

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.1. Education Committee

Thursday, June 4, 2015
10:45 a.m.-12:15 p.m.
2200 East Kenwood Blvd.
UWM Union, Wisconsin Room
Milwaukee, Wisconsin

a. Consent Agenda:

1. Approval of the Minutes of the April 9, 2015 meeting of the Education Committee;
2. UW-Eau Claire: Approval of a B.S. in Materials Science and Engineering;
[Resolution I.1.a.(2)]
3. UW-River Falls: Approval of a B.S. in Data Science;
[Resolution I.1.a.(3)]
4. UW-Stout: Approval of an online B.S. in Digital Marketing Technology;
[Resolution I.1.a.(4)]
5. Approval of the Adjusted Request from UW-Madison and of the Proffer from the Trustees of the William F. Vilas Trust Estate;
[Resolution I.1.a.(5)]
6. Approval of the Proffer from the Trustees of the William F. Vilas Trust Estate for the support of UW-Milwaukee's Vilas Research Professor, the Peck School of Arts, and the Vilas Emeritus Professor;
[Resolution I.1.a.(6)]; and
7. Approval of Promotions, Tenure Designations, and Related Academic Items.
[Resolution I.1.a.(7)]

b. Approval of Cooperative Professional Doctorates in Education (Ed.D.):

1. UW-Green Bay: Approval of an Ed.D. in First Nations Education;
[Resolution I.1.b.(1)]
2. UW-Oshkosh: Approval of an Ed.D. in Educational Leadership and Policy;
[Resolution I.1.b.(2)]
3. UW-La Crosse: Approval of an online Ed.D. in Student Affairs Administration and Leadership; and
[Resolution I.1.b.(3)]
4. UW-Stevens Point: Approval of an Ed.D. in Educational Sustainability.
[Resolution I.1.b.(4)]

c. Approval of a Regent Policy Document on Tenure.
[Resolution I.1.c]

- d. Host Campus Presentation: “Achieving Student Success in Milwaukee – K through College: The M3 Initiative,” Johannes Britz, Provost and Vice Chancellor, UW-Milwaukee.

- e. Report of the Senior Vice President:
 - 1. Presentation by UW-Stout Interim Provost Jackie Weissenburger: “UW-Stout’s Data-Sharing Project with PK-12 Schools;”
 - 2. Remedial/Developmental Education Update;
 - 3. UW System Feedback on ACT Results
 - 4. Low-producing Academic Programs; and
 - 5. Other.

Program Authorization (Implementation)
B.S. in Materials Science and Engineering
UW-Eau Claire

EDUCATION COMMITTEE

Resolution I.1.a.(2):

That, upon recommendation of the Chancellor of the University of Wisconsin-Eau Claire, as well as the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Materials Science and Engineering at UW-Eau Claire.

**NEW PROGRAM AUTHORIZATION
BACHELOR OF SCIENCE IN MATERIALS SCIENCE AND ENGINEERING
UNIVERSITY OF WISCONSIN-EAU CLAIRE**

BACKGROUND

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

REQUESTED ACTION

Adoption of Resolution I.1.a.(2), approving the implementation of the Bachelor of Science in Materials Science and Engineering degree program at the University of Wisconsin-Eau Claire.

DISCUSSION

The University of Wisconsin-Eau Claire proposes a new Bachelor of Science (B.S.) in Materials Science and Engineering (MS&E) degree as part of the course array in the Northwest Wisconsin Engineering Consortium (NWEC). The proposed engineering major resides within the Materials Science Program and in the College of Arts and Sciences at UW-Eau Claire. This comprehensive major is comprised of 91 credits in a 128-credit degree. Twenty-five new freshmen are expected to enroll each year, and by the end of the fifth year, it is expected that 84 students will be enrolled and approximately 29 engineers will have graduated from the program. Students will be able to complete all university general education and graduation requirements as part of the proposed degree in four years.

The proposed MS&E baccalaureate degree grows out of an existing B.S. in Materials Science, which has been offered at UW-Eau Claire since 2009. The MS&E, designed for accreditation by the Accreditation Board for Engineering and Technology (ABET), will provide students with a credential that will enable them to better compete for employment in materials science and engineering fields. The program also responds to regional employers who report that their growth is hampered by a lack of available talent for engineers in northwestern Wisconsin. The study "Be Bold 2: Wisconsin's Talent Pool" recommended that the state "[a]lign talent development with economic development" and highlighted shortages for engineers (particularly mechanical engineers and materials engineers). The MS&E degree program is the appropriate step at UW-Eau Claire to address these needs.

Current U.S. Bureau of Labor employment statistics show that in "border states" only Michigan employs more materials engineers than Wisconsin, and employment projections for the next ten years indicate steady demand (at a 1% projected increase).

Recent studies of the need for engineers in western Wisconsin, including a National Center for Higher Education Management Systems (NCHEMS) study, found that engineers are needed in the region. Specifically, demand for MS&E graduates exceeds supply by roughly a factor of four, and “border state” production of MS&E degrees exceeds that in Wisconsin by a factor of three. The Education Advisory Board’s study found that the counties most in need of engineers (specifically – and listed in the order of greatest need – Marathon, Eau Claire, St. Croix, Wood, and Dunn counties) are also those served by the proposed three-campus NWECC. At the same time, salary potential for engineers (including graduates with MS&E degrees) remains high, indicating that demand for graduates with these skills is also high.

For the 2014-15 academic year, the residential tuition is \$3,681 per semester for a full-time student (i.e., freshman and sophomore) who is enrolled in 12-18 credits per term. Students will begin to pay the material sciences and engineering tuition rate in their junior and senior years. Using the 2014-15 academic year rate, the tuition planned for the new program is \$4,381 per semester for full-time students enrolled in 12-18 credits per term. This is \$700 per semester above the 2014-15 (and planned 2015-16) resident undergraduate tuition at UW-Eau Claire. Students enrolled part-time in the program will pay tuition of \$365 per credit (the semester rate divided by 12). Full-time students will be able to complete all degree requirements in eight semesters.

RECOMMENDATION

The University of Wisconsin System recommends adoption of Resolution I.1.a.(2), approving the implementation of a Bachelor of Science in Materials Science and Engineering at UW-Eau Claire.

RELATED REGENT AND UW SYSTEM POLICIES

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

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

**REQUEST FOR AUTHORIZATION TO IMPLEMENT
A BACHELOR OF SCIENCE DEGREE IN MATERIALS SCIENCE AND
ENGINEERING AT UW-EAU CLAIRE
PREPARED BY UW-EAU CLAIRE**

ABSTRACT

The University of Wisconsin-Eau Claire proposes a new major leading to a Bachelor of Science (B.S.) in Materials Science and Engineering (MS&E) degree as part of the course array in the Northwest Wisconsin Engineering Consortium (NWECC). The major is the next step in fulfilling UW-Eau Claire's commitment to the State of Wisconsin as a result of the 2008 *NanoSTEM Decision Item Narrative* (DIN). The proposed MS&E degree grows out of an existing B.S. in Materials Science, which has been offered since 2009. The MS&E, designed for accreditation by the Accreditation Board for Engineering and Technology (ABET), will provide students with a credential that will enable them to better compete for employment and to be paid as an engineer when employed. The program also responds to regional employers who report that their growth is hampered by a lack of available talent for engineers in northwestern Wisconsin. The degree fits well within the liberal education-based approach to learning that is the hallmark of a UW-Eau Claire degree, including a focus on students' abilities to communicate effectively, think creatively as well as critically, and work respectfully in a team setting. The comprehensive major is comprised of 91 credits in a 128-credit degree. Students will be able to complete all university general education and graduation requirements as part of the proposed degree in four years.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Eau Claire

Title of Proposed Program

Materials Science and Engineering

Degree/Major Designations

Bachelor of Science

Mode of Delivery

Single institution/collaborative (part of the NWECC which includes UW-Stout and UW-River Falls) using face-to-face instruction supplemented by online delivery of shared courses

Projected Enrollments by Year Five

University-wide, student retention after the freshman, sophomore, and junior years is 83%, 75%, and 70%, respectively. As initiatives to improve student recruitment and retention take effect, these retention rates increase. In the current B.S. in materials science degree program, approximately ten students enroll as new freshmen each year and the number of students who transfer into the major offsets the number of those who leave the program. As a

result, the graduating class is approximately the same size as the number of new freshmen. The four-year graduation rate is at 68%.

Based on focused recruitment strategies, the strong interest from students currently enrolled in materials science, the number of students in other engineering-oriented degree programs who are expected to switch majors, 25 new freshmen are expected to enroll each year (increasing the enrolled freshman class size by 25 students per year). Projected enrollments over the next five years are shown in Table 1. By the end of the fifth year, it is expected that 84 students will be enrolled and approximately 29 engineers will have graduated from the program.

Table 1: Projected Enrollments in the B.S. in Materials Science and Engineering by Year 5

Year	Implementation Year	2nd Year	3rd Year	4th Year	5th Year
New Students Admitted	12	17	25	25	25
Continuing Students	13	25	42	51	59
Total Enrollment	25	42	67	76	84
Graduating Students	0	0	13	12	17

Tuition Structure

For the 2014-15 academic year, the residential tuition is \$3,681 per semester for a full-time student (i.e., freshman and sophomore) who is enrolled in 12-18 credits per term. Students will begin to pay the material sciences and engineering tuition rate in their junior and senior years. Using the 2014-15 academic year rate, the tuition planned for the new program is \$4,381 per semester for full-time students enrolled in 12-18 credits per term. This is \$700 per semester above the 2014-15 (and planned 2015-16) resident undergraduate tuition at UW-Eau Claire. Students enrolled part-time in the program will pay tuition of \$365 per credit (the semester rate divided by 12). Full-time students will be able to complete all degree requirements in eight semesters.

Department or Functional Equivalent

The proposed degree program will reside within the Materials Science Program at UW-Eau Claire and will be coordinated with other engineering degrees at UW-Stout and UW-River Falls through the NWEAC.

College, School, or Functional Equivalent

College of Arts and Sciences

Proposed Date of Implementation

Fall 2016

INTRODUCTION

Rationale and Relation to Mission

In 2006, faculty from UW-Eau Claire, UW-Stout, and Chippewa Valley Technical College (CVTC) developed a National Science Foundation (NSF) Advanced Technology for Education (ATE) project. . The result of the grant was a novel associate's degree in nanoscience offered at CVTC and supported by UW-Eau Claire and UW-Stout.

In 2007, as a consequence of the collaboration already in place between faculty at these three institutions, each institution proposed to develop a regional materials science initiative. The proposals emphasized two key objectives in support of industry in western Wisconsin:

- to provide access to existing state-of-the-art instrumentation and equipment as well as to coordinate faculty and staff assistance on industry-driven projects; and
- to strengthen degree programs in materials-related areas at each institution.

The 2008 NanoSTEM DIN (DIN) supported the development of a materials science degree that took advantage of the instruments housed in the UW-Eau Claire Materials Science Center (MSC); the first students enrolled in the major in the fall of 2009. The proposed program, similar to many MS&E degree programs across the United States, draws from the widest array of science and engineering disciplines. The DIN enabled the university to hire eight faculty and staff for the current B.S. in Materials Science who will now also deliver the new MS&E program.

The current materials science program was established within a vibrant research culture that characterizes many departments at UW-Eau Claire. This “research as teaching” approach has been made possible by state-of-the-art instruments, all funded externally, most by the NSF. These instruments are now managed by the UW-Eau Claire Materials Science Center. The founding principle of the MSC (formed in 2004) is to provide industry access to these instruments. As the Center has matured, it has become a natural “connect point” for business and industry partners, and the research culture described above has become a hallmark of the existing B.S. in materials science program. The Center’s immersive environment provides students an opportunity to develop into highly accomplished researchers who have won institutional recognition and national (even international) scholarships (e.g., three Barry Goldwater scholarships and one Rhodes scholarship). Almost all B.S. in Materials Science graduates who pursued a career in industry are employed in jobs normally held by engineers but at significantly lower salaries because the materials science bachelor’s degree is less marketable than an engineering credential even though B.S. degree holders do the same work and have similar skills and knowledge. The proposed B.S. in Materials Science and Engineering seeks to address this inconsistency.

National leaders in engineering increasingly argue that engineers need “soft skills,” the kind of skills that students develop in a degree program with a liberal arts-based education. This need was noted by the National Academy of Engineering in its report titled “Educating the Engineer of 2020,”¹ as well as by the University of California-Berkeley’s Center for Studies in Higher Education.² This vision of the “Engineer of the Future” aligns well with UW-Eau Claire’s mission, which has long recognized the importance of a liberal arts-based education. MS&E is a unique engineering discipline as it is more reliant on diverse science and engineering disciplines, in addition to advanced science, technology, engineering, and mathematics (STEM) courses, than most engineering disciplines. A white paper submitted in 2006 to ABET by the chairs noted the “great diversity in the nation’s materials programs, with many now including...biomaterials, ceramics, electronic materials, metals and polymers, along with nanotechnology and computer simulation and modeling...which makes these programs different from those in most other engineering disciplines.”³

The proposed degree program fits seamlessly in UW-Eau Claire's mission as an institution that emphasizes a broad, multifaceted education. UW-Eau Claire fulfills its mission through a pervasive commitment to provide rigorous, intentional, and experiential undergraduate liberal education for life and livelihood; exemplary student-faculty research and scholarship that enhance teaching and learning; and educational opportunities responsive to the needs of UW-Eau Claire's communities, region, state, and beyond.

The proposed degree program also advances a key goal of UW-Eau Claire's *Centennial Plan*, "[to] provide all students with the chance to learn via high-impact practices." UW-Eau Claire students have committed to that vision by approving differential tuition that supports faculty/student collaborative research and internships (or applied practica), which are among the most impactful of such practices, both of which the proposed program includes. The degree in MS&E is the next step in fulfilling UW-Eau Claire's commitment to Wisconsin in meeting regional talent and economic development needs in the area of materials science and nanomaterials. Separately, the U.S. engineering community has increasingly called for degree programs that provide a solid foundation in technical aspects of engineering while simultaneously providing opportunities for students to acquire skills and dispositions through the liberal arts.

Need as Suggested by Current Student Demand

According to data collected by UW-Eau Claire students from western Wisconsin elect to pursue a college education at UW-Eau Claire for a variety of reasons: some students prefer to remain close to home, some prefer a smaller campus, and some prefer to attend college in a smaller city. As costs associated with attending college increase, students choose to stay close to home in an effort to manage expenses. The proposed MS&E program offers students a compelling environment in which to develop into practicing engineers. The MS&E degree is in direct response to needs expressed by graduating seniors during exit interviews for an immersive, applied science environment. Conversations with recent graduates indicate that while they find employment in engineering jobs, they are not paid as engineers. The MS&E degree will provide a competitive edge to graduates, as it will better reflect student understanding and knowledge of materials science. It will also communicate more clearly to students the goals of the degree program and to employers the skill set that graduates of the program possess.

To document student interest in an engineering degree, UW-Eau Claire students who are in the existing materials science degree program completed a survey. Of those who responded (28 of the 42 majors), 92% (i.e., 26 students) indicated that they would be "interested" or "strongly interested" in an MS&E degree if it were available. Of that same group of 28 respondents, 85% (22 students) indicated that their interest would remain the same, even if juniors and seniors in the program had to pay a higher tuition rate. With regard to prospective employment, 95% of all respondents expected that an MS&E degree would help them find a job, and 91% of that same group thought that an MS&E degree would help them get into graduate school. The survey results indicate a strong student interest in an MS&E degree.

Need as Suggested by Market Demand

In 2012, the President's Council of Advisors on Science and Technology report "Engaging to Excel" noted that:

Economic projections point to a need for approximately 1 million more STEM professionals than the U.S. will produce at the current rate over the next decade if the country is to retain its historical preeminence in science and technology. To meet this goal, the United States will need to increase the number of students who receive undergraduate STEM degrees by about 34% annually over current rates.⁴

This need for students trained in STEM is evident in Wisconsin as well. “Be Bold 2: Wisconsin’s Talent Pool” recommended that the state “[a]lign talent development with economic development” and highlighted shortages for engineers (particularly mechanical engineers and materials engineers).⁵ The MS&E degree program is the appropriate step at UW-Eau Claire to address these needs.

Current U.S. Bureau of Labor employment statistics show that in “border states” only Michigan employs more materials engineers than Wisconsin, and employment projections for the next ten years indicate steady demand (at a 1% projected increase).⁶

Recent studies of the need for engineers in western Wisconsin, including a National Center for Higher Education Management Systems (NCHEMS) study, found that engineers are needed in the region.⁷ Specifically, demand for MS&E graduates exceeds supply by roughly a factor of four, and “border state” production of MS&E degrees exceeds that in Wisconsin by a factor of three.⁸ The Education Advisory Board’s study found that the counties most in need of engineers (specifically – and listed in the order of greatest need – Marathon, Eau Claire, St. Croix, Wood, and Dunn counties) are also those served by the proposed three-campus NWECC. At the same time, salary potential for engineers (including graduates with MS&E degrees) remains high, indicating that demand for graduates with these skills is also high.⁹

Additionally, the Eau Claire County Economic Development Corporation sponsored a 2013 report titled “Narrowing the Skills Gap” that pointed to the need for engineers and other high-skill employees in western Wisconsin.¹⁰ The report called for a long-term action plan to “bring engineering-related curricula to universities in western Wisconsin” because employers cannot recruit employees in certain key occupations. The proposed MS&E program will provide that education for Wisconsin students, and graduates will help fill a persistent employment need in the region.

Importantly, the proposed MS&E degree will provide engineering opportunities for students from western Wisconsin who plan to work in western Wisconsin. The proposed engineering degrees of the NWECC will support existing industries in western Wisconsin and provide a pool of talent to attract companies considering relocation to the region. Companies with whom UW-Eau Claire’s Materials Science Center collaborates (e.g., Cray, Phillips Medisize, Resonant Microsystems, Fiberstar Bio, and Interfacial Solutions – now StratasyS) attest to their increasing need for talent and agree that a broad education is increasingly necessary for all engineers.

DESCRIPTION OF PROGRAM

General Structure

Institutional Program Array

The proposed MS&E degree fits seamlessly in the College of Arts and Sciences at UW-Eau Claire, which boasts nationally-recognized chemistry and physics departments as well as an active mathematics department. Combined with a broad liberal-education core, the “forward-looking” MS&E curriculum highlights growing, novel, scholarly areas such as nanomaterials and computational materials as well as established disciplinary foci.

The addition of an MS&E degree, which will challenge students to develop skills and knowledge that best serve graduates seeking immediate employment, will complement the current materials science major, which is more research-focused and best serves students planning on graduate school. UW-Eau Claire advisors will clarify for incoming students the distinction between the two programs. For students starting an MS&E degree who switch majors, other STEM majors at UW-Eau Claire and other engineering degrees offered through the NWEAC will provide alternatives that enable students to graduate in a timely manner.

Other Programs in the University of Wisconsin System

Among the public universities in Wisconsin, only UW-Madison and UW-Milwaukee offer an MS&E degree. Both of these universities are far from Eau Claire (178 miles and 246 miles, respectively). The 2012 Enrollment Trends Report by ACT¹¹ indicates college students tend to enroll in an institution within 51 miles of home. Comprehensive universities serve primarily regional populations and facilitate regional development. UW-Eau Claire’s mission is to meet the educational and transitional needs of students in rural western Wisconsin. Further, the missions of the respective institutions are distinct from that of UW-Eau Claire and therefore attract a different student population.

UW-Platteville and UW-Stout offer engineering degrees with well-established curricular requirements that in many cases are more oriented towards manufacturing (e.g., mechanical, electrical, plastics, and manufacturing engineering). It is anticipated that the proposed MS&E degree at UW-Eau Claire will have little impact on the number of students who pursue these engineering degrees because they serve students with different interests. Indeed, the MS&E program complements those being offered or proposed by partners of the NWEAC, so that the partnership provides a wider array of options to students interested in engineering.

Collaborative Nature of the Program

The proposed MS&E degree program will be an integral part of the Northwest Wisconsin Engineering Consortium proposed by UW-Eau Claire, UW-Stout, and UW-River Falls. The consortium will provide a cost-effective engineering education to the residents of western Wisconsin, produce an ongoing supply of engineering talent, and create an economic environment attractive to engineering-related industries. As described in the proposal for the NWEAC, the consortium will:

- establish a quasi college of engineering with an efficient management model;

- design a curriculum that provides flexibility for students within the consortium both in the first-year curriculum and in upper-level electives;
- eliminate institutional barriers to provide students a seamless experience (to the students, the consortium will look and feel like any other academic college);
- enhance the ongoing collaborative efforts and identify opportunities that will benefit the students outside of the consortium;
- strengthen the connections with local industries and build a strong engineering community in western Wisconsin; and
- coordinate outreach activities.

Diversity

Faculty in the materials science program are cognizant of persistent equity and diversity issues in the field of engineering, including low participation by women and individuals of color from underrepresented groups. Within the MS&E major, students learn through high-impact practices that have been shown to have a significant impact on underrepresented populations. In addition, students who struggle are helped by:

- Faculty Mentorship – The faculty and staff in the materials science program mentor students through career counseling, academic advising, and undergraduate research experiences. Three of the eight faculty and staff in the materials science program at UW-Eau Claire are women and one faculty member is a person of color. In comparison, in 2011, women comprised only 13.8% of tenured or tenure-track faculty posts in the United States.
- Undergraduate Research Experiences – Two programs designed to encourage women and young minority students that have successfully supported these students are:
 1. The National Science Foundation Louis Stokes Alliance for Minority Participation program at UW-Madison for which the materials science program has been a sub-awardee since 2012. The goal is to recruit and retain students from underrepresented groups.
 2. The Brazilian Science Mobility Program through which the Brazilian government has funded international study for all students who qualify. For the 2014-15 academic year, 15 students from Brazil enrolled in materials science courses at UW-Eau Claire, enhancing the university's global engagement.

Student Learning Outcomes

The proposed MS&E program will provide students with the knowledge and skills needed for successful careers in materials sciences and engineering professions and other career paths. Upon completing the MS&E degree program, students will have attained the following outcomes defined by ABET:

- an ability to apply knowledge of mathematics, science, and engineering;
- an ability to design and conduct experiments, as well as to analyze and interpret data;

- an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability;
- an ability to function on multidisciplinary teams;
- an ability to identify, formulate, and solve engineering problems;
- an understanding of professional and ethical responsibility;
- an ability to communicate effectively;
- the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context;
- a recognition of the need for, and an ability to engage in, life-long learning;
- a knowledge of contemporary issues; and
- an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Additionally, graduates will develop expertise in computational materials science and engineering, an area of need underscored by a White House report entitled “The Materials Genome Initiative,” a key goal of which is to “reduce by half the time it takes to develop new materials (from inception to market).”¹²

Assessment of Objectives

An assessment plan is already in place for the existing curriculum in the B.S. in Materials Science program. The plan and its associated rubrics, adapted to ABET guidelines, will be systematically utilized as an input for the continuous improvement of the program. A central tenet of the program is that students learn best when challenged by experiential learning. Student understanding will be assessed in particular in capstone courses (i.e., Senior Design Lab I and II). Feedback on the overall program will be sought via senior exit surveys and from graduate programs and employers about the preparation of MS&E degree graduates. The assessment report will be reviewed by the Dean of the College of Arts and Sciences and provided to the University Assessment Committee.

Program Curriculum

The MS&E curriculum is comprised of 128 credits, split among UW-Eau Claire’s General Education (GE) requirements for a B.S. degree, the Pre-Engineering Core (Year 1), and the MS&E Core. A list of courses for the degree plan is shown below. (A detailed course description for each MS&E offering, including prerequisites, technical elective options, and student learning goals, is available online.¹³) The curriculum draws heavily on the existing materials science coursework at UW-Eau Claire. Only six new courses are required for the MS&E degree; two of these courses support the NWEAC core and the engineering community.

Curriculum for the B.S. in Materials Science and Engineering

University and Other General Education Requirements Not Met by the MS&E Major:

Arts and Humanities	9 credits
Communication	3 credits
Foreign Language/Foreign Culture	9 credits
Physical Activity and Wellness	2 credits

Social Sciences	9 credits
Writing	<u>5 credits</u>
	37 credits
MS&E Foundation Courses:	
Chemistry 115 or 103 + 104 (Introductory Chemistry)	6 credits
Math 114 (Calculus 1)	4 credits
Math 215 (Calculus 2)	4 credits
Math 312 (Differential Equations and Linear Algebra)	4 credits
Math 345 (Probability and Statistics)	4 credits
Physics 231 and 232 (Introductory Physics)	10 credits
Physics 255 (Statics)	<u>3 credits</u>
	35 credits
Materials Science and Engineering Courses:	
Introduction to Engineering ^b	3 credits
Introduction to Materials Science and Engineering ^b	3 credits
Molecules to Materials ^a	4 credits
Materials Design Lab ^b	1 credit
Soft Materials	3 credits
Materials Characterization	4 credits
Thermodynamics of Materials	4 credits
Phase Transformation and Kinetics ^a	3 credits
Macroprocessing of Materials ^a	3 credits
Processing Lab ^a	2 credits
Transport Phenomena ^a	3 credits
Junior Seminar	1 credit
Physics of Solids	4 credits
Senior Design Lab I	2 credits
Senior Design Lab II	1 credit
Microelectronic Materials	2 credits
Computational Materials Science and Engineering ^a	4 credits
Nanostructured Materials	3 credits
Engineering Electives 1 and 2 ^c	<u>6 credits</u>
	56 credits
TOTAL	128 credits
^a New engineering course, serves MS&E major	
^b New engineering course, serves NWEC consortium and engineering community	
^c Courses offered by NWEC partners or STEM departments at UW-Eau Claire	

Projected Time to Degree

A student can complete the MS&E degree in eight semesters with an average load of 16 credits per semester and full-time enrollment. The existing materials science program has a strong track record of graduating students in a timely manner; among all current graduates (including those graduating in May 2015), the average time to degree is 4.29 years, and 68% of graduates finished in four years or less. The projected time to degree for engineering majors might be higher for some students, depending on course choices or length of practica.

Program Review Process

Institutional Review

Academic programs are reviewed at UW-Eau Claire every five years. The current materials science major has been reviewed this academic year (2014-15) and has been recommended for continuation. The on-campus review process involves a three-faculty internal review panel and an external evaluator. The results of the institutional review process are sent to the Academic Policies Committee of the University Senate for comments and recommendations. All documentation from the full institutional review is then forwarded to the Provost for final decisions.

ABET on-site reviews are also conducted every five years. As with UW-Eau Claire's ongoing assessment process, ABET's program of continuous improvement requires yearly updates and assessment of the academic program. Once the program is accredited by ABET, the institutional review will use the same reports and data as the ABET review document.

Accreditation

The proposed MS&E curriculum is designed to meet the strict ABET accreditation standards. The proposed program will be the only degree accredited by ABET's Engineering Accreditation Commission (EAC) at UW-Eau Claire. Most of the components required by the EAC are already in place or will be in place before accreditation is sought. ABET Readiness Review and full accreditation will be requested after the first student cohort graduates. It is anticipated that the first site visit will require at least 18 months of preparation before the team arrives. A detailed timeline for stages of artifact collection and rollout of new courses is available online.¹²

UW-Eau Claire will seek approval by the Higher Learning Commission (HLC) if the degree is approved by the Board of Regents.

ENDNOTES

- ¹ National Academy of Engineering; for pdf see http://www.nap.edu/catalog.php?record_id=11338
- ² Restructuring Engineering Education: Why, How, and When, UC Berkeley CSHE; see <http://cshe.berkeley.edu/publications/restructuring-engineering-educationwhy-how-and-when>
- ³ UMC White paper on “Design” in Ceramics, Materials, Metallurgical and Similarly Named Engineering Programs.
- ⁴ PCAST, Undergraduate STEM Education Report, 2012; see <http://www.whitehouse.gov/administration/eop/ostp/pcast/docsreports>
- ⁵ “Be Bold 2: Growing Wisconsin’s Talent Pool,” Competitive Wisconsin, Inc., 2012.
- ⁶ Occupational Outlook Handbook, U.S. Bureau of Labor Statistics, 2014; see <http://www.bls.gov/oes/current/oes172131.htm>
- ⁷ “Baccalaureate and Master’s Engineering Degree Supply and Demand in Wisconsin,” 2014 National Center for Higher Education Management Systems.
- ⁸ “Market Demand for Baccalaureate Programs in Mechanical, Electrical, and Chemical Engineering,” 2013 Education Advisory Board, data from Burning Glass Labor/Insight.
- ⁹ 2014-2015 Payscale College Salary Report, Payscale.com.
- ¹⁰ “Narrowing the Skills Gap,” Eau Claire Area Economic Development Corporation, 2013.
- ¹¹ “Enrollment Management Trends Report 2012,” ACT, 2012.
- ¹² Materials Genome Initiative; see <http://www.whitehouse.gov/mgi>
- ¹³ <http://www.uwec.edu/Matsci/program/Course-Description.htm#mse>

University of Wisconsin System
Cost and Revenue Projections For Newly Proposed Program

	Items	Projections				
		2016	2017	2018	2019	2020
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment - Freshmen FTE	12	17	25	25	25
	Enrollment - Sophomore FTE	13	12	17	22	22
	Enrollment - Junior FTE	0	13	12	17	20
	Enrollment - Senior/Fifth Year FTE	0	0	13	12	17
II	Total New Credit Hours (# new sections x credits per section)	8	11	10	0	0
	Existing Credit Hours	20	23	46	56	56
III	FTE of New Faculty/Instructional Staff	0	0	0	0	0
	FTE of Current Fac/IAS	8	8	8	8	8
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0	0	0	0	0
V	Support					
	From Tuition (tuition x FTE)	\$157,450	\$282,716	\$456,966	\$519,248	\$580,832
	From Existing Institutional Resource/GPR	\$881,698	\$881,698	\$881,698	\$881,698	\$881,698
	From Fees	\$0	\$0	\$0	\$0	\$0
	Program Revenue - Grants	\$0	\$0	\$0	\$0	\$0
	Program Revenue - Other	\$0	\$0	\$0	\$0	\$0
	Reallocation	\$0	\$0	\$0	\$0	\$0
	Total Support	\$1,039,148	\$1,164,414	\$1,338,664	\$1,400,946	\$1,462,530
VI	New Expenses					
	Salaries plus Fringes					
	Existing Faculty/Instructional Staff	\$881,698	\$881,698	\$881,698	\$881,698	\$881,698
	Salary Increases	\$0	\$94,998	\$104,758	\$114,616	\$124,572
	Other Staff	\$0	\$0	\$0	\$0	\$0
	Other Expenses					
	Facilities					
	Equipment					
	Other:	\$18,000	\$25,500	\$37,500	\$42,000	\$37,500
	Total Expenses	\$899,698	\$1,002,196	\$1,023,956	\$1,038,314	\$1,043,770
VII	Net Revenue	\$139,450	\$162,218	\$314,708	\$362,632	\$418,760

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

Section I - All students presumed to be full-time students for the purposes of these calculations.

Section II - All new courses presumed to be single section courses offered once per year.

Section III - Six current faculty will deliver existing major and new major; two instrumentation/computational professional academic staff; .5 LTE

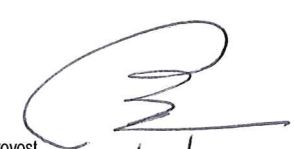
Section IV - Tuition revenue calculated assuming constant tuition of \$3,149.16 per semester for freshmen and sophomore students and \$3,849.16 per semester for junior and senior students. The Blugold Initiative differential tuition and segregated fees are not included.

Section V - Other expenses associated with delivering an engineering major.

Estimated Salary Increases:

- 2017: Anticipated equity adjustments
- 2018: Assumes 1% pay plan increase
- 2019: Assumes 1% pay plan increase
- 2020: Assumes 1% pay plan increase

Signature by the Provost
Date:


5/27/15



University of Wisconsin-Eau Claire

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

April 22, 2015

Ray Cross, President
University of Wisconsin System
1720 Van Hise Hall
1220 Linden Drive
Madison, WI 53706-1559

Dear President Cross:

I am submitting this letter and associated materials in support of the University of Wisconsin-Eau Claire's proposed B.S. in Materials Science and Engineering (MS&E) for review, consideration, and approval by University of Wisconsin System Administration and the University of Wisconsin System Board of Regents.

The UW-Eau Claire materials science program is well positioned to move forward to offer an MS&E degree. As the proposal notes, there has been considerable demand from graduates for a materials science and engineering program to better position them for job opportunities and/or graduate school. The program is also of considerable interest to prospective students. According to American College Testing (ACT), students who select a planned major in the area of engineering are most likely to indicate availability of a college major as the most important factor in choosing a college. Data provided by ACT to UW-Eau Claire indicates the second highest program requested by applicants to UW-Eau Claire is an engineering program.

After reviewing the proposal, I am confident internal allocation and managed enrollment will align with available resources to support the program initially. The 2008 NanoSTEM DIN awarded to the University provided the resources necessary to build an MS&E program including acquiring the required equipment, instrumentation, and labs, and hiring faculty in fields (e.g., computational materials science) essential for offering the engineering component of the proposed program. Three of the eight faculty and staff in the materials science program are women and one faculty member is a person of color. As the program grows, the \$700 per semester increase in tuition for juniors and seniors will provide funds for materials, supplies, and consumables necessary for offering an engineering program.

The proposed degree has been approved through the UW-Eau Claire shared governance program approval process (March 31, 2015). All programs at the University are subject to an in-depth review every five years. Student retention, time-to-graduate, graduation rates, participation in high impact practices, for example, are all monitored yearly through the reporting of strategic accountability measures (SAM) and public accountability measures (PAM). These results are used to determine the distribution of resources to individual programs. The current materials science program has been most successful in garnering these resources; it is anticipated the MS&E program will be equally successful.

Excellence. Our measure, our motto, our goal.

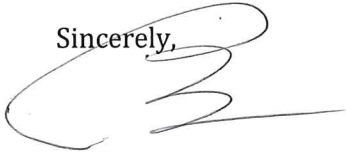
Office of the Provost and Vice Chancellor for Academic Affairs • Schofield 206 • 715-836-2320
fax: 715-836-2902 • Web: www.uwec.edu/provost

Ray Cross, President
April 22, 2015
Page 2

In closing, I enthusiastically support the MS&E proposal and look forward to UW System Administration and UW System Board of Regents granting UW-Eau Claire the authority to offer the program.

Thank you in advance for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to be 'PAK', with a large, stylized loop at the beginning and a horizontal line extending to the right.

Patricia A. Kleine
Provost and Vice Chancellor for Academic Affairs

PAK:jab

Program Authorization (Implementation)
B.S. in Data Science
UW-River Falls

EDUCATION COMMITTEE

Resolution I.1.a.(3):

That, upon recommendation of the Chancellor of the University of Wisconsin-River Falls, as well as the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Data Science at UW-River Falls.

**NEW PROGRAM AUTHORIZATION
BACHELOR OF SCIENCE IN DATA SCIENCE
UNIVERSITY OF WISCONSIN-RIVER FALLS**

BACKGROUND

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

REQUESTED ACTION

Adoption of Resolution I.1.a.(3), approving the implementation of the Bachelor of Science in Data Science degree program at the University of Wisconsin-River Falls.

DISCUSSION

UW-River Falls proposes to establish a Bachelor of Science (B.S.) in Data Science managed by the Department of Computer Science & Information Systems in the College of Business and Economics, with an advisory group of faculty from the departments supplying courses embedded within the program.

This program responds to the strategic direction of the university, to student and alumni interest, and to employer and employee interest in the metropolitan St. Croix River Valley region and the state of Wisconsin. Establishing the program will provide students with a high-quality degree in an emerging interdisciplinary field with high demand and prospects for graduates (whether entering the workforce or seeking graduate or professional school opportunities). The goal of the program will be to provide students with the skill and knowledge sets required to work in solution-oriented contexts across a number of professional fields.

Graduates of the program will be in high demand as information and data needs continue to grow across nearly all industry sectors. The 120-credit program will be comprised of a general education program, 74-75 credits composed of a core of 60 credits which will be drawn from the Mathematics and Computer Science & Information Systems departments, with a choice of 15-credit disciplinary set of courses drawn from other contributing departments and programs.

UW-River Falls seeks to offer the baccalaureate degree in data science as a means to contribute to the needs of businesses, large and small, as well as to those needs found among service agencies; the military; and local, state, and national government. In reviewing the specific demands for the state and region, Hanover Research concluded that "[a]t the state level, all data science-related occupations are projected to grow through 2020, and again over half of these occupations are slated to grow faster than the state average (11.9 percent)" (p. 10). More focused in the region nearer to the UW-River Falls campus, "occupations related to data science

are predicted to grow in the west central region of Wisconsin through 2020” (p. 11). For the Twin Cities area, Hanover indicates that “overall, occupations related to data science are projected to grow in the Twin Cities region” (p. 13).

The 2014-15 resident undergraduate tuition for this program is \$267.75 per credit and the plateau tuition (for 12-18 credits) is \$3,214.50 per semester (\$6,429.00 for the academic year). Minnesota reciprocity tuition is \$283.26 and \$3,399.12 for the plateau (each semester). Segregated fees for all full-time undergraduate students are \$661.67 per semester for 2014-2015.

RECOMMENDATION

The University of Wisconsin System recommends adoption of Resolution I.1.a.(3), approving the implementation of a Bachelor of Science in Data Science at UW-River Falls.

RELATED REGENT AND UW SYSTEM POLICIES

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

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

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BACHELOR OF SCIENCE IN DATA SCIENCE
AT UW-RIVER FALLS
PREPARED BY UW-RIVER FALLS**

ABSTRACT

The University of Wisconsin-River Falls proposes to establish a Bachelor of Science (B.S.) in Data Science. This program responds to the strategic direction of the university, to student and alumni interest, and to employer and employee interest in the metropolitan St. Croix River Valley region and the state of Wisconsin. Establishing the program will provide students with a high-quality degree in an emerging interdisciplinary field with high demand and prospects for graduates (whether entering the workforce or seeking graduate or professional school opportunities). The goal of the program will be to provide students with the skill and knowledge sets required to work in solution-oriented contexts across a number of professional fields. Graduates of the program will be in high demand as information and data needs continue to grow across nearly all industry sectors. The 120-credit program will be comprised of a general education program, 74-75 credits composed of a core of 60 credits which will be drawn from the Mathematics and Computer Science & Information Systems departments, with a choice of 15-credit cognates drawn from other contributing departments and programs.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-River Falls

Title of Proposed Program

Data Science

Degree/Major Designations

Bachelor of Science

Mode of Delivery

Single institution; combining face-to-face, hybrid (low residency), and online instruction.

Projected Enrollments by Year Five

Table 1 below identifies the projected enrollment patterns for the program, and attempts to capture variations in first- to second-year retention, first- to third-year retention, and graduation rate. However, there is some elasticity related to graduation rate and time to degree predicated on students entering with dual enrollment or other forms of college credit. The estimated 75% first- to second-year retention rate is a conservative projection. However, the proposed program is a unique destination program and anticipates better retention and completion rates similar to those of other destination programs at UW-River Falls. The enrollment projections cited above do not include transfer students, as articulation agreements have not yet been fully developed.

Table 1: Projected Enrollment for the B.S. in Data Science

Year	Implementation Year	2nd year	3rd year	4th year	5th year
New students admitted	30	30	30	30	40
Continuing students		23	41	57	60
Total enrollment	30	53	71	87	100
Graduating students				16	16

Tuition Structure

UW-River Falls has used standard undergraduate tuition pricing and revenue to calculate the tuition structure for the new program. The 2014-15 resident undergraduate tuition is \$267.75 per credit and the plateau tuition (for 12-18 credits) is \$3,214.50 per semester (\$6,429.00 for the academic year). Minnesota reciprocity tuition is \$283.26 and \$3,399.12 for the plateau (each semester). Segregated fees for all full-time undergraduate students are \$661.67 per semester for 2014-2015. Depending on actual courses taken, particularly among the elective and cognate lists, there may be additional individual course fees.

Department or Functional Equivalent

The proposed program will be managed by the Department of Computer Science & Information Systems, with an advisory group of faculty from the departments with cognates embedded within the program.

College, School, or Functional Equivalent

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

Proposed Date of Implementation

Spring 2016

INTRODUCTION

Rationale and Relation to Mission

The undergraduate program in data science is a natural outgrowth of the university's strengths in mathematics and computer science. These two academic units will provide foundational course content that will be supplemented by courses, organized as cognate areas, from other relevant departments and programs (i.e., economics, finance, geographic information systems, management, and marketing). UW-River Falls is an access university that provides undergraduate and graduate opportunities to students from the region and beyond. Befitting its purpose, UW-River Falls' mission states clearly, "[t]he university provides an excellent environment for learning, emphasizing the importance of faculty-student interaction in classrooms, laboratories, academic advising and co-curricular activities." As an institution that is part of the University of Wisconsin System University Cluster, UW-River Falls is authorized to offer baccalaureate (and other) programs across the range of liberal arts programs, as well as in various professional fields. Consequently, "the university offers liberal arts programs and

degrees to meet regional needs in the arts, humanities, mathematics, natural and physical sciences and social and behavioral sciences. The liberal arts also strengthen and broaden programs in the agricultural sciences, teacher education, and business administration.”

As the university has evolved, it has developed a core strength identity around science, technology, engineering, and mathematics (STEM) programs, and these have served as important touchstones for the university’s current strategic plan—in particular goal 1 “Distinctive Academic Excellence” and goal 3 “Innovation and Partnerships.” The baccalaureate program in data science is consonant with UW-River Falls’ focused mission—to help prepare students to be productive, creative, ethical, engaged citizens and leaders with an informed global perspective—and supports these two goals of the university’s strategic plan *Pathway to Distinction*.

Beyond the explicit university mission and the objectives of the strategic plan, the data science program is expected to engage a range of small to large businesses across industry sectors. Consequently, the University views the degree (and its faculty and students) as central to partnering with various industries and businesses to foster workforce development and reinforce economic development efforts in the region. To foster these relationships, the curriculum has been shared with various business leaders, and the program will establish an external advisory board.

Need as Suggested by Current Student Demand

Development of the undergraduate program was encouraged by the common and public messages regarding the need for graduates who can manage data and work with businesses, agencies, and other entities that use large data sets. This initial interest in the possibility of an undergraduate program was then shaped and reinforced by a study conducted by Hanover Research, which was hired by UW-River Falls to look at student and market demand.

The Hanover Research findings note that data science remains an emerging and interdisciplinary field. However, among its key findings Hanover observes that

[I]ndicators suggest that the number of data science degree completions is expanding both nationally and regionally. Between 2008 and 2012, completions in programs related to data science, such as Information Sciences/Studies and Data Modeling/Warehousing and Database Administration increased on a yearly basis. Such growth reflects interest in the topics of data science and analytics, and suggests that such programs may also be growing (p. 3).

The data across disciplines typically associated with curricular areas of data science show general positive growth across the most recent five years for which data was available when the study was conducted.

An article in the June 2014 edition of *Forbes Magazine* underscored the need for such graduates: “the rapid growth of big data and analytics for use within businesses has

created a huge demand for people capable of extracting knowledge from data” (<http://www.forbes.com/sites/emc/2014/06/26/the-hottest-jobs-in-it-training-tomorrows-data-scientists/>). Further, the recent development of such programs at premier institutions (e.g., University of California, Ohio State University, Indiana University, University of Rochester, and Arizona State University) responds to student interest and employer needs. The national narrative and data would seem to be a compelling driver for the creation of an undergraduate data science program in Wisconsin.

UW-River Falls is situated in a border region near a number of metropolitan and suburban high schools that are focused on science and mathematics, and these would serve as recruitment sites for first-time, first-year students. Similarly, the university has nearly 20 two-year institutions within 50 miles of River Falls, and these colleges could provide ready access to students in transfer-ready programs across mathematics, computer science, information science, and decision science fields.

Need as Suggested by Market Demand

In the 2013 report, *Game Changers: Five Opportunities for US Growth and Renewal*, the McKinsey Global Institute observed that there are several emerging areas that can help drive the U.S. economy. Among them, McKinsey identifies “game changers in energy, trade, big data, infrastructure, and talent” (http://www.mckinsey.com/insights/americas/us_game_changers) (p. 1). McKinsey further notes that data science is not simply an industry unto itself but also a part of a broader opportunity for nearly all industry sectors: “[b]ig data can play a role in raising the productivity of knowledge-intensive manufacturing for export, maximizing infrastructure assets, and facilitating new personalized digital learning tools” (p. 3), and consequently, the McKinsey report concludes that “[a] talent revolution is needed to train tomorrow’s energy engineers and big data analysts, as well as the skilled workforce needed for a 21st-century knowledge economy” (p. 3). This emphasis on data science and the management of data sets and knowledge is also reinforced in the Hanover Research study, which quotes a June 2013 CNBC article in which one CEO explains:

The desire on the enterprise side to find truly qualified data scientists has resulted in almost open headcount. It’s probably the biggest imbalance of supply and demand that I’ve ever seen in my career...The talent pool is, at best, probably 20 percent of the demand.” The article discusses the high demand for qualified jobseekers in a variety of industries, and notes the high salary offerings for these individuals (p. 14).

The outlook for data science and the need for graduates with skills and abilities to harness the potential for data use leads Hanover Research to report that:

[...] due to this increased focus on data analytics, a 2013 report by Gartner found that IT departments spent approximately \$34 billion on big data in 2013, with nearly half of the investments focused on social media analysis and content analysis. These statistics indicate that companies across

several industries are seeking to hire qualified individuals with an understanding of data analytics and interpretation (p. 14).

The Hanover Research study also echoes a 2013 report by the U.S. Bureau of Labor Statistics (“Working with Big Data”), which notes “a major impediment to the widespread use of big data is the lack of workers with the appropriate training and skills” (p. 9)—an observation that suggests the need for such a program within the UW System program array and the employment potential for graduates of the program.

While neither *Wisconsin’s Worknet* website nor Minnesota’s *MnDEED* website has an occupation listing for data scientists or data analysts, *indeed.com* listed 187 job vacancies in Wisconsin under data scientist and 210 in the Minneapolis metropolitan area (on April 11, 2015). In terms of salary, the field of data science appears to have tremendous opportunities and potential appeal to undergraduates seeking to leverage their education into a productive career. The website *glassdoor.com* (http://www.glassdoor.com/Salaries/data-scientist-salary-SRCH_KO0,14.htm) reports that the job title “data scientist” is associated with a national median salary (March 20, 2015) of \$118,709.

The U.S. Bureau of Labor Statistics (BLS) noted in its 2013 study that it does not yet collect specific data about data scientists but does observe “the growth in big data will continue to expand the kinds of work that use this information.” The BLS classifies data scientists as statisticians or computer programmers or in other occupations (pp. 7-8). In that context, the BLS is predicting that about 47,000 new jobs (combined) will be created between 2010 and 2020. The BLS does note that a parallel and even overlapping occupation (database administrators) is projected to grow 15% faster than average occupations between 2012 and 2022, adding 17,900 jobs nationwide.

UW-River Falls seeks to offer the baccalaureate degree in data science as a means to contribute to the needs of businesses, large and small, as well as to those needs found among service agencies, the military, and local, state, and national government. In reviewing the specific demands for the state and region, Hanover Research concluded that “[a]t the state level, all data science-related occupations are projected to grow through 2020, and again over half of these occupations are slated to grow faster than the state average (11.9 percent)” (p. 10). More focused in the region nearer to the UW-River Falls campus, “occupations related to data science are predicted to grow in the west central region of Wisconsin through 2020” (p. 11). For the Twin Cities area, Hanover indicates that “overall, occupations related to data science are projected to grow in the Twin Cities region” (p. 13).

Given the local, regional, and national information, UW-River Falls is confident that the demand for graduates in data science is going to grow as the field matures and that the present demand warrants pursuing the proposed major.

DESCRIPTION OF PROGRAM

Institutional Program Array

The program will fit well with other mathematics, science, and professional disciplines at UW-River Falls, and has the potential to include additional cognates (e.g., bioinformatics, decision science, technical communication, and computational science). Data science is an interdisciplinary field, and thus does overlap with mathematics and computer science. However, the UW-River Falls design is to take advantage of the overlap to offer a degree program that is a synthesis of a number of strong academic offerings at the university to create an interdisciplinary program focused on addressing workforce and industry needs.

Other Programs in the University of Wisconsin System

There are no other undergraduate degree programs in data science in the University of Wisconsin System, though there are other degree programs with components associated with data analytics.

At the undergraduate level, Hanover Research identified only five programs in data science across the United States: Arizona State University, College of Charleston, Northern Kentucky University, The Ohio State University, and University of San Francisco. It appears that these programs originated in 2011 or later. Additional programs specifically focused on data science or data analytics have emerged since spring of 2014 at various other universities (e.g., Indiana University, University of Rochester, and University of California-Berkeley).

Collaborative Nature of the Program

There have already been discussions and offers to connect the proposed undergraduate program with other UW-River Falls graduate programs, as well as to programs offered by UW-Stout and to UW Extension's collaborative M.S. in Data Science graduate program, approved by the Board of Regents at the April 2014 meeting. UW-River Falls sees the opportunity to explore potential five-year academic program models where the proposed undergraduate data science degree might be connected to a relevant master's program and provide even greater career opportunity for graduates of the program(s).

Diversity

The faculty members involved in the program are committed to inclusivity and diversity and will work with the undergraduate admissions office to partner with schools that have a high potential for multicultural and disadvantaged student enrollments in the program. The recent and high profile efforts by various UW institutions to collaborate with Native American communities will also inform the university's outreach and engagement, as will UW-River Falls' programs that target the recruitment and retention of multicultural students in STEM disciplines (an activity spurred by National Science Foundation and UW System grants). The university has a retention specialist working specifically with diverse populations to improve retention and graduation rates.

Further, preliminary discussions suggest that the program may be of interest to various international student populations and to UW-River Falls' international partner institutions (who may seek 2 + 2 articulations or dual degree options).

Student Learning Outcomes

Through their participation in the B.S. in Data Science program, students will:

- Develop a comprehensive understanding of data building and retrieval;
- Develop proficiency in data analysis and associated techniques;
- Develop an understanding of data needs and tools relevant to specific industry sectors and needs.

A graduate will:

- Understand the “Big Data” phenomenon and its drivers, and recognize the challenges of capturing, storing, and retrieving massive data.
- Gain knowledge about the application programming interface ecosystems and data infrastructure that support the acquisition, storage, retrieval, and analysis of massive data.
- Understand the foundations, frameworks, and applications of the emerging field of data science and gain skills in applying a data-based analytical approach to identify and solve problems.

Program Objectives

- To graduate students who possess the ability to develop, manage, and analyze data sets across a range of industry and non-profit sectors.
- To prepare students to be successful in graduate programs in which data science and data analytics are key components of the program.

Assessment of Objectives

Students will be assessed via course-embedded and cumulative assessments as they move through the core; each cognate area/emphasis area will also have summative assessments to assure learning and understanding of the specific applications relevant to the occupation or industry sector. These elements will then be rolled into the analysis of the capstone project, which will combine the applied and theoretical components to assure basic knowledge and its ethical and effective application.

Program Curriculum (excluding General Education credits)

Program Total Credits: 74-75 credits

Program Core (60 credits)

Computer Science and Information Systems

CSIS 1161 Programming I (3 credits)

CSIS 162 Programming II (3 credits)

CSIS 215 Information Systems (3 credits)

CSIS 225 Web Development (3 credits)

CSIS 235 Object Oriented Programming (3 credits)
CSIS 237 Data Structures (3 credits)
*CSIS 239 Introduction to Data Science (3 credits)
CSIS 333 Database Management Systems (3 credits)
*CSIS 334 Data Visualization (3 credits)
*CSIS 339 Massive Data Storage and Retrieval (3 credits)
*CSIS 452 Applied Machine Learning (3 credits)
*CSIS 488 Capstone Data Science Practicum Project (3 credits)
*denotes new courses developed to deliver B.S. in Data Science

Mathematics

MATH 166 Calculus I (4 credits)
MATH 167 Calculus II (4 credits)
MATH 236 Discrete Mathematics (4 credits)
MATH 256 Linear Algebra (3 credits)
MATH Applied Statistics (3 credits)
MATH 327 Applied Regression Analysis (3 credits)

Economics

ECON 426 Econometrics (3 credits)

Elective Options (Cognate areas/Areas of emphasis)

Accounting (15 credits)

ACCT 231 Principles of Accounting I (3 credits)
ACCT 232 Principles of Accounting II (3 credits)
ACCT 321 Intermediate Accounting I (3 credits)
ACCT 322 Intermediate Accounting II (3 credits)
ACCT 356 Cost Accounting (3 credits)
ACCT 366 Accounting Systems (3 credits)

Finance (15 credits)

ACCT 231 Principles of Accounting I (3 credits)
ACCT 232 Principles of Accounting II (3 credits)
FINC 345 Managerial Finance (3 credits)
FINC 348 Investment (3 credits)
FINC 360 Financial Derivatives (3 credits)
FINC 448 Portfolio Management (3 credits)

Management (15 credits)

MNGT 300 Management and Organizational Behavior (3 credits)
MNGT 361 Operations Management (3 credits)
MNGT 318 Operations Research (3 credits)
MNGT 340 Ethical Leadership (3 credits)
MNGT 345 Decision Making (3 credits)
MNGT 365 Business Process Management (3 credits)

Marketing (15 credits)

MKTG 311 Principles of Marketing (3 credits)
MKTG 325 Relationship Selling (3 credits)
MKTG 327 Sales Analytics (3 credits)
MKTG 334 Internet and Direct Marketing (3 credits)
MKTG 365 Marketing Research (3 credits)

Economics (12 credits; plus a necessary 2-3 credits of program electives)

ECON 201 Principles of Microeconomics (3 credits)
ECON 202 Principles of Macroeconomics (3 credits)
ECON 301 Intermediate Microeconomics (3 credits)
ECON 302 Intermediate Macroeconomics (3 credits)

Geographic Information Science (15 credits)

Required:

GEOG 250 Intro to Geographic Information Science (3 credits)
GEOG 360 Geographic Info. Systems: Theory and Methods
(3 credits)
GEOG 460 Geographic Info. Systems: Analysis and Modeling
(3 credits)

Electives

GEOG 351 Map Design (3 credits)
GEOG 365 Quantitative Techniques (3 credits)
GEOG 366 Field Methods and GPS (3 credits)
GEOG 368 Digital Image Processing (3 credits)
GEOG 455 Advanced Map Design (3 credits)

Projected Time to Degree

The projected time to degree for full-time students is four years, and students should be able to complete all university and program requirements at or slightly above the 120-credit hour target. The time to degree for transfer students may vary significantly, but these students should be able to complete the program in two to three years after transferring to UW-River Falls. The university will seek articulation agreements as warranted to facilitate student recruitment and timely graduation.

Institutional Review

In accordance with UW-River Falls' policy, the program audit and review committee will review the program every six years. In addition, annual assessment reports will be uploaded into the university's program prioritization process to be reviewed by the Provost's office and the university's assessment committee, and annual performance data, including enrollment, revenue, and costs, will also be regularly uploaded for review by the Provost and Deans' Council.

UW-River Falls employs a rigorous approach to course and program proposals. Substantive course changes and new course proposals emanate from departments and go

through appropriate college curriculum committee review before being evaluated by university-level general education and/or undergraduate curriculum committees. New programs are reviewed at the college level before going to the curriculum committee and then the academic program and planning committee for review. The Faculty Senate then reviews and votes on all program proposals before the programs are approved by the Provost and Chancellor.

The UW-River Falls' academic deans and the Chancellor's cabinet reviewed the proposal for the B.S. in Data Science degree at the Notice of Intent stage.

Accreditation

At present there are no plans to seek accreditation, though as the discipline gains visibility, there may be an opportunity to seek accreditation from the Accreditation Board for Engineering and Technology (ABET).

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

	Items	Projections				
		2016	2017	2018	2019	2020
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount (Fulltime in the program)	30	30	30	30	40
	Enrollment (Continuing Student) Headcount	0	23	41	57	60
	Enrollment (New Student) FTE	30	30	30	30	40
	Enrollment (Continuing Student) FTE	0	53	71	87	100
II	Total New Credit Hours (# new sections x credits per section)	12	12	12	12	12
	Existing Credit Hours	63	63	63	63	63
III	FTE of New Faculty/Instructional Staff	1	1	0	0	0
	FTE of Current Fac/IAS	8	9	10	10	10
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.5	0.5	0.5	0.5	0.5
IV	New Revenues					
	From Tuition (new credit hours x FTE)	\$96,390	\$170,289	\$228,123	\$279,531	\$321,300
	From Fees	\$0	\$0	\$0	\$0	\$0
	Program Revenue - Grants	\$0	\$0	\$0	\$0	\$0
	Program Revenue - Other	\$0	\$0	\$0	\$0	\$0
	Reallocation	\$0	\$0	\$0	\$0	\$0
V	Total New Revenue	\$96,390	\$170,289	\$228,123	\$279,531	\$321,300
	New Expenses					
	Salaries plus Fringes					
	Faculty/Instructional Staff	\$84,000	\$168,000	\$168,000	\$168,000	\$168,000
	Other Staff					
	Other Expenses					
	Facilities	\$0	\$0	\$0	\$0	\$0
	Equipment	\$0	\$0	\$0	\$0	\$0
	Other:	\$3,000	\$3,000	\$4,000	\$4,000	\$5,000
	Total Expenses	\$87,000	\$171,000	\$172,000	\$172,000	\$173,000
VI	Net Revenue	\$9,390	-\$711	\$56,123	\$107,531	\$148,300

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

UWRF has already onboarded faculty in math and computer science; loads will be shifted and then staffing will be augmented by the hires described above.
UWRF has existing seat capacity to absorb students into existing sections. \

The 2 additional faculty FTE correlate to the creation and delivery of 5 new courses.

a - Number of students enrolled

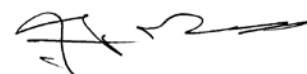
b - To be based on 12 credits at the undergraduate level and 7 credits at the graduate level

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

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

Signature by the Provost:

11-Apr-14





Office of the Provost and Vice Chancellor for Academic Affairs • 116 North Hall • (715) 425-3700 • Fax (715) 425-3304

April 30, 2015

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

Dear President Cross,

On behalf of the university, I am submitting a proposed Bachelor of Science in Data Science degree. This proposal comes after slightly more than a year of dedicated planning and work on the degree model and the necessary (but limited) new course development. The university feels strongly that this interdisciplinary major can build on existing academic strengths, leverage capacity, and help the university fulfill our strategic plan (particularly as it relates to building distinctive academic programs and developing partnerships, particularly with several key industry sectors in the region).

I need to avow that I have a strong commitment to the program as the idea and initial program scanning began with my office. Subsequently, we have had strong support and collaboration from key departments and exceptional leadership from appropriate department chairs and deans. Indeed, we have come to see this program as fitting nicely with our expanding computer science major, our redesign considerations with respect to mathematics, and our newly developed graduate program in computer science. I see the major as a key new lever in the university's effort to educate students for a 21st century economy and a digital global reality. I have every confidence (as a result of already occurring consultation with several business leaders in the area) that this major will be enthusiastically embraced by external audiences.

In sum, we are pleased that UW-River Falls has had the opportunity to develop this undergraduate proposal. Undergraduate education is something we pay particular attention to, and the university's faculty and academic leadership has been very focused on refreshing existing programs in STEM disciplines and developing new programs (such as this proposal and the forthcoming engineering proposal) that are relevant to our prospective students and the employers who would hire them. I am very confident that we are already executing a sustainable plan for data science and that the resources, intellectual and financial, are there to assure that data science majors will have an exceptional education experience and positive springboard for their professional goals.

Sincerely,

A handwritten signature in black ink, appearing to read "Fernando Delgado", with a stylized flourish at the end.

Fernando Delgado
Provost and Vice Chancellor for Academic Affairs

Program Authorization (Implementation)
B.S. in Digital Marketing Technology
UW-Stout

EDUCATION COMMITTEE

Resolution I.1.a.(4):

That, upon recommendation of the Chancellor of the University of Wisconsin-Stout, as well as the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Digital Marketing Technology.

**NEW PROGRAM AUTHORIZATION
BACHELOR OF SCIENCE IN DIGITAL MARKETING TECHNOLOGY
UNIVERSITY OF WISCONSIN-STOUT**

BACKGROUND

This proposal is presented in accordance with the procedures outlined in Academic Planning and Program Review (ACIS 1.0, Revised August 2012, available at <http://www.uwsa.edu/acss/planning/>). The new program proposal for an online B.S. in Digital Marketing Technology at the University of Wisconsin-Stout is presented to the Board of Regents for consideration. UW-Stout's Provost submitted an authorization document and a letter of institutional commitment.

REQUESTED ACTION

Adoption of Resolution I.1.a.(4), approving the implementation of the online Bachelor of Science in Digital Marketing Technology degree program at the University of Wisconsin-Stout.

DISCUSSION

The proposed Bachelor of Science (B.S.) in Digital Marketing Technology will be offered by the Department of Apparel and Communications Technology, within the College of Science, Technology, Engineering and Mathematics, at UW-Stout. The program will have 120 credits, of which 40 credits are General Education, and 80 credits are in the major. The tuition structure is based on customized instruction at \$334 per credit.

The proposed program is designed as a multidisciplinary major, leveraging and building upon existing curriculum. The core of the proposed 120-credit program will be built upon the curriculum for the UW-Stout Minor in Web Technology and the Minor in Enterprise Technology. It will draw from key areas related to content, design, development, and information systems to develop students with a broad horizontal understanding of the use of communication technology systems primarily targeting external constituents. The program will have a strong emphasis on the application of theory to practice and will require a cooperative work experience with an approved employer.

The jobs in digital marketing are being created and defined at this time, and they are years from reaching the point where they are recognized by the U.S. Bureau of Labor Statistics and similar sources. The Harvard Business Review ([Brinker & McLellan, The Rise of the Chief Marketing Technologist, July-August, 2014](#)) also addresses the issue of a new class of professionals that straddle the functions of information technology (IT) and marketing with a common goal of "aligning marketing technology with business goals." The development of future marketing technologists is a fundamental goal of this proposed program. For fields closely connected to Digital Marketing Technology, the 2012 U.S. Bureau of Labor Statistics Occupational Outlook Handbook indicates that employment growth from 2012-2022 for web developers will be 20%, software developers will be 22%, and market research analysts will be 32% ([Bureau of Labor Statistics, Occupational Outlook Handbook 2012](#)).

RECOMMENDATION

The University of Wisconsin System recommends adoption of Resolution I.1.a.(4), approving the implementation of a Bachelor of Science in Digital Marketing Technology 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 SCIENCE IN
DIGITAL MARKETING TECHNOLOGY
AT UNIVERSITY OF WISCONSIN-STOUT (UW-STOUT)
PREPARED BY UW-STOUT**

ABSTRACT

The proposed Bachelor of Science (B.S.) in Digital Marketing Technology will be offered by the Department of Apparel and Communications Technology, within the College of Science, Technology, Engineering and Mathematics, at UW-Stout. The program will have 120 credits, of which 40 credits are General Education, and 80 credits are in the major.

PROGRAM IDENTIFICATION:

Institution Name

University of Wisconsin-Stout

Title of Proposed Program

Digital Marketing Technology

Degree/Program Designation

Bachelor of Science

Mode of Delivery

Online

Single Institution or Collaboration

Single institution

Projected Enrollment by Year Five

120 students

Tuition Structure

Customized Instruction, current rate of \$334 per credit

Department or Functional Equivalent

Department of Apparel and Communications Technology

College, School or Functional Equivalent

College of Science, Technology, Engineering and Mathematics

Proposed Date of Implementation

Fall 2015

INTRODUCTION

Rationale and Relation to Mission

The digitalization of communications, media, and computer systems has created a demand for professionals that are able to function in the crossover between these traditional disciplines. The proposed B.S. in Digital Marketing Technology program is designed as a multidisciplinary major leveraging and building upon existing curricula. The program is based upon an academic skills model that emphasizes broad skills across related disciplines, and depth within the core discipline. It will draw from key areas related to content, design, development, and information systems to develop students with a broad understanding of the use of communication technology systems primarily targeting external constituents. The core of the proposed 120-credit program will be the existing curriculum for the Minor in Web Technology and the Minor in Enterprise Technology.

In response to feedback received from both the UW-Stout Information and Communication Technologies (ICT) and Information Technology Management (ITM) Professional Advisory Board Committees regarding a high demand for emerging skill sets in the digital industry, the Apparel and Communication Technologies (ACT) department developed a series of new courses that became the core of the Minor in Web Technology and the Minor in Enterprise Technology Systems in 2013. In 2013, Thomson Reuters FindLaw established the Thomson Reuters Web Development Fund at the Stout University Foundation to support additional campus programming efforts to address the digital marketing technology skills need. Widen Enterprises of Madison, Wisconsin, a digital marketing technology company has committed to a long-term relationship with the proposed program. Other organizations continue to contact UW-Stout with interest in being industry partners and committing resources toward the success of the proposed program.

In alignment with UW-Stout's designation as Wisconsin's Polytechnic University, this program will support its mission and central tenets by 1) offering a curriculum that prepares students for professional careers, 2) blending creativity, research and theory with practice to address real world problems, and 3) working closely with business, industry and other educational institutions to benefit students, grow the economy, and serve a global society through applied learning. UW-Stout's strategic plan includes several Enduring Goals and Focus 2015 Goals supported by the proposed B.S. in Digital Marketing Technology program. The program will enhance:

- Enduring Goal 1: Offering high quality, challenging programs that influence and respond to society.
- Enduring Goal 2: Preserving and enhancing our educational processes through the application of active learning principles.
- Enduring Goal 3: Promoting excellence in teaching, research, scholarship and service.
- Focus 2015 Goal 2: Expanding early and ongoing experiential learning opportunities including undergraduate applied research and entrepreneurship by requiring progressive applied experiences and a capstone experience.

Need as Suggested by Current Student Demand

The core of this proposed program is built upon classes from the Minor in Web Technology and the Minor in Enterprise Technology Systems, which have been offered online since September 2013. As of December 2014, there were 26 students enrolled in the Minor in Web Technology and 20 in the Minor in Enterprise Technology. Enrollment in the minor core courses continues to grow. For example, Web Production and Distribution (ICT-375) and Information and Communications Technology Analytics (ICT-311) have grown to fill two sections per semester. UW-Stout believes this is a strong indicator that students are seeking opportunities to gain educational opportunities in the areas which will form the core of the new major.

New Directions in the Profession and Market Demand

Digitalization has led to significant change in the professions related to this degree. Adobe Systems, Inc., found that 76% of marketers think marketing has changed more in the past two years than the past 50 and 60%. Marketers expect their companies to invest more in digital marketing technology [...] ([Adobe, 2013](#)). The jobs in digital marketing are being created and defined at this time, and they are years from reaching the point where they are recognized by the US Bureau of Labor Statistics and similar sources. The Harvard Business Review ([Brinker & McLellan, The Rise of the Chief Marketing Technologist, July-August, 2014](#)) also addresses the issue of a new class of professionals that straddle the functions of information technology (IT) and marketing with a common goal of “aligning marketing technology with business goals.” The development of future marketing technologists is a fundamental goal of this proposed program. Because this change has come so quickly, education has yet to adapt to the new directions in the profession and the market demand that has emerged for employees with these skill sets. One of the major themes of the first Marketing Technology Conference ([MarTech Conference, Boston, Aug. 2014](#)) was that education had not responded, and that businesses were having to “grow their own” marketing technologists. This illustrates both the new direction in the profession, and the way that institutions of higher education have responded to the market demand. This program will allow UW-Stout to quickly position its students to step into the market demand that has resulted from the new directions in the field.

In order to track related market demand in professions recognized by federal statistics, one can look more broadly at existing fields that are related to this major to identify patterns of growth. The 2012 US Bureau of Labor Statistics Occupational Outlook Handbook indicates that employment growth from 2012-2022 for web developers will be 20%, software developers will be 22%, market research analysts will be 32% ([Bureau of Labor Statistics, Occupational Outlook Handbook 2012](#)). These high-growth areas overlap with the focus of this proposed program.

DESCRIPTION OF PROGRAM

General Structure

The proposed program is a multi-disciplinary degree with a focus on the outward-facing technology systems used for interacting with users external to the organization. The program will have a strong emphasis on the application of theory to practice and will require a cooperative work experience with an approved employer.

Institutional Program Array

In keeping with its interdisciplinary nature, the proposed program draws from a number of different academic disciplines at UW-Stout for the professional core. These include: Information and Communications Technology, Business, Computer Science, Cross Media Graphics Management, and Management. There are ten existing programs on campus that have an intersection with this program. Those programs are:

- B.S. in Applied Math and Computer Science
- B.S. in Business Administration
- B.S. in Cross-Media Graphics
- B.S. in Game Design and Development
- B.F.A in Graphic Design and Interactive Media
- B.S. in Information and Communication Technologies
- B.S. in Information Technology Management
- B.S. in Management
- B.S. in Marketing and Business Education
- B.S. in Professional Communication and Emerging Media

The proposed B.S. in Digital Marketing Technology is unique in its multi-disciplinary approach of combining content, design, systems, and development as outlined in this proposal. The ability for students to take elective courses from the majors noted above is seen as a strength of this program, as it allows students the flexibility to develop a secondary area of vertical depth. Using those flexible credits to achieve a minor will be encouraged. 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

Similar to the program array at UW-Stout, there are a number of programs in the University of Wisconsin System that have overlapping elements. However, there are no programs that have a focus of Digital Marketing Technology. To the best of the program developers' knowledge, there are no other existing B.S. in Digital Marketing Technology programs in the United States. Within the UW Colleges, there are a number of 2-year degrees in areas such as Marketing, Computer Science, Web Design or Development, and similar fields. UW-Stout sees this as an opportunity for this program to serve as a degree completion program allowing students from those schools to transfer credits into the program. The department intends to work with the UW Colleges in developing articulation agreements to the B.S. in Digital Marketing Technology program. In this way, it is possible for these students to earn this degree in as little as two years after transferring into the program.

Collaborative Nature of the Program

No collaboration with other institutions of higher education is currently 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, 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 and global perspectives categories.

The B.S. in Digital Marketing Technology 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 College of Science, Technology, Engineering and Mathematics 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 at UW-Stout, the student will have attained the following outcomes and skills:

1. Create original content for digital distribution in a manner that employs marketing research to achieve organizational goals.
2. Develop web applications utilizing industry standard markup, protocols, and languages.
3. Demonstrate and employ the use of data to support dynamic user interaction with digital content.
4. Write, assemble, and/or develop scripting artifacts that affect the behavior level of digital content.
5. Design and implement information and navigation plans using the principles of information architecture.
6. Analyze, implement, and evaluate outward facing communication systems and their usage.
7. Employ and evaluate processes related to user analysis, design, development, and implementation.
8. Select, examine, implement, and evaluate the use of enterprise systems and how they function toward achieving enterprise objectives.
9. Distinguish between the functions of various digital communication channels and select solutions appropriate to the needs of the organization and the end users.

Assessment of Learning Outcomes and Objectives

The proposed B.S. in Digital Marketing Technology will require consistent and ongoing evaluations to ensure quality instruction and demonstrable student learning outcomes.

Assessment of the student learning objectives will be coordinated by the program director in collaboration with the faculty and the program industry advisory board. The rapidly changing nature of the content of this program will require a strong advisory relationship with industry partners. This relationship is a key element of UW-Stout's ongoing assessment of learning outcomes and objectives.

Key performance indicators will serve as an opportunity to examine specific artifacts in specific courses that are close to the vertical core of the curriculum. Key Performance Indicators that will be monitored may include; culminating artifacts in courses requiring applied knowledge to develop a final project (e.g. ICT-475, ICT-485), or scores on final exams that evaluate applied knowledge (e.g. ICT-375).

Program Curriculum

The program will require 120 credits. Forty credits are dedicated to general education. Eighty credits are dedicated to the requirements specific to the B.S. in Digital Marketing Technology. Forty-one credits are Professional Technology Core, 21 are in the Professional Management Core in cross-disciplinary fields related to Business and Management. Additionally, there are 18 credits that serve as elective courses that will allow student to develop a vertical skill set in related areas of their own interests. The elective area will also provide flexibility for students desiring to pursue minors, or transfer into the program as a degree completion option for those with 2-year degrees or credits from UW Colleges and other institutions.

B.S. in DIGITAL MARKETING TECHNOLOGIES PROGRAM REQUIREMENTS

(120 Credits)

GENERAL EDUCATION (40 credits)[†]

A. Communication Skills (9 cr.)

ENGL – 101 Composition 1, P: Placement Test Required (3cr.)

ENGL – 102 Composition 2, P: ENGL–101 (3 cr.)

SPCOM – 100 Fundamentals of Speech (3 cr.)

B. Analytical Reasoning and Natural Sciences (10 cr.)

MATH – 118 (or higher) Concepts of Mathematics P: One year H.S. Algebra and Math placement score required, or MATH–010 or higher (4 cr.)

STAT – 130 Elementary Statistics (2 cr.)

Natural Science (w/ lab) (4 cr.)

C. Arts and Humanities (6 cr.)

Courses must be from two or more areas including art history, creative arts, foreign language and culture, history, literature, music appreciation, performing arts, and philosophy.

PHOTO – 204–Exploring Photography (3 cr.)

D. Social and Behavioral Sciences (6 cr.)

Courses must be from two or more areas including anthropology, economics, geography, political science, psychology, and sociology.

E. Contemporary Issues (3 cr.)

Courses must be selected from the list of approved contemporary issues courses, which includes technology.

F. Social Responsibility and Ethical Reasoning (3 cr.)

Courses must be selected from the list of approved social responsibility and ethical reasoning courses, which includes health, health education, and athletics.

G. Selective (Course may be selected from any GE categories) (3 cr.)

[†]The racial and ethnic studies 6-credit requirement and global perspective 6-credit requirement can be met through course selection within the 40-credit General Education requirements.

MAJOR STUDIES (80 credits)

A. Professional Technology Core (41 cr.)

DMT 100 – Intro to Digital Marketing Technology (1 cr.)
ICT 305 – Information Systems for Enterprise P: ICT-103 (3 cr.)
ICT 309 – Collaborative Computing P: ICT-103 (3 cr.)
ICT 311 (DMT 311) – Information and Communications Tech. Analytics
P: ICT – 103 (3 cr.)
ICT 375 (DMT 375) – Web Production and Distribution
P: ICT – 103 or CMG-151 (3 cr.)
ICT 401 – Information Technology Policy and Audit
P: ICT – 305 and BUACT – 206 (3 cr.)
ICT 405 – Enterprise Technology Seminar P: ICT – 401 (3 cr.)
ICT 475 (DMT 475) – Dynamic Web Technologies P: ICT-375 (3 cr.)
ICT 485 (DMT485) – Search Engine Optimization P: ICT-375 (3 cr.)
DMT 449 – Cooperative Education Experience P: Department Consent (3 cr.)
CMG 141 – Cross Media Graphics (3 cr.)
CMG 151 – Graphics Software Tools P: CMG-141 (3 cr.)
CS 144 – Computer Science 1 (4 cr.)
CS 248 – Web and Internet Programming P: CS – 141 or CS – 144 (3 cr.)

B. Professional Management Core (21 cr.)

BUACT 206 – Introduction to Financial Accounting P: Sophomore Level or higher (3 cr.)
BUINB 260 – International Business P: Sophomore Status (3 cr.)
BUMKG 330 – Principles of Marketing (3 cr.)
BUMKG 350 – E-Business Strategy and Practice P: Must be Sophomore level or higher (3 cr.)
BUMKG 479 – Marketing Research P: take BUMKG-330 & either STAT-130, STAT-320, STAT-331 or ECON-325 (3 cr.)
INMGT 365 – Project Management (3 cr.)
INMGT 400 – Organizational Leadership P: Senior Level or higher (3 cr.)

C. Elective Courses (18 Credits)

Students may take elective courses offered through any approved minors, transfer credits, or other related areas of focus with program director's approval.

Credits from the following UW-Stout description listings would satisfy elective credits without program director approval: BUACT, BUMGT, BUMKG, CMG, CS, ICT, INMGT, ITM, DES, MATH, PHOTO, and STAT.

Approved Minors: art, business administration, computer networking systems and design, computer science, journalism, photo and video. Students cannot get minors in web technology or enterprise systems as these courses comprise the core of this major.

The following general education approved courses are prerequisites for other courses required in the major. They can be used to satisfy requirements in either general education or in the electives area, but not both.

- ICT-103 – Info & Communication Technology (3 cr.)
- CS-141 – Intro to Computer Programming (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 students may take to meet their four-year graduation schedule. Articulation agreements with UW Colleges and other two-year schools may allow transfer students to complete the degree in as little as two years.

Program Review Process

The director of the B.S. in Digital Marketing Technology will generate 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 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 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 Apparel and Communications Technology Department will also provide a continuous review of courses, curriculum, applied learning, and employment outcomes to determine if the program is meeting expected standards.

Accreditation

UW-Stout is accredited by the Higher Learning Commission of the North Central Association of Colleges & Schools. UW-Stout Online is certified by the United States Distance Learning Association (USDLA). UW-Stout will not be seeking program-level accreditation at this time.

University of Wisconsin-Stout
Cost and Revenue Projections For Digital Marketing Technology

	Items	Projections				
		2015	2016	2017	2018	2019
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	15	25	35	40	40
	Enrollment (Continuing Student) Headcount	0	12	30	52	73
	Enrollment (New Student) FTE	13	21	30	34	34
	Enrollment (Continuing Student) FTE	0	10	25	44	62
		13	31	55	78	96
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	0.75	1.00	0.00	1.00	0
	FTE of Current Fac/IAS	0.00	0.75	1.75	1.75	2.75
	FTE of New Admin Staff	0.25	0	0	0	0
	FTE Current Admin Staff	0	0.25	0.25	0.25	0.25
		1.00	2.00	2.00	3	3
V	New Revenues					
	From Tuition (new credit hours x FTE)(\$334/credit)	\$127,755	\$630,258	\$1,650,595	\$3,123,354	\$3,861,403
	From Fees	\$6,388	\$31,513	\$82,530	\$156,168	\$193,070
	Total New Revenue	\$134,143	\$661,771	\$1,733,124	\$3,279,522	\$4,054,474
VI	New Expenses					
	Salaries plus Fringes					
	Faculty/Instructional Staff	\$107,803	\$215,605	\$215,605	\$323,408	\$323,408
	Other Staff	\$20,831	\$21,872	\$22,966	\$24,114	\$25,320
	Other Expenses	\$128,633	\$233,477	\$238,571	\$347,522	\$348,728
	Facilities (Includes 34% CI related Overhead and Administration Fees)	\$45,609	\$225,002	\$589,262	\$1,115,037	\$1,378,521
	Equipment	\$5,000	\$5,000	\$45,000	\$5,000	\$5,000
	Other: Travel/professional development/marketing/accreditation fees	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Total Expenses	\$189,242	\$477,480	\$882,833	\$1,477,559	\$1,742,249
VII	Net Revenue	-\$55,099	\$184,291	\$850,291	\$1,801,963	\$2,312,225
Narrative: Explanation of the Numbers and Other Ongoing Commitments that will Benefit the Proposed Program						

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



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
e-mail: provost@uwstout.edu

March 18, 2015

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

Dear President Cross:

I am writing to provide you with this Letter of Commitment in support of the University of Wisconsin-Stout's proposed B.S. in Digital Marketing Technology.

The proposed B.S. in Digital Marketing Technology program is designed as a multidisciplinary major. The program will build upon existing curriculum and expertise in the academic disciplines of information and communications technology, business, computer science, cross-media graphics management, and management at UW-Stout. The digital convergence in communications, media, and computer systems has created a demand for professionals who understand the relationship and are able to function in the crossover between these traditional disciplines. The proposed degree was developed in response to industry demand and aligns with UW-Stout's designation as Wisconsin's Polytechnic University. It complements UW-Stout's program array due to its focus on developing students for careers through an applied curriculum.

The program will be launched online via our approved Customized Instruction tuition model; and it will, therefore, provide the necessary financial resources. Enrollments will be managed to align with available resources to support the program.

The proposed degree has been approved through the on-campus curriculum approval process. All programs at UW-Stout participate in the annual Assessment in the Major. The rapidly changing nature of the content of this program will require that we maintain a strong advisory relationship with industry partners for ongoing evaluation. An assessment of the student learning objectives will be coordinated by the program director in collaboration with the faculty and the program industry advisory board.

Thank you for consideration of this new program.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jackie Weissenburger".

Jackie Weissenburger, Ph.D.
Interim Provost and Vice Chancellor for Academic and Student Affairs



UW-Madison Adjusted Request to the Trustees of the
William F. Vilas Trust Estate and
UW-Madison Acceptance of the Proffer
from the Trustees of the Vilas Estate

EDUCATION COMMITTEE

Resolution I.1.a.(5):

That, upon recommendation of the Chancellor of the University of Wisconsin-Madison and the President of the University of Wisconsin System, the Board of Regents approves the adjusted request from UW-Madison to the Trustees of the William F. Vilas Trust Estate for \$12,264,836 for fiscal year July 1, 2015, to June 30, 2016 and accepts the proffer of \$12,264,836 made by the Trustees of the William F. Vilas Trust Estate as provided by the terms of the Vilas Trust for the same fiscal year, for Support of Scholarships, Fellowships, Professorships, and Special Programs in Arts and Humanities, Social Sciences, Biological Sciences, Physical Sciences, and Music.

**UW-MADISON ADJUSTED REQUEST TO
TRUSTEES OF THE WILLIAM F. VILAS TRUST ESTATE FOR SUPPORT
OF SCHOLARSHIPS, FELLOWSHIPS, PROFESSORSHIPS, AND SPECIAL
PROGRAMS IN ARTS AND HUMANITIES, SOCIAL SCIENCES AND MUSIC AND
PROFFER TO UW-MADISON**

BACKGROUND

At the beginning of the 2015 calendar year, the trustees of the William F. Vilas Trust Estate formally requested that the President of the UW System ask the Chancellors of UW-Madison and UW-Milwaukee to determine from the Vilas Professors the amounts they would request for fiscal year 2016. On April 10, 2015, the Board approved the requests submitted by both universities. On April 17, 2015, President Cross submitted an adjusted (revised) request on behalf of UW-Madison to the Vilas Trust because the trust indicated that a higher sum would be available. UW-Milwaukee's request and proffer from the Vilas Trust remains unchanged.

As part of the adoption of this resolution for the adjusted Vilas request from UW-Madison, the Board is also approving the value of the proffer for UW-Madison as indicated in the attached note from the Vilas Trust Estate to the Board of Regents, dated May 14, 2015. The proffer from the Vilas Trust to UW-Madison is made following receipt by President Cross and the trustees of the Vilas Trust of a document from UW-Madison, dated April 29, 2015, showing how the funds will be expended.

REQUESTED ACTION

Adoption of Resolution I.1.a.(5), approving an adjusted request to the trustees of the William F. Vilas Trust Estate for \$12,264,836 for fiscal year 2015-2016 for the support of scholarships, fellowships, professorships, and special programs in Arts and Humanities, Social Sciences, Biological Sciences, Physical Sciences, and Music at UW-Madison and acceptance of the proffer from the Vilas Trust for UW-Madison in the sum of \$12,264,836.

DISCUSSION

The attached documents contain the response to the trustees' request from UW-Madison and detail how the proposed funds will be expended. Also attached is President Cross's adjusted request from the Trust to UW-Madison as part of the One-time Program Allocation request for FY 2015-16. The Vilas Trust proffer for UW-Madison and UW-Milwaukee, dated May 14, 2015, is also attached.

RECOMMENDATION

The University of Wisconsin System recommends approval of Resolution I.1.a.(5), authorizing the UW-Madison adjusted request to the trustees of the William F. Vilas Trust Estate for \$12,264,836 for fiscal year 2015-2016 and the acceptance of the proffer in the amount of \$12,264,836 for UW-Madison.

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

EDUCATION COMMITTEE

Resolution I.1.a.(6):

That, upon recommendation of the Chancellor of the University of Wisconsin-Milwaukee and the President of the University of Wisconsin System, the Board of Regents accepts the proffer of \$120,769 for UW-Milwaukee made by the Trustees of the William F. Vilas Trust Estate for fiscal year July 1, 2015 to June 30, 2016, as provided by the terms of the William F. Vilas Trust, for Support of Scholarships, Fellowships, Professorships, and Special Programs in Arts and Humanities, Social Sciences, Biological Sciences, Physical Sciences, and Music.

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

BACKGROUND

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

The Board of Regents approved the UW-Milwaukee request totaling \$120,769 at the April 10, 2015 meeting. Following that approval, UW System President Cross sent the formal request to the Trustees. On May 14, 2015, the President received the proffer issued by the Vilas Trustees of the funding available to the UW-Milwaukee for 2015-16. The Regents are asked to approve the proffer for UW-Milwaukee at their June 5, 2015 meeting.

REQUESTED ACTION

Adoption of resolution I.1.a.(6), accepting the proffer in the sum of \$120,769 from the Trustees of the William F. Vilas Trust Estate.

DISCUSSION

For 2015-2016, the Vilas Trust is able to fund UW-Milwaukee's request for \$120,769.

RECOMMENDATION

The University of Wisconsin System Administration recommends approval of Resolution I.1.a.(6), accepting the proffer in the sum of \$120,769 for UW-Milwaukee from the Trustees of the William F. Vilas Trust Estate.



Office of the President

1700 Van Hise Hall
1220 Linden Drive
Madison, Wisconsin 53706-1559
(608) 262-2321 Phone
(608) 262-3985 Fax
e-mail: rcross@uwsa.edu
website: www.wisconsin.edu/

April 17, 2015

William F. Vilas Trust Estate
602 Pleasant Oak Drive, Suite F
Oregon, WI 53575

Dear Vilas Trustees:

We were pleased to learn of the additional \$2.8 million available from the Trust to UW-Madison as part of the One-time Program Allocation request for FY 2015-16. I would therefore like to amend the request submitted earlier today. On behalf of the Board of Regents, I am submitting this revised request to you for consideration by the Vilas Trust Estate. The amounts below reflect the additional funding available. UW-Madison will follow-up with revised documentation for how the additional funding will be allocated, and we will take the revised allocation to the Board of Regents for approval at their June meeting.

The revised amounts requested, by category, are as follows:

I. UW-MADISON

A.	Continuation of Trustee Approved Programs	\$ 4,306,890
B.	One-time Program Allocations	\$ 7,957,946

<u>Total Requested by UW-Madison</u>	<u>\$12,264,836</u>
---	----------------------------

II. UW-MILWAUKEE

A.	Department of Music Request	\$ 58,269
B.	Vilas Research Professor Kumkum Sangari	\$ 60,000
C.	Retirement Benefits for Professor Ihab Hassan	\$ 2,500

<u>Total Requested by UW-Milwaukee</u>	<u>\$ 120,769</u>
---	--------------------------

TOTAL AMOUNT REQUESTED

\$ 12,385,605

We are grateful to the Trust for bringing the additional funding to our attention.

Sincerely,

Ray Cross
President

Attachments

cc: David J. Ward, Interim Senior Vice President for Academic & Student Affairs
Rebecca M. Blank, Chancellor, UW-Madison
Mark Mone, Chancellor, UW-Milwaukee
Sarah Mangelsdorf, Provost and Vice Chancellor, UW-Madison
Jane Radue, Executive Director and Corporate Secretary, Board of Regents
Carmen Faymonville, Special Assistant to the Senior Vice President for Academic
and Student Affairs



WISCONSIN

UNIVERSITY OF WISCONSIN-MADISON

Revised

April 29, 2015

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

Dear President Cross:

In this memo, I enumerate the request for funds from the Vilas Trust Estate for fiscal year July 1, 2015 to June 30, 2016 for the University of Wisconsin-Madison.

Our request is framed in careful accordance with both the terms of the Vilas Trust and the needs we have to fulfill the strategic goals aimed at supporting the mission of the campus as a research and teaching campus of the highest rank. We are especially mindful of the gaps in our ability to attract, retain, and support the highest quality scholars to our faculty exacerbated by recent budget cuts; and the difficulty many students have in paying for undergraduate or graduate education here because of rising tuition and increasing challenges in finding need-based aid. Our total request for 2015-2016 is: **\$12,264,836.**

The programs for which we are requesting funding follow.

A. CONTINUATION OF APPROVED PROGRAMS

- | | | |
|--|---------------|-----------|
| 1. Continuation of 10 Vilas Undergraduate Scholarships at \$400 each | | 4,000 |
| 2. Continuation of 10 Vilas Graduate Fellowships: | | |
| a. 5 at \$600 each | 3,000 | |
| b. 5 Traveling Fellowships at \$1,500 each | <u>7,500</u> | 10,500 |
| 3. Continuation of 21 Vilas Research Professors at \$10,000 salary plus \$50,000 auxiliary allowances each | | 1,260,000 |
| 4. Continuation of 24 Vilas Distinguished Achievement Professorships | | 1,200,000 |
| 5. Continuation of additional graduate and undergraduate scholarships | | |
| a. Continuation of 50 additional undergraduate scholarships at \$400 each | 20,000 | |
| b. Continuation of 50 additional graduate fellowships at \$600 each | <u>30,000</u> | 50,000 |
| 6. Continuation of eighty (80) additional undergraduate scholarships at \$400 each under the provisions of Paragraph (3), Article 4 of the Deed of Gift and Conveyance by the Trustees of the Estate of William F. Vilas | | 32,000 |

7.	Retirement benefits for ten (10) Vilas Professors: Berkowitz, Bird, Brock, Hauser, Hermand, Keisler, Kung, Mueller, Vansina, and Weinbrot at \$2,500 each	25,000
8.	Continuation of support for encouragement of merit and talent or to promote appreciation of and taste for the art of music at UW-Madison for 2015-16	27,667
9.	15 Vilas Associates in the Arts and Humanities	532,837
10.	12 Vilas Associates in the Social Sciences	544,375
11.	15 Vilas Associates in the Physical Sciences	702,451
12.	10 Vilas Associates in the Biological Sciences	315,727
<u>Total Continuation Request:</u>		\$ 4,704,557

B. ONE-TIME PROGRAM ALLOCATIONS

1.	College of Engineering Start-up Package Funds, used to support new faculty hired for its Trans-disciplinary Institute initiative (in collaboration with the Grainger Foundation). Funds in the start-up package would need to be spent within two years and may be used for any legitimate professional research expense, per UW-Madison rules, except that they may not be used for summer salary support of the professor.	850,000
2.	Vilas Life Cycle Professorship Program	850,333
3.	Vilas Research Investigator Awards (up to \$30,000 per award). Pursuant to and consistent with the intent of Article 4, Section E of the Deed of Gift and Conveyance. These would go to faculty mentors of graduate students who are research assistants or project assistants.	120,000
4.	Vilas Faculty Young/Mid-Career Investigator Awards These awards will not exceed \$50,000 per year (or, in the case of awardees who receive a two-year award up to \$100,000 total) in flexible research funds. They will assist in the critical area of research investment in best faculty: start-up research when recruiting best faculty early in their careers ("Vilas Faculty Young Investigator"); or timely research boost when retaining best Faculty in mid-career ("Vilas Faculty Mid-Career Investigator").	3,200,000
5.	Continuation of 1998 and 2002 Expansion of Approved Programs:	
a.	900 additional undergraduate scholarships at \$400 each, pursuant to Article 4, Sections A and E of the Deed of Gift and Conveyance	360,000
b.	400 additional fellowships at the \$600 level, pursuant to Article 4, Sections A and E of the Deed of Gift and Conveyance	240,000
c.	Four hundred and five (405) Traveling Graduate Fellowships at \$1,200 each, pursuant to Article 4, Section A, paragraph 3 of the Deed of Gift and Conveyance (regarding two-fellowship salary for travel/study in other states or Foreign countries).	486,000

6. Additional 22 Vilas Distinguished Achievement Professorships at \$50,000 per Professorship	1,100,000
7. Fifty (50) new Vilas Mid-Career Faculty Travel awards at \$1,500 per award	75,000
8. Vilas Professor Vernon Barger's request for a new project in cosmology	40,000
9. Vilas Professor David Bethea's request for Pushkin Summer Institute	49,740
10. Vilas Professor Richard Davidson's request for upgrades to the MRI scanner	100,000
11. Vilas Professor Judith Kimble's request to purchase BioRad cyclor	5,495
12. Vilas Professor Erik Wright's request to support publication	15,000
13. Vilas Professor Sau Lan Wu's request to purchase 3 computing servers	65,211
14. Vilas Professor Steven Durlauf's request for a new computer	3,500

Total of One-time Part B. Program Allocations: **\$7,560,279**

Total of Part A and Part B: **\$12,264,836**

The list of Vilas Research Professors and Vilas Distinguished Achievement Professors is attached.

Please let me know if you have any questions.

Sincerely,



Rebecca M. Blank
Chancellor

Attachments

xc: Provost Sarah Mangelsdorf
Vice Chancellor Darrell Bazzell
Asst. Vice Chancellor Tim Norris
Vice Provost Michael Bernard-Donals
Yvonne Quamme, Office of the Provost

Vilas Research Professors

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Seven New Vilas Research Professors, 2014-15 Cohort (One is replacement for Professor Ching Kung, retiring)

James Dumesic – Chemical & Biological Engineering, College of Engineering

Chiao-Ping Li – Dance, School of Education

Thomas Loeser – Art, School of Education

William Reese – History, College of Letters and Science

Mark Seidenberg – Psychology, College of Letters and Science

Gurindar Sohi – Computer Science, College of Letters and Science

Monica Turner – Zoology, College of Letters and Science

Vilas Distinguished Achievement Professors, 2012-13 Cohort

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

Cynthia Carlsson – Geriatrics, School of Medicine & Public Health

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

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

Hongrui Jiang – Electrical and Computer Engineering, College of Engineering

Clark Johnson – Geoscience, College of Letters and Science

Jack Ma – Electrical and Computer Engineering, College of Engineering

Anna Huttenlocher – Pediatrics, School of Medicine & Public Health

Wei Xu – Oncology, School of Medicine & Public Health

Robert Mathieu – Astronomy, Letters & Science

Naomi Chesler – Biomedical Engineering, Engineering

Vilas Distinguished Achievement Professors, 2013-14 Cohort

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

Sean Palecek – Chemical and Biological Engineering, Engineering

Michael Graham – Chemical and Biological Engineering, Engineering

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

May 14, 2015

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

Dear Regents:

The fiscal year of the William F. Vilas Trust Estate ended on March 31, 2015. The Trustees met on Monday, April 20, 2015, to consider the annual audited financial statements, the revised request for funding for the Madison campus, as set forth in Chancellor Rebecca M. Blank's letter of April 21, 2015, to President Ray Cross, and the request for funding from the Milwaukee campus, as set forth in Provost and Vice Chancellor Johannes Britz's letter to President Cross dated March 11, 2015.

Our audit confirmed that the Trust realized net income of \$12,473,879.42 this year. After considering the requests for funding, the Trustees have resolved to fund the fixed annual expenditures described in paragraphs (A), (B), (C) and (D) of Article 4 (Fourth) of the Trust, as described in the letters of Chancellor Blank and Provost and Vice Chancellor Britz. The Trustees have also resolved to fund College of Engineering Start-up Package Funds described in B.1.; Vilas Life Cycle Professorship program described in B.2.; Vilas Research Investigator Awards described in B.3.; Vilas Faculty Young/Mid-Career Investigator Awards described in B.4.; an expanded number of undergraduate scholarships and fellowships described in B.5; twenty-two additional Vilas Distinguished Achievement Professorships described in B.6.; fifty new Vilas Mid-Career Faculty Travel awards described in B.7.; the supplement to Vilas Professor Vernon Barger's auxiliary allowance for his Cosmology Project, as described in B.8; the supplement to Vilas Professor David Bethea's auxiliary allowance for a Pushkin Summer Institute, as described in B.9; the supplement to Vilas Professor Richard Davidson's auxiliary allowance for upgrades for the MRI scanner, as described in B.10; the supplement to Vilas Professor Judith Kimble's auxiliary allowance for the purchase of a BioRad cyclor, as described in B.11; the supplement to Vilas Professor Erik Wright's auxiliary allowance to support publication, as described in B.12; the supplement to Vilas Professor Sau Lan Wu's auxiliary allowance for the purchase of three computing servers, as described in B.13; and the supplement to Vilas Professor Steven Durlauf's auxiliary allowance for the purchase of a new computer, as described in B.14 of Chancellor Blank's letter.

In accordance with the provisions of the Will of William F. Vilas, the Trustees proffer to the Regents of the University of Wisconsin the sum of **\$12,385,605.00** for its fiscal year July 1, 2015, to June 30, 2016, to be expended in the following manner:

A. CONTINUATION OF APPROVED PROGRAMS

1. Continuation of ten (10) Vilas Undergraduate Scholarships for the 2015-2016 academic year at \$400.00 each \$ 4,000.00
2. Continuation of ten (10) Graduate Fellowships for the 2015-2016 academic year:
 - a. Five (5) resident Fellowships at \$600.00 each \$ 3,000.00
 - b. Five (5) traveling Fellowships at \$1,500.00 each 7,500.00 10,500.00
3. Continuation of the salaries and the respective allowances of fifteen (15) Vilas Research Professorships:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Emiko Ohunki-Tierney – Vilas Research Professor of
Anthropology, College of Letters and Science, Madison

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

Kumkum Sangari – Vilas Research Professor of English,
College of Letters and Science, Milwaukee

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

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

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

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

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

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

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

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

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

4. Creation of the salaries and the respective
allowances of seven (7) new Vilas Research Professorships :

James Dumesic – Vilas Research Professor of Chemical and
Biological Engineering, College of Engineering, Madison

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

Chiao-Ping Li – Vilas Research Professor of Dance,
School of Education, Madison

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

Thomas Loeser – Vilas Research Professor of Art,
School of Education, Madison

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

William Reese – Vilas Research Professor of History,
College of Letters and Science, Madison

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

Mark Seidenberg – Vilas Research Professor of
Psychology, College of Letters and Science, Madison

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

Gurindar Sohi – Vilas Research Professor of Computer
Science, College of Letters and Science, Madison

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

Monica Turner – Vilas Research Professor of Zoology,
College of Letters and Science, Madison

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

- | | | | |
|----|--|------------------|-----------|
| 5. | a. Continuation of fifty (50) additional undergraduate scholarships at \$400.00 each | 20,000.00 | |
| | b. Continuation of fifty (50) additional graduate fellowships at \$600.00 each | <u>30,000.00</u> | 50,000.00 |
| 6. | Continuation of eighty (80) additional undergraduate scholarships at \$400.00 each under the provisions of Paragraph (3), Article Fourth of the Deed of Gift and Conveyance: | | 32,000.00 |

As to the one hundred thirty (130) additional Vilas Scholarships and the fifty (50) additional Vilas Fellowships provided for in paragraphs 5 and 6, above, the Regents shall bear in mind the provisions of the Will regarding that the additional Fellowships shall be (a) awarded to graduates of the University of Wisconsin, and (b) the further provisions of the Will that "for at least one-fifth of these scholarships and fellowships, the Regents shall prefer in appointment among worthy and qualified candidates those of Negro blood, if such present themselves. Otherwise than as aforesaid, they shall be governed by the Regents in like manner as those first above provided for."

7.	Retirement benefits for eleven (11) Vilas Professors at \$2,500.00 each: Berkowitz, Bird, Brock, Hauser, Hermand, Hassan (Milwaukee), Keisler, Kung, Mueller, Vansina and Weinbrot	27,500.00
8.	Fifteen (15) Vilas Associates in the Arts and Humanities	532,837.00
9.	Twelve (12) Vilas Associates in the Social Sciences	544,375.00
10.	Fifteen (15) Vilas Associates in the Physical Sciences	702,451.00
11.	Ten (10) Vilas Associates in the Biological Sciences	315,727.00
12.	Continuation of support for encouragement of merit and talent or to promote appreciation of and taste for the art of music:	
	a. Madison: Continuation of support for encouragement of merit and talent or to promote appreciation of and taste for the art of music	27,667.00
	b. Milwaukee: Department of Music Request	<u>58,269.00</u> 85,936.00
TOTAL CONTINUATION REQUEST		\$3,625,326.00

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

B. ONE-TIME ONLY PROGRAM ALLOCATION

1.	College of Engineering Start-up Package Funds to support newly-hired faculty trans-disciplinary institute initiative, to be spent within two years for professional research expenses, but not for summer salary support:	850,000.00
2.	Supplemental allowances for Vilas Research Professors:	
	a. Vernon Barger for Cosmology project	40,000.00
	b. David Bethea for Pushkin Summer Institute	49,740.00

c. Richard Davidson for MRI scanner updates	100,000.00	
d. Judith Kimble for purchase of BioRad cyclor	5,495.00	
e. Erik Wright for publication support	15,000.00	
f. Sau Lan Wu for purchase of three computing servers	65,211.00	
g. Steven Durlauf for purchase of computer	3,500.00	
		278,946.00
3. Twenty-four (24) continuing Vilas Distinguished Achievement Professorships funded for two years, in the amount of \$50,000.00 for each professor:		1,200,000.00
4. Twenty-two (22) additional Vilas Distinguished Achievement Professorships funded for two years, in the amount of \$50,000.00 for each professor:		1,100,000.00
5. Continuation of 1998 and 2002 Expansion of Approved Programs:		
a. Nine Hundred (900) additional undergraduate scholarships at \$400.00 each pursuant to Article 4, Sections A and E of the Deed of Gift and Conveyance		360,000.00
b. Four Hundred (400) additional fellowships at \$600.00 each, pursuant to Article 4, Sections A and E of the Deed of Gift and Conveyance:		240,000.00
c. Four Hundred Five (405) Traveling Graduate Fellowships at \$1,200.00 each, pursuant to Article 4, Section A, paragraph 3 of the Deed of Gift and Conveyance:		486,000.00
6. Renewal of Vilas Life Cycle Professorship program created in 2005:		850,333.00

7. Fifty (50) new Vilas Mid-Career Faculty Travel Fellowships at \$1,500 per award pursuant to Article 4, Section (E), as described in part B, paragraph 7 of Chancellor Blank's letter of April 21:	75,000.00
8. Vilas Research Investigator Awards (up to \$30,000 per award) pursuant to Article 4, Section (E), as described in part B, paragraph 3 of Chancellor Blank's letter of April 21:	120,000.00
9. Vilas Faculty Young/Mid-Career Investigator awards (up to \$50,000 per award per year for one or two years) pursuant to Article 4, Section (E) as described in part B, paragraph 4 of Chancellor Blank's letter of April 18:	3,200,000.00
TOTAL ONE-TIME ONLY ALLOCATION	\$8,760,279.00
TOTAL PROFFER FOR 2015 – 2016	\$12,385,605.00

Very truly yours,



Robert R. Stroud
Secretary of the Trustees

RRS/bh

cc: President Ray Cross
Chancellor Rebecca M. Blank, UW-Madison
Chancellor Michael R. Lovell, UW-Milwaukee
Sandy Shackelford

2015 Report on Faculty Promotions,
Tenure Designations, and
Other Changes of Status

EDUCATION COMMITTEE

Resolution I.1.a.(7):

That, upon recommendation of the respective Chancellors and the President of the University of Wisconsin System, the 2015 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status be approved.

**UNIVERSITY OF WISCONSIN SYSTEM
2015 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND
OTHER CHANGES OF STATUS**

BACKGROUND

Each spring, the UW System Office of Academic and Student Affairs compiles data on tenure designations, promotions, and new tenured appointments made at the fifteen UW institutions. The names of those faculty members who have been newly tenured, promoted, and hired with tenure for academic year 2014-2015 are included with this document.

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

In providing the UW System Office of Academic and Student Affairs with the names of the faculty tenured and promoted by their institutions, chancellors provide assurances that they have personally reviewed the dossiers of each of these faculty members and can certify as to the appropriateness of their tenure and promotion.

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

REQUESTED ACTION

Adoption of Resolution I.1.a.(7), approving the 2015 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status.

DISCUSSION

The Annual Tenure and Promotion Report includes the names of those faculty members, arranged by institution, who have been newly tenured, promoted, or hired with tenure. The Board of Regents has delegated to the President of the UW System the authority to grant out-of-cycle tenure, and the names of those faculty members who have been approved through the out-of-cycle process since the 2014 Report was issued are also included in the 2015 Report.

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

RECOMMENDATION

The University of Wisconsin System Administration recommends approval of Resolution I.1.a.(7), approving the 2015 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status.

RELATED REGENT and UW SYSTEM POLICIES

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

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

2015 BOARD OF REGENTS TENURE REPORT

UNIVERSITY OF WISCONSIN SYSTEM EAU CLAIRE

2015 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-EAU CLAIRE	JENNIFER DAHL	MATERIALS SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-EAU CLAIRE	WENDY GENIUSZ	LANGUAGES	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	JAMIE LYMAN GINGERICH	BIOLOGY	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	MICHAEL AXELROD	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-EAU CLAIRE	ERICA BENSON	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-EAU CLAIRE	JEFFERY CROWELL	MUSIC AND THEATRE ARTS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-EAU CLAIRE	MICHAEL DORSHER	COMMUNICATION AND JOURNALISM	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-EAU CLAIRE	CHRISTA GARVEY	MUSIC AND THEATRE ARTS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-EAU CLAIRE	WON YONG JANG	COMMUNICATION AND JOURNALISM	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-EAU CLAIRE	NAMJI KIM	MUSIC AND THEATRE ARTS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-EAU CLAIRE	JAN LARSON	COMMUNICATION AND JOURNALISM	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-EAU CLAIRE	KRISTY LAUVER	MANAGEMENT AND MARKETING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-EAU CLAIRE	KAREN O'DAY	ART & DESIGN	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-EAU CLAIRE	CRISPIN PIERCE	FOR COLLABORATIVE ENVIRONMENTAL	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-EAU CLAIRE	SCOTT SWANSON	MANAGEMENT AND MARKETING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE

2015 BOARD OF REGENTS TENURE REPORT

UW-EAU CLAIRE	MARK MOWRY	MUSIC AND THEATRE ARTS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	VICKI SAMELSON	COMMUNICATION SCIENCES AND DISORDERS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	LISA SCHILLER	NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	RITA SPERSTAD	NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	MARY BETH TUSING	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	RYAN WEICHELT	GEOGRAPHY AND ANTHROPOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	ANNE PAPALIA	SPECIAL EDUCATION	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	SHELLEY-RAE PEHLER	NURSING	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	URSULA WHITCHER	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-EAU CLAIRE	JEAN PRATT	INFORMATION SYSTEMS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-EAU CLAIRE	REIKO SHINNO	HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-EAU CLAIRE	LISA QUINN-LEE	SOCIAL WORK	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	CHRIS AHRENDT	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	BART DAHL	CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	STEVEN FLECK	KINESIOLOGY	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-EAU CLAIRE	ARI ANAND	GEOGRAPHY AND ANTHROPOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW-EAU CLAIRE	CHRISTOPHER JOHNSON	COMPUTER SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR

2015 BOARD OF REGENTS TENURE REPORT

UNIVERSITY OF WISCONSIN SYSTEM GREEN BAY

2015 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-GREEN BAY	MILLER, GARY L.	NATURAL AND APPLIED SCIENCES	TENURE	PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-GREEN BAY	AKAKPO, TOHORO F.	SOCIAL WORK	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	FERNANDEZ-MEARDI, HERNAN	HUMANISTIC STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	HERDMAN, T. HEATHER	NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	LEE, MINKYU	ART AND DESIGN	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	RADOSEVICH, DEIRDRE M.	HUMAN DEVELOPMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	SHERMAN, COURTNEY J.	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	STEHLIK, ALISON L.	ART AND DESIGN	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	TECLEZION, MUSSIE M.	BUSINESS ADMINISTRATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	TRIMBERGER, GAIL E.	SOCIAL WORK	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	ZHU, LE	HUMAN BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	ARENDT, LUCY A.	BUSINESS ADMINISTRATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-GREEN BAY	DORNBUSH, MATHEW E.	NATURAL AND APPLIED SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-GREEN BAY	GALLAGHER-LEPAK, SUSAN M.	NURSING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

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UW-GREEN BAY	HENZE, CATHERINE A.	HUMANISTIC STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-GREEN BAY	LUCZAJ, JOHN A.	NATURAL AND APPLIED SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-GREEN BAY	VESCIO, BRYAN D.	HUMANISTIC STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-GREEN BAY	WOLF, AMY T.	NATURAL AND APPLIED SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

2015 BOARD OF REGENTS TENURE REPORT

UNIVERSITY OF WISCONSIN SYSTEM

LA CROSSE

2015 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
LA CROSSE	ALLEN, ROBERT	MATHEMATICS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
LA CROSSE	BAKKEN, NICHOLAS	SOCIOLOGY & ARCHEOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
LA CROSSE	BARNES, ERIC	PHYSICS	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
LA CROSSE	BASTEN, BIANCA	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
LA CROSSE	BELBY, COLIN	GEOGRAPHY & EARTH SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
LA CROSSE	BINGHAM, MELISSA	MATHEMATICS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
LA CROSSE	BROOKS, TAGGERT	ECONOMICS	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
LA CROSSE	BUTLER MODAFF, JENNIFER	COMMUNICATION STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
LA CROSSE	CARMOSINI, NADIA	CHEMISTRY & BIOCHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
LA CROSSE	COCKS, SAMUEL	PHILOSOPHY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
LA CROSSE	DALE, TIM	POLITICAL SCIENCE & PUBLIC ADMINISTRATION	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
LA CROSSE	DEFAZIO, KIMBERLY	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
LA CROSSE	DUTTA, NABAMITA	ECONOMICS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
LA CROSSE	GULLEKSON, NICOLE	MANAGEMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
LA CROSSE	KOLBE, AMANDA	THEATRE ARTS	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE

2015 BOARD OF REGENTS TENURE REPORT

LA CROSSE	HOLLAND, JEAROLD	RECREATION MANAGEMENT & THERAPEUTIC RECREATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
LA CROSSE	HUISMAN, DENA	COMMUNICATION STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
LA CROSSE	HUA, DAI	INFORMATION SYSTEMS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
LA CROSSE	IWAI, YUKO	EDUCATIONAL STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
LA CROSSE	KHAN, MAHRUQ	WOMEN, GENDER, & SEXUALITY STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
LA CROSSE	KING, SETH	PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
LA CROSSE	KORTENKAMP, KATHERINE	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
LA CROSSE	LESHER, SHELLEY	PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
LA CROSSE	LIU, SUMEI	BIOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
LA CROSSE	MILNER, LAURA	MARKETING	TENURE TRACK	NA	NEW APPOINTMENT	PROFESSOR W/ TENURE
LA CROSSE	MODAFF, DANIEL	COMMUNICATION STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
LA CROSSE	MOELLER, MARIE	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
LA CROSSE	MURRAY, JAMES	ECONOMICS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
LA CROSSE	NELSON, KENDRIC	CHEMISTRY & BIOCHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
LA CROSSE	NICHOLS, BRADLEY	ART	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
LA CROSSE	NUNLEY, JOHN	ECONOMICS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
LA CROSSE	OPDAHL, ARIC	CHEMISTRY & BIOCHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

2015 BOARD OF REGENTS TENURE REPORT

LA CROSSE	REES, KEELY	HEALTH EDUCATION & HEALTH PROMOTION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
LA CROSSE	RITTERLING, SOOJIN	MUSIC	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
LA CROSSE	SANDERFOOT, ANTON	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
LA CROSSE	STOBB, WILLIAM	ENGLISH	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
LA CROSSE	SULTZBACH, KELLY	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
LA CROSSE	TERPSTRA, JENNIFER	ART	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
LA CROSSE	WILKIE, ROBERT	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
LA CROSSE	WRIGHT, GLENN	EXERCISE & SPORTS SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
LA CROSSE	YAN, HUIYA	MATHEMATICS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE

2015 BOARD OF REGENTS TENURE REPORT

UNIVERSITY OF WISCONSIN SYSTEM MADISON

2015 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-MADISON	KATHERINE HENZLER-WILDMAN	BIOCHEMISTRY	TENURE		NEW APPOINTMENT-TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	MARTIN FOYS	ENGLISH	TENURE		NEW APPOINTMENT-TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MADISON	KAEL HANSON	PHYSICS	TENURE		NEW APPOINTMENT-TENURE	PROFESSOR-TENURE
UW-MADISON	SARAH MANGELSDORF	PSYCHOLOGY	TENURE		NEW APPOINTMENT-TENURE	PROFESSOR-TENURE
UW-MADISON	KARL ROSENGREN	PSYCHOLOGY	TENURE		NEW APPOINTMENT-TENURE	
UW-MADISON	STEVEN SWANSON	SCHOOL OF PHARMACY	TENURE		NEW APPOINTMENT-TENURE	PROFESSOR-TENURE
UW-MADISON	TERRI YOUNG	OPHTHALMOLOGY AND VISUAL SCIENCES	TENURE		NEW APPOINTMENT-TENURE	PROFESSOR-TENURE
UW-MADISON	WARREN REID DUNN	ORTHOPEDICS AND REHABILITATION	TENURE		NEW APPOINTMENT-TENURE	
UW-MADISON	DAN THOMA	MATERIALS SCIENCE & ENGINEERING	TENURE		NEW APPOINTMENT-TENURE	PROFESSOR-TENURE
UW-MADISON	DAVID KUSHNER	OBSTETRICS & GYNECOLOGY	TENURE		NEW APPOINTMENT-TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	QING LIU	SCHOOL OF BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	JUSTIN SYDNOR	SCHOOL OF BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	ROBIN TANNER	SCHOOL OF BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	AMBER EPP	SCHOOL OF BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

2015 BOARD OF REGENTS TENURE REPORT

UW-MADISON	DAVID PAGLIARINI	BIOCHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	ADENA RISSMAN	FOREST AND WILDLIFE ECOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	AMANDA GEVENS	PLANT PATHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	MATTHEW RUARK	SOIL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	FAISAL ABDU'ALLAH	ART	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	NOAH WEETH FEINSTEIN	CURRICULUM & INSTRUCTION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	RACHELLE WINKLE-WAGNER	EDUCATIONAL LEADERSHIP & POLICY ANALYSIS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	BONNIE DOREN	REHABILITATION PSYCHOLOGY & SPECIAL EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	ANNEMARIE SCHNEIDER	NELSON INSTITUTE FOR ENVIRONMENTAL STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	TRISTAN L'ECUYER	ATMOSPHERIC & OCEANIC SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	DANIEL FREDERICKSON	CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	JENNIFER SCHOMAKER	CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	JORDAN SCHMIDT	CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	BILGE MUTLU	COMPUTER SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	CHRISTA OLSON	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	JELENA TODOROVIC	FRENCH AND ITALIAN	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	MARIA MARIN-SPIOTTA	GEOGRAPHY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	JOHN HALL	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR-TENURE
UW-MADISON	DAVID ANDERSON	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	SAMUEL STECHMANN	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	JESSICA WEEKS	POLITICAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

2015 BOARD OF REGENTS TENURE REPORT

UW-MADISON	KRISTIN SHUTTS	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	MICHAEL WAGNER	SCHOOL OF JOURNALISM & MASS COMMUNICATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	VICTOR GOLDGEL-CARBALLO	SPANISH & PORTUGUESE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	SUSANNAH TAHK	LAW SCHOOL	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	TIMOTHY BUGNI	SCHOOL OF PHARMACY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	BETH WEAVER	CELL AND REGENERATIVE BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	YING GE	CELL AND REGENERATIVE BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	JAMES PAUL KELLEHER	MEDICAL HISTORY & BIOETHICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	RAVI BALIJEPALLI	MEDICINE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	MARK BURKARD	MEDICINE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	AMY KIND	MEDICINE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	BARBARA BENDLIN	MEDICINE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	PETER NICHOL	SURGERY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	RICHARD HALBERG	MEDICINE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	SIGAN HARTLEY	SCHOOL OF HUMAN ECOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	JUNG-HYE SHIN	SCHOOL OF HUMAN ECOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	TRACY BAKER	COMPARATIVE BIOSCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	CHAD VEZINA	COMPARATIVE BIOSCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	JOSHUA MEZRICH	SURGERY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	CHI-LIANG ERIC YEN	NUTRITIONAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	ALLYSON BENNETT	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

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UW-MADISON	JANA JONES	NEUROLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	MICHAEL SAMUEL	FOREST & WILDLIFE ECOLOGY	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	DAVID DRAKE	FOREST & WILDLIFE ECOLOGY	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	CHRISTINE RIBIC	FOREST & WILDLIFE ECOLOGY	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ANITA THOMPSON	BIOLOGICAL SYSTEMS ENGINEERING	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	MARIO ORTIZ-ROBLES	ENGLISH	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	THOMAS PURNELL	ENGLISH	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	MARZENA ROSTEK	ECONOMICS	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	MAHESH MAHANTHAPPA	CHEMISTRY	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	PREETI CHOPRA	ART HISTORY	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	FLORENCE VATAN	FRENCH & ITALIAN	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	CHRISTINA EWIG	WOMEN'S STUDIES	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	CHRISTINE SCHWARTZ	SOCIOLOGY	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	HUIFANG XU	GEOSCIENCE	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SHANAN PETERS	GEOSCIENCE	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE

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UW-MADISON	B VENKAT MANI	GERMAN	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	FLORENCE HSIA	HISTORY OF SCIENCE	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	MICHAEL MASSOGLIA	SOCIOLOGY	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ETHELENE WHITMIRE	LIBRARY & INFORMATION STUDIES	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	GHEORGHE CRACIUN	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	JOSEPH MILLER	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	MARK HETZLER	SCHOOL OF MUSIC	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	MARC VALLON	SCHOOL OF MUSIC	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	MAXIM VAVILOV	PHYSICS	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	JUSTIN WILLIAMS	BIOMEDICAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	RYAN OWENS	POLITICAL SCIENCE	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SEBASTIAN HEINZ	ASTRONOMY	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SNEZANA STANIMIROVIC	ASTRONOMY	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	MARIE-LOUISE MARES	COMMUNICATION ARTS	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	LYN VAN SWOL	COMMUNICATION ARTS	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE

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UW-MADISON	JOHN BERRY	CHEMISTRY	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	KELLEY CONWAY	COMMUNICATION ARTS	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	JOSEPH DILLARD	MEDICAL MICROBIOLOGY & IMMUNOLOGY	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	AMY TRENTAM-DIETZ	POPULATION HEALTH SCIENCES	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ELIZABETH BURNSIDE	RADIOLOGY	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	AKIHIRO IKEDA	MEDICAL GENETICS	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	CAPRICE GREENBERG	SURGERY	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	BEN GRAF	ORTHOPEDICS & REHABILITATION	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	RANDALL TIBBETTS	HUMAN ONCOLOGY	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	CARLA PUGH	SURGERY	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ROBERT JERAJ	MEDICAL PHYSICS	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	LUIGI PUGLIELLI	MEDICINE	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ARJANG DJAMALI	MEDICINE	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ELIZABETH JACOBS	MEDICINE	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	CHRISTOPHER KUCHARIK	AGRONOMY	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE

2015 BOARD OF REGENTS TENURE REPORT

UNIVERSITY OF WISCONSIN SYSTEM MILWAUKEE

2015 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-MILWAUKEE	GRAME, ROBERT	ART & DESIGN			NEW APPOINTMENT	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	SCHWANDER, PETER	PHYSICS			NEW APPOINTMENT	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	BIRK, THOMAS	KINESIOLOGY			NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MILWAUKEE	LIPINSKI, TOMAS	INFORMATION STUDIES			NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MILWAUKEE	QU, DEYANG	MECHANICAL ENGINEERING			NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MILWAUKEE	SHOHO, ALAN	ADMINISTRATIVE LEADERSHIP			NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MILWAUKEE	WANG, QINGHAI	BUSINESS ADMINISTRATION			NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MILWAUKEE	BARNEKOW, KRIS	OCCUPATIONAL SCIENCE AND TECHNOLOGY	TENURE TRACK	ASSOCIATE	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	QIN, XIAO	CIVIL AND ENVIRONMENTAL ENGINEERING	TENURE TRACK	ASSOCIATE	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	WANG, LINGFEND	ELECTRICAL ENGINEERING AND COMPUTER SCIENCE	TENURE TRACK	ASSOCIATE	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	ARNOLD ALEXANDER	CHEMSITRY & BIOCHEMISTRY	TENURE TRACK	ASSISTANT	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	AVDEEV, ILYA	MICHANICAL ENGINEERING	TENURE TRACK	ASSISTANT	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	BOEHM, MIREN	PHILOSOPHY	TENURE TRACK	ASSISTANT	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	BRITTON, MARCUS	SOCIOLOGY	TENURE TRACK	ASSISTANT	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

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UW-MILWAUKEE	CHANG, PHILIP	PHYSICS	TENURE TRACK	ASSISTANT	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	CHUCH, BENJAMIN	MATERIALS SCIENCE AND ENGINEERING	TENURE TRACK	ASSISTANT	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	GORFINKEL, ELENA	ART HISTORY	TENURE TRACK	ASSISTANT	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	GRAHM, SAMUEL SCOTT	ENGLISH	TENURE TRACK	ASSISTANT	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	HAN, WEON SHIK	GEOGRAPHY	TENURE TRACK	ASSISTANT	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	HARRIS, KIRK	URBAN PLANNING	TENURE TRACK	ASSISTANT	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	HORNE, ANTHONY	THEATRE	TENURE TRACK	ASSISTANT	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	HU, LINGQIAN	URBAN PLANNING	TENURE TRACK	ASSISTANT	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	HU, YI	ELECTRICAL ENGINEERING AND COMPUTER SCIENCE	TENURE TRACK	ASSISTANT	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	KAPELLUSCH, JAY	OCCUPATIONAL SCIENCE AND TECHNOLOGY	TENURE TRACK	ASSISTANT	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	KIM, SANG-YEON	COMMUNICATION	TENURE TRACK	ASSISTANT	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	KIM, CHANG SOO	MATERIALS SCIENCE AND ENGINEERING	TENURE TRACK	ASSISTANT	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	KIM-PAIK, NAN	HISTORY	TENURE TRACK	ASSISTANT	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	KIPP, MARGARET	INFORMATION STUDIES	TENURE TRACK	ASSISTANT	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	LEE, HAN JOO	PSYCHOLOGY	TENURE TRACK	ASSISTANT	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

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UW-MILWAUKEE	MILLI KONEWKO, SIMONETTA	FRENCH, ITALIAN, AND COMPARATIVE LITERATURE	TENURE TRACK	ASSISTANT	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	NARDELLI, DEAN	BIOMEDICAL SCIENCES	TENURE TRACK	ASSISTANT	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	NEELY, DANIEL	BUSINESS ADMINISTRATION	TENURE TRACK	ASSISTANT	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	NOSONOVSKY, MICHAEL	MECHANICAL ENGINEERING	TENURE TRACK	ASSISTANT	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	RASHAIE, RAMIN	ELECTRICAL ENGINEERING AND COMPUTER SCIENCE	TENURE TRACK	ASSISTANT	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	PENG, XIAOHUA	CHEMISTRY & BIOCHEMISTRY	TENURE TRACK	ASSISTANT	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	ROBERTS, AKI	SOCIOLOGY	TENURE TRACK	ASSISTANT	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	ROUSE, LEAH	EDCUATIONAL PSYCHOLOGY	TENURE TRACK	ASSISTANT	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	SANDY, MARIE	EDUCATIONAL POLICY & COMMUNITY STUDIES	TENURE TRACK	ASSISTANT	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	SZIARTO, KRISTIN	GEOGRAPHY	TENURE TRACK	ASSISTANT	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	YUAN, CHRIS YINGCHUN	MECHANICAL ENGINEERING	TENURE TRACK	ASSISTANT	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	AKDERE, MESUT	ADMINISTRATIVE LEADERSHIP	TENURE	ASSOCIATE	PROMOTION	PROFESSOR
UW-MILWAUKEE	ALLEN, DAVID	JOURNALISM, ADVERTISING AND MEDIA	TENURE	ASSOCIATE	PROMOTION	PROFESSOR
UW-MILWAUKEE	BERGES, JOHN	BIOLOGICAL SCIENCES	TENURE	ASSOCIATE	PROMOTION	PROFESSOR
UW-MILWAUKEE	BUSEH, AARON	NURSING	TENURE	ASSOCIATE	PROMOTION	PROFESSOR
UW-MILWAUKEE	CARVAN, MICHAEL	FRESH WATER SCIENCES	TENURE	ASSOCIATE	PROMOTION	PROFESSOR

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UW-MILWAUKEE	COUNTS, DEREK	ART HISTORY	TENURE	ASSOCIATE	PROMOTION	PROFESSOR
UW-MILWAUKEE	GELFER, MARYLOU	COMMUNICATION SCIENCES AND DISORDERS	TENURE	ASSOCIATE	PROMOTION	PROFESSOR
UW-MILWAUKEE	GUPTASARMA, PRASENJIT	PHYSICS	TENURE	ASSOCIATE	PROMOTION	PROFESSOR
UW-MILWAUKEE	HOSSAIN, MAHMUM	CHEMISTRY & BIOCHEMISTRY	TENURE	ASSOCIATE	PROMOTION	PROFESSOR
UW-MILWAUKEE	JORDAN, JENNIFER	SOCIOLOGY	TENURE	ASSOCIATE	PROMOTION	PROFESSOR
UW-MILWAUKEE	KARTMAN, STEFAN	MUSIC	TENURE	ASSOCIATE	PROMOTION	PROFESSOR
UW-MILWAUKEE	KLAPER, REBECCA	FRESH WATER SCIENCES	TENURE	ASSOCIATE	PROMOTION	PROFESSOR
UW-MILWAUKEE	KLEIN-TASMAN, BONITA	PSYCHOLOGY	TENURE	ASSOCIATE	PROMOTION	PROFESSOR
UW-MILWAUKEE	LI, JIN	CIVIL ENGINEERING & MECHANICS	TENURE	ASSOCIATE	PROMOTION	PROFESSOR
UW-MILWAUKEE	LIEDER, JEFFREY	THEATRE	TENURE	ASSOCIATE	PROMOTION	PROFESSOR
UW-MILWAUKEE	OLIKER, STACEY	SOCIOLOGY	TENURE	ASSOCIATE	PROMOTION	PROFESSOR
UW-MILWAUKEE	PAPATLA, PURUSHOTTAM	BUSINESS ADMINISTRATION	TENURE	ASSOCIATE	PROMOTION	PROFESSOR
UW-MILWAUKEE	RODRIGUEZ, JOSEPH	HISTORY	TENURE	ASSOCIATE	PROMOTION	PROFESSOR
UW-MILWAUKEE	SCHMIDT, MARIUS	PHYSICS	TENURE	ASSOCIATE	PROMOTION	PROFESSOR
UW-MILWAUKEE	SELIGMAN, AMANDA	HISTORY	TENURE	ASSOCIATE	PROMOTION	PROFESSOR
UW-MILWAUKEE	SWART, ANN	KINESIOLOGY	TENURE	ASSOCIATE	PROMOTION	PROFESSOR
UW-MILWAUKEE	VANIER, LUC	DANCE	TENURE	ASSOCIATE	PROMOTION	PROFESSOR
UW-MILWAUKEE	WASLEY, JAMES	ARCHITECTURE	TENURE	ASSOCIATE	PROMOTION	PROFESSOR

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UNIVERSITY OF WISCONSIN SYSTEM OSHKOSH

2015 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW OSHKOSH	ALBERTS, HEIKE	GEOGRAPHY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW OSHKOSH	ARTZ, BENJAMIN	ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW OSHKOSH	BALTUTIS, MICHAEL	RELIGIOUS STUDIES/ANTHROPOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	CHYBOWSKI, JULIA	MUSIC	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	CLARK, DENISE	SPECIAL & EARLY CHILDHOOD EDUCATION	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	DESAI, ASHAY	MANAGEMENT & HUMAN RESOURCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	FISCHER, THOMAS	SPECIAL & EARLY CHILDHOOD EDUCATION	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	GUTOW, JONATHAN	CHEMISTRY	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	HANAI, YOSHIRO	FOREIGN LANGUAGES & LITERATURES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	HEIDER, CARMEN	COMMUNICATION	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	HOUSE, TONI	HUMAN SERVICES LEADERSHIP	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	IVERSEN, JAKOB	INFORMATION TECHNOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	JAGER, EDWIN	ART	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	KIM, NARI	EDUCATIONAL LEADERSHIP & POLICY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	KRUEGER, JAMES	POLITICAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

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UW OSHKOSH	LANCASTER, RACHELLE	NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW OSHKOSH	LEAVITT, ANDREW	CHEMISTRY	TENURE TRACK	CHANCELLOR	TENURED	
UW OSHKOSH	LOIACONO, GABRIEL	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	LOUAR, NADIA	FOREIGN LANGUAGES & LITERATURES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	MAXWELL, SUSAN	ART	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	MCPHEE, MARY	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	MCWILLIAMS, BRENT	NURSING	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW OSHKOSH	MIHALIK, JENNIFER	CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW OSHKOSH	MOLL, CLIFF	FINANCE & BUSINESS LAW	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	MUELLER-SPITZ, SABRINA	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	PEREKSTA, LINDA	MUSIC	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	PERKINS, TROY	COMMUNICATION	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	SIPES, ROBERT	KINESIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	SON, JUYEON	SOCIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	STEFFES HANSEN, SARA	JOURNALISM	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	STOJILOVIC, NENAD	PHYSICS & ASTRONOMY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	TANG, YIJUN	CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

2015 BOARD OF REGENTS TENURE REPORT

UNIVERSITY OF WISCONSIN SYSTEM PARKSIDE

2015 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-PARKSIDE	FAY AKINDES	COMMUNICATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UIW-PARKSIDE	DIRK BALDWIN	DEAN, COLLEGE OF BUSINESS, ECONOMICS, AND COMPUTING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-PARKSIDE	DAVID BRUCE	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	JAMES CROWLEY	MUSIC	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-PARKSIDE	PARAG DHUMAL	BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	RYAN KARR	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	LAN NGUYEN	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	LESLIE WALKER	DEAN, COLLEGE OF ARTS AND HUMANITIES	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE

2015 BOARD OF REGENTS TENURE REPORT

UNIVERSITY OF WISCONSIN SYSTEM PLATTEVILLE

2015 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-PLATTEVILLE	KLAVINS, SHARON	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	CHEN, HAO	MEDIA STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-PLATTEVILLE	DHYANCHAND, RICHARD	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-PLATTEVILLE	DOYLE-MORIN, REBECCA	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-PLATTEVILLE	WRIGHT, SCOTT	BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-PLATTEVILLE	CHATTOPADHYAY, SOMA	CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-PLATTEVILLE	ENZ, DANIEL	CIVIL/ENVIRONMENAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-PLATTEVILLE	PAWL, ANDREW	ENGINEERING PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	HOERNING, JEFFREY	MECHANICAL/INDUSTRIAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	SWENSON, JAMES	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	UL-HAQ, IRFAN	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	DAY, SUSAN	PERFORMING/VISUAL ARTS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-PLATTEVILLE	CANDITO, KARA	HUMANITIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	LARSON, EVAN	GEOGRAPHY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	MCCABE, COLLEEN	HEALTH/HUMAN PERFORMANCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	CARTMILL, DONITA	AGRICULTURE	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	MONTGOMERY, TERA	AGRICULTURE	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE

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UW-PLATTEVILLE	CAROTHERS, TODD	BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW-PLATTEVILLE	ROY, BIDHAN	GENERAL ENGINEERING	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	NELSON, TRAVIS	SOCIAL SCIENCES	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE

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UNIVERSITY OF WISCONSIN SYSTEM

RIVER FALLS

2015 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-RIVER FALLS	LORI SWANSON	COMMUNICATION SCIENCES AND DISORDERS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-RIVER FALLS	HILARY POLLACK	TEACHER EDUCATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-RIVER FALLS	VLADIMIR PAVLOV	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-RIVER FALLS	ELIZABETH SCHNEIDER-REBOZO	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-RIVER FALLS	ALEXANDER TUPAN	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-RIVER FALLS	MEGAN SUN	ACCOUNTING AND FINANCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-RIVER FALLS	OZCAN KILIC	MANAGEMENT & MARKETING	TENURE	ASSISTANT PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-RIVER FALLS	ARUNENDU CHATTERJEE	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	B. PAIGE MILLER	SOCIOLOGY, CRIMINOLOGY & ANTHROPOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	JOEL PETERSON	AGRICULTURAL ENGINEERING TECHNOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	MOLLY GERRISH	TEACHER EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	PAUL SHIRILLA	HEALTH & HUMAN PERFORMANCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

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UNIVERSITY OF WISCONSIN SYSTEM

STEVENS POINT

2015 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-STEVENS POINT	BARSKE, TOBIAS	WORLD LANGUAGES & LITERATURES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STEVENS POINT	BARSKE, VALERIE	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	BODOR, TAMAS	COMMUNICATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	DAVIS, JASON	BUSINESS & ECONOMICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STEVENS POINT	DAVIS, MATTHEW	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STEVENS POINT	DUBAY, SHELLI	WILDLIFE DISC./CNR	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STEVENS POINT	DURBALA, ADRIANA	PHYSICS & ASTRONOMY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	FAKAZIS, ELIZABETH	COMMUNICATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STEVENS POINT	HALKOWSKI, TIMOTHY	COMMUNICATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STEVENS POINT	HARPER, ROB	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	HE, WEIMEN	COMPUTING & NEW MEDIA TECHNOLOGIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	LARSON, MARSHA	HEALTH PROMOTION & HUMAN DEVELOPMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	LAWRENCE, PATRICK	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STEVENS POINT	LEEK, THOMAS	WORLD LANGUAGES & LITERATURES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	LUFT, SHAANAN	PHILOSOPHY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE

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UW-STEVENSON POINT	MICHITSCH, ROBERT	SOILS & WASTE RESOURCES/CNR	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENSON POINT	NEUMAN, KEVIN	BUSINESS & ECONOMICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STEVENSON POINT	RIDDLE, JASON	WILDLIFE DISC./CNR	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENSON POINT	ROTH, KRISTI	PHYSICAL EDUCATION & ATHLETIC TRAINING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STEVENSON POINT	STERN, KATHERINE	COMPUTING & NEW MEDIA TECHNOLOGIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STEVENSON POINT	WETTER, TOM	HEALTH PROMOTION & HUMAN DEVELOPMENT	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE

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UNIVERSITY OF WISCONSIN SYSTEM STOUT

2015 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-STOUT	ATWELL, ROBERT	ART & ART HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	BAIRD, CHARLES D	BUSINESS	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	BARD, GREGORY V	MATHEMATICS, STATISTICS & COMPUTER SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	BECK, DAVID R	DESIGN	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW-STOUT	BURRITT, JAMES B	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION & TENURE	PROFESSOR W/ TENURE
UW-STOUT	DEACON, ANDREA B	ENGLISH & PHILOSOPHY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	DELAMBO, DAVID ANTHONY	REHABILITATION & COUNSELING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	DURST, AARON M	COMMUNICATION STUDIES, FOREIGN LANGUAGES, & PERFORMING ARTS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	DUTTER, SETH C	MATHEMATICS, STATISTICS & COMPUTER SCIENCE	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	FERGUSON, DAVID C	SOCIAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	FLY, DAVID EDWARD	ENGINEERING & TECHNOLOGY	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	FRAHER, ROBERT	DESIGN	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	GERDES, KRISTAL ANN	SCHOOL OF HOSPITALITY LEADERSHIP	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	GRANT, JENNIFER E	BIOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE

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UW-STOUT	GUNDALA, RAGHAVA R	BUSINESS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	HANSON, JOLEEN R	ENGLISH & PHILOSOPHY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	HOMA, DEBRA	REHABILITATION & COUNSELING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	HOPP, JO	PHYSICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	KELSEY, DANIEL	REHABILITATION & COUNSELING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	KERSTEN, JEANETTE M	OPERATIONS & MANAGEMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	KLEFSTAD, JILL	TEACHING, LEARNING & LEADERSHIP	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	LEE, EUN JOO	FOOD & NUTRITION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	LEE, TINA	SOCIAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	LIU, CHENG CHIH	ENGINEERING & TECHNOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	MASON, KEVIN O	TEACHING, LEARNING & LEADERSHIP	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	MEYER, ROBERT M	CHANCELLOR'S OFFICE			TENURED	PROFESSOR
UW-STOUT	NAVARRE, JOAN M	ENGLISH & PHILOSOPHY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	NEIDERMYER, GINDY	APPAREL & COMMUNICATION TECHNOLOGIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	PAULSON, NELS R	SOCIAL SCIENCE	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	PEARSON, THOMAS W	SOCIAL SCIENCE	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	PETERSON, CHRISTINE	SCHOOL COUNSELING, SCHOOL PSYCHOLOGY & SPECIAL EDUCATION	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE

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UW-STOUT	PONTUTI, KEVIN M	DESIGN	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	PRASSAS, FREDERICK W	SCHOOL OF HOSPITALITY LEADERSHIP	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW-STOUT	SCHEFFLER, JOHN L	ENGINEERING & TECHNOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW-STOUT	SCHOONOVER, KRISTINE	SCHOOL OF HOSPITALITY LEADERSHIP	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	SEIM, DAVID L	SOCIAL SCIENCE	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	SHIN, JOONGMIN	ENGINEERING & TECHNOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	STANISLAWSKI, DEBBIE	TEACHING, LEARNING & LEADERSHIP	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	STRICKER, DAVID R	TEACHING, LEARNING & LEADERSHIP	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	TIALA, SYLVIA	TEACHING, LEARNING & LEADERSHIP	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	TOZER, TIMOTHY	ART & ART HISTORY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	WATTS, JULIE	ENGLISH & PHILOSOPHY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	WOJCIECHOWSKI, KEITH	MATHEMATICS, STATISTICS & COMPUTER SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR

2015 BOARD OF REGENTS TENURE REPORT

UNIVERSITY OF WISCONSIN SYSTEM SUPERIOR

2015 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-SUPERIOR	ARNHOLD DAVIES, MICHELLE	NATURAL SCIENCES	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-SUPERIOR	ALDRIDGE, ERIN	MUSIC	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-SUPERIOR	BEAL, ALVIN	HUMAN BEHAVIOR, JUSTICE AND DIVERSITY	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-SUPERIOR	CHURCHILL, MARY	EDUCATIONAL LEADERSHIP	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-SUPERIOR	GARD, JULIE	WRITING AND LIBRARY SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-SUPERIOR	IWEN, JAYSON	WRITING AND LIBRARY SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-SUPERIOR	LEE-NICHOLS, MARY	EDUCATIONAL LEADERSHIP	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-SUPERIOR	MAGUIRE, MICHAEL	VISUAL ARTS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-SUPERIOR	NIKOI, EPHRAIM	COMMUNICATING ARTS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-SUPERIOR	PINNOW, ELENI	HUMAN BEHAVIOR, JUSTICE AND DIVERSITY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-SUPERIOR	PUCHEU, JEANETTE	WORLD LANGUAGES, LITERATURES AND CULTURES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-SUPERIOR	RIOS MENDOZA, LORENA	NATURAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-SUPERIOR	RUTFORD, YVONNE	WRITING AND LIBRARY SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

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UNIVERSITY OF WISCONSIN SYSTEM

WHITEWATER

2015 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-WHITewater	AHMAD, YAMIN	ECONOMICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITewater	ALARIO, MARGARITA	SOCIOLOGY, CRIMINOLOGY, & ANTHROPOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITewater	AMBROSE, PAUL	INFORMATION TECHNOLOGY & SUPPLY CHAIN MANAGEMENT	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITewater	ASLANI, SOROUGH	MANAGEMENT	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITewater	BENJAMIN, ROBERT	PHYSICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITewater	BOUKAHIL, ABDELKRIM	PHYSICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITewater	BROWN, KARL	HISTORY	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITewater	CASEY, KATHRYN	SPECIAL EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITewater	CHENNAMANENI, PAVAN	MARKETING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITewater	CIGANEK, ANDREW	INFORMATION TECHNOLOGY & SUPPLY CHAIN MANAGEMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITewater	CURRAN, KRIS	BIOLOGICAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITewater	DALY, ABBIE	ACCOUNTING	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITewater	DAVIS, COREY	COMMUNICATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITewater	DUGAN, MICHAEL	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

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UW-WHITewater	EDNIE, ANDREA	HEALTH, PHYSICAL EDUCATION, RECREATION, & COACHING	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITewater	FRATZ, DEBORAH	LANGUAGES & LITERATURES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITewater	FRYE, JOHN	GEOGRAPHY & GEOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITewater	GILBERTSON, LYNN	COMMUNICATION SCIENCES & DISORDERS	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITewater	GIRARD, STEVEN	CHEMISTRY	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITewater	HARLAN, ANGELA K.	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITewater	HAWKINS, TRACY	PHILOSOPHY & RELIGIOUS STUDIES	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITewater	HOLMES, ALENA	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITewater	HUSS-LEDERMAN, SUSAN	LANGUAGES & LITERATURES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITewater	KAPFER, JOSHUA	BIOLOGICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITewater	KOPF, DENNIS	MARKETING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITewater	LAVELLE, KRISTEN	SOCIOLOGY, CRIMINOLOGY, & ANTHROPOLOGY	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHITewater	MELTON, RENEE	ART & DESIGN	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITewater	MORAN, PATRICK	LANGUAGES & LITERATURES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHITewater	MUKHERJEE, LOPAMUDRA	COMPUTER SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHITewater	NAVARRO, KRISTINA	HEALTH, PHYSICAL EDUCATION, RECREATION, & COACHING	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR

2015 BOARD OF REGENTS TENURE REPORT

UW-WHTEWATER	NAWASH, JALAL	PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHTEWATER	O'NEILL, BRIAN	BIOLOGICAL SCIENCES	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHTEWATER	ORAVEC, JO ANN	INFORMATION TECHNOLOGY & SUPPLY CHAIN MANAGEMENT	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHTEWATER	PARYS, JODIE	LANGUAGES & LITERATURES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHTEWATER	PREMTI, ARJAN	FINANCE & BUSINESS LAW	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHTEWATER	RALSTON, JONAH	POLITICAL SCIENCE	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHTEWATER	ROBINSON, LINDA	COMMUNICATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHTEWATER	ROBINSON, ROWAND	SPECIAL EDUCATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHTEWATER	SANKARANARAYANAN, BALAJI	INFORMATION TECHNOLOGY & SUPPLY CHAIN MANAGEMENT	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHTEWATER	SMITH, LAUREN	WOMEN'S AND GENDER STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHTEWATER	STONE, JOHN	COMMUNICATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHTEWATER	TAO, RAN	ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHTEWATER	VERBOS, AMY	FINANCE & BUSINESS LAW	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHTEWATER	VICK, MATTHEW	CURRICULUM & INSTRUCTION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-WHTEWATER	VYSOTSKY, STANISLAV	SOCIOLOGY, CRIMINOLOGY, & ANTHROPOLOGY	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHTEWATER	WELSCH, DAVID	ECONOMICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-WHTEWATER	WICKERT, JONATHAN	COMMUNICATION	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-WHTEWATER	XUE, YUHAN	ECONOMICS	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR

2015 BOARD OF REGENTS TENURE REPORT

UW- WHITEWATER	YU, LINDA	FINANCE & BUSINESS LAW	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW- WHITEWATER	ZHANG, SHEN	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW- WHITEWATER	ZUNAC, MARK	LANGUAGES & LITERATURES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

2015 BOARD OF REGENTS TENURE REPORT

UNIVERSITY OF WISCONSIN SYSTEM COLLEGES

2015 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW COLLEGES	ANDERSON, NOAH	BIOLOGICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW COLLEGES	AYAR, MUSA	BUSINESS & ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW COLLEGES	EMERSON, NORLEEN	GEOGRAPHY & GEOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW COLLEGES	GONYA, TERESA	BIOLOGICAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW COLLEGES	GREGORI, EDUARDO	WORLD LANGUAGES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW COLLEGES	HAGER, LISA	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW COLLEGES	HEIN, RICHARD	BIOLOGICAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW COLLEGES	HENDRICK, CRYSTAL	PSYCHOLOGY/EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW COLLEGES	KABRHEL, JAMES	CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW COLLEGES	KATHOL, NICHOLE	COMMUNICATION & THEATRE ARTS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW COLLEGES	KOWALSKI, DEAN	PHILOSOPHY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW COLLEGES	KROENING, KURT (DUBEAR)	BIOLOGICAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW COLLEGES	LEM, ELLYN	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW COLLEGES	LUTSKY, BEREL	ART	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW COLLEGES	MURRENUS-PILMAIER, VALERIE	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

2015 BOARD OF REGENTS TENURE REPORT

UW COLLEGES	NOSKA, JEFF	ART	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW COLLEGES	RABIDEAU, SUSAN	COMMUNICATION & THEATRE ARTS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW COLLEGES	REINHART, BARBARA	ART	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW COLLEGES	RINZEL, JILL	PSYCHOLOGY & EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW COLLEGES	SCHATZ, KIM	CHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW COLLEGES	SELBY, TALITHA	CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW COLLEGES	STONE, CHRISTOPHER	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW COLLEGES	SUNDHEIM, PAUL	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW COLLEGES	TRIPATHI, SWAPNIL	COMPUTER SCIENCE, ENGINEERING, PHSYICS, ASTRONOMY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW COLLEGES	WHITAKER, PAUL	BIOLOGICAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW COLLEGES	WILZ, KELLY	COMMUNICATION & THEATRE ARTS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

2015 BOARD OF REGENTS TENURE REPORT

UNIVERSITY OF WISCONSIN SYSTEM EXTENSION

2015 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-EXTENSION	NEHRING, PATRICK	COMMUNITY RESOURCE DEV	TENURE	Associate Professor	PROMOTION	PROFESSOR W/ TENURE
UW-EXTENSION	ALLEN, SUSAN	FAMILY DEVELOPMENT	TENURE	ASST PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR W/ TENURE
UW-EXTENSION	BRALICH, CAROL	FAMILY DEVELOPMENT	TENURE	ASST PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR W/ TENURE
UW-EXTENSION	BURKMAN, DEBORAH	FAMILY DEVELOPMENT	TENURE	ASST PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR W/ TENURE
UW-EXTENSION	CLARK, JEROME	AGRICULTURE & LIFE SCIENCES	TENURE	ASST PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR W/ TENURE
UW-EXTENSION	DONNERBAUER, SARA	YOUTH DEVELOPMENT	TENURE	ASST PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR W/ TENURE
UW-EXTENSION	GHIMIRE, NAV	AGRICULTURE & LIFE SCIENCES	TENURE	ASST PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR W/ TENURE
UW-EXTENSION	MARTIN, KARL	COMMUNITY RESOURCE DEV	TENURE	ASST PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR W/ TENURE
UW-EXTENSION	RAWLING, J. ELMO	ENVIRONMENTAL SCIENCES	TENURE	ASST PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR W/ TENURE
UW-EXTENSION	SKLUZACEK, JOANNA	YOUTH DEVELOPMENT	TENURE	ASST PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR W/ TENURE
UW-EXTENSION	BLAZEK, JENNIFER	AGRICULTURE & LIFE SCIENCES	TENURE TRACK	INSTRUCTOR	PROMOTION	ASSISTANT PROFESSOR
UW-EXTENSION	GRIMM, MICHELLE	COMMUNITY RESOURCE DEV	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-EXTENSION	DAVILA, CARMELO	YOUTH DEVELOPMENT	TENURE TRACK		NEW APPOINTMENT	INSTRUCTOR
UW-EXTENSION	BINVERSIE, ELIZABETH	AGRICULTURE & LIFE SCIENCES	TENURE TRACK		NEW APPOINTMENT	INSTRUCTOR
UW-EXTENSION	ECKSTEIN, LEAH	FAMILY DEVELOPMENT	TENURE TRACK		NEW APPOINTMENT	INSTRUCTOR

2015 BOARD OF REGENTS TENURE REPORT

UW-EXTENSION	BILTONEN, ERIC	COMMUNITY RESOURCE DEV	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-EXTENSION	GONZALEZ DELFAUS, ELSIE	AGRICULTURE & LIFE SCIENCES	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-EXTENSION	DAMPIER, JASON	COMMUNITY RESOURCE DEV	TENURE TRACK		NEW APPOINTMENT	INSTRUCTOR
UW-EXTENSION	BAKER, NICHOLAS	AGRICULTURE & LIFE SCIENCES	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-EXTENSION	LUCHTERHAND, KAREN	AGRICULTURE & LIFE SCIENCES	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-EXTENSION	FULLER, LAURA	YOUTH DEVELOPMENT	TENURE TRACK		NEW APPOINTMENT	INSTRUCTOR
UW-EXTENSION	GELLINGS, KATIE	FAMILY DEVELOPMENT	TENURE TRACK		NEW APPOINTMENT	INSTRUCTOR
UW-EXTENSION	WELTER, MATTHEW	YOUTH DEVELOPMENT	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-EXTENSION	HOLLAR, CHRISTINE	YOUTH DEVELOPMENT	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-EXTENSION	MCCAULEY, DARRELL	AGRICULTURE & LIFE SCIENCES	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-EXTENSION	WALSH, JEANNE	FAMILY DEVELOPMENT	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW-EXTENSION	RICHE, SARA	FAMILY DEVELOPMENT	TENURE TRACK		NEW APPOINTMENT	INSTRUCTOR
UW-EXTENSION	BERGET, LORI	YOUTH DEVELOPMENT	TENURE TRACK		NEW APPOINTMENT	INSTRUCTOR
UW-EXTENSION	BECKENDORF, JESSICA	COMMUNITY RESOURCE DEV	TENURE TRACK		NEW APPOINTMENT	INSTRUCTOR
UW-EXTENSION	BRAATZ, ANDREA	YOUTH DEVELOPMENT	TENURE TRACK		NEW APPOINTMENT	INSTRUCTOR
UW-EXTENSION	WUNNICKE, CHELSEA	FAMILY DEVELOPMENT	TENURE TRACK		NEW APPOINTMENT	INSTRUCTOR
UW-EXTENSION	EMMANUELLE, CATHERINE	FAMILY DEVELOPMENT	TENURE TRACK		NEW APPOINTMENT	INSTRUCTOR
UW-EXTENSION	CHILDERS, MICHAEL	LABOR EDUCATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
DOCTORATE OF EDUCATION COOPERATIVE DEGREE PROGRAM AT THE
UNIVERSITY OF WISCONSIN-GREEN BAY
UNIVERSITY OF WISCONSIN-OSHKOSH
UNIVERSITY OF WISCONSIN-LA CROSSE
UNIVERSITY OF WISCONSIN-STEVENSON POINT**

SUBMITTED BY

**UW-GREEN BAY
UW-LA CROSSE
UW-OSHKOSH
UW-STEVENSON POINT**

ABSTRACT

This document functions as a summary which introduces the cooperative delivery model of four proposed Doctorates in Education (see attached Agenda Items I.1.b. (1-4)).

The proposed Doctorate of Education cooperative degree program will be offered as four independent Doctorate of Education (Ed.D.) programs by UW-Green Bay, UW-La Crosse, UW-Oshkosh, and UW-Stevens Point. UW-Green Bay proposes an Ed.D. in First Nations Education; UW-La Crosse requests approval for an online Ed.D. in Student Affairs Administration and Leadership; UW-Oshkosh proposes an Ed.D. in Educational Leadership and Policy with an emphasis in Superintendent Licensure; and UW-Stevens Point seeks approval of an Ed.D. in Educational Sustainability. Each institution in the cooperative is requesting approval for its individual program. Individual program authorizations are attached to this document with separate resolutions.

Background

Between March and July of 2014, UW-Green Bay, UW-La Crosse, UW-Oshkosh, and UW-Stevens Point submitted separate Notice of Intent documents to the Office of Academic, Faculty, and Global Programs, requesting pre-authorization to plan independent Ed.D. degree programs. In response, the University of Wisconsin System Administration directed the four institutions to explore collaborative opportunities, with the goal of maximizing possible synergies between the individual programs and minimizing program costs. Additionally, the four institutions were directed to work together to develop at least six shared credits of required coursework and 12-24 credits of shared elective coursework that would be offered jointly. Following these guidelines, faculty, staff, and administrators from the four institutions worked together over the course of academic year 2014-15 to create a proposal for an Ed.D. cooperative degree program.

Definition of a Cooperative Degree Program

In the UW System, a cooperative degree program is defined as an academic partnership in which one or each of the institutions in the cooperative is independently authorized to grant the degree (distinct from a collaborative degree, which is one degree jointly delivered by several institutions). The degree authorized by the Board is not contingent on the partnership. The

institutions involved in the cooperative degree program establish a contractual or consortial agreement to provide a proportion of the educational program.

Overview of the Ed.D. Cooperative Degree Program

UW-Green Bay, UW-La Crosse, UW-Oshkosh, and UW-Stevens Point each have individual strengths and faculty expertise in the field of education that together will offer a unique array of applied or professional doctoral programs to multiple state and national audiences. Working together, qualified education faculty from these four institutions have partnered to ensure the efficient use of resources, share program strengths and faculty expertise, ensure student choice, and decrease competition among programs.

Under this cooperative partnership, each of the four institutions will administer its own doctoral education program, which will remain unique in focus, audience, and delivery of course content (see Table 1); however, all four of the programs will share two common required online courses and an array of elective course choices that will allow students enrolled at any one institution to pursue coursework and emphases from a partner institution, accessible via distance education.

Table 1: Ed.D. Programs by Institution and Delivery Format

Institution	Degree	Delivery Format
UW-Green Bay	Ed.D. in First Nations Education	Hybrid ¹
UW-La Crosse	Ed.D. in Student Affairs Administration and Leadership	Online
UW-Oshkosh	Ed.D. in Educational Leadership and Policy	Hybrid
UW-Stevens Point	Ed.D. in Educational Sustainability	Hybrid

¹ Hybrid: combines face-to-face and online instruction.

An Innovative Approach

The cooperative approach is innovative in that it (1) creates a network of UW System institutions that will deliver applied degrees at the doctoral level and produce experts trained to meet future workforce demands; (2) utilizes academic strengths of each partner institution; (3) creates efficiencies through shared required and elective coursework; (4) encourages student choice by making elective courses and emphasis areas available and easily transferable, and (5) invites involvement from other UW System institutions outside of the cooperative partners to offer elective courses.

Further, each of the four cooperative partner institutions has agreed to establish consistent tuition rates for the six credits of shared required coursework (charging a flat \$700 per credit hour with no additional fees for the academic year 2015-16) and meet on a semi-annual basis to discuss the ongoing cooperative efforts and curricular array. These mechanisms will ensure a focus on meeting student needs and maintaining a high-quality cooperative program.

Shared Required Courses in the Ed.D. Cooperative Degree Program (6 credits)

All students in the Ed.D. degree programs at UW-Green Bay, UW-La Crosse, UW-Oshkosh, and UW-Stevens Point will be required to take the same two online courses—

“Philosophical/Theoretical Foundations of Leadership in Education” and “Critical Analysis of Systemic Inequities: Challenges of Social Justice”—as part of their foundational coursework. The four cooperative institutions will share course development, delivery, and instructional costs. This arrangement will save resources and avoid the duplication of common instructional content. This type of sharing among the four cooperative institutions will also provide students with an opportunity to broaden their perspectives and will create interdisciplinary dialogue around these critical topics.

Shared Elective Courses in the Ed.D. Cooperative Degree Program

Each of the four institutions participating in the cooperative will initially contribute 2-4 courses (6-12 credits) for other institutions in the cooperative to use as shared electives, focusing on individual specialty strands (see Table 2). These shared electives and strands will be intentionally designed for use by doctoral students at all cooperative institutions within their Ed.D. program of study. The intention of the shared electives is to extend the expertise of one institution to students at another institution. In addition, this sharing of courses and students also allows for multiple disciplinary perspectives to be heard and explored by the students in these shared courses, since the students will all be enrolled at different institutions and in different Ed.D. programs.

Table 2: Courses and Delivery Format by Institution

Institution	Course	Delivery Format
UW-Green Bay	Introduction to Indigenous Education	Face-to-Face
UW-Green Bay	First Nations Education Policy	Hybrid
UW-Green Bay	Developing Assessment in Local Context	Hybrid
UW-Green Bay	Cultural Foundations: First Nations Social Justice	Hybrid
UW-La Crosse	21st Century Learners	Online
UW-La Crosse	Organization and Governance	Online
UW-La Crosse	Enrollment Management	Online
UW-Oshkosh	Power and Politics in Educational Leadership	Hybrid
UW-Oshkosh	Legal and Ethical Issues in Leadership	Hybrid
UW-Oshkosh	Current Issues in School Leadership	Hybrid
UW-Stevens Point	Educational Sustainability, Theory, Curriculum and Practice	Online
UW-Stevens Point	Sustainability Concepts	Online
UW-Stevens Point	Sustaining Human Systems	Online

Some of the shared courses will be packaged into specialty emphases that can be noted on the student’s transcript. For example, the Student Affairs Administration Department at UW-La Crosse may offer a 9-credit emphasis in Student Affairs for use by students in the First Nations Education program at UW-Green Bay for those students interested in working in Tribal Colleges. In this case, the student’s transcript would reflect completion of the Ed.D. in First Nations Education degree with an emphasis in Student Affairs. This opportunity would not be available to UW-Green Bay students without the Ed.D. cooperative program.

Shared courses taken by students will be approved and articulated by each of the four cooperative institutions to make the transfer of these credits seamless. Students will be able to choose from a pool of shared courses, which will help them to shape the curriculum in ways that closely address their individual professional goals. Students will work closely with their Ed.D. program advisors to identify appropriate shared courses. In addition to the shared electives, select appropriate coursework taken at institutions outside the cooperative may also be considered for transfer elective credit if approved by the Oversight Committee (see below).

Review of Shared Courses and Cooperative Program

The four partner institutions will form an Oversight Committee comprised of at least one representative from each institution to provide oversight and assessment of the shared courses in the cooperative program. The Oversight Committee will be charged with evaluating the effectiveness of the shared model and with assessing the quality of the shared courses. The Committee will meet semi-annually.

If any changes to the cooperative Ed.D. degree program are proposed in the future, the provosts will agree on common language for the shared parts of the independent Ed.D. degree programs. A substantive redirection of the cooperative program or a dissolution of the cooperative must be approved by UW System Administration and be reviewed by the Board of Regents.

Summary

Separately, UW-Green Bay, UW-La Crosse, UW-Oshkosh, and UW-Stevens Point have a strong case for offering four independent applied doctoral programs that are unique in scope and audience. Working together, through common coursework, shared elective content, common tuition pricing and on-going cooperative efforts, these doctoral programs are made stronger for their students, institutions, and the UW System.

The Provost of each institution has reviewed the cooperative program and recommends the cooperative budget and the commonly shared parts of the cooperative authorization document for adoption by the Board. In addition, each of the respective Provosts approved individual institutional authorization documents and proposed budgets (see attached letters of commitment and budget projections) for each independent Ed.D. degree program.

University of Wisconsin System
Cost and Revenue Projections For Newly Proposed Program: Two Shared Courses in the Ed.D. Cooperative Program

	Items	Projections				
		2016	2017	2018	2019	2020
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount (Note 1)	0	40	64	40	64
	Enrollment (Continuing Student) Headcount	0	47	79	131	120
	Enrollment (New Student) FTE	0	40	64	40	64
	Enrollment (Continuing Student) FTE	0	31	53	87	80
II	Total New Credit Hours (total courses x credits per section)	0	6	6	6	6
	Existing Credit Hours (Note 2)	0	0	0	0	0
III	FTE of New Faculty/Instructional Staff (Note 3)	0	0.250	0.000	0.000	0.000
	FTE of Current Fac/IAS	0	0.250	0.500	0.500	0.500
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0	0	0	0	0
V	New Revenues					
	From Tuition (new credit hours x FTE) (Note 4)	0	197,400	151,200	243,600	151,200
	From Fees	0	0	0	0	0
	Program Revenue - Grants					
	Program Revenue - Other					
	Reallocation					
	Total New Revenue	0	197,400	151,200	243,600	151,200
VI	New Expenses					
	Salaries plus Fringes					
	Faculty/Instructional Staff (Note 5)	0	53,036	53,567	54,102	54,643
	Other Staff	0	0	0	0	0
	Other Expenses					
	Facilities					
	Equipment					
	Other: (Note 5)	0	0	0	0	0
	Total Expenses	0	53,036	53,567	54,102	54,643
VII	Net Revenue	0	144,364	97,633	189,498	96,557

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

Note 1	new cohort begins each summer, and completes spring of 4th year; "year 1" column represents summer 2016 only; no shared courses offered in summer 2016, so no enrollment or revenue reported in year 1
Note 2	9 consecutive terms(summer=yr1; fall,spring, summer=yr2; fall,spring,summer=yr3; fall,spring=yr4; 6 credits per term, 54-57 total credits
Note 3	year 4 is - full instruction - 4 cohorts(1 each summer begins)
Note 4	25% attrition, 1 course with 2 sections year 2 fall and 1 course 2 sections year 2 spring @ \$700 per credit pricing
Note 5	2 - 3 cr courses with 2 sections each in year 2 of program =12 credits (.50 fte) /4 UW=3 credits each -save 3 credits of the 54-57 credit program
Note 6	note: this budget projection is linked to other pages - all items change with working budget model

each institution will save 3 credits in year 2 of the program by sharing 2 courses w/2 sections. Based on wage at \$75,000 + 1% increase and 40.03% benefit
year 2 savings is approximately \$13,300 each institution

***UW-O will add 2 cohorts of 12 in year 3 and year 5; UW-GB will add new cohort of 12 every other year. UW-L cohort is 12 each year; UW-SP cohort is 16 each year.

Approved by Provosts



UW-Oshkosh



UW-Stevens Point



UW-La Crosse



UW-Green Bay

Program Authorization (Implementation)
Ed.D. in First Nations Education
UW-Green Bay

EDUCATION COMMITTEE

Resolution I.1.b.(1):

That, upon recommendation of the Chancellor of the University of Wisconsin-Green Bay, as well as the President of the University of Wisconsin System, the Chancellor is authorized to implement the cooperative and professional Doctor of Education in First Nations Education at UW-Green Bay.

**NEW PROGRAM AUTHORIZATION
DOCTORATE OF EDUCATION IN FIRST NATIONS EDUCATION
UNIVERSITY OF WISCONSIN-GREEN BAY**

BACKGROUND

This proposal is presented for consideration by the Board of Regents in accordance with the procedures outlined in Academic Planning and Program Review (ACIS 1.0, Revised August 2012, available at <http://www.uwsa.edu/acss/planning/>). The new program proposal for a Doctorate of Education in First Nations Education at the University of Wisconsin-Green Bay will also be part of cooperative agreement with UW-La Crosse, UW-Oshkosh, and UW-Stevens Point for the delivery of some shared doctoral-level courses. UW-Green Bay's Provost submitted an authorization document and a letter of institutional commitment supporting the independent delivery of the degree and the cooperative elements.

REQUESTED ACTION

Adoption of Resolution I.1.b.(1), approving the implementation of Doctorate of Education in First Nations Education degree program at the University of Wisconsin-Green Bay including a cooperative agreement with UW-Oshkosh, UW-La Crosse, and UW-Stevens Point for the delivery of shared courses.

DISCUSSION

The University of Wisconsin-Green Bay proposes to establish a Doctorate of Education (Ed.D.) in First Nations Education which will reside within the Education Center for First Nations Studies within the College of Professional Programs. The 54-credit Ed.D. degree program is designed as a cost-recovery program. The tuition generated by the program will cover the cost of delivering the program without requiring additional resources from UW-Green Bay. A new cohort of approximately 12 students will begin the program every two years. Students will graduate after the completion of the dissertation project in their third year of the program. A per-credit tuition rate of \$750 will apply, with no additional fees. This tuition rate is based on what similar programs charge and applies to all courses in the curriculum, with the exception of the two shared required online courses in the cooperative program

The program will offer courses grounded in First Nations knowledge and draws upon indigenous teaching methods. Courses will be delivered partially online, in hybrid format, and in classroom settings. The Ed.D. in First Nations Education at UW-Green Bay will meet the ongoing needs of multiple sectors, including First Nations (also referred to as Native American and American Indian) and non-First Nations communities. The program is designed for professionals with present or emerging leadership responsibilities in a variety of educational communities, which include the following: PK-16, public, private, tribal, and parochial schools; two-year colleges; tribal colleges; technical colleges; health care institutions; community organizations; social services; government agencies; consulting organizations; and international agencies.

Graduates will be qualified to enter positions in: postsecondary administration and instruction; government employment in educational policy or administration (at the state, tribal, or federal level); academic staff/district staff employment related to First Nations Studies, multiculturalism, and language; and private organizations.

As part of a cooperative agreement, UW-Green Bay will share the delivery of some courses with UW-La Crosse, UW-Oshkosh, and UW-Stevens Point. All students enrolled in any of the Ed.D. degree programs at UW-Green Bay, UW-La Crosse, UW-Oshkosh, and UW-Stevens Point will be required to take the same two online courses developed as part of the cooperative agreement—"Philosophical/Theoretical Foundations of Leadership in Education" and "Critical Analysis of Systemic Inequities: Challenges of Social Justice"-- as part of their foundational coursework. All four institutions in the Ed.D. cooperative program will charge the same flat tuition rate of \$700 per credit for the two shared courses. Further, each of the four institutions participating in the cooperative will initially contribute 2-4 courses (6-12 credits) for other institutions in the cooperative to use as shared electives, focusing on their individual specialty strands within the Doctorate of Education degree.

RECOMMENDATION

The University of Wisconsin System recommends adoption of Resolution I.1.b.(1), approving the implementation of a Doctorate in Education in First Nations Education at UW-Green Bay, with cooperative curriculum provided by UW-Oshkosh, UW-La Crosse, and UW-Stevens Point.

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
DOCTORATE OF EDUCATION DEGREE IN FIRST NATIONS EDUCATION
AT UW-GREEN BAY
PREPARED BY UW-GREEN BAY**

ABSTRACT

The University of Wisconsin-Green Bay proposes to establish a Doctorate of Education (Ed.D.) in First Nations Education. The program offers courses grounded in First Nations knowledge and draws upon indigenous teaching methods. This professional education program will offer courses online, in hybrid format, and in traditional classroom settings. Students are required to take a minimum of 54 credits. It is a cooperative program that shares courses with UW-La Crosse, UW-Oshkosh, and UW-Stevens Point. The cooperative nature of the program allows students degree flexibility and an opportunity to tailor their learning to specific needs that emerge within educational settings and from local communities. Graduates will be qualified to enter positions in: postsecondary administration and instruction; government employment in educational policy or administration (at the state, tribal, or federal level); academic staff/district staff employment related to First Nations Studies, multiculturalism, and language; and private organizations.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Green Bay

Title of Proposed Program

First Nations Education

Degree/Major Designations

Ed.D.

Mode of Delivery

Primarily on-campus, as well as hybrid and shared cooperative online courses

Projected Enrollments by Year Five

Below are enrollment and graduation projections for students in the Ed.D. in First Nations Education degree program for the first five years of the program. Based on market research and initial assessment of student interest, a new cohort of approximately 12 students will begin the program every two years. Students will graduate after the completion of the dissertation project in their third year of the program.

Table 1: Projected Enrollment for the Ed.D. in First Nations Education*

	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	12	0	12	0	12
Continuing students	0	12	12	12	12
Total Enrollment	12	12	24	12	24
Graduating students	0	0	12	0	12

*Because of the small size of the cohort and the special characteristics of the student population, there is no attrition rate built into these enrollment projections.

Tuition Structure

For students enrolled in the UW-Green Bay Ed.D. in First Nations Education degree program, a per credit tuition rate of \$750 will apply, with no additional fees. The tuition rate is based on market research of comparable programs. This tuition rate applies to all courses in the curriculum, with the exception of the two shared required online courses in the cooperative program. All four institutions in the Ed.D. cooperative program will charge the same flat tuition rate of \$700 per credit for the two shared courses.

The Ed.D. degree program is designed as a cost-recovery, self-supporting program. The tuition generated by program will cover the cost of delivering the program without requiring additional resources from UW-Green Bay.

Department or Functional Equivalent

The Ed.D. in First Nations Education degree will reside within the Education Center for First Nations Studies.

College, School, or Functional Equivalent

The Ed.D. in First Nations Education will be housed within the College of Professional Programs.

Proposed Date of Implementation

Summer 2016

INTRODUCTION

Rationale and Institutional Mission

The Ed.D. in First Nations Education at UW-Green Bay will meet the ongoing needs of multiple sectors, including First Nations (also referred to as Native American and American Indian) and non-First Nations communities. The program is designed for professionals with present or emerging leadership responsibilities in a variety of educational communities, which include the following: PK-16, public, private, tribal, and parochial schools; two-year colleges; tribal colleges; technical colleges; health care institutions; community organizations; social

services; government agencies; consulting organizations; and international agencies. Specifically, the program will draw applicants from pools such as PK-12 administrators in school districts with First Nations students, tribal college administrators and teachers, tribal education administrators, tribal social service administrators, tribal health care administrators, tribal library administrators, First Nations governmental officials, tribal school district administrators, tribal career service and vocational rehabilitation administrators, tribal historians, tribal human resources administrators, and others.

As First Nations in the U.S. expand and grow in the twenty-first century, First Nations and non-First Nations citizens may take advantage of First Nations education to help them prepare to live, work, and interact with tribal people, agencies, and governing structures. This is particularly true in Wisconsin, where tribal economies are expanding and diversifying at a significant pace. Tribal Nations are the largest employer in 10 Wisconsin counties and among the top employers in Milwaukee County and Brown County.¹

The proposed Ed.D. in First Nations Education degree aligns with UW-Green Bay's mission to provide an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues in a multicultural and evolving world. The Ed.D. in First Nations Education will enrich the quality of life for students and the community by embracing the educational value of diversity, encouraging engaged citizenship, and serving as an intellectual and cultural resource for First Nations and non-First Nations communities. The Ed.D. degree program will also advance the institutional goal of improving teaching and learning with its focus on First Nations Elder epistemology and pedagogy.

Need as Suggested by Current Student Demand

The data collected by UW-Green Bay suggest there is significant interest in offering an Ed.D. at UW-Green Bay. The Ed.D. program will offer high-quality, interdisciplinary, and community/school-focused instruction tailored to meet the needs of teachers, administrators, and other professionals, while serving the people and communities in the region and state. The Green Bay/Northeast Wisconsin region is the third largest population center in the state, with no public institution offering a doctoral degree in this region. Affordability and accessibility are significant issues for educational leaders in the area.

As part of the planning process for this Ed.D. degree proposal, an anonymous survey was conducted in fall 2014, with over 1500 teachers, administrators, and other professionals from throughout the region. The results point to a need for the proposed Ed. D degree: 70% of those responding indicated they would be "somewhat" to "very" interested in the proposed Ed.D., with 71% supporting a "cohort" model of delivery. In addition, nearly 80% responded that the Ed.D. should include a specialized area in leadership and First Nations Education.

¹ *Tribes of Wisconsin*. Wisconsin Department of Administration Division of Inter-governmental Relations. Madison, WI, 2013.

Need as Suggested by Market Demand

With a focus in First Nations Education, the proposed Ed.D. degree has a different focus from other Ed.D. degrees offered by UW System comprehensive universities, and no other institution offers an education doctorate in First Nations Education. UW-Green Bay is strategically positioned to fill the growing need for highly-trained education administrators who are prepared to address the needs of First Nations/Indigenous people, helping to improve teaching and learning in the region and around the world. According to the U.S. Bureau of Labor Statistics, the national job growth outlook for education administrators through 2022 is 15% (faster than average). This field of education is relatively new but there are indications that new jobs will be created in regional and national communities for graduates with the cultural and administrative skills acquired in the Ed.D in First Nations Education.

DESCRIPTION OF PROGRAM

Institutional Program Array

The Ed.D. in First Nations Education is an outgrowth of a unique cooperation among multiple partners and programs at UW-Green Bay, including the Professional Program in Education Master's Program in Applied Leadership for Teaching and Learning (College of Professional Programs), the First Nations Studies program (College of Letters and Science), and the Education Center for First Nations Studies. In 2011 the Professional Program in Education earned the UW System Regents Award for excellence in education. UW-Green Bay's *First Nations Studies (FNS) Program* is a leader in First Nations education in the UW System, and in 2012 received the UW System Regents Diversity Award.

The proposed Ed.D. degree program will have a strong and positive impact on the undergraduate FNS program, the education program, and the UW-Green Bay M.S.E. in Applied Leadership in Teaching and Learning (MSAL) program by drawing to the table education leaders and administrators engaged in project-based research. Further, the creation of an Ed.D. degree will enhance graduate education and provide undergraduate and MSAL students opportunities to participate in research. Moreover, the proposed Ed.D. degree will draw to campus professional administrators and educators who are already leaders in their fields and communities.

Other Programs in the University of Wisconsin System

There are no other professional doctoral programs in the UW System in American Indian, Native American or Indigenous Studies/Education. Thus, UW-Green Bay will be the only institution in Wisconsin and in the UW System to offer an Ed.D. in First Nations Education.

Collaborative Nature of the Program

See the cooperative document preceding this individual authorization document.

Diversity

UW-Green Bay has a long-standing commitment to individuals, issues, and programs dedicated to Tribal Nation building. Collaboration with First Nations is at the core of the Ed.D. degree program, and diversity is central to the program mission. Faculty represent diverse First

Nations communities, each with a unique background and area of expertise. All faculty must meet the UW System American Indian Studies Consortium Standards for teaching First Nations/American Indian Studies. The faculty will draw upon and infuse the expertise of oral traditional scholars from the Tribal World. The oral traditional scholars will assist doctoral faculty in delivering accurate and culturally-competent instruction. The knowledge and expertise of the oral traditional scholars place emphasis on indigenous ways of teaching and learning. First Nations students, faculty, and oral scholars participating in the proposed Ed.D. degree program bring a non-western worldview and approach to teaching and learning that enhances the learning and working environment for all students, faculty, and staff at UW-Green Bay.

The Ed.D. curriculum is founded upon First Nations Studies core knowledge. Students in the program approach First Nations education from the perspectives of indigenous people in four categories: history, laws and policies, sovereignty, and indigenous philosophy. The four categories provide a base from which students draw for the dissertation. Students will engage in community-based education research and practice promoting diversity beyond the institution.

Further, the focus on First Nations Education addresses the institutional strategic priority of inclusive excellence with diversity as a core organizing principle. This focus will draw First Nations educators into educational leadership preparation. The program will enhance the opportunities for students and faculty alike to research the growing knowledge of First Nations Education and disseminate it for future generations.

UW-Green Bay's mission includes a commitment to serving the needs of students of color, faculty, and community members. UW-Green Bay has a particular responsibility to the sovereign First Nations that form a large part of the community, and this graduate degree will enhance the commitment to First Nations Education. The development of the Ed.D. in First Nations Education degree demonstrates that UW-Green Bay is dedicated to building partnerships for a multicultural community, as stated in its mission.

Preliminary discussions with First Nations educational leaders indicate wide support of this new degree as a way to strengthen education at PK-12 through post-secondary levels. A First Nations Cultural Advisory Board will be created, composed of tribal community members (e.g., education leaders, Elders, and cultural advisors). The board will serve as a cultural resource for the Ed.D. degree program, further enhancing institutional partnerships with the First Nations of Wisconsin. In addition, the program will contribute to multicultural education across the Ed.D. cooperative program.

Student Learning Outcomes

There are four Core areas:

1. Foundations – sociocultural, historical, and political grounding in intersectional educational contexts
 - a. Students understand education as a complex intergenerational activity and cultural institution.

2. Philosophy of education grounded in Western educational thought and Indigenous Original Teachings in Education Law and Policy

- a. Students demonstrate an understanding of and ability to apply educational organizational and institutional policies related to administrative leadership, curriculum development, and assessment and program evaluation.
- b. Students are able to identify key needs and develop effective strategies to develop and lead appropriate intervention strategies, including advocacy, policy development, and program design and evaluation.

3. Focus on praxis, service, and connection to the needs of tribal nations and communities

- a. Students will communicate complex cultural and academic concepts effectively in oral and written forms as necessary and appropriate to the research question, purpose, or audience.
- b. Students recognize the role that education in various forms plays in tribal nation building and exercising and sustaining sovereignty.

4. Research Methods and Knowledge Systems

- a. Students will ground research and practice in holistic Indigenous knowledge systems (shared core values, original teachings).
- b. Students will demonstrate proficiency in qualitative, quantitative, and Indigenous research methodology, and can draw upon each/all as necessary and appropriate to the research question, purpose, or audience.

Assessment of Objectives

The Anishinaabe concept of *miin de baa gaang chi gaa deg*, to measure what or where one is after a course of study, is an important part of First Nations Studies (FNS) and provides the basis for assessment in the proposed Ed.D. degree program. As an ongoing evaluation of the FNS program, the faculty employ a type of assessment in which the oral tradition and Elder knowledge are an important part. In this way, the FNS assessment method reflects indigenous teaching and learning and the emphasis on the oral tradition.

The program is assessed in four ways: (1) each student will complete individual oral and written exams before moving on to dissertator status; (2) each cohort will complete a group oral examination, reflecting and reinforcing the Tribal World value of collaboration and collective success; (3) data collected through these individual and group assessment processes will serve as an evaluation mechanism for the program as a whole, using a set of collective assessment questions based on Learning Outcomes; and (4) doctoral candidates must orally defend their dissertations.

This method, in which the assessment team evaluates each student who has successfully completed coursework, focuses on two central questions. First, the team will evaluate the extent to which graduating students meet each of the learning outcomes as evidenced by performance on individual oral and written examinations and the cohort oral examination. Second, the team will evaluate how the program can improve. These assessments are, in part, founded in Indigenous protocols. These efforts will reinforce the Tribal World foundations of the program and ensure fidelity of the instructional model as part of an ongoing method of continuous evaluation and improvement.

Program Curriculum

The Ed.D. in First Nations Education degree will consist of a set of core courses and will include face-to-face, online, and hybrid delivery. Outside of this required core, students will focus on an area of emphasis in First Nations Education. Students will complete the degree with a rigorous culminating project—this may be a traditional dissertation, or it may be a more applied dissertation. The option of a project offers candidates and graduates flexibility to better address issues they face in their teaching and learning.

The program will follow the guidelines set forth by the Carnegie Project on the Education Doctorate (2009) which hold that an Ed.D. "prepares educators for the application of appropriate and specific practices, (for) the generation of new knowledge, and for the stewardship of the profession."² Individuals who pursue an Ed.D. are often seeking or are already in positions of administrative leadership in PK-12, post-secondary institutions, tribal educational structures, and other professional settings. An Ed.D., unlike a Ph.D., is application-oriented and is the more typical choice for individuals interested in research that addresses significant community problems, compared to Ph.D. research that addresses theory building.

Building on current expertise, 12 new courses will be created and offered using a self-sustaining funding model. The program consists of 54 minimum credits: 2 shared required cooperative online classes (6 credits), 6 required foundations classes (18 credits), 3 classes (9 credits) of electives in an area of emphasis, and 21 credits in research, assessment, and dissertation.

Ed.D. in First Nations Education Curriculum

Ed.D. Shared Required Courses in Cooperative Program (6 credits):

Critical Analysis of Systemic Inequities: Challenges of Social Justice	3 credits
Philosophical/Theoretical Foundations of Leadership in Education	3 credits

Required Foundations Courses (18 credits):

Introduction to Indigenous Education	3 credits
First Nations Ancestral Leadership	3 credits
Elder Epistemology and the Oral Tradition	3 credits
First Nations Cultural Foundations and Social Justice	3 credits
First Nations Education Policy	3 credits
Indigenous Pedagogies	3 credits

² Carnegie Project on the Education Doctorate. Working principles for the professional practice doctorate in education. College Park, MD, 2009.

Area of Emphasis or Approved Elective Classes (9 required credits)

Students must enroll in nine credits of electives and may choose from the Ed.D. cooperative program course offerings. These credits may be packaged to provide a specialty emphasis established by the participating institution or may be chosen in consultation with and as approved by the Ed.D. chair or student's Ed.D. advisor.

First Nations Research and Assessment (21 required credits):

Methods of Indigenous Education	3 credits
Developing Assessment in Local Context	3 credits
Dissertation Seminar	3 credits
Dissertation	12 credits

Projected Time to Degree

Students in the cohorts will complete their degrees at the end of their third year in the program.

Program Review Process**Institutional Review**

As with all academic programs at UW-Green Bay, the Academic Affairs Council will assume the responsibility and authority for review of all aspects of this proposed degree, including input and oversight by the Graduate Studies Council, Faculty Senate, the University Committee and ultimately, the Provost/Vice Chancellor for Academic Affairs. The program will go through the institutional review process every seven years. In addition, the Ed.D. in First Nations Education degree will utilize a First Nations Cultural Advisory Board to direct and inform all aspects of program operation.

All program quality and success will target the following evaluation indicators:

1. The general goals and objectives of the program: Are the goals of the program relevant and is the department actively striving to accomplish them?
2. Student learning outcomes: Are the student learning outcomes appropriately chosen for the program? Are they being achieved using appropriate assessment methods?
3. Appropriateness of curriculum: Does the curricular content of the Ed.D. support the stated student learning outcomes? Does it align with expectations of the broader community? Does the curriculum reflect new developments in the field?
4. Personnel: Is the existing number of faculty and staff sufficient to meet the needs of the program? What is the quality of contributions made by existing personnel to the areas of teaching, scholarship, and service?
5. General availability of resources to support students and faculty; and
6. Alumni success.

Accreditation

UW-Green Bay will seek approval for the Ed.D. in First Nations Education degree program from the Higher Learning Commission.

University of Wisconsin System

Cost and Revenue Projections For Newly Proposed Program: Ed. D. in First Nations Education at UW-Green Bay

	Items	Projections				
		2016-17	2017-18	2018-19	2019-20	2020-21
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount <i>a</i>	12	0	12	0	12
	Enrollment (Continuing Student Headcount)	0	12	12	12	12
	Enrollment (New Student) FTE <i>b</i>	12	0	12	0	12
	Enrollment (Continuing Student) FTE	0	12	12	12	12
II	Total New Credit Hours (# of new sections x credits per section)	21	0	6	0	0
	Existing Credit Hours	0	21	21	27	27
III	FTE of New Faculty/Instructional Staff	0.84	0	0.28	0	0
	FTE of Current Faculty/Instructional Staff	0	0.84	0.84	1.12	1.12
	FTE of New Support Staff	0.2	0	0.1	0	0
	FTE of Current Support Staff	0	0.2	0.2	0.3	0.3
IV	New Revenues					
	From Tuition <i>c</i>	\$202,500	\$202,500	\$499,500	\$256,500	\$499,500
V	Total Revenue	\$202,500	\$202,500	\$499,500	\$256,500	\$499,500
	Expenses					
	Salaries plus Fringes					
	Faculty/Instructional Staff <i>d</i>	\$85,157	\$85,157	\$131,591	\$107,591	\$131,591
	Other Staff <i>e</i>	\$24,749	\$24,749	\$37,124	\$37,124	\$37,124
	Other Expenses					
	Facilities	-	-	-	-	-
	Equipment	-	-	-	-	-
	Marketing	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
	Other: Supplies & travel	\$9,500	\$9,500	\$9,500	\$9,500	\$9,500
	Total Expenses	\$125,406	\$125,406	\$184,215	\$160,215	\$184,215
VI	Net Revenue	\$77,094	\$77,094	\$315,285	\$96,285	\$315,285
Narrative: Explanation of the Numbers and Other Ongoing Commitments that will Benefit the Proposed Program These are only direct costs associated with the Ed. D. course delivery. It does not include these other variable costs: *course development costs needed for year one and two (2015-16, 2016-17) via faculty release time or overload to complete. *percentage of computer replacement costs *UW-GB technology or instructional design support *student enrollment and registration support services						

a - New cohort begins in the fall on even years.

b - Assumed that all students are full-time

c - Holding 2016-17 tuition rate constant. Collaborative courses: \$700 per credit, UW-GB courses: \$750 per credit.

d - Full-Time Faculty and Instructional Staff providing significant teaching and advising for the program

e - Support Staff and Limited-Term Adjuncts providing significant services for the program

Note - This budget model is linked to other pages, any changes made without using the "linked" page will make the model inaccurate

Signature by the Provost: _____

Date: _____

5/20/2015





May 19, 2015

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

RE: Ed.D. First Nations Education

I request authorization to implement the *Doctorate Degree in Education (Ed.D.) in First Nations Education* and recommend the program for inclusion into the System array.

The program offers courses grounded in First Nations knowledge and draws upon indigenous teaching methods. The program will offer courses online, in hybrid format, and in traditional classroom settings. Students are required to take a minimum of 54 credits. It is a cooperative program that shares courses with UW-La Crosse, UW-Oshkosh, and UW-Stevens Point. The cooperative nature of the program allows students degree flexibility and an opportunity to tailor their learning to specific needs that emerge within education settings and from local communities. Students with this degree will enter into positions in postsecondary administration and instruction, government employment in education policy or administration (state, tribal, or federal level); academic staff/district staff related to First Nations Studies, multiculturalism, language, or other areas of diversity and private organizations.

The program has been unanimously approved by the Department of Education in the College of Professional Studies, the Dean of Professional Studies, the Graduate Studies Council, and the Faculty Senate. UW – Green Bay will provide ongoing administrative and financial support to the program. The program will be integrated into our institution's assessment and accreditation processes as well as our academic review process.

We are enthusiastic about offering this new degree as it holds tremendous potential for our students and community.

Sincerely,

Gregory Davis
Interim Provost and Vice Chancellor for Academic Affairs

Connecting learning to life

Office of the Provost and Vice Chancellor for Academic Affairs, David A. Cofrin Library, Suite 835
University of Wisconsin-Green Bay, 2420 Nicolet Drive, Green Bay, Wisconsin 54311-7001
Phone: 920-465-2334 • Fax: 920-465-2430

Program Authorization (Implementation)
Ed.D. in Educational Leadership and Policy
UW-Oshkosh

EDUCATION COMMITTEE

Resolution I.1.b.(2):

That, upon recommendation of the Chancellor of the University of Wisconsin-Oshkosh, as well as the President of the University of Wisconsin System, the Chancellor is authorized to implement the cooperative and professional Doctor of Education in Educational Leadership and Policy at UW-Oshkosh.

**NEW PROGRAM AUTHORIZATION
DOCTORATE OF EDUCATION IN EDUCATIONAL LEADERSHIP AND POLICY
UNIVERSITY OF WISCONSIN-OSHKOSH**

BACKGROUND

This proposal is presented for consideration by the Board of Regents in accordance with the procedures outlined in Academic Planning and Program Review (ACIS 1.0, Revised August 2012, available at <http://www.uwsa.edu/acss/planning/>). The new program proposal for a Doctorate of Education in Educational Leadership and Policy at the University of Wisconsin-Oshkosh will also be part of cooperative agreement with UW-Green Bay, UW-La Crosse and UW-Stevens Point for the delivery of some shared doctoral-level courses. UW-Oshkosh's Provost submitted an authorization document and a letter of institutional commitment supporting the independent delivery of the degree and the cooperative elements.

REQUESTED ACTION

Adoption of Resolution I.1.b.(2), approving the implementation of Doctorate of Education in Educational Leadership and Policy degree program at the University of Wisconsin-Oshkosh including a cooperative agreement with UW-Green Bay, UW-La Crosse, and UW-Stevens Point for the delivery of shared courses.

DISCUSSION

UW-Oshkosh proposes to establish a Doctorate of Education (Ed.D.) in Educational Leadership and Policy which will reside within the Department of Educational Leadership and Policy in the College of Education and Human Services. The proposed 54-credit Ed.D. degree program will lead students to superintendent licensure and is designed as a cost-recovery, self-supporting program. The tuition structure will be \$700 per credit, as commensurate with the going market rate for similar programs, with an additional segregated fee of \$55.22 per credit.

This professional doctorate is designed to fill a growing need in K-12 leadership, especially in rural districts. The proposed cohort delivery model addresses the expectations of future district administrators and superintendents, giving them the theoretical and practical knowledge to implement new high-quality programs, while also addressing the increasingly rapid changes and challenges in the profession, especially in the rural areas of Wisconsin. Students can complete the program in three years if enrolled in six-credit semesters, including summer sessions. Courses will be delivered in a hybrid format, utilizing both online and face-to-face instruction, as appropriate.

The U.S. Bureau of Labor Statistics estimates the national average growth rates for K-12 educational administrators at 10%, with a need of 8,970 annual replacements. In Wisconsin, it is estimated by the Wisconsin Department of Workforce Development (as stated in a 2012 report by Eduventures) that 121 annual replacements will be needed for educational administrators at all levels, principal through superintendent, although some lower-level administrative positions will be eliminated over time.

As part of a cooperative agreement, UW-Oshkosh will share the delivery of some courses with UW-La Crosse, UW-Green Bay, and UW-Stevens Point. All students enrolled in any of the Ed.D. degree programs at UW-Green Bay, UW-La Crosse, UW-Oshkosh, and UW-Stevens Point will be required to take the same two online courses developed as part of the cooperative agreement—“Philosophical/Theoretical Foundations of Leadership in Education” and “Critical Analysis of Systemic Inequities: Challenges of Social Justice”—as part of their foundational coursework. All four institutions in the Ed.D. cooperative program will charge the same flat tuition rate of \$700 per credit for the two shared courses. Further, each of the four institutions participating in the cooperative will initially contribute 2-4 courses (6-12 credits) for other institutions in the cooperative to use as shared electives, focusing on their individual specialty within the Doctorate of Education degree.

RECOMMENDATION

The University of Wisconsin System recommends adoption of Resolution I.1.b.(2), approving the implementation of a Doctorate in Education in Educational Leadership and Policy at the University of Wisconsin-Oshkosh, with additional cooperative curriculum provided by UW-Green Bay, UW-La Crosse, and UW-Stevens Point.

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 DOCTORATE OF EDUCATION IN EDUCATIONAL LEADERSHIP AND POLICY
AT UW-OSHKOSH
PREPARED BY UW-OSHKOSH**

ABSTRACT

The University of Wisconsin-Oshkosh proposes to establish a Doctorate of Education (Ed.D.) in Educational Leadership and Policy. The program will be a regionally-based, globally-connected program leading to Wisconsin Department of Public Instruction superintendent licensure. It will be a cooperative program that shares courses with UW-Green Bay, UW-La Crosse, and UW-Stevens Point. The cooperative nature of the program is designed to fill a growing need in K-12 leadership, especially in rural districts.

The proposed program addresses the expectations of future district administrators and superintendents, giving them the theoretical and practical knowledge to implement new high-quality programs, while also addressing the increasingly rapid changes and challenges in the profession, especially in the rural areas of Wisconsin. This 54-credit program is designed to be completed in three years, with students enrolled in six-credit semesters, including summer sessions. Students will move through the program as a cohort. Courses will be delivered in a hybrid format, utilizing both online and face-to-face instruction, as appropriate. In addition, the opportunity to participate in the six shared and required online credits, and possibly to select six more shared electives through the Ed.D. cooperative program, enhances the variety of opportunities and collaborations available to students.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Oshkosh

Title of Proposed Program

Educational Leadership and Policy

Degree/Major Designations

Ed.D.

Mode of Delivery

On-campus and distance education delivery modes (Hybrid); shared required courses in cooperative will be delivered online

Projected Enrollments by Year Five

Table 1 below represents enrollment and graduation projections for students entering the UW-Oshkosh Ed.D. in Educational Leadership and Policy degree program over the next five years, with a maximum of 12 students per cohort. The enrollment projection is based on UW-Oshkosh market research. Students entering the program are required to hold Wisconsin Department of Public Instruction Principal Licensure. The institution therefore expects to graduate students beginning in Year 3 of implementation. By Year 3, it is expected that there

will be 46 students enrolled in the program, with 12 graduates. The proposed goal is for the program to start two cohorts in Year 3 and then one cohort every other year.

Table 1: Projected UW-Oshkosh Enrollment in the Ed.D.

Year	1st Year	2nd Year	3rd Year	4th Year	5th Year
New Students Admitted	12	12	24	12	24
Continuing Students		12	22	33	33
Total Enrollment		24	46	45	57
Graduating Students			12	12	24

Tuition Structure

The tuition structure for UW-Oshkosh courses will be \$700 per credit, with an additional segregated fee of \$55.22 per credit. This tuition rate applies to all courses in the proposed Ed.D. in Educational Leadership and Policy curriculum, with the exception of the two shared required courses in the cooperative program. It is based on the market rate for comparable programs. In addition, the four institutions in the Ed.D. cooperative program will charge the same flat tuition rate of \$700 per credit, with no additional fees for the two shared required courses. The proposed Ed.D. degree program leading to superintendent licensure is designed as a cost-recovery, self-supporting program. The tuition generated by students in this program will cover the cost of delivering the program without requiring additional resources from UW-Oshkosh.

Department or Functional Equivalent

Department of Educational Leadership and Policy

College, School, or Functional Equivalent

College of Education and Human Services

Proposed Date of Implementation

Summer 2016

INTRODUCTION

Rationale and Relation to Mission

With historical roots as a Normal School, the University of Wisconsin-Oshkosh is well poised to bring a high-quality Ed.D. in Educational Leadership and Policy degree to the area. The program is built on cooperation grounded in the University of Wisconsin-Oshkosh Strategic Plan governing idea that institutions should “draw on the ideas, ambitions, and talents of the university and its external partners.” UW-Oshkosh alumni tend to be lifelong learners, consistently returning for advanced degrees. Alumni have expressed enthusiasm for the proposed program and its alignment with UW-Oshkosh’s strategic plan.

If approved the proposed Ed.D. degree will be the second professional doctorate at the University of Wisconsin-Oshkosh besides the Doctor of Nursing Practice, and will fill a need in the region for a quality licensure program for district administrators, responding to the University’s mission to “share our intellectual and specialized capabilities” throughout the region and beyond. The delivery of select professional doctoral degrees is congruent with UW-Oshkosh’s distinct mission.

The mission of the Ed.D. in Educational Leadership and Policy degree is to develop educators prepared to assume formal or informal leadership roles in their organization. A graduate program that prepares individuals to serve as leaders in their urban, suburban, and rural districts responds to a specific need that the College of Education and Human Services is poised to fill. Educational leaders need to be steeped in working with and transforming learning environments that address these ideas. Courses in the program emphasize leadership skills. Assessments are designed to challenge students theoretically, personally, and professionally as they research and design outreach, professional programming, and service learning activities that highlight the lifelong learner.

Need as Suggested by Current Student Demand

The UW-Oshkosh Ed.D. degree program has gained significant support from local administrators, many of whom are UW-Oshkosh graduates, as well as from students currently completing their principal licensure program through UW-Oshkosh. The Dean of the College of Education and Human Services has received letters of support from four area superintendents and verbal support from another 35 area district administrators. A spring 2015 survey of current students and recent graduates of the UW-Oshkosh Master of Science (M.S.) in Educational Leadership and Policy degree program revealed that 58% of respondents indicated an interest in enrolling in a doctoral program in the future. Of that number, 89% indicated they would consider UW-Oshkosh for that program. The hybrid delivery model used to deliver instruction in the current M.S. in Educational Leadership and Policy degree program has been highly favored by students.

Need as Suggested by Market Demand

The U.S. Bureau of Labor Statistics estimates the national average growth rates for K-12 educational administrators at 10%, with a need of 8,970 annual replacements. In Wisconsin, it is estimated by the Wisconsin Department of Workforce Development (as stated in a 2012 report by Eduventures) that 121 annual replacements will be needed for educational administrators at all levels, principal through superintendent, although some lower-level administrative positions will be eliminated over time.

The Wisconsin Department of Public Instruction lists UW-Madison, UW-Milwaukee, UW-Superior, Cardinal Stritch University, Edgewood College, Marian University, Marquette University and Viterbo University as eligible to offer the superintendent licensure program in Wisconsin. The proposed Ed.D. will seek eligibility to offer this same licensure. Narda Education Programs in Hawkins, Wisconsin also offers an alternative licensure program. However, the competitors serve different students. Five of the above institutions are private universities, two are primarily research-oriented, and UW-Superior offers the Education Specialist (Ed.S) degree, not an Ed.D.

Eduventures found the national market to be extremely small, with fewer than 10 institutions conferring related degrees in 2011. The concluding recommendation of the needs assessment was to create an innovative program structure with inclusion of a cohort format and/or practical learning options. The UW-Oshkosh program includes both and is especially designed to service rural areas of the state that currently lack postsecondary access to licensure in a face-to-face format.

The Ed.D. degree program will meet a local and regional need for the high-quality preparation of school superintendents. In personal interviews with the program planners, area principals have expressed their desire to enroll in a high-quality UW-Oshkosh degree program.

The existing M.S. in Educational Leadership and Policy leading to Wisconsin Department of Public Instruction principal licensure, started in 2011 at UW-Oshkosh will function as a feeder for the proposed program. The M.S. program graduated one student in 2013, and the program has consistently grown, with 32 currently enrolled students (36 total graduates) and two new principal cohorts starting in summer 2015. Program graduates continue to express interest (via student surveys) in continuing their education at UW-Oshkosh, highlighting the quality program the University will bring to the superintendent licensure program.

DESCRIPTION OF PROGRAM

Institutional Program Array

The Ed.D. in Educational Leadership and Policy degree aligns with the academic priorities that guide program development across the University of Wisconsin-Oshkosh as cited in the University's Academic Plan. The attributes of engaged learning, globalization and diversity, community engagement, and high impact practices are evident in the proposed program's content and learning experiences. The Ed.D. in Educational Leadership and Policy degree will complement UW-Oshkosh's existing program array by building on the successful Master's in Educational Leadership and Policy leading to Principal (51) Licensure and is grounded in the high impact practices found throughout the University curriculum. The Ed.D. expands the existing program array by building on existing faculty strengths, curriculum from the current M.S. in Educational Leadership and Policy degree program, and on collaborations with area principals, superintendents, Cooperative Educational Service Agencies, and alumni.

Other Programs in the University of Wisconsin System

The proposed Ed.D. degree's cohort approach directly targets rural schools and the need for administrators in these rural areas. Similar to the current M.S. in Educational Leadership and Policy degree program, the Ed.D. degree program is designed to be delivered as a hybrid, onsite cohort for districts and surrounding districts, so students do not have to travel to complete the program. The proposed degree program will target students who, because of their geographical location currently choose schools such as Marian University, Viterbo University, and Cardinal Stritch University instead of a UW institution. Currently, the only UW institutions that provide a pathway to Wisconsin Department of Public Instruction superintendent licensure are UW-Madison and UW-Milwaukee, which provide the licensure as part of a Ph.D. program, and UW-Superior, which provides licensure for superintendents as part of an Educational Specialist program.

Collaborative Nature of the Program

See the attached documents describing the cooperative shared program courses and the cooperative budget.

Diversity

The guiding principles of inclusive excellence are found in the University's key operational plans (www.uwosh.edu/strategicplan13/key-operational-plans/inclusive-excellence-plan/). The proposed Ed.D. in Educational Leadership and Policy degree is designed not only to address doctoral-level knowledge in areas such as educational testing, opportunity gap, and historical and systemic inequities, but also to garner the needed skills to lead districts through addressing inequity in the educational system. Grounded in the University of Wisconsin-Oshkosh's Vision of Inclusive Excellence and its central premise, which holds that "UW System colleges and universities intentionally need to integrate their diversity efforts into the core aspects of their institutions – including academic priorities, leaders, quality improvement initiatives, decision-making," diversity in curriculum and program planning as well as recruitment and retention of district administrators is essential to the proposed program.

Inclusive curriculum and courses grounded in culturally responsive pedagogy are built throughout the program. Issues of equity are fundamental to the program and integrated throughout, addressing recruitment and retention of diverse faculty and staff, the opportunity gap, culturally responsive pedagogy, and assessment.

Student Learning Outcomes and Program Objectives

Performance-based assessments, grounded in research and based on best practices in education are identified in the course syllabi. Students will have continuous, on-going opportunities to meld the theoretical base of knowledge with the experiential base of knowledge, with ample opportunity to reflect on their experiences. Knowledge gained throughout the program will also be captured in the development of the dissertation topic and subsequent research and publication of results. Program assessment in the form of comprehensive exams will also serve as an assessment point for student proficiency, as well as overall program review.

The mission of the Ed.D. in Educational Leadership and Policy degree program leading to superintendent licensure is to develop educators to assume formal leadership roles in their organization. Students in the Ed.D. in Educational Leadership and Policy degree program will:

- envision and guide organizational change;
- increase their ability to communicate effectively, engage constituents, develop people and build community;
- garner skills to implement programs that advocate equity for diverse populations and respect for individuals;
- integrate theory, data, research, and ethical standards into the context of their practice through continuous learning.

Assessment of Objectives

All programs at the University of Wisconsin-Oshkosh are required to develop and implement program-level assessment plans. The Faculty Senate Assessment Committee approves academic program assessment plans. Each year, departmental faculty and staff implement the assessment plan and analyze assessment data. Academic departments, on a cyclical basis, report assessment findings to the Assessment Committee. The program assessment plan for the Ed.D. in Educational Leadership and Policy degree provides processes to

collect, analyze, and report on student learning data as part of the overall Educational Leadership and Policy Assessment Plan. The Ed.D. in Educational Leadership and Policy degree is aligned with institutional program outcomes and the Wisconsin Department of Public Instruction District Administration Guidelines and Assessments. Students will complete embedded assessments as outlined in the department assessment plan, where each course is aligned to learning outcomes and competencies. Additionally, students are assessed through field experiences and the successful oral defense of a dissertation grounded in theory and practice.

Program Curriculum

Students who graduate with an Ed.D. in Educational Leadership and Policy degree will complete the following coursework (54 total credits including a comprehensive exam and dissertation). Courses are divided into four areas totaling 54 credits.

Ed.D. Course Overview

15 Credits of Foundations Courses

EDL 810 – Philosophical/ Theoretical Foundations of Leadership in Education (shared course)
EDL 820 – Critical Analysis of Systemic Inequities: Challenges of Social Justice (shared course)
EDL 823 – Power and Politics in Educational Leadership
EDL 825 – Legal and Ethical Issues in Leadership
EDL 827 – Current Issues in School Leadership

15 Credits Professional Courses

EDL 805 – Introduction to the Superintendency
EDL 840 – Organizational Analysis, Planning and Assessment
EDL 843 – Issues of Finance, Funding and the Economics of Schools
EDL 845 – Organization and Human Resources Management
EDL 847 – Instructional Supervision: Curriculum Theory for District Administrators

9 Credits Field Experiences

EDL 850 – Leadership Seminar: Field Experience I
EDL 853 – Leadership Seminar: Field Experience II
EDL 857 – Leadership Seminar: Field Experience III

15 Credits Research, Dissertation Development and Completion

EDL 860 – Dissertation Seminar I – Introduction to Dissertation Development
EDL 863 – Dissertation Seminar II – Review of Related Literature
EDL 867 – Dissertation Seminar III – Data Collection
EDL 869 – Dissertation Seminar IV – Data Analysis and Conclusions
EDL 870 – The Capstone Experience: Presentation of Findings

The emphasis area in superintendency leads to a professional doctorate, preparing students to become district-level school superintendents with eligibility for superintendent licensure through the Wisconsin Department of Public Instruction. Department of Educational Leadership and Policy faculty and currently practicing and retired superintendents will be the

instructors. The combination of faculty and practitioners will ensure both academic rigor and a strong connection to the world of professional educational leadership practice. There will be minimal impact on undergraduate course offerings in the College of Education and Human Services since this program draws on the expertise of area experts, hired as adjunct professors

A syllabus for each Ed.D. in Educational Leadership and Policy course can be accessed at: www.uwosh.edu/coehs/departments/Ed-Leadership/programs/Ed.D.

Projected Time to Degree

The Ed.D. in Educational Leadership and Policy is a 54-credit degree program designed to be completed in three years within a cohort model where all students are enrolled in six credits each semester, including summer sessions.

Program Review Process

Institutional Review

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

Each academic program is reviewed through faculty governance processes on a cyclical basis. The program conducts a self-study that is submitted to the respective College Program Review Committee. Topics for the self-study include scheduling, enrollment, relationship to college mission, faculty credentials and staff, resources, and support services. The Graduate Council, the Academic Policies Committee, the Faculty Senate, and the Office of the Provost conduct the University-wide review process.

Accreditation and Educational Licensing

The approving body for educational licensing is the Wisconsin Department of Public Instruction (DPI) and its continuous review process. This state requirement can be found at <http://tepd1.dpi.wi.gov/sites/default/files/imce/tepd1/doc/crphandbook.pdf>. The Program Approval for Institutions of Higher Education process through the DPI requires documentation as follows:

- The first section of the submitted proposal must contain a rationale for the program, and demonstrated need as suggested by current student demand and as suggested by market demand. Also required are a description of the proposed licensure program, implementation and enrollment projections, the delivery model, as well as a description of the concentration and degree.
- The next section of the documentation requires six clearly defined components: I) Policies and Practices; II) Conceptual Framework and Standards; III) Assessment System; IV) Clinical Program; V) Institutional Evaluation of Outcomes; VI) Collaboration.

The Program Approval documentation was sent to the DPI (both electronically and via U.S. mail) during the week of May 4, 2015, and acknowledgment of receipt was provided on May 8, 2015. According to the UW-Oshkosh DPI liaison, upon receipt of a new licensure program, the DPI asks for up to twelve weeks for the review of the submission. If additional documentation is required, it will be provided upon request.

In addition to continuous review by the Department of Public Instruction, as part of the University of Wisconsin-Oshkosh curriculum, the proposed Ed.D. program will be subject to approval by the Higher Learning Commission.

University of Wisconsin System
Cost and Revenue Projections For Newly Proposed Program: Ed.D. in Educational Leadership and Policy at UW-Oshkosh

	Items	Projections				
		2016	2017	2018	2019	2020
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	12	12	24	12	24
	Enrollment (Continuing Student) Headcount		12	22	33	33
	Enrollment (New Student) FTE	12	12	24	12	24
	Enrollment (Continuing Student) FTE		12	22	33	33
II	Total New Credit Hours (# new sections x credits per section)	18	18	36	18	36
	Existing Credit Hours		18	36	54	72
III	FTE of New Faculty/Instructional Staff	0.5	0.5	1	0	0.5
	FTE of Current Fac/IAS		0.5	1	2	2
	FTE of New Admin Staff					
	FTE Current Admin Staff					
IV	New Revenues					
	From Tuition (new credit hours x FTE)	\$151,200	\$302,400	\$579,600	\$567,000	\$718,200
	From Fees					
	Program Revenue - Grants					
	Program Revenue - Other					
	Reallocation					
V	Total New Revenue	\$151,200	\$302,400	\$579,600	\$567,000	\$718,200
	New Expenses					
	Salaries plus Fringes					
	Faculty/Instructional Staff	\$63,375	\$126,750	\$253,500	\$253,500	\$316,875
	Other Staff					
	Other Expenses					
	Facilities					
	Equipment					
	Other:	\$6,500	\$5,700	\$4,250	\$4,500	\$4,250
	Total Expenses	\$69,875	\$132,450	\$257,750	\$258,000	\$321,125
VI	Net Revenue	\$81,325	\$169,950	\$321,850	\$309,000	\$397,075
Narrative: Explanation of the Numbers and Other Ongoing Commitments that will Benefit the Proposed Program						
Expand this Textbox, if necessary.						

a - Number of students enrolled

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

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

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

Signature by the Provost

Date: 5/12/2015





**PROVOST AND VICE CHANCELLOR
ACADEMIC AFFAIRS**

800 Algoma Blvd.
Oshkosh WI 54901-8622
PHONE (920) 424-0300
FAX (920) 424-0247
WEB uwosh.edu/provost

April 2, 2015
Dr. Ray Cross, President
University of Wisconsin System Administration
1720 Van Hise Hall
1220 Linden Drive
Madison, WI 53706

Dear President Cross,

UW Oshkosh proposes a new Ed.D. degree in Educational Leadership and Policy in the College of Education and Human Services. The program will be part of a collaborative Ed.D. degree with UW Green Bay, UW Stevens Point and UW La Crosse. I am writing to confirm the full commitment of the College of Education and Human Services and the Office of the Provost to this new degree.

The Ed.D. program, the second professional doctorate at the University of Wisconsin, Oshkosh, will fill a need in the region for a quality licensure program for district administrators and will respond to the University's mission to "share our intellectual and specialized capabilities" throughout the region and beyond. It was created in response to significant interest on the part of current students and leaders in school districts throughout Wisconsin. This program is built on a solid departmental curriculum at the Master's level in Pk-12 educator and administrator preparation. The mission of the Ed.D. in Educational Leadership and Policy is to develop educators prepared to assume formal or informal leadership roles in their organizations. A graduate program that prepares individuals to serve as leaders in their urban, suburban and rural districts, this program will respond to a specific need that the College of Education and Human Services is poised to fulfill.

The College of Education and Human Services, the Academic Policies Committee and the Faculty Senate have all approved the Ed.D. program. The College currently has the resources, faculty, and courses in place to offer this program, including faculty with specialized expertise in the areas of educational leadership for district leadership.

Lastly, the new program supports the Academic Program Plan and it meets the system criteria for offering professional doctorates. The proposed program addresses the expectations of future district administrators, giving them the theoretical and practical knowledge to implement new high quality programs, while also addressing the increasingly rapid changes and challenges in the profession, especially in the rural areas of Wisconsin.

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

Sincerely,

A handwritten signature in black ink, reading "Lane R. Earns".

Lane R. Earns
Provost and Vice Chancellor

Program Authorization (Implementation)
Ed.D. in Student Affairs Administration and Leadership
UW-La Crosse

EDUCATION COMMITTEE

Resolution I.1.b.(3):

That, upon recommendation of the Chancellor of the University of Wisconsin-La Crosse, as well as the President of the University of Wisconsin System, the Chancellor is authorized to implement the cooperative and professional Doctor of Education in Student Affairs Administration and Leadership at UW-La Crosse.

**NEW PROGRAM AUTHORIZATION
ONLINE DOCTORATE OF EDUCATION IN STUDENT AFFAIRS ADMINISTRATION
AND LEADERSHIP
UNIVERSITY OF WISCONSIN-LA CROSSE**

BACKGROUND

This proposal is presented for consideration by the Board of Regents in accordance with the procedures outlined in Academic Planning and Program Review (ACIS 1.0, Revised August 2012, available at <http://www.uwsa.edu/acss/planning/>). The new program proposal for a Doctorate of Education in Student Affairs Administration and Leadership at the University of Wisconsin-La Crosse (UW-La Crosse) will also be part of cooperative agreement with UW-Oshkosh, UW-Green Bay, and UW-Stevens Point for the delivery of some shared doctoral-level courses. UW-La Crosse's Provost submitted an authorization document and a letter of institutional commitment supporting the independent delivery of the degree and the cooperative elements.

REQUESTED ACTION

Adoption of Resolution I.1.b.(3), approving the implementation of the online Doctorate of Education in Student Affairs Administration and Leadership degree program at the University of Wisconsin-La Crosse including a cooperative agreement with UW-Green Bay, UW-Oshkosh, and UW-Stevens Point for the delivery of shared courses.

DISCUSSION

The University of Wisconsin-La Crosse proposes to establish a Doctorate of Education (Ed.D.) in Student Affairs Administration and Leadership. The program will be delivered online by the Department of Student Affairs Administration housed in the College of Liberal Studies to enhance access to working professionals. The Student Affairs Administration Department is uniquely positioned to meet this demand with the proposed online applied Ed.D. in Student Affairs Administration and Leadership degree because of the faculty's expertise in online teaching and learning and because of the success with the current online Master of Science in Education (M.S.E.) in Student Affairs Administration degree program. The degree will require 57 credits, which includes a minimum of six credits of dissertation. By the end of Year 5 after implementation, it is expected that 36 students will be enrolled in the program, and 36 students will have graduated from the program. Students will be charged a per-credit tuition rate of \$700, with no additional fees.

The development of this program responds to strong student and alumni demand for a terminal degree in student affairs that will enhance career advancement. The proposed degree will prepare student affairs professionals who currently have a master's degree in student affairs or higher education for increasingly responsible positions of leadership in increasingly diverse small- and mid-sized institutions of higher education. The program is designed to provide mid-level student affairs professionals with the advanced knowledge, management, and leadership skills needed to develop into innovative student affairs managers and leaders. In addition, the

program will develop scholar practitioners who utilize research-informed decision making and who are ambassadors of diversity, social justice, and globalization.

According to the National Association of Student Personnel Administrators (NASPA), institutions of higher education are increasingly requiring doctoral degrees for director and senior student affairs level positions. A scan of student affairs job listings (i.e., appearing in publications by the Higher Education Recruitment Consortium, NASPA, the American College Personnel Association, and in the *Chronicle of Higher Education*) revealed that more than 20% of the 541 student affairs-related job listings in early 2013 required or preferred candidates with the doctoral degree.

U.S. Bureau of Labor Statistics (BLS) data projected employment for postsecondary education administrators in general to grow by 19% between 2015 and 2020, a result of both employment growth and a large number of retirements. Degree conferrals reported under the National Center for Education Statistics (NCES) program classifications “College Student Counseling and Personnel Services” cited an 18% compound annual growth rate over the next five years. Research suggests that only seven full doctoral programs in student affairs administration exist nationally, and none of them are offered in a fully online format. In addition, there are no online doctoral programs in student affairs offered by institutions located in Wisconsin.

As part of a cooperative agreement, UW-La Crosse will share the delivery of some courses with UW-Oshkosh, UW-Green Bay, and UW-Stevens Point. All students enrolled in any of the Ed.D. degree programs at UW-Green Bay, UW-La Crosse, UW-Oshkosh, and UW-Stevens Point will be required to take the same two online courses developed as part of the cooperative agreement—“Philosophical/Theoretical Foundations of Leadership in Education” and “Critical Analysis of Systemic Inequities: Challenges of Social Justice”—as part of their foundational coursework. All four institutions in the Ed.D. cooperative program will charge the same flat tuition rate of \$700 per credit for the two shared courses. Further, each of the four institutions participating in the cooperative will initially contribute 2-4 courses (6-12 credits) for other institutions in the cooperative to use as shared electives, focusing on their individual specialty strands within the Doctorate of Education degree.

RECOMMENDATION

The University of Wisconsin System recommends adoption of Resolution I.1.b.(3), approving the implementation of a Doctorate in Student Affairs Administration and Leadership at UW-La Crosse-La Crosse, with additional cooperative curriculum provided by UW-Green Bay, UW-Oshkosh, and UW-Stevens Point.

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 DOCTORATE OF EDUCATION DEGREE
IN STUDENT AFFAIRS ADMINISTRATION AND LEADERSHIP
AT UW-LA CROSSE
PREPARED BY UW-LA CROSSE**

ABSTRACT

The University of Wisconsin-La Crosse proposes to establish a Doctorate of Education (Ed.D.) in Student Affairs Administration and Leadership. The program will be delivered online to enhance access to working professionals. It will be a cooperative program that shares courses with UW-Green Bay, UW-Oshkosh, and UW-Stevens Point. The shared nature of the program, as well as the online delivery format, provides students with enhanced access to this degree, while also allowing them to remain professionally employed while completing the degree. The development of this program responds to strong student and alumni demand for a terminal degree in student affairs that will enhance career advancement. The degree will require 57 credits, which includes a minimum of six credits of dissertation.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-La Crosse (UW-L)

Title of Proposed Program

Student Affairs Administration and Leadership

Degree/Major Designations

Ed.D.

Mode of Delivery

Distance Education (online); shared required courses in cooperative delivered online

Projected Enrollments by Year Five

Table 1 below represents enrollment and graduation projections for students entering the Ed.D. in Student Affairs Administration and Leadership degree program over the next five years. By the end of Year 5, it is expected that 36 students will be enrolled in the program and 36 students will have graduated from the program.

Table 1: Projected Enrollment

Students	Year 1	Year 2	Year 3	Year 4	Year 5
Continuing		12	24	24	24
New	12	12	12	12	12
Total	12	24	36	36	36
Graduating	0	0	12	12	12

Tuition Structure

For students enrolled in the online Ed.D. in Student Affairs Administration and Leadership degree program, a per credit tuition rate of \$700 will apply, with no additional fees. This tuition rate applies to all courses in the curriculum, with the exception of the two shared required courses in the cooperative program. All four institutions in the Ed.D. cooperative program have agreed on the same flat tuition rate of \$700 per credit, with no additional fees for the two shared required courses.

Department or Functional Equivalent

Department of Student Affairs Administration

College, School, or Functional Equivalent

College of Liberal Studies

Proposed Date of Implementation

Summer 2016

INTRODUCTION**Rationale and Relation to Mission**

The Student Affairs Administration Department in the College of Liberal Studies is the only department at UW-L that solely offers graduate education. It does not offer any programs at the undergraduate level. The department houses the master's degree program in student affairs administration, one of the largest graduate programs at UW-L, with a student population of over 90 students. Graduates of this master's degree program enjoy extremely high placement rates (90-100% consistently for the last five years) following graduation from the program. The master's degree is offered as a traditional on-campus program at UW-L, as a hybrid program for students based at UW-River Falls, and as a totally online program for students all across the country.

UW-L has offered the Master of Science in Education (M.S.E.) in Student Affairs Administration degree for 46 years. In 2006, the program expanded access to the degree by offering it online for students who were already employed in higher education. This allowed working adults the opportunity to earn the master's degree without relocating to La Crosse. Now, the program is seeking approval to further extend that access to working adults who have already earned a master's degree in student affairs or higher education but who need a terminal degree to advance in their higher education careers.

The demand for student affairs professionals with terminal degrees is growing for student affairs positions at the director level and above. Many of the graduates of the M.S.E. in Student Affairs Administration degree program have inquired about the possibility of the department offering a terminal degree in the field. The Student Affairs Administration Department is uniquely positioned to meet this demand with the proposed online applied Ed.D. in Student Affairs Administration and Leadership degree because of the faculty's expertise in online teaching and learning and because of the success with the current online M.S.E. in Student Affairs Administration degree program.

The proposed applied Ed.D. in Student Affairs Administration and Leadership degree will align with the UW-L institutional mission in three important ways: it contributes to supporting student success, it is grounded in the liberal arts, and it fosters curiosity and life-long learning through collaboration and innovation. Students admitted to the Ed.D. program will be student affairs professionals with master's degrees in student affairs or higher education who are already working in higher education in student affairs areas charged with supporting student success. The program requires students to apply theory to practice in their current profession and hones the leadership skills necessary to advance to more responsible positions in student affairs. The program itself will be part of a four-institution Ed.D. cooperative that will work together to offer both required and elective courses to graduate students at each of the four partner institutions.

The proposed Ed.D. program will support major themes in the university's Strategic Plan. The UW-L Strategic Plan calls for academic programs that "... foster and produce: critical thinkers, lifelong learners, skilled and collaborative practitioners and global citizens who use knowledge and technology with wisdom and ethics." The program was purposefully designed as an applied doctorate with a focus on developing skilled and collaborative practitioners who are familiar and comfortable with the administrative, teaching, and learning technologies being used in higher education today. The UW-L Strategic Plan also focuses on developing new graduate programs and on raising the visibility of graduate studies at UW-L. This degree will do both.

Need as Suggested by Current Student Demand

In 2013, UW-L hired a market research firm, Hanover Research (Hanover) to assess the student and labor market demand for an online Ed.D. in Student Affairs Administration and Leadership degree. As part of this research, a survey of prospective students was also conducted. Results of the survey were extremely supportive of the development of an online Ed.D. in Student Affairs Administration and Leadership degree. Fifty-six percent of 83 respondents indicated such a degree would be "extremely" or "very" valuable in furthering their career aspirations, and of that group, 60% indicated they would apply within the next two to five years if the program were offered at UW-L. The most common reasons given by prospective students for their interest in the online Ed.D. in Student Affairs Administration and Leadership degree from UW-L were career advancement and promotion potential, anticipated program cost, and the reputation of the Student Affairs Administration Department at UW-L.

Hanover also conducted an analysis of Google search data, which offers another means of gauging potential interest in prospective degree programs. The search data indicated growing interest (in terms of the relative volume of related search terms) in student affairs in general and in doctoral degrees in student affairs in particular. Search terms related to such degrees have only become popular enough for Google to track recently, indicating current interest in degrees in this field.

UW-L is uniquely positioned to offer an online Ed.D. in Student Affairs Administration and Leadership degree because of the faculty expertise that is currently available in the Department of Student Affairs Administration and because of the high degree of interest in the Ed.D. degree expressed by alumni of the department's M.S.E. in Student Affairs Administration degree program. There are 594 UW-L master's degree alumni located at higher education

institutions throughout the country, including 297 located in Wisconsin. These alumni and other potential applicants, are mid-career individuals who will benefit greatly by earning a doctoral degree in Student Affairs Administration and Leadership. The proposed Ed.D. degree will build on the success already achieved by the department's online M.S.E. in Student Affairs Administration degree.

Need as Suggested by Market Demand

According to the National Association of Student Personnel Administrators (NASPA), institutions of higher education are increasingly requiring doctoral degrees for director and senior student affairs level positions. A scan of student affairs job listings (i.e., appearing in publications by the Higher Education Recruitment Consortium, NASPA, the American College Personnel Association, and in the *Chronicle of Higher Education*) revealed that more than 20% of the 541 student affairs-related job listings reviewed by Hanover Research early in 2013 required or preferred candidates with the doctoral degree.

Hanover also reviewed U.S. Bureau of Labor Statistics (BLS) data, which revealed that the BLS projects employment for postsecondary education administrators in general to grow by 19% between 2015 and 2020, a result of both employment growth and a large number of retirements. Given the challenges facing higher education and the call for greater accountability for higher education, the demand for highly-skilled administrators with terminal degrees in student affairs is expected to grow.

Hanover further assessed the labor market demand for an online Ed.D. in Student Affairs Administration and Leadership degree. This research confirmed a growing demand for doctoral-level prepared administrators in student affairs. Degree conferrals reported under the National Center for Education Statistics (NCES) program classifications "College Student Counseling and Personnel Services" revealed an 18% compound annual growth rate over the next five years. Research from Hanover also revealed a lack of online Ed.D. degree programs in student affairs nationwide. In fact, the report from Hanover revealed there were only seven full doctoral programs in student affairs administration nationally, and none of them were offered in a fully online format. In addition, there are no online doctoral programs in student affairs offered by institutions located in Wisconsin.

DESCRIPTION OF PROGRAM

General Structure

Institutional Program Array

The proposed program enhances graduate education at UW-L. Development of the Ed.D. in Student Affairs Administration and Leadership degree will not have a negative impact on any of the existing programs at UW-L because the degree will follow the model established by the existing online M.S.E. in Student Affairs Administration degree. The Ed.D. degree program, like the existing online M.S.E. degree in the department, will be designed as a cost-recovery, self-supporting program. The tuition generated by students in this program will cover the cost of delivering the program without requiring additional resources from UW-L. The Ed.D. program will provide increased visibility for graduate programs at UW-L, both locally and nationally,

since this program will be the only Ed.D. in Student Affairs Administration and Leadership degree offered fully online in the nation.

Other Programs in the University of Wisconsin System

A scan of the UW System program array reveals that although the UW System has doctoral degrees in higher education administration and in educational leadership (primarily focused on K-12 education) at UW-Madison and UW-Milwaukee, it does not offer a doctoral degree that focuses exclusively on the administration of student services in higher education within the existing program array. UW-Madison offers a Ph.D. in Educational Leadership and Policy Analysis that has a Higher, Postsecondary and Continuing Education track. Within that track, a student could take some electives in student affairs administration, but the degree is not focused on student affairs administration. The UW-Madison program is a research-based, face-to-face program that may not meet the needs of place-bound students outside of the Madison area who are interested in a degree in student affairs administration. The proposed UW-L Ed.D. in Student Affairs Administration and Leadership degree focuses on student affairs in higher education, is an applied research degree, and is offered in an online format to meet the needs of distance learners interested in careers in student affairs administration at small and mid-sized institutions of higher education. Some prospective candidates for this program are different from those who might be attracted to the face-to-face program offered by UW-Madison.

UW-L is the only public institution in the state of Wisconsin that offers a degree in student affairs and will be the only public institution in the state to offer the Ed.D. in Student Affairs Administration and Leadership degree. The Ed.D. in Student Affairs Administration and Leadership degree will clearly fill a void in the UW System program array.

Collaborative Nature of the Program

The main authorization document preceding this individual request for authorization of the UW-L Ed.D. in Student Affairs Administration outlines the proposed cooperative programming with UW-Stevens Point, UW-Green Bay, and UW-Oshkosh.

Diversity

The proposed Ed.D. program advances inclusive excellence in a number of ways. Using the four pillars of inclusive excellence, the Student Affairs Administration curriculum and faculty represent:

- Diversity – this program achieves compositional diversity through proportional representation of faculty with different identities in gender, race/ethnicity, social class, age, as well as representing different disciplines;
- Equity – the entire curriculum, and especially the shared required diversity/social justice course, develops equity-minded practitioners, those who “call attention to patterns of inequity in student outcomes, and are willing to assume personal and institutional responsibility for the elimination of inequity;”
- Inclusion –this cooperative program has the ability to engage diverse perspectives across four institutions and disciplines, recognizing that something as seemingly neutral as leadership has significant differences across communities;

- Excellence – this program builds on the success of existing master’s degree programs, which utilize the best of online education and are considered exceptional by students and communities of practice alike.

The strategic plans for the Ed.D. program, which mirror some of the hallmarks of success identified by the UW System, include a curriculum that embraces equity and diversity as required values – present in all courses and processes, not just in the shared diversity course. The program will also reflect greater compositional diversity among faculty and students, including retention and upward mobility for faculty who are members of underrepresented populations, as well as enhanced retention and degree completion for students who are members of underrepresented populations (underrepresented populations may vary by field/discipline). Greater numbers of credentialed practitioners, who demonstrate multicultural competencies and equity-mindedness needed to lead diverse communities, will be an important outcome of this program as well. This online, cooperative advanced degree program will meet a documented need in the state of serving working adults who cannot complete a more traditional, face-to-face doctoral program.

Student Learning Outcomes

The proposed degree will prepare student affairs professionals who currently have a master’s degree in student affairs or higher education for increasingly responsible positions of leadership in increasingly diverse small and mid-sized institutions of higher education. The program is designed to provide mid-level student affairs professionals with the advanced knowledge, management, and leadership skills needed to develop into innovative student affairs managers and leaders. In addition, the program will develop scholar practitioners who utilize research-informed decision making and who are ambassadors of diversity, social justice, and globalization. Graduates of the program will also be skilled in interpersonal relationship development and will be ethical and people-focused leaders.

- Through knowledge acquired in this program, graduates will be able to:
 - Demonstrate mastery of student affairs and higher education content
 - Synthesize information from a range of sources to analyze issues and apply solutions to professional practice
- Through management and leadership skills acquired in this program, graduates will be able to:
 - Develop a vision for an educational division, considering complexities of institutional culture and resources
 - Effectively justify decisions, judgments and recommendations, weighing competing evidence and making connections to the values and beliefs of the institution
- Through assessment, evaluation and research skills acquired in this program, graduates will be able to:
 - Use assessment, evaluation, and research methods to inform practice
 - Defend data-informed decision making in professional practice
- Through an understanding of equity, diversity, and inclusion skills acquired in this program, graduates will be able to:
 - Challenge the manifestations of privilege and assess implications for practice

- Examine the diversity of students and colleagues within the social and cultural context in which they live
- Through the development of exceptional interpersonal relationship skills acquired in this program, graduates will be able to:
 - Demonstrate respectful collaboration while seeking alternate points of view
 - Defend practices that promote the worth, dignity, potential, and uniqueness of each person

Assessment of Objectives

The Department of Student Affairs Administration currently has an Assessment Committee, composed of faculty who oversee curriculum and ongoing assessment of the M.S.E. in Student Affairs Administration degree program. This committee will also be responsible for assessing the Ed.D. degree program. The Committee meets regularly each semester and conducts the annual program review process as required by the Department of Student Affairs Administration Bylaws.

Both direct and indirect measures will be used to assess student learning outcomes in the Ed.D. degree program. Direct measures will include:

- Successful completion of a dissertation
- An oral presentation of the dissertation
- A comprehensive exam that is locally-developed and course-embedded
- An advisor evaluation

Indirect measures will include:

- A student self-assessment prior to program completion
- Job placement data for the past three years
- Exit interviews
- Alumni surveys of graduates from the past five years

Program Curriculum

Students enrolled in the Ed.D. degree program will complete a total of 57 credits. The curriculum contains 12 credits of foundational coursework (six of these credits are shared required credits, designed and taught by Ed.D. faculty in the cooperative program), 18 credits of administrative coursework, 18 credits of research and assessment coursework, and nine credits of elective coursework. The elective credits can be taken from one or more of the institutions in the Ed.D. cooperative program or from electives developed by UW-L. Institutions in the Ed.D. cooperative program can offer nine-credit emphasis areas or stand-alone elective courses. With the approval of the student's Ed.D. advisor, the student will select elective courses or emphases that best fit the professional goals of the student. The institutions in the Ed.D. cooperative program are committed to developing shared electives that will be accessible to distance learners. UW-L will develop elective courses for students in the Ed.D. in Student Affairs Administration and Leadership degree when necessary.

The Department of Student Affairs Administration was awarded an institutional, online program and course development grant to develop the courses listed below. All of these courses will be new courses, designed specifically for the Ed.D. degree program.

Ed.D. in Student Affairs Administration and Leadership Curriculum (57 credits)

Foundational Courses (12 credits, six of which are shared required credits)

21 st Century Learners	3 credits
Organization and Governance	3 credits
Philosophical/Theoretical Foundations of Leadership in Education (shared course)	3 credits
Critical Analysis of Systemic Inequities: Challenges of Social Justice (shared course)	3 credits

Administrative Courses (18 credits)

Enrollment Management	3 credits
Policy and Regulatory Compliance	3 credits
Organizational Communication	3 credits
Finance and Budgeting	3 credits
Supervision and Human Resource Management	3 credits
Strategic Planning and Managing Change	3 credits

Research and Assessment Courses (18 credits)

Quantitative Research Methods	3 credits
Qualitative Research Design Methods	3 credits
Assessment and Program Evaluation	3 credits
Dissertation Seminar	3 credits
Dissertation	6 credits

Specialty Emphasis or Approved Shared Elective Courses (9 credits) 9 credits

Students will enroll in 9 credits taken from the Ed.D. cooperative program shared course offerings or from electives developed by UW-L. These credits can be packaged to provide a specialty emphasis established by the participating institution or can be chosen by the student in consultation with, and as approved by, the student's Ed.D. advisor.

Projected Time to Degree

This is a cohort program, designed to run year-round. Students take six credits each term (Fall, Spring, Summer). In the third and final year, students will have one term with nine credits and the other two terms with six credits. This program is designed so that people who are working full-time in higher education can continue to work and still reasonably complete the Ed.D. in Student Affairs Administration and Leadership degree in an online format in three years.

Program Review Process

Institutional Review

The first internal review of the Ed.D. in Student Affairs Administration and Leadership degree program will occur five years after program implementation; thereafter, the program will be reviewed, along with the other programs in the Student Affairs Administration Department, on a seven-year cycle. These internal reviews include reviews by external consultants, the Dean of the College of Liberal Studies, the UW-L Graduate Program Review Committee, the UW-L Graduate Director, the Faculty Senate, and the Provost. Evaluations of program curriculum, assessment of student learning, degree of program success, new initiatives, personnel, and program support are all included in these reviews. Based on the reviews, recommendations will be generated to facilitate continual program improvement.

The program's quality and success will be measured by the following indicators:

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

Accreditation

UW-L will seek approval for this new degree type from the Higher Learning Commission. The program will utilize the Council for the Advancement of Standards in Higher Education (CAS) to conduct a self-study that will provide valuable documentation for accreditation processes and will adhere to the standards set forth by CAS for graduate programs in Student Affairs.

University of Wisconsin-La Crosse
Cost and Revenue Projections For Newly Proposed Program: Ed.D. in Student Affairs Administration and Leadership

	Items	Projections				
		2016-17	2017-18	2018-19	2019-20	2020-21
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	12	12	12	12	12
	Enrollment (Continuing Student) Headcount	0	12	24	24	24
	Enrollment (New Student) FTE	8	8	8	8	8
	Enrollment (Continuing Student) FTE	0	8	16	16	16
II	Total New Credit Hours (# new sections x credits per section)	15	15	18	15	15
	Existing Credit Hours	0	15	30	33	33
III	FTE of New Faculty/Instructional Staff	0.66	1	1	0	0
	FTE of Current Fac/IAS		0.66	1.66	2.66	2.66
	FTE of New Admin Staff	0.5				
	FTE Current Admin Staff		0.5	0.5	0.5	0.5
IV	New Revenues					
	From Tuition (new credit hours x FTE)	\$151,200	\$277,200	\$403,200	\$403,200	\$403,200
	From Fees					
	Program Revenue - Grants					
	Program Revenue - Other					
	Reallocation					
	Total New Revenue	\$151,200	\$277,200	\$403,200	\$403,200	\$403,200
V	New Expenses					
	Salaries plus Fringes					
	Faculty/Instructional Staff	\$26,640	\$112,480	\$199,178	\$200,903	\$202,646
	Other Staff (.5 program director; dissertation support stipends)	\$48,840	\$49,328	\$49,822	\$50,320	\$50,823
	Other Staff (elective overloads, dissertation support stipends)	\$17,760	\$17,760	\$53,280	\$53,280	\$53,280
	Other Expenses					
	Facilities (UW-L Overhead charges)	\$21,168	\$38,808	\$56,448	\$56,448	\$56,448
	Equipment (S & E)	\$6,000	\$6,500	\$7,000	\$7,000	\$7,000
	Other: (Travel)	\$7,000	\$10,500	\$14,000	\$14,000	\$10,500
	Total Expenses	\$127,408	\$235,376	\$379,728	\$381,951	\$380,697
VI	Net Revenue	23792	41824	23472	21249	22503
Narrative: Explanation of the Numbers and Other Ongoing Commitments that will Benefit the Proposed Program						
III.	This program will support 2 full-time tenure-track faculty and a .5 program director when fully operational. Program Director will teach 3 credits/year.					
IV	The 4 partners agreed to charge the same tuition (\$700/credit).					
V	"Other staff" includes the .5 FTE for program director (line 30) and elective overloads/hiring of ad hoc instructors (salary/fringes), and stipends with fringes for support of dissertation chairs and committees beginning in year 3.					
VI	Participation in the partner cooperative program saves UW-L instructional costs for 12 credits/year when the program is fully operational. (three credits in year 1, 3 credits in year 2; 6 credits in year 3).					

Signature by the Provost:
Date: 5/6/2015



UNIVERSITY of WISCONSIN LA CROSSE

March 15, 2015

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

Dear President Cross,

I am writing to express my support for the University of Wisconsin-La Crosse's proposed Student Affairs Administration and Leadership major. This online program will, in part, be offered cooperatively with UW-Green Bay, UW-Oshkosh, and UW-Stevens Point. These partners will share two core courses and offer shared elective courses.

Over the years, the UW-L Student Affairs Administration Department has become a national leader in the field of student affairs administration. UW-L has offered the Master of Science in Education – Student Affairs Administration degree for 45 years. In 2006, access to the degree was expanded through the development of an online option for students who were already employed in higher education. UW-L is now seeking approval to further extend this access to working adults who need a terminal degree to advance in their higher education careers.

We know there is strong demand for this program. Market research confirmed a growing demand for doctorate level prepared administrators in student affairs and revealed a lack of online Ed. D. programs in student affairs nationwide. UW System does not offer a doctorate degree that focuses exclusively on the administration of student services in higher education within the existing program array. Thus this program would fill a void in the UW System program array and prepare student affairs professionals for increasingly responsible positions of leadership.

There is university-wide support for the Ed. D. in Student Affairs Administration and Leadership. The program has received approval by the Student Affairs Administration Department, College of Liberal Studies, the University Curriculum and Academic Planning committees of the Faculty Senate, and the Chancellor. The program will be fully self-supporting, even in the first year of operation, and supports the hiring of two additional tenure track faculty and a half-time Ed. D. program director for this new degree program.

The program will undergo regular program evaluation through both college and university-wide review. These internal reviews will include evaluations by an external consultant, the Dean, Faculty Senate, and the Provost, focusing on program curriculum, assessment of student learning, degree of program success, new initiatives, personnel and program support. Based on the review, recommendations will be generated to facilitate continual program improvement.

Thank you for your consideration.

Sincerely,



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

OFFICE OF THE PROVOST and VICE CHANCELLOR FOR ACADEMIC AFFAIRS
227 Graff Main Hall
1725 State St. | La Crosse, WI 54601 USA

phone 608.785.8042
fax 608.785.8046
www.uwlax.edu

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Program Authorization (Implementation)
Ed.D. in Educational Sustainability
UW-Stevens Point

EDUCATION COMMITTEE

Resolution I.1.b.(4):

That, upon recommendation of the Chancellor of the University of Wisconsin-Stevens Point, as well as the President of the University of Wisconsin System, the Chancellor is authorized to implement the cooperative and professional Doctor of Education in Educational Sustainability at UW-Stevens Point.

**NEW PROGRAM AUTHORIZATION
ONLINE DOCTORATE OF EDUCATION IN EDUCATIONAL SUSTAINABILITY
UNIVERSITY OF WISCONSIN-STEVENSON POINT**

BACKGROUND

This proposal is presented for consideration by the Board of Regents in accordance with the procedures outlined in Academic Planning and Program Review (ACIS 1.0, Revised August 2012, available at <http://www.uwsa.edu/acss/planning/>). The new program proposal for a Doctorate of Education in Educational Sustainability at the University of Wisconsin-Stevens Point (UW-Stevens Point) will also be part of cooperative agreement with UW-Green Bay, UW-La Crosse, and UW-Oshkosh for the delivery of some shared doctoral-level courses. UW-Stevens Point's Provost submitted an authorization document and a letter of institutional commitment supporting the independent delivery of the degree and the cooperative elements.

REQUESTED ACTION

Adoption of Resolution I.1.b.(4), approving the implementation of the online Doctorate of Education in Educational Sustainability degree program at the University of Wisconsin-Stevens Point including a cooperative agreement with UW-Green Bay, UW-La Crosse, and UW-Oshkosh for the delivery of shared courses.

DISCUSSION

The University of Wisconsin-Stevens Point proposes to establish a Doctorate of Education (Ed.D.) in Educational Sustainability. The development of this program is in response to an identified need for credentialing beyond the master's level in the field of education and natural resources. This degree positions itself to be one of only three doctoral programs in the country with a focus on educational sustainability. As an addition to UW-Stevens Point's academic array and signature programs, this professional doctoral program is focused on recruiting and retaining students who currently seek doctoral degree programs at other private and public institutions due to a lack of available programs in central Wisconsin. The program also has the capacity to draw students from the state, national, and international levels.

For students enrolled in the Ed.D. in Educational Sustainability degree program, a per-credit tuition rate of \$700.00 will apply, with no additional fees. The Ed.D. degree program is designed as a cost-recovery, self-supporting program. The tuition generated by students in this program will cover the cost of delivering the program without requiring additional resources from UW-Stevens Point.

The proposed 54-credit curriculum will be delivered in part in online and in hybrid modes (campus delivery combined with distance education). Students may choose from three concentrations: Sustaining Learning Environments, Sustaining Civic and Business Communities, and Sustaining Educational Systems. The advanced coursework will be applicable to the credentialing needs of current employees in community positions of leadership, K-12 school teachers/leaders, and higher education teaching/administrative positions.

By the end of Year 5, it is expected that 80 students will have enrolled in the program, and 36 students will have graduated from the program.

An Ed.D. in Educational Sustainability degree will provide new opportunities for a variety of professionals who are both formally and informally involved in education. This degree will be applicable to job seekers in administration and leadership positions in K-12 schools, communities, businesses, and higher education. Research conducted by the Association of Advancement of Sustainability in Higher Education has shown that from 2010 to 2012, the number of new positions created (not counting advancements) has ranged between 50 and 64 per year, compared to 38 or fewer in years prior to 2008.

As part of a cooperative agreement, UW-Stevens Point will share the delivery of some courses with UW-Green Bay, UW-La Crosse, and UW-Oshkosh. All students enrolled in any of the Ed.D. degree programs at UW-Green Bay, UW-La Crosse, UW-Oshkosh, and UW-Stevens Point will be required to take the same two online courses developed as part of the cooperative agreement—"Philosophical/Theoretical Foundations of Leadership in Education" and "Critical Analysis of Systemic Inequities: Challenges of Social Justice"—as part of their foundational coursework. All four institutions in the Ed.D. cooperative program will charge the same flat tuition rate of \$700 per credit for the two shared courses. Further, each of the four institutions participating in the cooperative will initially contribute 2-4 courses (6-12 credits) for other institutions in the cooperative to use as shared electives, focusing on their individual specialty strands within the Doctorate of Education degree.

RECOMMENDATION

The University of Wisconsin System recommends adoption of Resolution I.1.b.(4), approving the implementation of a Doctorate in Educational Sustainability at UW-Stevens Point, with additional cooperative curriculum provided by UW-Green Bay, UW-La Crosse, and UW-Oshkosh.

RELATED REGENT AND UW SYSTEM POLICIES

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

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

**REQUEST FOR AUTHORIZATION TO IMPLEMENT
A DOCTORATE OF EDUCATION DEGREE IN EDUCATIONAL SUSTAINABILITY
AT UW-STEVENSON POINT
PREPARED BY UW-STEVENSON POINT**

ABSTRACT

The University of Wisconsin-Stevens Point proposes to establish a Doctorate of Education (Ed.D.) in Educational Sustainability. The development of this program is in response to an identified need for a continuation of studies beyond the master's level in the field of education and natural resources. This degree positions itself to be one of only three doctoral programs in the country with a focus on educational sustainability. As an addition to UW-Stevens Point's academic array and signature programs, this professional doctoral program is focused on recruiting, retaining, and reinvesting in students who currently seek doctoral degree programs at other private and public institutions due to a lack of available programs in central Wisconsin. The program also has the capacity to draw students from the state, national, and international levels. The proposed 54-credit curriculum will be delivered in part in online and in hybrid modes (campus delivery combined with distance education). Students may choose from three concentrations: Sustaining Learning Environments, Sustaining Civic and Business Communities, and Sustaining Educational Systems. The advanced coursework will be applicable to the credentialing needs of current employees in community positions of leadership, K-12 school teachers/leaders, and higher education teaching/administrative positions.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Stevens Point

Title of Proposed Program

Educational Sustainability

Degree/Major Designations

Doctor of Education (Ed.D.)

Mode of Delivery

Shared required courses as part of the cooperative will be delivered online. The program will operate as an executive education program and will be delivered as a cohort model. The option of face-to-face instruction or synchronous instruction will be offered along with online courses for appropriate on-campus or regional students.

Projected Enrollments by Year Five

Table 1 below represents enrollment and graduation projections for students entering the program for the first five years. The projection is based on UW-Stevens Point's market research. By the end of Year 5, it is expected that 80 students will have enrolled in the program and 36 students will have graduated from the program.

Table 1: Projected Enrollment for Years 1-5*

	Year 1	Year 2	Year 3	Year 4	Year 5
New students	16	16	16	16	16
Continuing students	0	14	27	39	39
Total students	16	30	43	55	55
Graduating students	0	0	12	12	12

*The projection includes an anticipated attrition rate of 25%

Tuition Structure

For students enrolled in the Ed.D. in Educational Sustainability degree program, a per-credit tuition rate of \$700.00 will apply, with no additional fees. This tuition rate applies to all courses in the curriculum, with the exception of the two shared required online courses in the cooperative program. All four institutions in the Ed.D. cooperative program charge the same flat tuition rate of \$700 per credit with no additional fees for the shared required courses.

The Ed.D. degree program is designed as a cost-recovery, self-supporting program. The tuition generated by students in this program will cover the cost of delivering the program without requiring additional resources from UW-Stevens Point.

Department or Functional Equivalent

School of Education

College, School or Functional Equivalent

College of Professional Studies

Proposed Date of Implementation

Summer 2016

INTRODUCTION

Rationale and Relation to Mission

The proposed Ed.D. in Educational Sustainability responds to a documented market need. UW-Stevens Point's Ed.D. will be one of only three available doctoral programs in the nation with a focus on sustainability. Nationally, Prescott College in Arizona and Antioch University in New Hampshire are currently the only institutions of higher education focusing on sustainability education at the doctoral level.

Doctoral students enrolled in this program will develop knowledge and skills in relation to education for sustainability and education about sustainability. By providing these dual perspectives within the curriculum, students will establish a holistic view of education as sustainability.

There are several aspects of the proposed Ed.D. in Educational Sustainability degree that support UW-Stevens Point's strategic plan, *Partnership for Thriving Communities*.¹ The *Partnership for Thriving Communities* promotes the creation of public and private partnerships that capitalize on UW-Stevens Point's strengths, including sustainability programs. The proposed doctorate closely aligns with the UW-Stevens Point Sustainable Communities Initiative, one of four pillars of the *Partnership for Thriving Communities*. UW-Stevens Point is a leader in sustainability issues involving using natural resources prudently, starting and maintaining businesses and economies, and facilitating citizen engagement. The delivery of a professional doctoral program is congruent with UW-Stevens' Point select institutional mission. Currently, UW-Stevens Point offers a Clinical Doctorate in Audiology (Au.D.) jointly with the University of Wisconsin-Madison.

Recruitment will be at the regional, state, national, and international levels. Given this degree is only being offered at two other institutions of higher education nationally, the University expects a consistent pool of applicants for the program. The degree will facilitate retention of current students who are pursuing either the Master of Science in Education or the Master of Science in Natural Resources degree, by offering them a continued program of study within the UW System. The proposed doctoral program further represents a reinvestment in the future of the University. By offering an advanced degree to current state, national and international students, these students have the potential to impact community, government, businesses, and educational institutions.

Need as Suggested by Current Student Demand

The proposed Ed.D. in Educational Sustainability degree will benefit from the current Wisconsin pipeline of graduate degree holders in related fields. Between 2009 and 2012, 10,502 Master of Science in Education degrees and 325 Master of Science in Natural Resources degrees were granted by public, private, or for-profit institutions in Wisconsin (see Table 2 below). Whereas these graduates have a number of educational and employment options, the data from the U.S. Department of Education predicts a stable enrollment in the state for the two feeder master programs most relevant to the success of the proposed Ed.D. (2009-2013).

Table 2: Master's Degrees Conferred in WI by Discipline and Academic Year (2009-2013)

Master's Degrees Conferred	Education				Natural Resources			
Academic Year	09-10	10-11	11-12	12-13	09-10	10-11	11-12	12-13
Public	1284	1196	1039	977	71	93	78	83
Private	1677	1548	1576	1215	0	0	0	0
For-profit								
Total	2961	2744	2615	2192	71	93	78	83

Locally, the superintendent of the Stevens Point Public School District, Attila Weninger indicated support for this degree program. Specifically, Dr. Weninger noted the need for this

¹ www.uwsp.edu/acadaff/Pages/thrivingCommunities.aspx

type of program to provide training for professionals who will be employed at the district's newly created charter school in expeditionary learning. The Stevens Point Public School District currently provides tuition reimbursement for administrators to complete a doctoral degree program, and the superintendent communicated his preference for an Ed.D. program that focuses on leadership in sustainability.

A preliminary survey conducted in 2013 by the College of Natural Resources determined that 47 percent of the 97 students who were currently enrolled in the Master of Science in Natural Resources degree program indicated that they would either definitely pursue an Ed.D. in Educational Sustainability degree or indicated interest in this program but would want more information. Graduate students in this program, as well as those in the Master of Science in Education degree program at UW-Stevens Point and the collaborative Master of Science in Sustainable Management at UW-Superior, will be targeted for recruitment and a natural feeder for the proposed Ed.D. degree program.

Need as Suggested by Market Demand

An Ed.D. in Educational Sustainability degree will provide new opportunities for a variety of professionals who are both formally and informally involved in education. This degree will be applicable to job seekers in administration and leadership positions in K-12 schools, communities, businesses, and higher education. Research conducted by the Association of Advancement of Sustainability in Higher Education has shown that there has been rapid growth in the number of campus sustainability staff positions in the last two decades.² Between 2010 and 2012, the number of new positions created (not counting advancements) has ranged between 50 and 64 per year, compared to 38 or fewer in years prior to 2008. The period from 2010 to 2012 showed a marked increase in positions with greater responsibilities each year: Sixteen positions in 2011 and 26 in 2012 were open, compared to 0-9 position upgrades annually for all previous years. Notably, 47 percent of all respondents in 2012 have been in positions created or upgraded since 2010, indicating significant growth for sustainability positions in recent years.

This innovative Ed.D. degree will fill a market need for jobs that are just being created, and the upgraded positions (positions that increased in FTE-full time equivalent) in sustainability are a clear indication of the need for advanced degrees in sustainability. In the last 12 months (January 2014–February 2015), there were 105 jobs listed in business on the website burning-glass.com that required a graduate degree or professional degree in business with an emphasis in sustainability.³ Ed.D. graduates, particularly those who choose the emphasis in Sustaining Civic and Business Communities, will have a competitive advantage as compared to master's degree holders because of advanced research and scholarly skills.

An Ed.D. in Educational Sustainability degree also fulfills an existing need for trained professionals focused on education for sustainability in higher education. Just within the UW System, for example, one in three faculty members in 2007-2008 was 55 years or older, suggesting an ongoing need for trained doctoral faculty members and administrators.

² www.aashe.org/files/documents/programs/2012_staffsurvey-final.pdf

⁴ www.nsf.gov/statistics/sed/digest/2011/nsf13301.pdf

Further, a National Science Foundation study determined that the number of doctorates awarded in education has declined over the past two decades.⁴ Projected future retirements will also enhance the future demand for employees possessing doctorates. The U.S. Bureau of Labor Statistics projects a 13 percent increase in employment opportunities from 2010 to 2020 for elementary, secondary, and post-secondary education administrators, all positions for which graduates of the Ed.D. in Educational Sustainability would potentially be eligible.⁵

DESCRIPTION OF PROGRAM

General Structure

Institutional Program Array

The proposed program is designed to provide an opportunity for current students to continue their studies at UW-Stevens Point. The development of the Ed.D. in Educational Sustainability degree fits with UW-Stevens Point's institutional mission and serves to enhance existing master's programs.

The proposed program is designed with three distinct concentrations: Sustaining Learning Environments, Sustaining Civic and Business Communities, and Sustaining Educational Systems. This new degree will impact the existing Master of Science in Education (M.S.E.)–General Education degree. Credits in the existing M.S.E.–General Education degree will be retitled as slash courses 7XX/9XX and offered at both the master's and for the elective group of courses required at the doctoral level, with appropriate differential assignments and assessments (see curriculum description below). Existing Natural Resources graduate-level 7XX courses will also be offered in the elective array. This curriculum model will help reduce costs of curriculum development and increase enrollment in the courses used as electives.

Other Programs in the University of Wisconsin System

UW-Madison and UW-Milwaukee offer doctoral degrees in education. Both UW-Madison's and UW-Milwaukee's programs are primarily residential in nature, i.e., they are traditionally-delivered and research-focused degrees. UW-Milwaukee offers a Ph.D. program in Urban Education, with a specialization in adult and continuing education and educational administration. UW-Madison and UW-Milwaukee are located in the southeastern section of the state, creating geographical and logistical challenges for working adults seeking credentialing and advancement in northeastern, central, western, and northwestern Wisconsin. The proposed Ed.D. in Educational Sustainability degree offers students at the regional, state, national, and international levels options through online/hybrid delivery. In sum, the Ed.D. in Educational Sustainability addresses a market need for students seeking advanced degrees in this specialized field without duplicating other programs in the state.

Collaborative Nature of the Program

See the attached overview of the Cooperative parts of each individual Ed.D. program.

⁴ www.nsf.gov/statistics/sed/digest/2011/nsf13301.pdf

⁵ www.nces.ed.gov/ipeds/datacenter/DataFiles.aspx

Diversity

The UW-Stevens Point mission includes a commitment to prepare “students for a diverse and sustainable world.”⁶ Furthermore, UW-Stevens Point values diversity and inclusion in all aspects of its mission, education, and outreach activities, and seeks to foster an inclusive climate while striving to achieve universal design in the physical, online, and social environments.

The proposed Ed.D. in Educational Sustainability degree further supports the UW-Stevens Point Diversity Council’s implementation recommendations to incorporate inclusion and diversity components into programs and courses. Starting with the course requirement “Critical Analysis of Systemic Inequities: Challenges of Social Justice,” diversity and social justice themes are explored throughout the program through the educational sustainability lens.

The UW-Stevens Point Diversity Council works collaboratively with the Chief Diversity Officer and the Chancellor to provide an action plan for inclusivity supports across the institution. As an example, the Diversity and College Access office works with the student body (both undergraduate and graduate) to support minority, disadvantaged, and non-traditional audiences through English as a Second Language (ESL) programs, gender and sexuality outreach, the Native American Center, the Multi-Cultural Resource Center, and tutoring programs.

Student Learning Outcomes

Graduates of the Ed.D. in Educational Sustainability degree program will demonstrate the following knowledge, skills, and dispositions:

- 1) Students will be able to utilize systems thinking and sustainable practices in program development and education
 - a. articulate systems thinking concepts and global sustainability practices
 - b. develop a plan implementing sustainable practices within their personal and professional practice
- 2) Students will be able to interpret and explore how global environmental change affects the lives of future generations
 - a. articulate and integrate concepts of global environmental change and its influence related to sustainable systems into their personal and professional practice
 - b. explain to the public the effects of global environmental change and needed intervention required to create sustainable systems
- 3) Students will be able to identify the social, cultural, economic, and political human systems that create a sustainable society
 - a. discern the key characteristics of the social, cultural, economic, and political influences
 - b. use knowledge to develop a meaningful and long-term plan
- 4) Students will be able to consider diverse audiences and integrate inclusive practice into sustainable environments
 - a. articulate an inclusive vision that addresses all people in society
 - b. differentiate inclusive practices in order to address the needs of multiple constituents

⁶ www.uwsp.edu/landing/Pages/missionStatement.aspx

- 5) Students will be able to implement practices that enhance sustainable education and community environments through shared vision
 - a. gather information from multiple sources in order to formulate a shared vision among constituents
 - b. develop a framework for implementation of the shared vision, including action steps to achieve that vision
- 6) Students will be able to demonstrate leadership to challenge existing norms, and create a holistic and ecological model for decision making as it relates to educational and community systems
 - a. challenge current structure and practice and extend current thinking in order to envision and implement a new structure for education and community sustainability
 - b. implement a decision-making model that garners input from stakeholders and develops sustainable systems
- 7) Students will be able to develop a research study that supports the principles of sustainability
 - a. identify gaps in research and practice and develop a research study that advances the field of sustainability through education, community and business systems
 - b. conduct a quantitative and/or qualitative study that explores the topic identified in their study
- 8) Students will be able to use and analyze data for informed decision making in professional practice
 - a. interpret data, draw conclusions, and disseminate data in a way that is understood by the general public
 - b. interpret data to infer conclusions about current sustainability practices as they relate to professional practice

Assessment of Objectives

All courses offered through the Ed.D. in Educational Sustainability degree program will be subject to standard UW-Stevens Point institutional course evaluation measures. Assessment of learning at the course level will occur at the end of each term through measurement of student performance in each course against the program's student learning outcomes, as well as through student course evaluations conducted at the end of each course. Based on those results, course improvements will occur on a predetermined cyclical basis.

The program will be evaluated based upon the assessment procedure as outlined and published in the School of Education and will also be subject to institutional policies and reporting procedures as outlined in Chapter 7 of the UW-Stevens Point's *University Handbook*. This assessment policy calls for a program to undergo formal reporting and review a minimum of every five years. From a programmatic perspective, the assessment process will measure defined benchmarks of success, including diversity goals, grade point averages, employment placement, employer satisfaction surveys, and alumni surveys. Furthermore, the program will review total student enrollment, as well as attrition rates and considerations for students leaving the program. Combined, these processes form the basis for a continuous quality improvement plan.

Program Curriculum

This 54-credit doctoral degree program will operate as an executive education program and delivered as a cohort model. The applied doctoral dissertation credits will focus on program competencies and a research topic based on the individual's area of expertise. The Ed.D. dissertation will be structured in such a way that students will enroll in two consecutive terms. Each student will select a faculty member as the committee chairperson and a dissertation committee that will guide the student through his or her research project. Because this is an applied doctorate, requirements include research in the field.

Curriculum for the Ed.D. in Educational Sustainability

Foundation and Core Courses¹ (24 credits, 6 of which are cooperatively offered)

EDUC 9XX	Philosophical/Theoretical Foundations of Leadership in Education ²	3 credits
EDUC 9XX	Critical Analysis of Systemic Inequities: Challenges of Social Justice ²	3 credits
EDUC 9XX	Introduction to EFS and Doctoral Studies	3 credits
EDUC 9XX	Education for Sustainability Theory, Curriculum and Practice ³	3 credits
EDUC 9XX	Sustaining Human Systems ³	3 credits
EDUC 9XX	Systems Thinking in Program Development	3 credits
EDUC 9XX	Teaching and Learning with a Sustainability Perspective	3 credits
EDUC 9XX	Research 1 (Proposal writing)	3 credits

Applied Doctoral Courses (12 credits)

EDUC 9XX	Research Methods II (Qualitative/Quantitative Methods)	3 credits
EDUC 9XX	Applied Residency Project	3 credits
EDUC 9XX	Dissertation Seminar and Writing	6 credits

Elective Offerings by Concentration (12 credits)

Sustaining Learning Environments – Concentration (12 credits)

EDUC 701	Historical and Philosophical Foundations of Education	3 credits
EDUC 703	Newer Views of Learning	3 credits
EDUC 9XX	Analysis and Improvement of Programs in EFS	3 credits
EDUC 9XX	Ethics of Care in a Sustainable Society	3 credits

or

Sustaining Civic and Business Communities – Concentration (12 credits)

NRES 601	Ecological Lifestyles	3 credits
NRES 643	Sustainable Social-Ecological Systems ³	3 credits
NRES 705	Environmental Issues and Actions	3 credits
NRES 755	Curriculum for Non-formal Education Environments	3 credits

or

Sustaining Educational Systems – Concentration (12 credits)

Administrative Certifications or licensure⁴

Existing agreement (IAA) with UW-Superior and UW-Stevens Point⁴
Shared electives from other institutions in the cooperative

¹ Courses listed with complete course numbers are existing courses at UW-Stevens Point.

Courses listed as 9XX are courses that will be newly created for the Ed.D. degree program.

² These courses are shared required courses offered by the cooperative.

³ These courses are UW-Stevens Point's contribution to shared elective courses.

⁴ These represent shared elective opportunities offered by other cooperative partner campuses.

Projected Time to Degree

The sequential cohort program above is designed to ensure that students are able to complete the degree in three years. All credits accepted toward this degree must be earned within a seven-year period.

Program Review Process

Institutional Review

There will be multiple levels of assessment for this program. Each course offered in the curriculum will be assessed using anonymous student evaluations. These evaluations will assess the course rigor, content, and instructor effectiveness. The curriculum will also be assessed using program analysis surveys to gather data on student satisfaction, course content, and course rigor.

The School of Education's assessment committee has the responsibility for conducting an analysis of each program offered by the School of Education. A comparative analysis of a full range of student work for each course will be done using signature assessments. The signature assessments align with the student learning outcomes and are assessed using rubrics for each course. Rubrics assessed by the course instructor and assessment committee will be evaluated for inter-rater reliability.

At the university level, the School of Education assesses each programmatic learning outcome and submits the results to the UW-Stevens Point Assessment Subcommittee. Also, at the university level, the Graduate Council conducts approval of each course, as well as the curriculum, and recommends any revisions.

Program quality will be measured through a continuous program review process as described in the above paragraphs. The review process allows all stakeholders to participate in the ongoing assessment of the program. Student evaluations and signature assessments will inform the need for curricular or programmatic revisions.

Accreditation

No accreditation body for the Ed.D. in Educational Sustainability degree exists at this time. However, this degree will require approval by the Higher Learning Commission.

University of Wisconsin System
Cost and Revenue Projections For Newly Proposed Program: Ed.D. in Educational Sustainability at UW-Stevens Point

	Items	Projections				
		2016	2017	2018	2019	2020
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount (Note 1)	16	16	16	16	16
	Enrollment (Continuing Student) Headcount	0	14	27	39	39
	Enrollment (New Student) FTE	16	16	16	16	16
	Enrollment (Continuing Student) FTE	0	9	18	26	26
II	Total New Credit Hours (# new sections x credits per section)	6	24	42	54	54
	Existing Credit Hours (Note 2)	0	0	0	0	0
III	FTE of New Faculty/Instructional Staff (Note 3)	0.125	0.250	0.250	0.250	0.000
	FTE of Current Fac/IAS	0.125	0.626	1.376	1.876	2.126
	FTE of New Admin Staff	0.5	0	0.5	0	0
	FTE Current Admin Staff	0.5	1	1	1.5	1.5
V	New Revenues					
	From Tuition (new credit hours x FTE) (Note 4)	67,200	243,600	407,400	508,200	508,200
	From Fees	0	0	0	0	0
	Program Revenue - Grants					
	Program Revenue - Other					
	Reallocation					
	Total New Revenue	67,200	243,600	407,400	508,200	508,200
VI	New Expenses					
	Salaries plus Fringes					
	Faculty/Instructional Staff	22,755	80,438	150,880	199,278	208,272
	Other Staff	62,803	63,431	105,848	106,906	107,975
	Other Expenses					
	Facilities					
	Equipment					
	Other: (Note 5)	14,348	14,778	15,221	15,678	16,148
	Total Expenses	99,906	158,648	271,949	321,862	332,396
VII	Net Revenue	-32,706	84,952	135,451	186,338	175,804

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

Note 1	new cohort of 16 begins each summer, and completes spring of 4th year
Note 2	9 consecutive terms(summer=yr1/ fall,spring, summer=yr2/fall,spring,summer=yr3/fall,spring=yr4), 6 credits per term, 54 total credits
Note 3	year 4 is - full instruction - 4 cohorts(1 each summer begins) fte changes with student count above 16 due to dissertation advising
Note 4	16 students less 25% attrition, 18 courses(3cr each)over 4 yrs-new cohort starting each summer/starting @ \$700 per credit pricing
Note 5	instructional design and marketing plus
Note 6	note: this budget projection is linked to other pages - all items change with working budget model

Signature by the Provost: _____

Date: _____

Greg Summers



University of Wisconsin-Stevens Point

Office of Provost and Vice Chancellor

Stevens Point WI 54481-3897
715-346-4686; Fax 715-346-4132
www.uwsp.edu/admin/acadaffairs

To: Ray Cross, President, University of Wisconsin System
From: Greg Summers, Provost and Vice Chancellor for Academic Affairs
Re: Authorization to Implement: Ed.D. in Sustainability
Date: April 10, 2015

A handwritten signature in black ink that reads "Greg Summers".

I write to make clear the firm commitment of the University of Wisconsin-Stevens Point to the proposed Ed.D. in Educational Sustainability for which we are presently seeking authorization.

The development of this program is in response to an identified need for a professional program for individuals already possessing Master's degrees in Education and Natural Resources. The advanced coursework will be applicable to employees in community positions of leadership, K-12 school teachers/leaders, and higher education teaching/administrative positions. Specifically, this degree targets adult learners who are seeking advancement or new employment as educational leaders and managers. However, without this type of degree, many of these individuals are unable to compete for existing and newly-created positions.

Our campus proposes to offer this degree as part of a cooperative comprised of UW-La Crosse, UW-Oshkosh, UW-Green Bay, and UW-Stevens Point. While each campus is proposing its own Ed.D. with specific focus, our universities have agreed to share both required and elective courses as part of our degree programs. Our proposed Ed.D. in Educational Sustainability leverages our campus expertise in sustainability, with participation by both our School of Education (College of Professional Studies) and College of Natural Resources faculty. We submit that this program has the capacity to recruit regional, state, national, and international students and fulfills a demonstrated need with an anticipated robust pipeline of master's degree holders seeking to enroll in this professional degree program.

As indicated in the authorization proposal, the program will play an integral role in UW-Stevens Point's new strategic plan, our Partnership for Thriving Communities, and will reinforce our existing collaborations with partner UW campuses. This doctorate closely aligns with the UW-Stevens Point Sustainable Communities Initiative. The Sustainable Communities Initiative, one of four pillars of the UWSP strategic plan, promotes the creation of public and private partnerships that capitalize on UW-Stevens Point's strengths, including sustainability programs. UW-Stevens Point is a leader in sustainability issues involving using natural resources prudently, starting and maintaining businesses and economies, and facilitating citizen engagement. The vision for the Doctorate in Educational Sustainability is to recruit, retain, and reinvest in our students and community.

Finally, the proposed program will be fully integrated into our existing campus assessment and program review procedures, which will ensure its academic quality, regular evaluation, and continuous improvement.

Please let me know if you need further information. I look forward to receiving authorization from the Board of Regents for this important program. Thank you.

Adoption of Regent Policy
Document on Tenure

EDUCATION COMMITTEE

Resolution I.1.c.

That, upon the recommendation of the Vice President of the University of Wisconsin System Board of Regents and the President of the University of Wisconsin System, the Board affirms its support for the importance of tenure for ensuring academic freedom and approves the attached new Regent Policy Document on tenure, contingent upon and effective upon the date that s. 36.13, Wis. Stats., is repealed. The new Regent Policy Document maintains the provisions currently codified in s. 36.13, Wis. Stats., and shall be construed in accordance with applicable state law. This new Regent Policy Document will sunset on the date that the Board adopts a tenure policy as a result of the work of the Tenure Policy Task Force, which shall not be later than June 15, 2016.

NEW REGENT POLICY DOCUMENT ON FACULTY TENURE

BACKGROUND

The Governor's 2015-17 biennial budget proposed deleting portions of Chapter 36, Wis. Stats., including s. 36.13, Wis. Stats., pertaining to tenure. On May 29, 2015, the legislative Joint Committee on Finance adopted a motion which: (1) approves the Governor's recommendation to delete from Chapter 36 the definition of "tenure appointment" and language establishing the conditions under which the Board of Regents may grant a tenure appointment to a faculty member; (2) deletes current law specifying that a person who has been granted tenure may be dismissed only for just cause and only after due notice and hearing; and (3) deletes the definition of "probationary appointment" and provisions limiting the length of such an appointment to seven years. Specific statutory language is not yet available.

REQUESTED ACTION

Approval of Resolution I.1.c., adopting the newly-created Regent Policy Document on faculty tenure, contingent upon removal of s. 36.13, Wis. Stats., from state law.

DISCUSSION

At its March 2015 meeting, the Board of Regents adopted a resolution that stated that if the state legislature adopts the Governor's proposal to remove tenure from the statutes with an effective date of earlier than July 1, 2016, the Board of Regents would adopt policies that reflect existing statutory language. Also, at the Board's March 2015 meeting, the President of the Board announced the creation of a Tenure Policy Task Force.

The Joint Finance Committee's action on May 29, 2015 would remove s. 36.13, Wis. Stats., from Chapter 36. Final legislative action will not be known by the time of the Board's June meeting; however, in anticipation that the Joint Finance action will stand as the budget progresses through the Senate and Assembly, the Board is being asked to approve language in Board of Regents policy that replicates the language of s. 36.13, Wis. Stats.

The Tenure Policy Task Force, scheduled to begin meeting in late August 2015, will still be asked to review tenure policy and recommend any needed changes. The policy developed by that group, once approved by the Board, would supersede the policy adopted at the June 2015 meeting. This would be expected to occur by the spring of 2016.

According to the Association of Governing Boards, tenure is a major employment practice in higher education. Tenure has been considered central to ensuring academic freedom. Among public doctoral institutions, 99.5 percent have a tenure system, as do 98.6 percent of master's institutions, and 72 percent of baccalaureate institutions.

For the University of Wisconsin System, tenure has been codified in s. 36.13, Wis. Stats., which:

- a. permits the Board to grant faculty probationary and tenure appointments;
- b. specifies which faculty may be granted tenure;
- c. defines conditions under which a faculty member having tenure may be dismissed;
- d. places a time limit for a probationary appointment; and
- e. requires the Board to develop procedures for dismissal notice, hearings, and other tenure-related matters.

The proposed Regent Policy Document (Attachment A) maintains the provisions currently codified in s. 36.13, Wis. Stats. As noted, specific statutory language is not yet available. If the policy is adopted, it must comply with applicable state law.

RELATED REGENT POLICIES

None.

RPD __: FACULTY TENURE

DRAFT POLICY	NOTES
<p>Scope</p> <p>This policy describes the authority of the University of Wisconsin System Board of Regents to grant faculty tenure.</p>	<p>New language.</p>
<p>Purpose</p> <p>The purposes of this policy are to define who may be granted tenure, establish conditions under which a faculty member having tenure may be dismissed; and require UW System institutions to develop procedures for dismissal notice and hearing.</p>	<p>New language.</p>
<p>Definitions</p> <p>For the purpose of this policy, the following definitions are used:</p> <ul style="list-style-type: none"> (a) “Probationary appointment” means an appointment by the board held by a faculty member during the period which may precede a decision on a tenure appointment. (b) “Tenure appointment” means an appointment for an unlimited period granted to a ranked faculty member by the board. 	<p>New introductory phrase; definitions are from s. 36.13, Wis. Stats.</p>
<p>Policy Statement</p> <p>The Board of Regents shall provide tenure appointments within the following parameters:</p> <ol style="list-style-type: none"> 1. APPOINTMENTS <ul style="list-style-type: none"> (a) Except as provided under par. (b), the board may grant a tenure appointment only upon the affirmative recommendation of the appropriate chancellor and the appropriate academic department or its functional equivalent. Neither the chancellor nor the academic department or its functional equivalent may base a tenure recommendation upon impermissible factors, as defined by the board by rule. (b) The board may grant a tenure appointment without the affirmative recommendation of the appropriate academic department or its functional equivalent if all of the following apply: <ol style="list-style-type: none"> 1. The board has the affirmative recommendation of the appropriate chancellor. 2. A faculty committee authorized by the board by rule to review the 	<p>New introductory phrase.</p> <p>Language copied from s. 36.13, Wis. Stats.</p>

DRAFT POLICY	NOTES
<p>negative recommendation of the academic department or its functional equivalent finds that the decision of the academic department or its functional equivalent was based upon impermissible factors, as defined by the board by rule.</p> <p>3. The board has the affirmative recommendation of a committee appointed according to the policies and procedures of the appropriate institution to review the individual's record with reference to criteria for tenure published by the institution under procedures established by the board by rule. No person may be appointed to the committee under this subdivision unless the person is knowledgeable or experienced in the individual's academic field or in a substantially similar academic field. No member of the committee appointed under this subdivision may be a member of the academic department, or its functional equivalent, that made the negative recommendation. The committee appointed under this subdivision may not base its tenure recommendation upon impermissible factors, as defined by the board by rule.</p> <p>(c) A tenure appointment may be granted to any ranked faculty member who holds or will hold a half-time appointment or more. The proportion of time provided for in the appointment may not be diminished nor increased without the mutual consent of the faculty member and the institution subject only to sub. (5) <u>Section 4, "Procedural Guarantees,"</u> and s. 36.21.</p> <p>(d) A probationary appointment shall not exceed 7 consecutive academic years in a full-time position in an institution. A leave of absence, sabbatical or a teacher improvement assignment does not constitute a break in continuous service and shall not be included in the 7-year period. The board may promulgate rules specifying additional circumstances that do not constitute a break in continuous service and that shall not be included in the 7-year period.</p> <p>2. RULES</p> <p>The board and its several faculties after consultation with appropriate students shall promulgate rules for tenure and probationary appointments, for the review of faculty performance and for the nonretention and dismissal of faculty members. Such rules shall be promulgated under ch. 227.</p> <p>3. CONTINUATION OF APPOINTMENT</p> <p>(a) Any person who holds a tenure appointment under ch. 36, 1971 stats. and ch. 37, 1971 stats., and related rules on July 9, 1974 shall continue to hold tenure as defined under those chapters and related rules.</p> <p>(b) Any person who holds the equivalent of a probationary appointment under ch. 36, 1971 stats., and ch. 37, 1971 stats., and related rules on July 9, 1974 shall continue to enjoy the contractual rights and</p>	<p>Language copied from s. 36.13, Wis. Stats.</p> <p>Change is to point to the correct reference in policy.</p>

DRAFT POLICY	NOTES
<p>guarantees as defined under those chapters and related rules, and may elect to be considered for tenure according to the procedures existing under that appointment or under sub. (2) <u>Section 1, "Appointments."</u></p> <p>(c) Any person who is not a ranked faculty member on August 15, 1991, and who is also described under subd. 1. or 2. shall be treated as a faculty member with the rank of associate professor for all purposes:</p> <ol style="list-style-type: none"> 1. Any person who held an unranked faculty tenure appointment or unranked faculty concurrent tenure appointment under ch. 37, 1971 stats., prior to July 10, 1974. 2. Any person who held an unranked probationary appointment under ch. 37, 1971 stats., prior to July 10, 1974, and who subsequently received an unranked faculty tenure appointment or unranked faculty concurrent tenure appointment. <p>4. PROCEDURAL GUARANTEES</p> <p>Any person having tenure may be dismissed only for just cause and only after due notice and hearing. Any person having a probationary appointment may be dismissed prior to the end of the person's contract term only for just cause and only after due notice and hearing. The action and decision of the board in such matters shall be final, subject to judicial review under ch. 227. The board and its several faculties shall develop procedures for the notice and hearing which shall be promulgated by rule under ch. 227.</p> <p>5. LIMITATION</p> <p>Tenure and probationary appointments are in a particular institution. A tenure appointment is limited to the institution in which the appointment is held.</p>	<p>Language copied from s. 36.13, Wis. Stats.</p> <p>Change is to point to the correct reference in policy.</p>
<p>Oversight, Roles, and Responsibilities</p> <p>The Board of Regents delegates to the President of the UW System or his or her designee the authority to issue operational policies to implement and administer this policy. The Board further authorizes the President to delegate to individual chancellors the authority to implement this policy at their respective institutions within the parameters established by Regent Policy Documents, Wisconsin Administrative Code provisions, and University of Wisconsin System policies.</p> <p>Related Regent Policies and Applicable Laws</p> <p>Chapter 36, Wis. Stats. Chapters UWS 3, 4, 5 and 7, Wis. Admin. Code</p> <p>History</p>	<p>New language – consistent with standard format for RPDs.</p> <p>Delegates authority to UW System President and chancellors.</p> <p>New language</p> <p>New language</p>