spring 2015 Education Committee Topics; and
  - 3. Other

Program Authorization (Implementation) B.F.A. in Game Design and Development-Art UW-Stout

# EDUCATION COMMITTEE

Resolution I.1.a.(2)

That, upon the recommendation of the Chancellor of the University of Wisconsin-Stout and the President of the University of Wisconsin System, the Chancellor be authorized to implement the B.F.A. in Game Design and Development-Art at the University of Wisconsin-Stout.

# NEW PROGRAM AUTHORIZATION BACHELOR OF FINE ARTS IN GAME DESIGN AND DEVELOPMENT-ART UNIVERSITY OF WISCONSIN-STOUT

### BACKGROUND

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

### **REQUESTED ACTION**

Approval of Resolution I.1.a.(2), authorizing the implementation of the Bachelor of Fine Arts in Game Design and Development-Art degree program at the University of Wisconsin-Stout.

### DISCUSSION

The proposed Bachelor of Fine Arts (B.F.A.) in Game Design and Development-Art is intended to serve students interested in becoming professionals in the field of game design, and working in companies or as entrepreneurs producing multimedia art, animation, 3D modeling, and interactive design. Game designers also find work in high-demand areas, such as scientific research and the healthcare industry.

National projections from the U.S. Bureau of Labor Statistics indicate that "the employment of Multimedia artists, Animators, Graphic designers, and Other designers is expected to grow at approximately 6.3 to 8% between 2012 and 2022." According to UW-Stout's data, in Wisconsin and Minnesota alone, the employment of game design-related artists is expected to grow by 6 to 12% until 2022 (www.careerinfonet.org).

The proposed B.F.A. in Game Design and Development-Art will be offered by the Department of Design, within the School of Art and Design. The program will have 120 credits, of which 40 credits are in General Education and 80 credits are in game design, art, design, and art/design history courses that make up the professional core. The B.F.A. will be delivered primarily face-to-face although some courses will be offered via distance education.

### RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.a.(2), authorizing the implementation of the Bachelor of Fine Arts in Game Design and Development-Art degree program at the University of Wisconsin-Stout.

# **RELATED REGENT AND UW SYSTEM POLICIES**

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

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

# REQUEST FOR AUTHORIZATION TO IMPLEMENT A BACHELOR OF FINE ARTS IN GAME DESIGN AND DEVELOPMENT-ART AT UW-STOUT PREPARED BY UW-STOUT

# ABSTRACT

The proposed Bachelor of Fine Arts (B.F.A.) in Game Design and Development-Art will be offered by the Department of Design, within the School of Art and Design. The program will have 120 credits, of which 40 credits are in General Education and 80 credits are in game design, art, design, and art/design history courses that make up the professional core.

# **PROGRAM IDENTIFICATION:**

**Institution Name** University of Wisconsin-Stout

**Title of Proposed Program** Game Design and Development-Art

**Degree/Program Designation** Bachelor of Fine Arts

**Mode of Delivery** Primarily face-to-face with no more than 25% of courses offered via distance education.

**Single Institution or Collaboration:** Single institution

**Projected Enrollment by Year Five** 100-120 students

**Tuition Structure** Undergraduate UW-Stout differential tuition rate, which is currently at \$298 per credit.

**Department or Functional Equivalent** Department of Design

**College, School or functional equivalent:** School of Design in the College of Arts, Humanities, and Social Sciences

**Proposed Date of Implementation:** Fall 2015

### **INTRODUCTION**

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

The proposed program elevates the existing Bachelor of Science (B.S.) in Game Design and Development-Art concentration to a stand-alone, professional B.F.A. degree. The Art concentration will be deleted from the existing B.S. degree and developed into a B.F.A. program to be offered by the School of Art and Design. The redesign of the existing B.S. degree into a professional degree addresses titling concerns of the National Association of Schools of Art and Design (NASAD) Commission Report on Accreditation (dated May 21, 2013). NSAD recommended the redesign of the B.S. into a B.F.A. degree.

The proposed B.F.A. in Game Design and Development-Art will interface closely with the existing B.S. in Game Design and Development-Computer Science, which has been in existence since 2009. Students pursuing a career in Game Design and Development will have the option of pursuing either degree, creating a programmatic structure that allows the two degrees to align with their corresponding accreditation standards [NASAD and Accreditation Board for Engineering and Technology (ABET), respectively]. This will retain the identity of the target career and create a balance between the two original branches of the degree while meeting accreditation requirements. Ongoing collaboration between the Mathematics, Statistics and Computer Science (MSCS) and the School of Art and Design units will assure the continuation of a very strong interdisciplinary partnership.

In alignment with UW-Stout's designation as Wisconsin's Polytechnic University, the proposed program will support its mission by a) providing students with a career-focused education, b) blending creativity and research to solve real-world problems, and c) working closely with industry and other educational institutions to serve a global society through applied learning.

The proposed B.F.A. in Game Design and Development-Art program will continue to serve UW-Stout's mission and strategic plan and is consistent with the University's polytechnic designation. It will also build upon UW-Stout's Enduring Goals to offer high quality and challenging academic programs that influence and respond to a changing society; to preserve and enhance educational processes through the application of active learning principles; to promote excellence in teaching, research, scholarship, and service; and to recruit and retain a diverse university population. In addition, the proposed program will also expand early and ongoing experiential learning opportunities including undergraduate applied research and entrepreneurship.

### Need as Suggested by Current Student Demand

UW-Stout is characterized by a broad and distinctive program array. The department expects that student and employer demand will continue to be constant, as the existing interdisciplinary game design program continues to lead graduates to professional careers focused on the needs of society. Because the existing B.S. degree and the incoming class of students are at full capacity, it is expected that student interest will remain strong over the next decade and enrollment in the program will be full, even in its inaugural (Fall 2015) year. The department expects that the proposed program will enroll approximately 120 students by Year Five after implementation.

Enrollment in the existing B.S. in Game Design and Development-Art program has grown from 20 students in 2009 to 100 students in 2014 (see Figure 1, below). The School of Art and Design will continue to manage enrollment by balancing student demand, student recruitment, and current resources. The proposed major will be supported by the School of Art and Design's extensive facilities, faculty, and advising resources. Students will benefit from the enhanced focus in career training within this design specialization.



Figure 1: B.S. in Game Design & Development-Art Enrollment 2009-2014

### Need as Suggested by Market Demand

The field of game design-art encompasses many disciplines, including multimedia art, animation, and graphic design. It has specializations concentrated in concept art, 2D digital art, game design, character design, level design, 3D modeling, and interactive design. In a few cases, the field of software development includes game design as a discipline as well, with concentrated specialties in both application and web development.

National projections from the U.S. Bureau of Labor Statistics (available at: (<u>http://www.bls.gov/emp/ep\_table\_102.htm</u>) indicate that: "the employment of Multimedia artists, Animators, Graphic designers, and Other designers is expected to grow approximately 6.3-8% between 2012 and 2022; and the employment of software developers and web developers is expected to grow approximately 20.1 to 22.8% between 2012 and 2022." Strong numbers in the software development growth projections are expected to have a "trickle-down" effect on multimedia positions, as nearly all software requires aspects of visual design in the current market. In Wisconsin and Minnesota alone, the employment of game design-related artists is expected to grow by 6-12% until 2022 (<u>www.careerinfonet.org</u>).

The market demand reflects key trends that will create job opportunities for graduates with this degree. Local and regional demand for game designers will continue to rise as popular media delivery options widen through interactive online and mobile channels. Demands for animation and game content for marketing and advertising continue to utilize more special effects, 3D animation, and interactive content, which require technically adept digital artists. Game design is also increasing in demand in areas such as scientific research and in the healthcare industry. To assist students in career-planning and seeking employment, program faculty/staff will assist as advisors with input from a professional advisory board

consisting of representatives from the industry.

As the game design industry blossoms in the Midwest, UW-Stout's B.S. and B.F.A. Game Design and Development programs will provide the talent necessary to nurture and sustain existing and developing companies in the state, as well as businesses and industry in the region. Cities like Madison and Milwaukee have numerous game design studios, and many more traditional design studios are expanding into content creation for game design. Additionally, UW-Stout's close proximity to Midwestern game design centers like Chicago and Minneapolis will also allow for industry partnership development in these cities with a high demand for digital artists and designers.

### **New Directions in Profession**

The proposed B.F.A. in Game Design and Development-Art will build upon the success and innovation that the current B.S. program and UW-Stout's School of Art and Design have been achieving over the past few years. The program has received accolades and has been included in national rankings such as the *Princeton Review's* Top Game Design Programs, *Animation Career Review's* Top Game Programs, and the winning game design at the *Electronic Entertainment Expo (E3)*. These are concrete examples of the leadership role the program has taken in forging new directions in the field. While most game development programs in the country focus specifically on the tools and technical side of the field, the proposed B.F.A. program at UW-Stout will continue to value a strong foundation in art and design while upholding the institutional mission of creativity, research, and applied learning.

# **DESCRIPTION OF PROGRAM:**

### **General Structure**

### **Institutional Program Array**

In keeping with its interdisciplinary nature, the proposed program draws from a number of different academic disciplines at UW-Stout, including art, design, computer science, English, art history, and psychology. The aforementioned program leaders have indicated support for the development of the proposed new major and will continue to offer courses that are currently used within the B.S. in Game Design and Development-Art concentration. Additionally, there is a very close interdisciplinary collaboration already established in the current B.S. in Game Design and Development program through the sharing of five different game design courses. In these game design classes, faculty and students from both the Department of Design and the Department of Mathematics, Statistics, and Computer Science teach and learn together. In many cases, the class projects involve other faculty, departments, and offices on campus. The proposed B.F.A. will continue to intentionally work with a wide array of entities on campus.

The program will be housed in the Department of Design, within the School of Art and Design, which is part of the College of Arts, Humanities, and Social Sciences. Once the program is implemented, a program director will be assigned who will maintain oversight of the program.

### Other Programs in the University of Wisconsin System

The current B.S. is the only program of its kind in the discipline of game design in the UW System (<u>http://uwhelp.wisconsin.edu/publications/Majors\_Matrix.pdf</u>). Additionally, the new program will be the only professional degree (B.F.A.) in game design in the states of Wisconsin and Minnesota. UW-Whitewater is the one other UW institution that has a focus on game design. UW-Whitewater's B.A. and B.S. emphases are spread across three areas, including visual media design, communication/gaming, and gaming technology. UW-Stout's proposed professional B.F.A. will contain 80 credits in a professional core curriculum, while the current core for the UW-Whitewater B.A. requires 42 credits.

### **CollaborativeNature of the Program**

No collaboration with other institutions of higher education is planned.

### Diversity

In both the general education and required program courses, students are exposed to learning that prepares them to work with persons from different races, ethnicity, gender, and socio-economic status, and individuals with disabilities. As part of the general education requirements, students take courses in Social and Behavioral Sciences, Contemporary Issues, and Social Responsibility and Ethical Reasoning. A majority of the courses offered in these categories cover topics related to diversity and multiculturalism. Students must also satisfy six credits in both the Racial and Ethnic Studies (RES) and Global Perspectives categories.

The B.F.A. in Game Design and Development-Art program and its faculty are dedicated to encouraging and celebrating people from all backgrounds and identities. The faculty will demonstrate this in three ways. They will: (1) infuse program curriculum with a wide variety of perspectives including, but not limited to, race, sex, gender identity, sexual orientation, religion, socioeconomic status, and age; (2) recruit a diverse student population; and (3) take advantage of and continue to cultivate diversity within the program faculty.

The School of Art and Design makes a concerted effort to be inclusive of individuals from diverse populations and works in partnership with student service programs such as Disability Services, pre-college programs, and Multicultural Student Services to provide outreach and support as needed.

# **Student Learning Outcomes**

Upon the completion of the program, the student will be able to:

- Apply knowledge, techniques, and methods necessary to become a successful game designer and artist.
- Define and identify the elements and principles of art and design and apply them to a variety of art and design solutions within game design.
- Explain the historical, cultural, sociological, and psychological aspects of computer and video games.
- Communicate successfully using various means, including speaking, writing, and graphic communication.
- Describe the narrative, visual, audio, and level design principles for computer and

video games.

- Utilize industry standard software, equipment, production technologies and materials.
- Apply standards of practice for the game design profession including ethics, professional development, and business models.
- Develop a portfolio illustrating learned abilities and work experience. This may include examples of industry experiences, research, and creative works.
- Apply knowledge of the game design and development pipeline through interdisciplinary team-oriented game production.

# **Assessment of Learning Outcomes and Objectives**

The proposed B.F.A. in Game Design and Development-Art will require consistent and ongoing evaluations in order to ensure quality instruction and demonstrable student learning outcomes. Outlined in section 2.b are three examples of assessment, including portfolio reviews, faculty assessments, and professional advisory board input.

One of the primary assessment tools the School of Art and Design utilizes is the *Mid-Program Portfolio Review*. The School of Art and Design has conducted this review every semester since 1977. This assessment tool functions as a crucial element in ongoing evaluations of student outcomes to ensure quality programmatic instruction and the successful implementation of program objectives.

Secondly, the *Summative Senior Level Assessment* was implemented in 2003 to solicit faculty input regarding the outcomes of graduating seniors against the program objectives of the B.F.A. Faculty observations are generated through a survey that assesses the student's outcomes in class, online digital portfolio (which is created as part of a course required by the major), and capstone game design project. These areas are benchmarked against the related program objectives. While the university continues the one-year and five-year graduate follow-up studies, this senior-level assessment is conducted in order to evaluate student experiences beyond the *Mid-Program Review*. This process ensures a more comprehensive assessment of the program and the effectiveness of intermediate and advanced level courses and objectives.

Thirdly, the proposed program will have representatives on a *Professional Advisory Board* consisting of professionals, alumni, and stakeholders who are invested in the success of the program. The School of Art and Design faculty meets with this group every semester to discuss industry changes, professional standards, curriculum, and student learning objectives.

# **Program Curriculum**

The program has 120 credits. Forty credits are dedicated to general education. Eighty credits are dedicated to the requirements specific to the B.F.A. in Game Design and Development-Art (the professional core). The program has 80 credits dedicated to the professional core. Fifteen credits are dedicated to game design & development courses (GDD 101, GDD 325, GDD 3XX, GDD 450, and GDD 451), and the majority of the other 65 credits are comprised of art, design, and art/design history courses. Majors are required to receive a 'C' or better in all professional core courses.

# B.F.A. in Game Design and Development Art Required Curricular Components

- I. General Education Requirements\* (40 credits)
  - A. Communications Skills (9 cr.)
    - <u>ENGL-101</u> Freshmen English Composition (3 cr.)
    - <u>ENGL-102</u> Freshmen English Reading (3 cr.)
    - <u>SPCOM-100</u> Fundamentals of Speech (3 cr.)
  - B. Analytic Reasoning and Natural Sciences (11 cr.)
    - <u>CS-141</u> Intro to Computer Programming (3 cr.)
    - <u>MATH-118</u> Concepts of Mathematics (4 cr.)
    - <u>PHYS 211/212</u> Introduction to Physics (w/ lab) (4 cr.)
  - C. Arts and Humanities (6 cr.)
    - <u>ARTH 223</u> Survey of Art: Ancient to Medieval (3 cr.)
    - <u>LIT 208</u> Fiction into Film or <u>ENGL 245</u> Creative Writing (3 cr.)
  - D. Social and Behavioral Sciences (6 cr.)
  - E. Contemporary Issues (3cr.)
  - F. Social Responsibility and Ethical Reasoning (3 cr.)
  - G. Selectives (Course may be selected from any GE categories) (2 cr.)
- II. Major Requirements (80 credits)
  - A. Game Design Core (15 credits)
    - <u>GDD-101</u> Intro to Game Design (3 cr.)
    - <u>GDD-325</u> 2D Game Design & Development (3 cr.)
    - GDD-3XX 3D Game Art & Engines (3 cr.)
    - <u>GDD-450</u> 3D Game Design & Development 1 (3 cr.)
    - <u>GDD-451</u> 3D Game Design & Development 2 (3 cr.)

B. Art and Design Foundation (38 credits)

- <u>ART-100</u> Drawing I (3 cr.)
- <u>ART-101</u> 2-Dimentional Design Foundations (3 cr.)
- <u>ART-103</u> 3D Design (3 cr.)
- <u>ART-200</u> Drawing II (3 cr.)
- <u>ART-301</u>Life Drawing I (3 cr.)
- <u>DES-176</u> Intro to Digital Narrative (3 cr.)
- DES-2XX Pixel and Vector Art (3 cr.)
- <u>DES-205</u> Design Drawing (3 cr.)
- <u>DES-220</u> 2D Digital Imagery (3 cr.)
- <u>DES-310</u> Graphic Design I (3 cr.)
- DES-325 Intro to Interactive Design (3 cr.)
- DES-372 3D Modeling & Animation I (3 cr.)
- <u>DES-390</u> Portfolio/Professional Practice Seminar (1 cr.)
- <u>DES-4XX</u> Coop, Field Experience or Other (1 cr.)

B. Specialty Track (choose one of two tracks) (18 credits)

# 2D Track

- <u>ART-209</u> Painting I or <u>ART-401</u> Life Drawing II (3 cr.)
- <u>DES-370</u> Interactive Design II (3 cr.)
- <u>DES-378</u> Animation Studio (3 cr.)
- <u>DES-321</u> Digital Imagery Studio (3 cr.)
- DES/ART/GDD Selective Approved by Advisor (3 cr.)
- DES/ART/GDD Selective Approved by Advisor (3 cr.)

# 3D Track

- <u>ART-211</u> Sculpture I or <u>ART-213</u> Ceramics I (3 cr.)
- <u>DES-374</u> 3D Modeling & Animation II (3 cr.)
- <u>DES-373</u> 3D Modeling & Animation III (3 cr.)
- <u>DES-256</u> Interactive Environments (3 cr.)
- DES/ART/GDD Selective Approved by Advisor (3 cr.)
- DES/ART/GDD Selective Approved by Advisor (3 cr.)

C. Art and Design History Requirements (9 credits)

- <u>ARTH-224</u> Survey of Art: Renaissance-20<sup>th</sup> Century (3 cr.)
- <u>ARTH-340</u> History of Interactive Media (3 cr.)
- ARTH-XXX Art History Selective (3 cr.)

# Time to Degree

Full-time students averaging 15 credits per semester will be able to complete the degree in four years. Additionally, UW-Stout offers a number of courses during winter and summer breaks that may take to meet their four-year graduation schedule.

# **Program Review Process**

The director of the B.F.A. program generates a yearly "Assessment in the Major" (AIM) report in which indirect and direct assessments of student learning objectives and outcomes are reviewed. The program director of the proposed B.F.A. in Game Design and Development-Art program will use the assessments to review the success of the program. As students begin to graduate from the major, the program director will analyze the survey results data of the alumni and employers in conjunction with UW-Stout's Planning, Assessment, Research and Quality (PARQ) Office survey of graduates, as is typical for most UW-Stout programs, for the purpose of continuous improvement.

The program director and key faculty will monitor retention, time-to-graduation, graduation rates, and placement rates to further assess the overall effectiveness of the program. Questions related to the program objectives will be included as a supplement to the standard survey. Results from the yearly AIM report will be examined to determine the need for future curricular and program revisions and to help assess and maintain the quality of the program.

UW-Stout's Planning and Review Committee (PRC) also conducts formal reviews of degree programs in accordance with UW System and UW-Stout required cycles. As part of this review, present and past students, faculty, and program advisory committee members are surveyed. The program director develops a self-study report that is reviewed in a formal hearing conducted by the PRC, with final results presented to the Faculty Senate and the Provost.

### **Program Quality**

UW-Stout ensures program quality through systematic continuous improvement procedures in which student learning outcomes are assessed regularly to determine the need for curricular or programmatic revisions. Faculty within the School of Art and Design will also provide a continuous review of courses, curriculum, applied learning, and employment outcomes to determine if the program is meeting expected standards.

### Accreditation

This proposed program realignment addresses concerns of the National Association of Schools of Art and Design (NASAD) Commission Report on Accreditation (dated May 21, 2013). Upon approval from UW System Board of Regents, this program will be submitted to NASAD for review.

BUDGET NARRATIVE - UW-Stout BFA Game Design and Development- Art

The below verbiage is to be referenced when reviewing the included *Cost & Revenue Projections* for Newly Proposed Program Budget Spreadsheet.

# I. Enrollment

The Enrollment (New Student) Headcount and Enrollment (New Student) FTE have a sizable population, even in Year 1 of the program, because of the existing B.S. Game Design and Development-Art concentration student population. The counts are tabulated as "New" because they are new to the B.F.A. For example, in Year 1 of the Enrollment (New Student) Headcount, there are 40 total students. This is a combination of 20 expected incoming freshman and 20 expected internal transfers

(from the current B.S.). This continues into Year 2, and then returns to the goal of 25 incoming freshman in *Year 3*. An attrition rate of 15% per year was used when calculating the *Enrollment (Continuing Student) Headcount* and *FTE*, and thus estimating that 85% of all students will move on to the subsequent year(s).

# II. Credit Hours

Thirty credits of instruction will be offered each year leading to all 120 credits of curriculum required for completion of the degree by Year 4

# III. FTE

As students are steadily added to the major, there will be a need for additional instructional support. Currently, there is only one full-time faculty member dedicated to the current 110-student BS in Game Design and Development-Art Major. In addition to one faculty member serving as a future program director, additional faculty will be needed to offer a variety of courses for the proposed BFA. The School of Art and Design has an average of three tenure-track/tenured FTE's and additional part time instructor support for each BFA, and it is the intention (by Year 3) for the proposed Game Design BFA to have a similar number. Additionally, the proposed program will also require a .5 LTE office support staff position, which is standard for other programs on campus.

# IV. N/A

# V. New Revenues

Tuition revenue is calculated as new credit hours multiplied by the total student FTE per year. It is \$298 per undergraduate (in-state) student credit hour. We estimate 95% of the student population will qualify for in-state rate (MN and WI residents).

# VI. New Expenses

For new expenses related to *Faculty/Instructional Staff*, the average salary of the present GDD instructor and instructors teaching in a similar major (Entertainment Design) were multiplied by 1.4 (this includes the 40% fringe rate), and also multiplied by new FTE required for each year, to arrive at an estimate of salary costs.

For new expenses related to Other Staff, the \$1,500 program director stipend was

multiplied by 1.4 (potential fringe assessment) and the pay for a .50 LTE position was multiplied by 1.245 for LTE Fringes. In both cases, for years 2-5, that amount was multiplied by 1.05 to assume a potential 5% raise or salary increase.

In addition to the *Salaries* connected to the positions in Section III, the program will have an assortment of other expenses, due to the technical requirements of the medium in which it works.

For Facilities, no new capital investments are anticipated.

The *Equipment* expense has a projected yearly cost of \$20,000, due to the maintenance and upkeep of advanced computer and game equipment. There will also be a small upkeep cost, with a more substantial expense for furniture replacement, every five years. This includes ergonomic chairs and desks, due to the students spending an average of 40 hours per week working in these specific facilities.

Every third year there is a much larger cost of \$60,000-80,000, connected to the refresh of the computers in a dedicated and specialized lab in which many courses from the proposed BFA are taught. Refreshing computer labs every three years is required– by two different national organizations that have accredited the majors using this lab. The Game Design BS, accredited by the *Accreditation Board for Engineering and Technology (ABET)*, and the proposed Game Design BFA, accredited by the *National Association of Schools of Art and Design (NASAD)*, both will make frequent use of the aforementioned computer lab.

The *Other* category includes an assortment of miscellaneous costs, such as the annual fees related to an extensive list of industry-standard software for the lab, professional development for faculty, support for business-related travel, graduate assistantship support, accreditation costs, and funds for the creation of marketing and promotional materials of a new major.

	Items	Projections				
		2015 2016 2017 2018			2018	2019
		Year 1	Year 2	Year 3	Year 4	Year 5
<u> </u>	Enrollment (New Student) Headcount	40	40	25	25	25
	Enrollment (Continuing Student) Headcount	0	35	70	90	110
	Enrollment (New Student) FTE	34	34	21	21	21
	Enrollment (Continuing Student) FTE	0	30	60	77	94
		34	34	21	21	21
II	Total New Credit Hours (# new sections x credits per section)	30	30	30	30	0
	Existing Credit Hours	0	30	60	90	120
		30	60	90	120	120
III	FTE of New Faculty/Instructional Staff	1.00	1.00	1.00	0	0
	FTE of Current Fac/IAS	2.50	3.50	4.50	5.50	5.50
	FTE of New Admin Staff	0.25	0	0	0	0
	FTE Current Admin Staff	0	0.25	0.25	0.25	0.25
		3./5	4./5	b./p	5.45	5.75
V	New Revenues					
	From Tuition (new credit hours x F I E)	\$238,680	\$477,360	\$447,525	\$596,700	\$596,700
	From Fees	\$11,934	\$23,868	\$22,376	\$29,835	\$29,835
	Program Revenue - Grants					
	Program Revenue - Other					
	Reallocation					
	Total New Revenue	\$250,614	\$501,228	\$469,901	\$626,535	\$626,535
VI	New Expenses					
	Salaries plus Fringes					
	Faculty/Instructional Staff	\$92,564	\$97,192	\$97,192	\$0	\$0
	Other Staff	\$20,476	\$21,500	\$22,575	\$23,704	\$24,889
	Other Expenses	\$113,040	\$T18.692	\$119,767	\$23,704	\$24,889
	Facilities					
	Equipment	\$20,000	\$80,000	\$20,000	\$20,000	\$115,000
	Other: Travel/professional development/marketing/accreditation fees	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Total Expenses	\$138,040	\$203,692	\$144,767	\$48,704	\$144,889
VII	Net Revenue	\$112,574	\$297,536	\$325,134	\$577,831	\$481,646
Narrative: Explanation of the Numbers and Other Ongoing Commitments that will Benefit the Proposed Program						
Expand this Textbox, if necessary.						

#### University of Wisconsin-Stout Cost and Revenue Projections for the B.F.A. in Game Design and Development-Art

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 tł the Provost Date:



Office of the Provost & Vice Chancellor Academic & Student Affairs University of Wisconsin-Stout P.O. Box 790 Menomonie, WI 54751-0790 715-232-1699 715-232-2421

October 24, 2014

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

e-mail:provost@uwstout.edu

Dear President Cross: I am providing this University of Wisconsin-Stout Letter of Commitment in support of the proposed B.F.A in Game Design and Development-Art.

This proposed new major elevates the existing B.S. in Game Design and Development-Art concentration to a B.F.A. degree. With the implementation of this B.F.A., the Art concentration will be deleted from the B.S. degree. The proposed program represents title and content structure describing a professional degree that corresponds with the five existing accredited B.F.A. programs offered at UW-Stout. This proposed program addresses titling concerns of the National Association of Schools of Art and Design (NASAD) Commission Report on Accreditation (dated May 21, 2013).

The B.F.A. in Game Design and Development-Art will continue to serve UW-Stout's mission and strategic plan, as the B.S. has for the past five years. The proposed new major is consistent with the University's polytechnic designation.

The new B.F.A. enhances and complements UW-Stout's current program array, uses an applied curriculum, and prepares students for successful careers. Due to the nature of the game design and development field, collaboration between the sciences and arts is essential to the major's success. Building on the current relationship fostered between the College of Humanities, Arts, and Social Sciences and the College of Science, Technology, Engineering, and Mathematics, the joint programs of the proposed B.F.A. in Game Design and Development-Art and the existing B.S. in Game Design and Development–Computer Science will continue to collaborate on an interdisciplinary level through course development and delivery, coordination of facilities, student advising and career planning, and sharing of professional advisory board members.

The proposal has been thoroughly vetted through our on-campus curriculum approval procedures.

After implementation, assessment of the B.F.A. in Game Design and Development-Art will involve ongoing evaluations in order to ensure quality instruction and demonstrable student learning outcomes, including portfolio reviews, faculty assessments, and professional advisory board input, in addition to annual program assessment.

Thank you for your consideration.

Sincerely,



Dr. Jackie Weissenburger Interim Provost and Vice Chancellor for Academic and Student Affairs

Revision to Regent Policy Document (RPD) 14-10, "Nondiscrimination on the Basis of Disability"

# EDUCATION COMMITTEE

Resolution I.1.a.(3)

That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents approves the attached revisions to RPD 14-10, "Nondiscrimination on the Basis of Disability."

December 5, 2014

Agenda Item I.1.a.(3)

Revision to Regent Policy Document (RPD) 4-1, "Recording of Lectures"

# EDUCATION COMMITTEE

Resolution I.1.a.(4)

That, upon the recommendation of the President of the University of Wisconsin System, the Board of Regents approves the attached revisions to RPD 4-1, "Recording of Lectures."

December 5, 2014

Agenda Item I.1.a.(4)

# PROPOSED REVISIONS TO REGENT POLICY DOCUMENT (RPD) 14-10, NONDISCRIMINATION ON THE BASIS OF DISABILITY AND RPD 4-1, RECORDING OF LECTURES

# BACKGROUND

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

At its December 2014 meeting, the Board will review revisions to RPD 14-10, "Nondiscrimination on the Basis of Disability," and RPD 4-1, "Recording of Lectures."

# **REQUESTED ACTION**

Adoption of Resolution I.1.a.(3), approving revisions to RPD 14-10, "Nondiscrimination on the Basis of Disability Policy," as shown in the attachment.

Adoption of Resolution I.1.a.(4), approving the revisions to RPD 4-1, "Recording of Lectures," as shown in the attachment.

# DISCUSSION

### Regent Policy Document 14-10, Nondiscrimination on the Basis of Disability

RPD 14-10, "Nondiscrimination on the Basis of Disability," describes the UW System's compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 (Section 504), as well as the Wisconsin Fair Employment Act and other relevant state and federal laws as they apply to educational institutions. The ADA prohibits discrimination based on disability in regard to employment and by public entities, including public institutions of higher education. Section 504 provides protection against discrimination on the basis of a disability in any programs or activities receiving federal financial assistance.

The proposed revisions to RPD 14-10 reflect federal amendments, as well as recent regulatory guidance from the U.S. Department of Justice with regard to approved service animals. The proposed policy provides an overview of the legal requirements and expectations with regard to individuals with disabilities and more clearly directs UW institutions to develop

and adopt institutional policies to be consistent with applicable federal laws. In addition, the scope of the policy was updated to include all members and agents of UW institutions, to include guests, visitors, vendors, contractors and those doing business with UW System institutions.

Among the changes are provisions to address the Americans with Disabilities Act Amendments Act of 2008, effective January 1, 2009, which amended the ADA and Section 504 as follows:

- Retained the definition of disability under Section 504 and the ADA but emphasized that the definition should be interpreted broadly;
- Directed that the ameliorating effects of mitigating measures (other than ordinary eyeglasses or contact lenses) not be considered in determining whether an individual has a disability;
- Expanded the scope of "major life activities" by providing a non-exhaustive list of general activities and a non-exhaustive list of major bodily functions;
- Clarified that an impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active; and
- Clarified the meaning of "regarded as" having a disability, including that individuals "regarded as" having a disability are not entitled to reasonable accommodations or reasonable modifications.

Other changes in the policy include the removal of a definitions section, as this information will be added to guidelines under development by UW System Administration, and clearer language on the implementation and directions for the enforcement of the policy within the entire UW System, its institutions, and agents. Current and proposed versions of RPD 14-10 are attached.

# Regent Policy Document 4-1, Recording of Lectures

During the process of reviewing RPD 14-10, it was determined that changes were necessary to RPD 4-1, "Recording of Lectures," in order for the policy to remain compliant with disability laws. The proposed revisions to RPD 4-1 clarify that students with disabilities may have the right to record lectures or take notes during class or online instruction, when and if a qualifying disability is present, and such accommodation is necessary. The rights of instructors to manage their classrooms and to protect their intellectual property remain unchanged. For reasons of pedagogical practice, academic freedom or protection of intellectual property rights, faculty and instructional academic staff may limit or restrict students from copying, recording or using instructional materials or lectures. UW institutions have the option to adopt more detailed policies and procedures on this topic consistent with RPD 4-1. Current and proposed versions of RPD 4-1 are attached.

Revisions to RPD 14-10 were initiated by the UW System President's Advisory Committee on Disability Issues, which was assigned to review and update the policy. Revisions to RPD 14-10 and 4-1 were drafted by the Office of General Counsel and reviewed by the ADA Disability Coordinators, the UW System Faculty and Academic Staff Representatives, the UW System Classified Staff Representative Committee, Human Resources Directors, Affirmative Action Directors, and the Offices of Legal Affairs at UW-Madison and UW-Milwaukee.

# **RELATED REGENT POLICIES**

RPD 14-6 Discrimination, Harassment and Retaliation





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# **Regent Policy Documents**

# **SECTION 14: DISCRIMINATION PROHIBITED**

# 14-10 NONDISCRIMINATION ON BASIS OF DISABILITY: POLICY STATEMENT

#### (Formerly 96-6)

The University of Wisconsin System is committed to making individuals with disabilities full participants in its programs, services and activities through its compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The Board of Regents recognizes that individuals with disabilities may need accommodations to have equally effective opportunities to participate in or benefit from the university's programs, services and activities.

It is the policy of the University of Wisconsin System that no otherwise qualified individual with a disability shall be denied access to or participation in any program, service, or activity offered by the universities. Individuals with disabilities have a right to request accommodations. Individuals will receive appropriate accommodations to their needs in order to fully participate in or benefit from the university's programs, services, and activities in a non-discriminatory, integrated setting.

The University of Wisconsin System and any of its agents shall not coerce, intimidate, retaliate against, or discriminate against any individual for exercising a right under the ADA or Section 504, or for assisting or supporting another to exercise a right under the ADA or Section 504.

The University of Wisconsin System will not give significant assistance to an agency, organization, or person that discriminates on the basis of disability in providing any aid, benefit, or service to beneficiaries of the university's programs.

### I. DEFINITIONS

- A. Disability means, with respect to an individual:
  - 1. a physical or mental impairment that substantially limits one or more of the person's major life activities;
  - 2. a history of such an impairment; or
  - being regarded as having such an impairment.
- B. A Qualified Individual with a Disability is someone who (with or without accommodations) meets the essential eligibility requirements for participating in programs, services, and activities provided by the university.
- C. Accommodation means adjustments including reasonable modifications to rules, policies, or practices; environmental adjustments such as the removal of architectural, communication, or transportation barriers; or auxiliary aids and services. Examples of accommodations include, but are not limited to: alternative testing, extended time, scribe, interpreter, environment free of distractions, brailed material, taped lectures, and computer-assisted instruction.
- D. Essential Eligibility Requirement means the academic or other technical standards required for admission to or participation in the university's programs, services, or activities which an individual must be able to meet with or without accommodation.
- E. Individual means any person applying for admission to or participation in a program, service or activity of the university, or any person currently participating III a program, service or activity of the university.

### II. RESPONSIBILITIES

#### A. University of Wisconsin System Administration:

- The President of The University of Wisconsin System shall appoint and maintain an Advisory Committee to provide information and recommendations relating to individuals with disabilities.
- The President of the University of Wisconsin System shall designate a person or office to be a resource to the President's Advisory Committee, to act as a liaison to other agencies, and to assure that each institution has developed the procedures required by this policy.
- 3. System Administration shall develop operational guidelines for implementing this policy.

#### B. University of Wisconsin Institutions:

- 1. Each Chancellor shall appoint an advisory committee, including students, to provide information and recommendations responsive to the needs and concerns of individuals with disabilities.
- 2. Each Chancellor shall designate one or more individuals to coordinate its efforts to comply with and fulfill its responsibilities under Title II of the ADA and Section 504 and to investigate any complaints alleging the institution's non-compliance with Title II of the ADA and Section 504.
- 3. Each institution shall adopt and make readily available in suitable formats (e.g., enlarged, Braille, audio-taped):
  - a procedure that allows an individual, including both prospective and current students, to disclose a disabling condition and request accommodations believed needed to obtain equal access to and participation in university programs, services and activities;
  - b. a procedure for confirming an individual's disability and assessing the appropriateness of the requested accommodations;
  - c. a procedure for sharing, storing and protecting confidential medical information;
  - d. a procedure for providing accommodations.
- 4. Each institution shall maintain data on the nature and extent of the services provided to individuals with disabilities. System Administration will develop data collection requirements as part of the operational guidelines for implementing this policy.
- Each institution shall provide accommodations to allow individuals with disabilities to participate in or benefit from the university and its programs, services, and activities in the most integrated setting appropriate.
- 6. Each institution shall adopt and publish grievance procedures providing for prompt and equitable resolution of complaints alleging any action that would violate Title II of the ADA or Section 504. These procedures should be applicable to any anticipated complaint, including an appeal of a denied accommodation request.
- An institution will not place a surcharge on a particular individual with a disability or any group of individuals with disabilities to cover the costs of measures that are required to comply with the provisions of Section 504 and the ADA.
- 8. An institution will provide funding for auxiliary aids while an individual's application for funding by other agencies is being reviewed.
- Each institution shall provide periodic in-service training for faculty and staff to develop their awareness and understanding of the needs of individuals with disabilities and legal compliance issues.

#### C. Individuals with Disabilities:

- Each individual is responsible for making timely and complete disclosures and specific requests regarding accommodations to meet his or her particular needs in order to enable the University of Wisconsin Institution to provide an appropriate response. It is strongly recommended that requests for accommodations be made at least eight weeks prior to the date they would be needed to avoid delays that could affect participation in a program, service, or activity.
- 2. Each individual seeking accommodations based on a disability shall demonstrate initiative in obtaining and arranging accommodations. If requested, institutions will assist an individual in making the necessary applications for funding from other agencies.
- 3. Each individual is required to submit documentation verifying his or her disability and limitations that is appropriately current and prepared by a qualified professional. Individuals submitting incomplete information may be asked to provide additional verifying documentation. Individuals may be required to participate in additional evaluations needed to determine the individual's eligibility for an accommodation or what constitutes an appropriate accommodation.
- 4. The university shall not require an individual with a disability to accept an

accommodation, aid, service, opportunity or benefit under any circumstances.

5. Students with disabilities are expected to abide by the student conduct code in the same manner as all students.

#### **III. FACILITY ACCESSIBILITY**

#### A. Existing Facilities :

- 1. Structural changes in existing facilities are not required when other methods provide program accessibility. Existing facilities shall be made readily accessible to qualified individuals with disabilities, through such means as:
  - a. Redesigning equipment or the facility after case review.
  - b. Providing appropriate signage.
  - c. Reassigning classes, staff, or services to accessible sites.
  - d. Delivering health, advisory, and support services at accessible sites.
- 2. Remodeling projects that affect the usability of a facility or any part of a facility shall, to the maximum extent feasible, be completed in such a manner that the facility is readily accessible to and usable by persons with disabilities.
- 3. Evacuation procedures shall be developed by each institution for individuals with disabilities.

#### **B. New Construction:**

Each facility or part of a facility constructed by, on behalf of, or for the use of the university must be designed and constructed in such a manner that the facility is readily accessible to and usable by persons with disabilities.

#### C. Off Campus:

Contractual or lease agreements for the use of off-campus facilities should reflect efforts to secure accessibility. Any program, service, or activity in that facility must be accessible.

#### **IV. EDUCATIONAL PROGRAMS AND ACTIVITIES**

#### A. Admissions or Enrollment:

- 1. No information regarding an applicant's disability may be solicited to determine admission to the university. However, such inquiries may be made after an individual has been admitted for purposes of providing appropriate accommodations.
- 2. The number or proportion of individuals with disabilities who will be admitted or enrolled may not be limited solely on the basis of disability.
- 3. Tests administered for purposes of admission, enrollment, or placement may not discriminate.

#### **B.** Testing:

Before tests are selected and administered, campuses first should confirm that assessments do not discriminate by ensuring that:

- Tests are selected and administered so the results reflect aptitude or achievement level, or whatever other factor the test purports to measure, rather than the applicant's disability, unless the existence of a disability must be determined to allow an individual access to a program, services or activity established for individuals with disabilities.
- 2. The tests administered to individuals with disabilities are available as regularly and in as timely a manner as are other admissions tests. The individual is responsible for making special needs known in a timely manner.

#### C. Off-campus Activities:

If a program is not wholly operated by the university but requires student participation (for example, internships, co-op, and student teaching assignments), the institution shall attempt to assure that these activities, as a whole, provide an equal opportunity for the participation of individuals with disabilities.

Prospective enrollees for the University of Wisconsin-Extension and university outreach programs are responsible for making requests for any special modifications or auxiliary aids.

Registration forms and program announcements must allow applicants to identify special needs and request accommodations.

#### D. Accommodations:

- 1. ACADEMIC REQUIREMENTS: Academic requirements shall be modified, as necessary, so they do not discriminate against qualified individuals with disabilities.
- PROGRAM EXAMINATIONS AND EVALUATIONS: Examinations or other procedures for evaluating an individual's academic achievements should, where necessary, be adapted to permit evaluating the achievement of individuals who have a disability, rather than reflecting the individual's disability.
- ACADEMIC SUPPORT SERVICES: No participant with a disability in a university program or activity shall be denied the benefits of, be excluded from participation in, or be otherwise discriminated against in the provision of educational support services available to all individuals in general.

All auxiliary aids, services, or other accommodations used by individuals with disabilities to provide access to university programs, services, and activitiesneed not be on hand or present at all times.

The university does not provide individuals with disabilities with personal devices or assistance for personal use, including but not limited to: wheelchairs, eye glasses, hearing aids, personal assistance for eating or dressing, or readers for personal use.

Accommodations shall not fundamentally alter the nature of the program, service, or activity; require waiver of essential program or licensure requirements; violate accreditation requirements; unnecessarily intrude on academic freedom; or pose an undue fiscal or administrative burden on the institution.

The university retains authority in determining appropriate accommodations after giving consideration to the wishes of the individual, the documentation provided, and institutional expertise in working with individuals with disabilities.

#### E. Physical Education, Athletics, and Related Activities:

Each institution shall require that all physical education courses, intercollegiate and intramural athletics, and related activities, taken as a whole, provide an equal opportunity for the participation of qualified individuals with a disability. Individuals who cannot participate in standard physical education courses or compete in athletic programs with or without accommodation because of a disability may be offered alternates that are separate or different, provided that the programs and activities are operated in the most integrated setting appropriate. If accommodations are not possible in a required course, a procedure for requesting a substitution should be available.

#### F. Insurance:

For institutions that provide insurance plans and health services, the university shall afford these benefits to qualified persons with disabilities in a manner consistent with the ADA. A student health center must provide the same types and levels of service for all students, nondisabled and disabled. In addition, student health centers should be prepared to provide individuals with disabilities with information about where specialized health services may be obtained, if these services are not provided at the center.

#### G. Housing:

- 1. **ON-CAMPUS HOUSING:** Where a university provides on-campus housing/food services, it shall provide comparable, convenient, and accessible services at the same cost to individuals with disabilities.
- OFF-CAMPUS HOUSING: Where a listing of private off-campus housing is provided by any university office, it should identify those units that are accessible to individuals with disabilities.

#### H. Financial Aid:

Financial aid awards may take into account the special needs of individuals with disabilities. Adjustments to awards as allowed by the rules or regulations governing the financial aid program may be made by the financial aid service.

#### I. Student Employment:

The University of Wisconsin System complies with Title I of the Americans with Disabilities Act and Section 504 so that students with disabilities have an equal opportunity to participate in institutional employment opportunities.

#### J. Advising, Counseling and Placement Services:

Institutions shall not counsel or advise qualified individuals with disabilities toward more restrictive career objectives than non-disabled individuals with similar interests. This does not preclude providing factual information about licensing and certification requirements that may present obstacles to individuals with disabilities in their pursuit of particular careers.

#### K. Social Organizations:

Before providing official recognition or assistance to fraternities, sororities, or other campus organizations, institutions shall request and obtain assurance that the organization does not permit actions prohibited by this policy.

History: Res. 7346 adopted 12/6/96; replaces Policy 88-9 (established by Res. 5008 adopted 7/8/88)

#### Return to the policy index

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

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# Proposed

# 14-10 NONDISCRIMINATION ON BASIS OF DISABILITY

# Scope

This policy applies to all educational programs, employment practices, and operations of the University of Wisconsin (UW) System and its institutions, and to the conduct of all students, faculty and staff that arises out of their employment or academic status, as well as to the conduct of all program participants, guests, visitors, vendors, contractors, subcontractors and others who do business with the UW System or its institutions.

# Purpose

The purpose of this policy is to express the Board of Regents' expectation that the UW System, its institutions and agents shall respect the rights of individuals under the Americans with Disabilities Act of 1990 (ADA), including changes made by the ADA Amendments Act of 2008, Section 504 of the Rehabilitation Act of 1973, The Wisconsin Fair Employment Act and other applicable state and federal laws that prohibit discrimination on the basis of a disability.

### **Policy Statement**

It is the policy of the Board of Regents that discrimination on the basis of a disability is prohibited. No otherwise qualified individual with a disability shall be denied access to or participation in any program, service, activity or employment opportunity offered by the UW System or its institutions.

In addition, retaliation is prohibited against any person for exercising a right under federal or state disability laws or for assisting or supporting another in exercising such a right.

### Implementation

A. University of Wisconsin System

The President of the UW System shall appoint and maintain an advisory committee to provide information and recommendations with regard to disability-related issues. The President shall also designate a person or office to be a resource to this committee, to act as a liaison to other agencies, and to assure that each institution has developed the procedures required by this policy. The UW System Administration shall maintain operational guidelines for implementing this policy.

B. UW Institutions

Each UW System institution shall undertake the following initiatives:

- 1. Appoint an advisory committee, which includes students as members, to provide information and recommendations responsive to the needs and concerns of individuals with disabilities.
- 2. Implement policies, procedures or practices that are consistent with this policy and provide, at a minimum, the following:
  - a. Notification of the institution's policies, procedures and/or practices in regard to the rights and protections of qualified individuals with disabilities in employment and the educational setting. This information shall be readily available in accessible formats to prospective and current students and employees on the institution's website.
  - b. A procedure(s) pursuant to which an individual may notify an appropriate institutional representative that he/she has a disability and request a reasonable accommodation. This process shall include a method under which confidential health-related information will be collected and maintained in accordance with the law.
  - c. A procedure for evaluating requests to use service animals or assistance animals on property owned or controlled by the institution.
  - d. A procedure under which a person may file a complaint or grievance for alleged violations of this policy or institutional policies or practices. This process must ensure the prompt and equitable resolution of the complaint or grievance, should be applicable to any anticipated disability-related complaint, including an appeal of a denied accommodation request, and should provide for resolution by an administrative official or panel.
  - e. A designated individual(s) in the appropriate units to coordinate efforts to implement and enforce the applicable policies, procedures and protections afforded to qualified individuals with disabilities.
- 3. Ensure that its facilities, including new and existing facilities, are accessible in a manner that is consistent with this policy and compliant with state and federal law.
- 4. Ensure that any University program, activity or event that occurs off-campus is readily accessible to all participants in accordance with state and federal law.
- 5. Ensure that its financial aid, admissions and enrollment practices, advising and placement services, and social organizations do not discriminate against individuals with disabilities.
- 6. Ensure that all physical education courses, athletic programs and related activities, taken as a whole, provide an equal opportunity for the participation of qualified individuals with a disability, in accordance with eligibility requirements and state and federal law.

7. Ensure that electronic and information technology resources are accessible to and usable by qualified individuals with disabilities.

In addition, each institution shall develop a process under which relevant statistical data and information can be collected, maintained and reviewed to assess the nature and extent of the services provided to individuals with disabilities in both an employment and educational setting. Each institution is also encouraged to provide training to faculty and staff in order to provide awareness and understanding of the legal rights of individuals with disabilities in regard to higher education.

# **Oversight, Roles, and Responsibilities:**

Each chancellor or his or her designee shall be responsible for implementing institutional policies consistent with this policy. System Administration staff will assist institutions in their efforts to implement this policy, to answer specific legal or policy questions, and to provide information and materials on the subject of disability law compliance that may be useful in the drafting of definitions and procedures or in preparing education programs.

# **Related Regent Policies and Applicable Laws**

- RPD 14-6 Discrimination, Harassment and Retaliation
- Wis. Stat. § 36.12 Student discrimination prohibited
- Wis. Stat. § 106.56 Postsecondary education; prohibition against discrimination on basis of physical condition or developmental disability
- Wis. Stat. § 106.57 Postsecondary education; accessible instructional material for students with disabilities
- Wis. Stat. § 111.34 Fair Employment Act (Disability: exceptions and special cases)
- 42 U.S.C. § 3601 et seq. Fair Housing Act
- 42 U.S.C. § 12101 et seq. Americans with Disabilities Act
- 29 U.S.C. § 701 et seq. Section 504 of the Rehabilitation Act of 1973
- ADA Amendments Act of 2008 (P.L. 110-325)

# History

Res. 5008, adopted 07/08/88, created Regent Policy Document 88-9; Res. 7346, adopted 12/06/96, created Regent Policy Document 96-6 replacing Regent Policy Document 88-9; subsequently renumber 14-10; Res. xxxxx, adopted yy/yy/yy, amended Regent Policy Document 14-10.

4-1 RECORDING OF LECTURES





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### **Regent Policy Documents**

# SECTION 4: ACADEMIC POLICIES AND PROGRAMS

### **4-1 RECORDING OF LECTURES**

#### (Formerly 77-5)

The Regents recognize the responsibility of the individual instructor to determine policy concerning recording of lectures in his or her classroom. Prohibition of tape recorders in classrooms may not be imposed upon qualified disabled students who must utilize tape recorders because of the nature of their disability to effectively participate in a class, provided such students have signed agreements that they will not release the tape recording or transcription to others.

Notwithstanding the above, a teacher may, on certain occasions, for reasons concerning pedagogical practice or academic freedom, interdict the taking of notes. At such times, he/she may also forbid the use of tape recorders.

History: Res. 1556 adopted 11/11/77; replaces 76-5.

#### Return to the policy index

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

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# Proposed

# 4-1 COPYING AND RECORDING OF INSTRUCTIONAL MATERIALS OR LECTURES

# Scope

This policy applies to all University of Wisconsin System and UW institution programs and activities, employment practices and operations, including the conduct of all students and employees that arises out of their employment, educational or academic status.

# Purpose

The purpose of this policy is to define the rights and responsibilities of instructors (which shall include faculty and instructional academic staff) to protect their instructional materials and lectures and to balance those rights against the rights of qualified students with disabilities to effectively access instructional materials and lectures or to participate in a course, event, or program.

# **Policy Statement**

The Board of Regents recognizes the right of individual instructors to set reasonable policies and practices in regard to the use, copying or recording of instructional materials or lectures that are developed as a part of an academic course, event or program.

For reasons of pedagogical practice, academic freedom or protection of intellectual property rights, instructors may limit or restrict students from copying, recording or using instructional materials or lectures. However, reasonable accommodations shall be provided to qualified students with disabilities who may require the use of a recording device, note-taker or other assistance or technology to effectively access instructional materials and lectures in order to participate in an educational or academic course, event or program.

Instructors and students should work with their institution's office that provides services for students with disabilities to determine what type of reasonable accommodation, if any, is necessary to assure that the student may effectively participate in an educational or academic course, event or program in accordance with Regent policies, UW System Administration policies, institution policies, and state and federal laws.

# **Oversight, Roles, and Responsibilities**

Institutions may adopt policies or practices consistent with this Regent Policy Document.

# **Related Regent Policies and Applicable Laws**

- Regent Policy Document 14-10, Nondiscrimination on the Basis of Disability
- Wis. Stat. § 36.12 Student discrimination prohibited

- Wis. Stat. § 106.57 Postsecondary education; accessible instructional material for students with disabilities
- 42 U.S.C. § 12101 et seq. Americans with Disabilities Act of 1990
- 29 U.S.C. § 701 et seq. Section 504 of the Rehabilitation Act of 1973

# History

Res. 1326, adopted 10/15/76, created Regent Policy Document 76-5; Res. 1556, adopted 11/11/77, replaced Regent Policy Document 76-5 and created Regent Policy Document 77-5; subsequently renumbered 4-1; Res xxxxx, adopted yy/yy/yy, amended Regent Policy Document 4-1.

Addendum to the Mission University of Wisconsin-Green Bay

# EDUCATION COMMITTEE

# Resolution I.1.b

That, upon recommendation of the Chancellor of University of Wisconsin-Green Bay and the President of the University of Wisconsin System, the Board of Regents approves the addendum to the University of Wisconsin-Green Bay mission.

# ADDENDUM TO MISSION STATEMENT UNIVERSITY OF WISCONSIN-GREEN BAY

# BACKGROUND

Section 36.09(1)(b), Wis. Stats., requires that "the Board, after public hearing at each institution, shall establish for each institution a mission statement delineating specific program responsibilities and types of degrees to be granted."

The University of Wisconsin-Green Bay requests approval for its mission addendum. A UW System Administration review of UW institutions' mission statements revised after 2009, revealed that some missions were no longer compliant with s. 36.09(1)(b), Wis. Stats. Board leadership asked then-Senior Vice President Nook and General Counsel Stafford to work with UW-Green Bay and other UW institutions to make appropriate changes so that their mission statements would again be in alignment with s. 36.09(1)(b), Wis. Stats. UW-Green Bay was asked to add a statement to its current mission that delineated the specific program responsibilities and degrees offered.

The revised mission statement addendum has been reviewed and approved by the appropriate governance bodies at UW-Green Bay. UW System Administration recommends the addendum for approval by the Board of Regents.

# **REQUESTED ACTION**

Approval of Resolution I.1.b., approving the addendum to UW-Green Bay's mission statement.

# DISCUSSION

Below are the Pre-2009 select mission statement and the proposed revision of the addendum.

UW-Green Bay's Pre-2009 mission statement delineating specific program responsibilities and degrees reads as follows:

The University of Wisconsin-Green Bay provides an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues in a multicultural and evolving world. The University enriches the quality of life for students and the community by embracing the educational value of diversity, promoting environmental sustainability, encouraging engaged citizenship, and serving as an intellectual, cultural and economic resource.

(Approved by the UW System Board of Regents, September 2007.)

UW-Green Bay's revised addendum statement with changes incorporated would read as follows:

The University of Wisconsin-Green Bay provides an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues in a multicultural and evolving world. The University enriches the quality of life for students and the community by embracing the educational value of diversity, promoting environmental sustainability, encouraging engaged citizenship, and serving as an intellectual, cultural and economic resource.

The University offers undergraduate and graduate programs in the liberal arts and sciences and in professional studies that cultivate knowledge and encourage investigations into disciplinary and interdisciplinary fields, promote civic engagement and lifelong learning, and serve the needs of a diverse student body. Programs in the arts and humanities; business, management, and communication; science and technology; education; environment; health science; social and behavioral sciences; and social justice lead to a range of degrees, including AAS, BA, BAS, BM, BS, BSN, BSW, BBA, MS, MSW, and MSN degrees.

# **RELATED REGENT POLICIES**

BOR Policy 1-2 (cluster mission directives)

ACIS1.0



# MEMORANDUM

DATE: October 1, 2014

TO: Ray Cross, UW System President

FROM: Gary L. Miller, Chancellor

Cay L Mull

GARY L. MILLER

Chancellor

SUBJECT: UW-Green Bay Mission Statement

On the behalf of the administrative and governance leaders at the University of Wisconsin – Green Bay, I am pleased to submit a revised select mission statement for approval at the next Board of regents meeting. The revised mission statement is intended to be consistent with Chapter 36.09 (1) (b) and reads as follows:

The University of Wisconsin-Green Bay provides an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues in a multicultural and evolving world. The University enriches the quality of life for students and the community by embracing the educational value of diversity, promoting environmental sustainability, encouraging engaged citizenship, and serving as an intellectual, cultural and economic resource.

The University offers undergraduate and graduate programs in the liberal arts and sciences and in professional studies that cultivate knowledge and encourage investigations into disciplinary and interdisciplinary fields, promote civic engagement and lifelong learning, and serve the needs of a diverse student body. Programs in the arts and humanities; business, management, and communication; science and technology; education; environment; health science; social and behavioral sciences; and social justice lead to a range of degrees, including AAS, BA, BAS, BM, BS, BSN, BSW, BBA, MS, MSW, and MSN degrees.

Thank you for your consideration of this request.

cc:

David Ward ✓Stephen Kolison Jane Radue Carmen Faymonville

# - 360° OF LEARNING -

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# Associate of Arts and Sciences Degree #

# **Baccalaureate Majors**

### Arts and Humanities

#### Art

Arts Management Communication Design Arts English First Nations Studies French and Francophone Studies German History Humanistic Studies Music Philosophy Spanish and Latin American Studies Theatre

### Science, Technology, Engineering and Math

Biology Chemistry Computer Science Electrical Engineering Technology \* Environmental Engineering Technology \* Environmental Sciences Geoscience Information Sciences Mathematics Mechanical Engineering Technology \*

### Non-clinical Health Sciences

Health Information Management and Technology Human Biology Nursing \* #

### Social and Behavioral Sciences

Accounting Business Administration # Democracy and Justice Studies Economics Education Environmental Policy and Planning Human Development Political Science Psychology Public Administration Social Work Urban and Regional Studies

### **Other Areas**

Individual Major Integrative Leadership Studies #

# **Master's Degrees**

Environmental Science and Policy Leadership for Teaching and Learning Management Nursing # Social Work Sustainable Management \* #

\* Some or all tracks in this major are delivered in Collaboration with other universities. # Some or all tracks in this major or program can be completed entirely online.



Senior Vice President for Academic Affairs

Mark A. Nook

1730 Van Hise Hall 1220 Linden Drive Madison, Wisconsin 53706-1559 (608) 262-3826 (608) 262-3985 Fax

email: vpacad@uwsa.edu website: http://www.uwsa.edu

February 20, 2014

To: Chancellor Thomas Harden and Provost Julia Wallace

From:

Re:

Mark A Mook **Mission Statemen** 

Recently, UW-Platteville requested a change in their Mission Statement. As part of our review of their proposed mission statement, we reviewed State Statue 36.09(1)(b) - (d) and the mission statements for each institution in the system. Chapter 36.09 (1) (b) states that

The board, after public hearing at each institution, shall establish for each institution a mission statement delineating specific program responsibilities and types of degrees to be granted.

It is my opinion and that of General Counsel, Tom Stafford, that UW-Green Bay's currently approved mission does not contain language that delineates specific program responsibilities and types of degrees to be granted and is thereby not in alignment with 36.09 (1) (b). The Board of Regents leadership has asked that I work with you to make appropriate changes so that the UW-Green Bay mission statement is consistent with 36.09 (1) (b).

Bringing UWGB's mission statement into compliance will require adding statements delineating the specific program responsibilities and specific degrees to be offered. Regent leadership has agreed that this can be done with a streamlined process as long as the added statements are identical to the statements as they appeared before the revision in 2010 with the inclusion of programs and degrees approved before February 15, 2014. These statements must also align with degrees and programs UWGB is approved to offer by the Higher Learning Commission. The process for making these revisions is:

- a. Develop the degrees and programs statements with appropriate campus governance approvals.
- b. Send the revised mission to UW System Administration for approval and preparation of background materials for submission to the Board of Regents. This mailing should include the current mission and a clean copy of the mission statement with the added statements on degrees and programs and the date at which it was approved by campus governance. It should also include a cover letter from the Chancellor addressed to the UW System President, asking that the mission revision be placed on the Board of

Regents' agenda. The mission statements will move through the Education Committee as part of their full agenda, and then on to the full Board for final approval.

Neither a second reading of the mission at a Regent meeting nor a campus open forum are required as long as only these two statements are added, and they include only degrees and programs already approved by the Board and HLC.

If you would like to make changes beyond adding these two statements or would like to have your mission statement include other degrees or programs that you aren't currently approved to offer, the mission statement would need to follow the standard Regent process.

Please contact my office if you have any questions about the needed changes or the process. As you develop your additions, you will work with your academic planner in the Office of Academic, Faculty, and Global Programs to prepare your final documents for the Board of Regents.

Cc: Michael Falbo Regina Millner Ray Cross Tomas Stafford Jane Radue Stephen Kolison

# BACCALAUREATE ENGINEERING PROGRAM ARRAY MANAGEMENT IN THE UNIVERSITY OF WISCONSIN SYSTEM

### BACKGROUND

Baccalaureate programs in engineering disciplines prepare graduates to apply knowledge of mathematics, science, and engineering and to use the techniques, skills, and modern engineering tools necessary for engineering practice. Students typically learn to design and conduct experiments as well as to analyze and interpret data. Successful engineers must have the ability to design a system, component, or process to meet a company's or organization's needs within economic, environmental, social, ethical, health and safety, and sustainability constraints. Engineering graduates are typically required to have the ability to identify, formulate, and solve engineering problems and to possess the education necessary to understand the impact of engineering solutions on global economic contexts.

Engineering programs generally focus on theory and conceptual design, while engineering technology programs tend to focus on application and implementation. Baccalaureate-level engineering programs typically require additional, higher-level mathematics, including calculus and calculus-based theoretical science courses. Engineering technology programs typically focus on algebra, trigonometry, applied calculus, and other courses that are more practical than theoretical in nature. Graduates from engineering programs are called engineers and often pursue entry-level work involving conceptual design or research and development. Graduates of four-year engineering technology programs are called technologists, while graduates of two-year engineering technology programs are called technologists.

The mission of the engineering schools and programs within the UW System is to develop vigorous programs of teaching, to work closely with industry and the community, and, particularly at the two doctoral institutions, to conduct and publish research.

At its December 4, 2014 meeting, the Education Committee will discuss the October 2014 report from the National Center for Higher Education Management Systems (NCHEMS), commissioned by Senior Vice President Mark Nook in March 2014, as well as the responses and evaluations received from UW institutions and Wisconsin businesses and organizations (The Regents previously received the NCHEMS report, and all documents are available for review at: <a href="https://www.wisconsin.edu/regents/download/bor\_supporting\_docs/UW%20engineering%20programs%20array%20analysis%20documents.pdf">https://www.wisconsin.edu/regents/download/bor\_supporting\_docs/UW%20engineering%20programs%20array%20analysis%20documents.pdf</a>).

Interim Senior Vice President Ward will first present an overview of major issues to consider in the discussion:

- What is the current and long-term demand for baccalaureate-level programs and graduates in engineering?
- Which fields of engineering show sustainable long-term demand?

- Will expanding engineering program capacity within the UW System add to the overall engineering talent base in the State of Wisconsin?
- If the UW System decides to expand engineering-program capacity, what is the best method to expand access to students and respond to market demand?

Options include:

- (1) no new programs will be authorized.
- (2) build on the existing program array at institutions currently operating successful engineering programs; or
- (3) grant additional engineering program authorizations:
  - stand-alone programs;
  - consortial programs;
  - partnerships with existing programs; and
  - stepwise growth.
- How is employer, market, and student demand for engineering programs best analyzed?
- If engineering capacity in the UW System is expanded, what is the most cost-efficient way to achieve expansion?

Following this presentation, leaders from UW institutions that currently have engineering programs as part of their distinct mission and leaders from those institutions wishing to add engineering programs to their institutional array will be asked to briefly present their points of view to the Committee.

### RECOMMENDATION

For discussion only. No action is required at this time. Further discussion is expected at the February 2015 meeting of the full Board.

### DISCUSSION

The UW System's baccalaureate engineering programs are housed at UW-Madison, UW-Milwaukee, UW-Platteville, UW-Stout, and UW-Stevens Point. A complete listing of engineering baccalaureate degrees issued between 2008-09 and 2012-13 and organized by engineering disciplines and UW institutions is available in the attachment to this document. According to data collected by the Office of Policy Analysis and Research (OPAR), UW-Madison has 15 baccalaureate-level engineering degrees and graduated 3,165 students from 2008-09 to 2012-13, the most recent years for which data are available. UW Milwaukee currently has seven Accreditation Board for Engineering and Technology (ABET)-accredited baccalaureate engineering programs and has graduated 935 students during the same period. UW-Platteville has eight baccalaureate ABET-accredited engineering programs and has graduated 1,735 students during the same 5-year period. UW-Stout has three engineering programs, one Engineering Technology Program and some engineering-related and has produced 725 baccalaureate engineering degrees. UW-Stevens Point has a Paper Science and Engineering Program and has graduated 39 students in the same five-year period. According to OPAR data, from 2008-09 to 2012-13, UW institutions produced a total of 6,609 engineering graduates. Degrees issued in Science, Technology, Engineering, and Mathematics (STEM), which includes engineering and engineering-related technology programs, have been a sizeable part of the UW System's output.

In 2014, three engineering technology baccalaureate-completion programs in collaboration with select Wisconsin Technical College System institutions, were implemented jointly at UW-Oshkosh and UW-Green Bay.

Students may also enroll in pre-engineering programs at many UW institutions, including the UW Colleges, or can take advantage of certificates, collaborative degrees with other universities and colleges, as well as articulation agreements in engineering and engineering technology fields among institutions within and outside the state. Several institutions deliver all or part of their engineering programs at technical and UW colleges or via various forms of distance education at different sites. Some of the courses leading to an engineering degree are also available online.

### **Engineering Program Quality**

Quality in engineering programs is assessed by the Accreditation Board for Engineering and Technology (ABET) which, according to its website "accredits over 3,400 applied science, computing, engineering, and engineering technology programs at nearly 700 colleges and universities in 28 countries worldwide. Approximately 85,000 students graduate from ABETaccredited programs each year." Accreditation by ABET is regarded as evidence that an engineering program has met certain standards necessary to produce graduates who are ready to enter their professions and meet workforce requirements. Students who graduate from accredited programs have access to enhanced opportunities in employment; licensure, registration and certification; graduate education, and global mobility.

### 2013 Notices of Intent to Plan Baccalaureate Engineering Programs

In the fall of 2013, the Office of Academic and Student Affairs received several Notices of Intent from UW comprehensive institutions for new baccalaureate engineering degrees. The proposing institutions sent their proposals to UW System Administration and to the Provosts of the institutions for initial comments and review. In chronological order, below are the dates on which each university submitted its proposals.

September 13, 2013	UW-Eau Claire	B.S. in Materials Science and Engineering
October 15, 2013	UW-River Falls	B.S. in Environmental Engineering B.S. in Agricultural Engineering
December 12, 2013	UW-Stevens Point	B.S. in Chemical Engineering B. S. in Environmental Engineering
December 20, 2013	UW-Stout	B.S. in Chemical Engineering B.S. in Electrical Engineering B.S. in Mechanical Engineering
October 31, 2014	Northwest Wisconsi River Falls, UW-Sto as mentioned above)	n Engineering Consortium Proposal (UW- out, and UW-Eau Claire; for the same degrees ).

The proposal for a Northwest Wisconsin Engineering Consortium was submitted by UW-River Falls, UW-Stout and UW-Eau Claire to President Cross and Interim Senior Vice President Ward as part of UW-Stout's, UW-River Falls' and UW-Eau Claire's response to the NCHEMS study. Engineering fields for which the Consortium seeks pre-authorization to plan are Electrical Engineering, Chemical Engineering, Mechanical Engineering, Materials Science and Engineering, Environmental Engineering and Agricultural Engineering.

Under the proposal, the Consortium will operate as a collaborative quasi-college of engineering for the partner universities. Students will be admitted to their home institution and, through a common core of shared courses, freely move between the academic programs offered by the Consortium partners. The proposal also includes an Hanover Research demand study for a B.S. in Biosystems Engineering at UW-River Falls, dated August, 2013; a Hanover Research demand study for a B.S. in Environmental Engineering Technology at UW-River Falls dated July 2013; and a Hanover Research demand study for a B.S. in Mechanical Engineering at UW-River Falls, dated December 2012. In addition, the Consortium partners' response includes a 2013 study by the Education Advisory Board, entitled *Market Demand for Baccalaureate Programs in Mechanical, Electrical, and Chemical Engineering*.

A B.S. in Biomedical Engineering at UW-Milwaukee was pre-authorized by the Office of Academic, Faculty and Global Programs, on March 27, 2014. UW-Milwaukee also notified UW

System Administration that it will soon submit Notices of Intent for a B.S. in Software Engineering and for Ph.D. programs in several engineering disciplines.

### The 2014 Study of Engineering Programs Supply and Demand

For the report commissioned by UW System Administration, NCHEMS was asked to determine "the extent and nature of shortages of engineers needed in the Wisconsin workforce, if any." Based on the results of this initial information, NCHEMS was asked to "provide recommendations as to cost-effective approaches to responding to any identified shortages."

The NCHEMS report provides information about the supply and demand for engineers in various specialty areas, both statewide and in different regions within the state. In addition, it presents data that provide a deeper understanding of the current and future market need for engineering graduates in Wisconsin

The report specifically identifies five engineering fields in which there is a need in the state of Wisconsin: chemical, civil, electrical, industrial, and mechanical (p. 18). The report also points out that Wisconsin is a net exporter of engineers; that expected retirements were not expected to create acute shortages of engineers (p. 4); and that wages for engineers in Wisconsin are lower than their counterparts in bordering states and nationally (pp. 6-13).

For the purposes of examining regional demand, the NCHEMS report divided the state into several demarcated regions with possible market need. The report makes the following main recommendations to the UW System (p. 20):

- No new engineering programs should be created in Regions 1 (Western WI/Minneapolis), Region 2 (Northern WI), Region 3 (Wausau) and Region 4 (Western WI from north of La Crosse to Platteville) because there is no demand to justify the investment;
- The UW System should give priority to expanding existing capacity at UW-Madison (located in Region 6) and UW-Milwaukee (located in Region 7) rather than creating new capacity at other institutions;
- UW System Administration should conduct a targeted study to determine if a chemical engineering program should be added to UW-Milwaukee or whether priority should be given to expanding capacity for civil, electrical, industrial, and mechanical programs; and
- The UW System should create a collaborative engineering program in Region 5 at UW-Green Bay and/or UW-Oshkosh, with the involvement of UW-Madison and/or UW-Milwaukee.

A revised version of the NCHEMS report was received at UW System Administration on October 20, 2014. It was shared electronically by Interim Senior Vice President David J. Ward with the President's Cabinet, Chancellors, Provosts, CBOs, and others on October 21<sup>st</sup>, requesting feedback and observations by October 31, 2014. In a letter dated October 31, 2014, President Cross invited businesses and organizations, as well as state agencies, to provide input on engineering workforce needs of the state for the next decade and how the UW System could address these needs.

### History of Engineering Array Studies conducted by UW System Administration

A review of the history of market demand studies for engineering program within the UW System shows that the array management of engineering program has been reviewed periodically over time. Current efforts to examine this question will take into account the NCHEMS report and the newly gathered information from UW System institutions and responses from businesses and business organizations.

In 1974, UW System Administration issued a "Report of the System Task Force on Engineering/Technology." In 1988, the Steering Task Force for Strategic Planning in Engineering and Technology within the UW System released a report, entitled "Better Living through Technology: Wisconsin at Risk." The central conclusion of the 1974 comprehensive report was that "there appears to be little need for development of schools/colleges or engineering/technology within Wisconsin" (p. 1)

The 1988 "Better Living Through Technology" report, by a steering committee that included industry representatives and faculty leaders, was charged with developing a recommendation for improving the coordination of engineering and technology programs in order to make the UW System more responsive to state and national needs, become more costeffective, and improve the quality of existing programs. Expansion priorities were tied to access, research and interactions with industry and economic leaders in the state.

In 2007, an Engineering Education Task Force with representation of all UW institutions offering bachelor's degrees in engineering, was charged by then-Senior Vice President for Academic Affairs Rebecca Martin to study the current and projected supply and demand of engineering graduates in Wisconsin. The Task Force was asked to formulate recommendations on steps that need to be taken by the UW System to ensure that the state's emerging public higher education needs in engineering over the next decade were effectively and efficiently met. The Task Force completed its report in November 2007. The report was presented to the Board of Regents Education Committee for discussion at its April 2008 meeting.

The report concluded that overall enrollments in UW System engineering programs have remained steady during the previous decade. Further, the report noted that a margin of additional capacity was present in almost all of the UW System engineering programs, and that this capacity margin "serves as an important balancing factor that can be used to address the cyclical nature of demand for engineers and enrollment in engineering programs, and appears to be adequate to meet current engineering needs."

The Task Force's conclusion was that overall there was no evidence based on the data examined of a significant unmet need for engineers in the state. The report's key recommendations were to:

- Periodically assess potential regional and state-wide demand for engineering graduates;
- Utilize existing resources to the extent possible to meet potential unmet regional and state need. The Task Force recommended that such unmet need be initially served, where possible, through collaboration between UW institutions with existing engineering programs and UW institutions in the region(s) of need;
- Develop strategies for accommodating part-time and place-bound students in existing engineering programs; ·
- Develop strategies for attracting more students in general, and women and students of color in particular;
- Work with K-12 and pre-college programs to nurture interest and ensure academic readiness for engineering study; and
- Periodically assess capacity and demand while maintaining quality through adequate investment of resources and pursuit of Accreditation Board for Engineering and Technology (ABET) accreditation.

Regional needs assessments from Wisconsin business organizations have also been shared with UW System leadership periodically. In 2011, the UW System Office of Market Research published the results of a focus group research project, entitled "Engineering and Technology Needs in the Chippewa Valley Area." The 2014 *BE BOLD 2: Growing Wisconsin's Talent Pool* study issued by Competitive Wisconsin, Inc., cites engineering as one of the top talent needs for businesses in Wisconsin.

# **RELATED REGENT POLICIES**

# ACIS 1.0

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

# University of Wisconsin System Bachelor's Degrees Conferred in Engineering Disciplines 2008-09 through 2012-13

UW Institution	Discipline	2008-09	2009-10	2010-11	2011-12	2012-13
UW-Madison	Agricultural Engineering	24	17	20	19	44
	Biomedical/Medical Engineering	50	49	52	59	45
	Chemical Engineering	55	44	67	79	87
	Civil Engineering	85	84	121	109	119
	Computer Engineering	33	16	31	27	26
	Electrical, Electronics and Communications Engineering	75	58	65	56	60
	Engineering Mechanics	38	29	29	35	23
	Engineering Physics	3	5	3	3	3
	Engineering, Other				3	1
	Geological/Geophysical Engineering		3	3	2	4
	Industrial Engineering	48	72	52	69	81
	Materials Engineering	16	19	11	19	20
	Mechanical Engineering	142	169	181	152	152
	Naval Architecture and Marine Engineering	5	5	5		
	Nuclear Engineering	17	17	19	15	26
	Total	591	587	659	647	691
UW-Milwaukee	Civil Engineering	45	39	51	52	64
	Computer Engineering		7	4	10	15
	Electrical, Electronics and Communications Engineering	33	35	41	45	40
	Industrial Engineering					16
	Manufacturing Engineering	12	13	5	16	
	Materials Engineering	4	9	1	4	12
	Mechanical Engineering	55	66	61	77	103
	Total	149	169	163	204	250
UW-Platteville	Civil Engineering	80	72	54	81	64
	Computer Engineering	15	15	21	15	19
	Electrical, Electronics and Communications Engineering	28	28	27	33	42
	Engineering Physics	14	9	10	10	8
	Environmental/Environmental Health Engineering	8	10	11	16	13
	Industrial Engineering	9	21	19	8	13
	Industrial Production Technologies/Technicians	95	78	101	92	114
	Mechanical Engineering	63	67	103	115	134
	Total	312	300	346	370	407

### University of Wisconsin System Bachelor's Degrees Conferred in Engineering Disciplines 2008-09 through 2012-13

UW Institution	Discipline	2008-09	2009-10	2010-11	2011-12	2012-13
UW-Stevens Point	Paper Science and Engineering		8	6	9	16
UW-Stout	Computer Engineering				2	8
	Engineering Technology, General	71	62	66	59	71
	Engineering-Related Fields	41	23	38	41	48
	Manufacturing Engineering	26	37	36	39	42
	Polymer/Plastics Engineering				9	6
	Total	138	122	140	150	175
Total UW System by						
Engineering						
Discipline	Agricultural Engineering	24	17	20	19	44
	Biomedical/Medical Engineering	50	49	52	59	45
	Chemical Engineering	55	44	67	79	87
	Civil Engineering	210	195	226	242	247
	Computer Engineering	48	38	56	54	68
	Electrical, Electronics and Communications Engineering	136	121	133	134	142
	Engineering Mechanics	38	29	29	35	23
	Engineering Physics	17	14	13	13	11
	Engineering Technology, General	71	62	66	59	71
	Engineering, Other				3	1
	Engineering-Related Fields	41	23	38	41	48
	Environmental/Environmental Health Engineering	8	10	11	16	13
	Geological/Geophysical Engineering		3	3	2	4
	Industrial Engineering	57	93	71	77	110
	Industrial Production Technologies/Technicians	95	78	101	92	114
	Manufacturing Engineering	38	50	41	55	42
	Materials Engineering	20	28	12	23	32
	Mechanical Engineering	260	302	345	344	389
	Naval Architecture and Marine Engineering	5	5	5		
	Nuclear Engineering	17	17	19	15	26
	Paper Science and Engineering		8	6	9	16
	Polymer/Plastics Engineering				9	6
	Total	1,190	1,186	1,314	1,380	1,539

Office of Policy Analysis and Research UW System Administration 10/17/2014 \PAR\TCB\AdHocs\2014 Engineering