

08/17/2018

BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM

I.1. Education Committee Agenda

Thursday, August 23, 2018
10:30 a.m. – 12:00 p.m.
Gordon Dining and Event Center, 2nd floor
770 W. Dayton Street
Symphony Room
Madison, Wisconsin

- a. Approval of the Minutes of the June 7, 2018 meeting of the Education Committee
- b. Report of the Vice President for Academic and Student Affairs
 - Update: UW Colleges and UW-Extension Restructuring Initiative
 - Update: UW System Math Initiative
- c. UW-Green Bay:
 - (1) Approval of the Bachelor of Science in Nursing
[Resolution I.1.c.(1)]
 - (2) Approval of the Master of Business Administration
[Resolution I.1.c.(2)]
- d. UW-Stevens Point:
 - (1) Approval of the Bachelor of Science in Finance
[Resolution I.1.d.(1)]
 - (2) Approval of the Bachelor of Science in Management
[Resolution I.1.d.(2)]
 - (3) Approval of the Bachelor of Science in Marketing
[Resolution I.1.d.(3)]
- e. Approval of UW-Madison's Request in Response to the Supplemental Proffer from the Vilas Trust Fund
[Resolution I.1.e.]
- f. Approval of a Correction to the 2018 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status
[Resolution I.1.f.]
- g. First Reading of the UW-River Falls Revised Mission Statement
- h. Presentation by Four Deans from UW System Schools and Colleges of Education, entitled: "Building a Strong Teacher Workforce for Wisconsin"
- i. Presentation by Dr. Carleen Vande Zande, UW System Associate Vice President for Academic Programs and Educational Innovation, entitled: "UW System Program Array Update"

Program Authorization (Implementation)
Bachelor of Science in Nursing
UW-Green Bay

EDUCATION COMMITTEE

Resolution I.1.c.(1):

That, upon the recommendation of the Chancellor of UW-Green Bay and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Nursing.

**NEW PROGRAM AUTHORIZATION
BACHELOR OF SCIENCE IN NURSING
UNIVERSITY OF WISCONSIN-GREEN BAY**

EXECUTIVE SUMMARY

BACKGROUND

The University of Wisconsin-Green Bay submits this request to establish a prelicensure Bachelor of Science in Nursing degree program. This proposal is presented in accord with the procedures outlined in Academic Planning and Program Review (SYS 102, revised July 2016, available at <https://www.wisconsin.edu/program-planning/>).

REQUESTED ACTION

Adoption of Resolution I.1.c.(1), authorizing the implementation of the Bachelor of Science in Nursing at the University of Wisconsin-Green Bay.

DISCUSSION

Program Description. The University of Wisconsin-Green Bay proposes to establish a Bachelor of Science in Nursing (BSN) degree program, which is designed for entry-level students who are not licensed as Registered Nurses (RN) and who do not hold Associates degrees. This program will complement two existing BSN degree completion programs that are designed for students who are licensed as RNs and who hold Associates degrees. These two existing programs are offered by UW-Green Bay in collaboration with the Northwestern Technical College and other UW institutions via distance education.

Implementation of the proposed degree program will expand capacity of UW-Green Bay to fulfill unmet student demand for a high-quality BSN degree at a reasonable tuition cost. The proposed program also responds to market demand, indicated by data showing a current and future shortage of registered nurses in Wisconsin (Wisconsin Hospital Association, 2017; Wisconsin Center for Nursing, 2013, 2016, 2017; U.S. Bureau of Labor Statistics, 2018). Moreover, the Green Bay area has four major healthcare systems that will support student clinical placements, including Hospital Sisters Health System (HSHS), Bellin Health, Aurora Bay Care, and Prevea.

Mission. The proposed BSN program will contribute directly to the mission of the UW System, UW-Green Bay, and the Nursing & Health Studies Department by extending knowledge and its application to serve society and contributing to interdisciplinary problem-focused learning and engaged citizenship (<http://www.uwgb.edu/chancellor/mission/>). Moreover, the new urban serving strategic vision of UW-Green Bay was designed to reshape academic programs to meet

the current and future workforce needs in the region, particularly in the areas of technology, manufacturing, health care, and global business.

Student and Market Demand. Student demand for a nursing program at UW-Green Bay is very high. Approximately 300 students apply to UW-Green Bay as pre-nursing majors each year. Because UW-Green Bay does not offer a prelicensure BSN, potential new freshmen choose not to enroll at UW-Green Bay, and current students who want to pursue a nursing major transfer to public, private, or technical nursing programs. Further, existing BSN programs within the UW System are unable to meet student enrollment. Approximately 50-80% of qualified applicants to baccalaureate nursing programs are denied admission to UW System Nursing Schools primarily due to capacity issues (Young et al., 2016). This is consistent with national trends (AACN, 2017a; Kavilanz, 2018).

This program will directly address Wisconsin workforce needs. Data from the Wisconsin Center for Nursing (WCN) RN Workforce Survey (2013, 2016, 2017), a comprehensive market demand report, project there will be a nursing shortage both nationally and in Wisconsin due to anticipated retirements, insufficient numbers of new nurse graduates, and growing healthcare needs of the aging population. Consequently, it is estimated that the shortage of registered nurses in Wisconsin will increase to nearly 20,000 by 2035, representing a 35% shortfall. Conversely, the recent Wisconsin Hospital Association report (2017) indicates that the supply of nurses must grow to meet increasing demands for healthcare. By 2020, Wisconsin will need an additional 7,500 new nursing graduates to meet the demand; therefore, a doubling of the current number of nursing graduates is necessary.

Support for this program also is present from many constituent groups within the region, including the UW-Green Bay Council of Trustees Program and Initiative Advisory Committee (PIAC) and community healthcare organizations. Community healthcare leaders have agreed to be part of an advisory committee for this program, and leaders of healthcare organizations in the community strongly support this program as a means to increase the number of nursing graduates in Wisconsin.

Finally, the U.S. Bureau of Labor Statistics' Wisconsin-specific wage data for registered nurses indicates an average hourly wage of \$32.65, equivalent to an annual full-time mean wage of \$69,200, making the registered nursing profession an attractive, reliable field for new professionals.

Learning Outcomes, Credit Load, and Tuition. Nursing students will develop intellectual, scientific, technological, and professional knowledge and skills to contribute to healthcare systems, communities, and the evolving global society as professional nurses. Students will learn to address problems by applying knowledge gained through clinical experiences, didactic education, and research inquiry to improve healthcare outcomes. They also will develop skills in assessment, diagnosis, and intervention to improve clinical outcomes, as well as core competencies in interdisciplinary communication and collaboration by engaging with students from across the campus, learning how to function effectively in health care teams.

The program will charge standard tuition of \$262.43 per credit and segregated fees of \$65.83 per credit. Full-time students, enrolled in 12-18 credits for fall and spring terms, pay \$7,878 per year, of which \$6,298.32 is attributable to tuition. Other costs will include books (estimate of \$800), meal plan (\$2,790), and housing (\$4,020). In addition to tuition, students will pay a program fee of \$1,000 per semester beginning their second semester in the nursing major and for each subsequent semester. This fee will cover expenses such as skills lab disposable equipment, pre-licensure testing software, and clinical courses that require lower instructor-to-student ratios. The fee will be comparable to additional clinical course fees applied at other UW System institutions.

Program Funding and Management. The proposed program will be administered by the College of Health, Education, and Social Welfare, and it will complement the two accredited BSN completion programs currently offered. Thus, the proposed program will leverage current facilities, as well as some faculty and staff.

Additional faculty and staff will be added in order to build capacity to serve students. It is anticipated that over the first three years of the program, 6.5 FTE new instructional staff will be added, and 3.0 FTE current faculty appointment lines will be used. One and one-half (1.5) FTE new lecturers will be added in year one, 2.5 FTE new lecturers will be added in year two, and an additional 2.5 FTE new lecturers will be added in year three. As well, 3.0 FTE tenure track faculty will be appointed via a transfer of positions out of open faculty appointment lines to the nursing program that are available through institutional fund 102. This will include the addition of a 1.0 FTE tenure track faculty position in year two, and the addition of 2.0 FTE tenure track in year three. Therefore, by the end of year five, it is anticipated that 9.5 FTE will provide instruction. Figures do not account for additional ad hoc lecturers that may be needed if enrollment figures exceed those estimated.

RELATED REGENT AND UW SYSTEM POLICIES

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

UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting.

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BACHELOR OF SCIENCE IN NURSING (PRELICENSURE)
AT UW-GREEN BAY
PREPARED BY UW-GREEN BAY**

ABSTRACT

The University of Wisconsin-Green Bay proposes to establish a prelicensure Bachelor of Science in Nursing (BSN). This entry-level program is designed for students who do not hold RN licensure. The proposed program will complement the accredited BSN completion program that is currently offered by UW-Green Bay, on campus and collaboratively with other UW institutions via distance education. The BSN completion program provides students who hold RN licensure and an associate degree or diploma in nursing, an opportunity to complete BSN program requirements. Implementation of the prelicensure BSN program will expand capacity of UW-Green Bay to fulfill unmet student demand for a high-quality BSN degree at a reasonable tuition cost. The proposed program also responds to market demand, indicated by data showing a current and future shortage of registered nurses in Wisconsin (Wisconsin Hospital Association, 2017; Wisconsin Center for Nursing, 2013, 2016, 2017; U.S. Bureau of Labor Statistics, 2018). Graduates will be prepared to practice as Registered Nurses (RN) and provide healthcare in the region. The program will be comprised of 122 credits.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin (UW)-Green Bay

Title of Proposed Program

Bachelor of Science in Nursing (BSN)

Degree/Major Designations

Bachelor of Science in Nursing (BSN)

Mode of Delivery

Single institution, residential, primarily face-to-face instruction

Projected Enrollments by Year Five

Table 1 represents projected student enrollment to and graduation from the degree program for the first five years. Students will be admitted to the prelicensure program after completing a minimum of 30 credits, and will begin the nursing major in their sophomore year. Year 1 represents students with sophomore standing who are entering the first year in the nursing major. A new cohort of students will be admitted to the nursing major each fall semester, beginning in Fall 2020. Retention rates are calculated to be 90-95%, and are consistent with data from the National Student Clearinghouse Research Center (2018), National League for Nursing (n.d.), and information received in consultation with several Deans of Schools of Nursing.

Table 1: Five-year BSN Student Enrollment and Graduation Projections

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New students admitted	48	48	48	48	48
Continuing students	0	43	84	84	84
Graduating students	0	0	41	41	41
Total enrollment	48	91	132	132	132

Tuition Structure

Students enrolled in the prelicensure BSN program will pay standard tuition of \$262.43 per credit and segregated fees of \$65.83 per credit. For 2017-18, UW-Green Bay residential tuition and segregated fees total \$328.26 per credit. Full-time students enrolled in 12-18 credits for fall and spring terms pay \$7,878 per year, of which \$6,298.32 is attributable to tuition. Other costs will include books (estimate of \$800), meal plan (\$2,790), and housing (\$4,020).

In addition to tuition, students will pay a program fee of \$1,000 per semester beginning their second semester in the nursing major and for each subsequent semester. This fee will cover expenses such as skills lab disposable equipment, prelicensure testing software, and clinical courses that require lower instructor-to-student ratios. The fee will be comparable to additional clinical course fees applied at other UW System institutions. For example, students enrolled in the UW-Milwaukee nursing program pay an additional \$31.52 per credit for nursing clinical courses. UW-Oshkosh also charges additional course fees in nursing courses. These fees are currently \$100 for each clinical course, \$183 per course for select lecture courses, and \$1,350 for NURS 204.

Department or Functional Equivalent

The proposed program will reside within the Department of Nursing and Health Studies.

College, School or Functional Equivalent

The proposed program will reside within the College of Health, Education, and Social Welfare.

Proposed Date of Implementation

The program will launch Fall 2019. Students will begin the nursing curriculum in the 2020-21 academic year.

INTRODUCTION**Rationale and Relation to Mission**

The addition of the prelicensure BSN program will address the growing shortage of BSN-prepared nurses in Wisconsin and the nation (American Association of Colleges of Nursing [AACN], 2017a). This program will directly address Wisconsin workforce needs. According to the WCN Workforce Report (2016), over 85% of all nursing school graduates live and practice in the state.

The proposed BSN program will contribute directly to the mission of the UW System, UW-Green Bay, and the Nursing & Health Studies department by extending knowledge and its application to serve society and contributing to interdisciplinary problem-focused learning and

engaged citizenship (<http://www.uwgb.edu/chancellor/mission/>). Students will develop intellectual, scientific, technological, and professional knowledge and skills to contribute to healthcare systems, communities, and the evolving global society as professional nurses. Students will learn to address problems by applying knowledge gained through clinical experiences, didactic education, and research inquiry to improve healthcare outcomes. Students will develop skills in assessment, diagnosis, and intervention to improve clinical outcomes. Nursing students will develop core competencies in interdisciplinary communication and collaboration by engaging with students from across the campus, learning how to function effectively in health care teams.

The new urban-serving strategic vision of UW-Green Bay was designed to reshape academic programs to meet the current and future workforce needs in the region, particularly in the areas of technology, manufacturing, health care, and global business. The proposed BSN program strongly supports the university's strategic priorities to grow the size and array of academic programs within the university, and instill the benefits of interdisciplinary thinking and learning (<http://www.uwgb.edu/chancellor/mission/vision.asp>).

Support for this program is present from many constituent groups within the region, including the UW-Green Bay Council of Trustees Program and Initiative Advisory Committee (PIAC) and community healthcare organizations. Community healthcare leaders have agreed to be part of an advisory committee for this program, and leaders of healthcare organizations in the community strongly support this program as a means to increase the number of nursing graduates in Wisconsin.

Need as Suggested by Student Demand

Student demand for a nursing program at UW-Green Bay is very high. Approximately 300 students apply to UW-Green Bay as pre-nursing majors each year. Because UW-Green Bay does not offer a prelicensure BSN, potential new freshmen choose not to enroll at UW-Green Bay, and current students who want to pursue a nursing major transfer to public, private, or technical nursing programs.

Further, existing BSN programs within the UW System are unable to meet student enrollment. Approximately 50-80% of qualified applicants to baccalaureate nursing programs are denied admission to UW System Nursing Schools primarily due to capacity issues (Young et al., 2016). This is consistent with national trends (AACN, 2017a; Kavilanz, 2018). Leaders at healthcare organizations have indicated that they will make clinical spots available to UW-Green Bay nursing students.

Need as Suggested by Market Demand

Data from the Wisconsin Center for Nursing (WCN) RN Workforce Survey (2013, 2016, 2017), a comprehensive market demand report, project that there will be a nursing shortage both nationally and in Wisconsin due to anticipated retirements, insufficient numbers of new nurse graduates, and growing healthcare needs of the aging population. A recent survey of practicing Wisconsin RNs found that over 42% of respondents indicated they intend to continue to provide direct patient care for 10 years or less (WCN, 2017). Consequently, it is estimated that the shortage of registered nurses in Wisconsin will increase to nearly 20,000 by 2035, representing a

35% shortfall. Currently, Wisconsin nursing schools graduate approximately 3,000 new nurses per year (Wisconsin Center for Nursing, 2015). Of these, 55% earn baccalaureate degrees, and the remainder earn associate degrees.

The recent Wisconsin Hospital Association report (2017) indicates that the supply of nurses must grow to meet increasing demands for healthcare. By 2020, Wisconsin will need an additional 7,500 new nursing graduates to meet the demand; therefore, a doubling of the current number of nursing graduates is necessary. Further, according to the same report, employers are increasingly requiring its nursing staff to hold a BSN, in Wisconsin and nationally. This follows the findings of the Institute of Medicine found in the *Future of Nursing* report, recommending that 80% of the nursing workforce should have a baccalaureate degree in nursing by 2020 (IOM, 2010). Much research has shown that healthcare organizations with larger numbers of BSN-prepared nurses have lower patient mortality rates (Aiken, Cimiotti, Sloane, Smith, Flynn, & Neff, 2011).

The U.S. Bureau of Labor Statistics (2018) projects a registered nurse employment growth of 14.8% in the 2016-2026 period, which is double the national average of 7.4% for other occupational openings. The annual average for registered nursing occupational exists is 90.9%, which, when combined with the transfer-out rate leads to average annual occupational separations of 159.9%. The U.S. Bureau of Labor Statistics (2018) also indicates that the Wisconsin occupational location quotient, or the concentration ratio for Wisconsin, is 0.97, the same as the national average. The Wisconsin Department of Workforce Development's Long Term Industry Employment Projections (2018) show a 13.47% average growth rate for the health care and social assistance industry for the 2014-2024 period, twice the overall state average of 6.02%. Finally, the U.S. Bureau of Labor Statistics' Wisconsin-specific wage data for registered nurses indicates an average hourly wage of \$32.65, equivalent to an annual full-time mean wage of \$69,200, making the registered nursing profession an attractive, reliable field for new professionals to enter.

DESCRIPTION OF PROGRAM

General Structure

The BSN will be delivered primarily face-to-face (lecture and lab) with some online instruction and clinical rotations at healthcare settings in northeast Wisconsin and surrounding communities. The Green Bay area has four major healthcare systems willing to support clinical placements (i.e., Hospital Sisters Health System (HSHS), Bellin Health, Aurora Bay Care, Prevea), in addition to long-term care, rehabilitation, and community settings.

Curriculum will integrate American Association of Colleges of Nursing (AACN) *Essentials of Baccalaureate Education for Professional Nursing Practice* and recommendations from AACN's Vision for Nursing Education Task Force. The 122-credit curriculum includes courses from the physical, life, and social sciences, humanities, and arts, along with the nursing curriculum. Required didactic and clinical nursing courses include lower- and upper-level courses such as nursing fundamentals, medical/surgical, pediatric, community/population health, and leadership courses. Students may complete the program in four years.

Institutional Program Array

The proposed program complements the existing academic programs offered at UW-Green Bay, including the BSN Completion program, Master of Science in Nursing (MSN), and health studies programs. The existing BSN Completion program enrolls students with an Associate Degree in Nursing (ADN) who desire to complete upper-level nursing courses required for the BSN degree. BSN Completion courses are delivered on-campus and online to Wisconsin residents through the UW BSN@Home collaborative degree program, and online to nonresidents through the UW-Green Bay BSN-LINC program. The UW-Green Bay MSN in Leadership and Management in Health Systems program started in 2013. UW-Green Bay also participates in two additional UW collaborative programs: the B.S. in Health Information Management and Technology and the M.S. in Health and Wellness Management. The Nursing and Health Studies department in the College of Health, Education, and Social Welfare administers all of these programs. Departments at UW-Green Bay that offer general education and science courses support these nursing and health studies programs. The proposed program will benefit from interprofessional collaboration with other professional programs such as Social Work and Nutrition/Dietetics.

Other Programs in the University of Wisconsin System

Four UW System institutions, UW-Madison, UW Milwaukee, UW-Oshkosh, and UW-Eau Claire, offer a prelicensure undergraduate BSN degree. Six institutions, those listed above plus UW-Green Bay and UW-Stevens Point, offer the BSN Completion programs, both on-campus and via distance education through the BSN@HOME collaborative degree. Two institutions, UW-Madison and UW-Oshkosh, offer an accelerated BSN; however, these programs are available only to students seeking a second bachelor degree. Deans of UW System nursing programs are supportive of UW-Green Bay's proposed program and the opportunity it represents to increase the number of registered nurses in Wisconsin.

Collaborative Nature of the Program

Collaborative efforts beyond those already established with other UW System institutions are not planned at this time due to program capacity and geography, although growth in overall nursing enrollments are needed in the state. However, UW-Green Bay is exploring opportunities to create efficiencies within the College of Health, Education, and Social Welfare in program delivery, for example, by offering some courses with BSN Completion to students, collaboration with health-related programs (e.g., nutrition/dietetics), and resource-sharing options with clinical settings in the region.

Diversity

It is important that the nursing workforce in Wisconsin reflect the diversity within communities and the state. The current nursing workforce is 93% female and 94% White (WCN, 2018). Creating a diverse university that reflects the community is central to the UW-Green Bay Strategic Vision and priorities (<http://www.uwgb.edu/chancellor/mission/vision.asp>). UW-Green Bay is committed to achieving a diverse workforce and to maintaining a community that welcomes and values a climate supporting equal opportunity and difference among its members. Faculty and staff within the College of Health, Education, and Social Welfare represent diversity with respect to race/ethnicity, gender, age, religion, sexual orientation, academic background,

and life experience. UW-Green Bay will continue to apply inclusive practices in recruitment and hiring of faculty and instructional staff.

The campus engages in several strategic initiatives to recruit a more diverse student population, and offers a wide range of experiences and perspectives to its students. The admission procedure for this program will use a holistic review of applicants that goes beyond GPA, ACT scores, and high school courses. As well, the Office of Admissions supports recruiters specialized in working with multicultural and bilingual students. In fall 2017, UW-Green Bay added a Vice Chancellor for Student Affairs and Campus Climate to the Chancellor's Cabinet to improve, in part, campus initiatives on diversity and inclusivity. This position will play a critical role in furthering campus efforts to attract and support a diverse campus community reflective of the metropolitan area served by UW-Green Bay.

Once enrolled, UW-Green Bay student success is supported in many ways. UW-Green Bay's required first-year seminar is a high-impact learning experience designed to bridge the transition from high school to college. This course incorporates development of communication skills (written and oral) and information literacy skills. First-year seminar maintains a lower student enrollment cap to allow the instructor to support students through this new transition. Academic support services (e.g., advising, library, tutoring, and technology support) are in place at UW-Green Bay to foster student success. As well, students have access to a broad array of student organizations and institutional resources and offices that offer resources and services to promote academic success and personal growth of students. The UW-Green Bay MultiEthnic Student Affairs Office promotes better understanding of diverse communities and serves as resources for students, faculty, and staff.

College initiatives over the past several years have prioritized inclusive excellence and faculty professional development supportive of inclusivity and diversity within the curricula. The Center for Assessment of Teaching and Learning offers regular workshops and panel discussions to address the complexities of inclusivity and diversity. Within the proposed curriculum, theoretical perspectives, course content and clinical experiences related to diversity and culturally congruent nursing interventions will be included.

Program/Student Learning Outcomes

Nursing program learning outcomes will incorporate the American Association of Colleges of Nursing (AACN) *Essentials of Baccalaureate Education for Professional Nursing Practice* (2008). Graduates of the nursing program will be able to:

1. Use knowledge from liberal and interdisciplinary problem focused education as a basis for nursing practice.
2. Use knowledge and skills in leadership, quality improvement and patient safety to provide high quality healthcare.
3. Engage in a systematic process of evaluation, translation, and application of scientific evidence to inform nursing practice.
4. Recognize the role of information management and patient care technologies to improve patient care outcomes.
5. Examine how healthcare policies, including financial and regulatory, influence healthcare systems and nursing practices.

6. Integrate interprofessional communication and collaborative skills to optimize holistic patient care.
7. Apply health promotion, disease and injury prevention strategies to improve population health.
8. Promote professionalism and model the values of altruism, autonomy, caring, human dignity, integrity and social justice in nursing practice.
9. Synthesize previous and newly acquired knowledge, theory, skills, and attitudes to address health care needs of culturally diverse individuals and populations across the continuum of healthcare environments.

In addition to the nursing learning outcomes, the general education program allows students to strengthen academic skills, broaden intellectual horizons, explore new academic areas, reflect on personal values, and enhance ability to solve problems, think critically, and communicate effectively. Students take courses in six broad domains: fine arts, humanities, social sciences, natural sciences, ethnic studies, and world culture.

Assessment of Objectives

In accordance with institutional, departmental, and accreditation requirements, evaluation methods for this program will examine outcomes associated with several criteria. These include the quality of program applicants; student performance in nursing courses; graduation rates; performance on the National Nursing Licensure Exam (NCLEX); patterns of program graduate employment; program graduate, alumni, and employer perceptions of achievement and satisfaction relative to program outcomes; program graduate admission to or attainment of advanced degrees; and curriculum review and development. Data will be collected and reviewed annually by the nursing program, as well as the UW-Green Bay Office of Institutional Research & Assessment. Student learning outcomes will be assessed by performance in didactic, skills, and clinical courses. Nursing licensure information will be obtained after graduation from the National Council of State Boards of Nursing, and reported quarterly.

Program Curriculum

The program comprises 122 credits, of which 18 represent general education coursework not completed via nursing support or nursing major courses, which are listed below.

<u>Nursing Support Courses</u>	39 credits
Expository Writing	3 credits
Intro to Psych	3 credits
Biology 201/202	4 credits
Intro to Human Development	3 credits
Chemistry 108/109	4 credits
Anatomy & Physiology	5 credits
Microbiology 302	4 credits
Adulthood & Aging	3 credits
Statistical Methods	4 credits
Nutrition Science	3 credits
Speech or Communication course	3 credits
<i>Total Required Nursing Support & Gen Education Courses</i>	57 credits

Nursing Major Courses

Sophomore Spring Semester

Foundations of Professional Nursing Practice	9 didactic; 4 clinical/lab 3 credits
Pathophysiology	3 credits
Foundations of Patient Centered Care-Healthy Aging & Chronic Care Management	3 credits
Foundational Nursing Skills	2 credits
Clinical/Lab/Simulation (Long Term Care)	2 credits

Junior Fall Semester

Pharmacology for Nursing Practice	9 didactic; 4 clinical/lab 3 credits
Alterations in Health & Illness I	3 credits
Health Assessment (includes 1 cr. lab)	3 credits
Advanced Skills	2 credits
Clinical/Lab/Simulation: Alterations in Health & Illness I	2 credits
Statistical methods	* See above

Junior Spring Semester

Information Management and Health Care Technology	9 didactic; 2 clinical/lab 3 credits
Alterations in Health & Illness II	3 credits
Environmental Sustainability for Health Systems	3 credits
Clinical/Lab/Simulation: Alterations in Health & Illness II	2 credits
Gen Ed or Nursing Support	* See above

Senior Fall Semester

Research & Evidence-Based Practice	12 didactic; 3 clinical/lab 3 credits
Care of the Childbearing Family (Peds & OB)	3 credits
Clinical: Care of the Childbearing Family	1 credit
Mental Health Care Management	3 credits
Clinical: Mental Health Care Management	1 credit
Community Health Nursing	3 credits
Clinical: Community Health Nursing	1 credit

Senior Spring Semester

Alterations in Health & Illness III: Complex Care	9 didactic; 4 clinical/lab 3 credits
Clinical/Simulation Immersion: Care Transitions	4 credits
Leadership in Professional Nursing Practice	3 credits
Selected Topics (Electives) in Nursing (genetics, complementary therapies)	3 credits

Total Nursing credits

65 credits

A number of the courses required for the BSN are already offered at UW-Green Bay, including general education courses from the physical, life, and social sciences, humanities, and

arts, as well as select upper-level nursing courses such as Information Management and Healthcare Technology, and Community Health Nursing.

An important aspect of the nursing curriculum will be the provision of clinical experiences in a variety of regional health settings. UW-Green Bay has numerous existing agreements for clinical sites for the BSN Completion program. Additional agreements with regional health systems will be established for clinical instruction. As a member of the Green Bay Healthcare Alliance, the UW-Green Bay Nursing department is well-positioned to establish needed clinical agreements. In addition, program faculty and staff will explore creative solutions to create additional clinical sites in the community, given existing capacity and usage of clinical sites by other nursing and health-related programs in the region.

Six doctoral-prepared nursing faculty and a number of master's and doctoral-prepared associate lecturers currently teach in the BSN Completion and Master of Science in Nursing (MSN) programs. These faculty and staff will also provide some instructional support to the proposed BSN. A total of 9.5 FTE clinical faculty will be added for the prelicensure program. Existing nursing advisors and a clinical coordinator provide support to students from admission to graduation. Other personnel needs are described in the budget worksheet and narrative.

Campus facilities and resources are available for didactic and lab courses including the infrastructure for courses delivered via hybrid and online formats. The current nursing clinical lab contains 12 stations, simulation mannequins, and equipment for clinical skill development and learning-related technologies. Clinical simulation experiences will be handled through upgrades to the existing nursing lab and rental or partnership for high fidelity clinical simulation with an area health systems or educational institution.

Projected Time to Degree

The program is designed so that students will enroll full-time and complete the program in four years.

Program Review Process

UW-Green Bay maintains a practice of regular program reviews of all academic programs every seven years. Program reviews evaluate the effectiveness of a program, as well as areas such as learning outcomes, results of annual student learning outcome assessments, and trends in program enrollment and graduation rates. Consistent with the UW-Green Bay Program Review and Student Learning Outcome Policy and Procedure (<http://www.uwgb.edu/provost/policies/APRSOA-Procedures-2015-2016.pdf>), the prelicensure baccalaureate program will be reviewed on a seven-year cycle by the department; Dean of the College of Health, Education, and Social Welfare; Academic Affairs Council (AAC); and Provost. The AAC forwards all recommendations and decisions to the Faculty Senate and provides advice regarding issues of undergraduate-level education policy and implementation. In addition, program chairs are responsible for coordinating an annual student learning outcome assessment and submitting a report for review by the Academic Program Assessment Subcommittee of the University Accreditation and Assessment Committee. Program review reports are available on a website maintained by the Provost's office.

Accreditation

Current nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE). The proposed program will seek CCNE accreditation (including an on-site evaluation) within two years of acceptance as a new program applicant. The Wisconsin Board of Nursing (Department of Safety and Professional Services) and the Higher Learning Commission (HLC) will be informed of the new program. Approval from HLC is not required as UW-Green Bay is currently approved to offer nursing programs.

References

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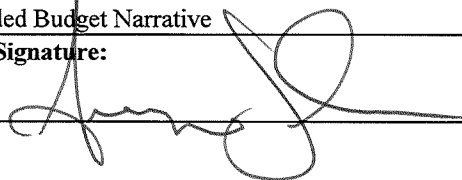
University of Wisconsin - Green Bay
Cost and Revenue Projections for Proposed B.S. in Nursing

	Items	Projections				
		AY 2021	AY 2022	AY 2023	AY 2024	AY 2025
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	48	48	48	48	48
	Enrollment (Continuing Student) Headcount	0	43	84	84	84
	Enrollment (New Student) FTE	48	48	48	48	48
	Enrollment (Continuing Student) FTE	0	43	84	84	84
II	Total New Credit Hours (# new sections x credits per section)	29	50	42	0	0
	Existing Credit Hours (# existing sections x credits per section)	0	32	91	123	123
III	FTE of New Faculty/Instructional Staff	1.50	2.50	2.50	0.00	0.00
	FTE of Current Fac/IAS	0.00	2.50	7.00	9.50	9.50
	FTE of New Admin Staff	1.00	0.25	0.00	0.00	0.00
	FTE Current Admin Staff	0.50	1.50	1.75	1.75	1.75
IV	New Revenues					
	<i>From Gen Ed & Nursing Support Courses Tuition</i>	\$ 566,849	\$ 566,849	\$ 578,186	\$ 578,186	\$ 589,749
	<i>From Nursing Tuition</i>	\$ 151,160	\$ 421,987	\$ 693,823	\$ 693,823	\$ 707,699
	<i>From Nursing Fees</i>	\$ 48,000	\$ 134,000	\$ 220,320	\$ 220,320	\$ 224,727
	Total New Revenue	\$766,008	\$1,122,836	\$1,492,329	\$1,492,329	\$1,522,176
V	New Expenses					
	Salaries plus Fringes					
	<i>Faculty/Instructional Staff</i>	\$137,638	\$440,573	\$804,166	\$809,366	\$830,430
	<i>Other Staff & Director of Program</i>	\$132,175	\$176,594	\$172,167	\$190,570	\$194,381
	Other Expenses					
	<i>Simulation facility costs</i>	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
	<i>Prelicensure testing software</i>	\$29,000	\$29,000	\$29,000	\$29,000	\$29,000
	<i>Laboratory Supplies/Disposables</i>	\$25,000	\$25,500	\$26,010	\$26,530	\$27,061
	<i>Marketing</i>	\$15,000	\$15,300	\$15,606	\$15,918	\$16,236
	<i>Professional Development, travel, and S&E</i>	\$13,750	\$28,250	\$43,000	\$43,000	\$43,000
	<i>Accreditation</i>	\$2,800	\$10,856	\$8,913	\$2,971	\$3,031
	Total Expenses	\$370,363	\$741,072	\$1,113,862	\$1,132,356	\$1,158,140
VI	Net Revenue	\$395,646	\$381,764	\$378,467	\$359,973	\$364,036

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

See appended Budget Narrative

Provost's Signature:



Date:

28 July 18

UNIVERSITY OF WISCONSIN - GREEN BAY
COST AND REVENUE PROJECTIONS NARRATIVE
BACHELOR OF SCIENCE IN NURSING (PRELICENSURE)

Introduction

The University of Wisconsin-Green Bay proposes to establish a prelicensure Bachelor of Science in Nursing (BSN). This entry-level program is designed for students who do not hold Registered Nurse (RN) licensure. The proposed program will complement the accredited BSN completion program that is currently offered by UW-Green Bay, on campus and collaboratively with other UW institutions via distance education. The program will leverage current facilities, as well as some faculty and staff. Additional faculty and staff will be added in order to build capacity to serve students. Students will take general and nursing support courses during their freshman year, and begin program requirements during their sophomore year.

Section I - Enrollment

Annually, beginning in Fall 2019, it is anticipated that 66 new freshmen will enroll as pre-nursing students. Beginning in Fall 2020, and based on UW-Green Bay freshman to sophomore retention rates for full-time non-declared freshmen, it is expected that 48 sophomore students will matriculate into the BSN program each year. Once matriculated to the BSN program, the model assumes a retention rate of 90% from sophomore to junior year and 95% retention from junior to senior year. Note, enrollments presented in the request for authorization document (Table 1) reflect only students who are enrolled in the BSN program. Enrollments presented in this narrative include pre-nursing students, as the program budget accounts for these revenues.

Section II - Credit Hours

The program requires students to complete 122 credits of coursework, of which 65 credits represent nursing courses. Some nursing courses (i.e., skills and clinical) require lower faculty-to-student ratios, and thus numerous sections of these courses will need to be offered. New nursing coursework and number of sections of each course, totaling 121 credits, will be added as follows:

- In Year 1, 29 new credits will be added for new students entering with sophomore standing: Three 3-credit didactic courses, four sections of one 2-credit skills course, and six sections of one 2-credit clinical course.
- In Year 2, 50 new credits will be added for students with junior standing: Four 3-credit and one 2-credit didactic courses, eight sections total of one 2-credit and one 1-credit skills courses, and twelve sections total of two 2-credit clinical courses.
- In Year 3, 42 new credits will be added for students with senior standing: Four 3-credit didactic courses, 0 skills courses, and three 1-credit plus one 4-credit clinical courses totaling 18 sections (14 + 4 sections each).

No existing courses will be offered in Year 1. In Year 2, the 32 credits of existing courses will be offered, representing the 29 credits offered as new in Year 1, plus one 3-credit existing didactic course for juniors. In Year 3, the 91 existing credits will be offered, representing the 82 credits offered new or existing in Year 2 to juniors and sophomores, plus three 3-credit existing didactic courses. By Year 4, all proposed new courses will have been offered.

Section III - Faculty and Staff Appointments

Over the first three years of the program, 6.5 FTE new instructional staff will be added, and 3.0 FTE current faculty appointment lines will be used. One and one-half (1.5) FTE new lecturers will be added in Year 1, then 2.5 FTE new lecturers will be added in Year 2, and an additional 2.5 FTE new lecturers will be added in Year 3. As well, 3.0 FTE tenure track faculty will be appointed via a transfer of positions out of open faculty appointment lines to the nursing program that are available through institutional fund 102. This will include the addition of a 1.0 FTE tenure track faculty position in Year 2, and the addition of 2.0 FTE tenure track in Year 3. Therefore, by the end of Year 5, it is anticipated that 9.5 FTE will provide instruction. Figures do not account for additional ad hoc lecturers that may be needed if enrollment figures exceed those estimated.

Over the first three years of the program, 1.25 FTE new administrative staff will be added, and 0.50 FTE current administrative appointments will be used to support the program. New academic staff appointments will include 0.5 FTE director. New university staff appointments will include a 0.25 FTE clinical/skills coordinator and a 0.5 FTE administrative support position. Existing FTE will include a 0.5 FTE advisor who is currently in place.

Section IV - Program Revenues

Tuition Revenues

Three revenue sources will be used to fund program expenses. All tuition revenue calculations are based on a full-time single semester tuition rate of \$3,149.16 (2018-19 rates). Program fees are calculated at a rate of \$1,000 per student per semester.

Gen Ed & Nursing Support Courses Tuition: These revenues are attributable to the 57 credits of general education and nursing support courses that students will take primarily in their freshman and sophomore years. Revenues in this area are estimated by modeling an enrollment of 66 new freshmen pre-nursing students in Year 1, and by conservatively applying the UW-Green Bay freshman retention rate of 73% (representing fall 2017 data for full-time, non-declared freshmen). This yields 48 sophomore students who are expected to continue to the BSN program. Likely, this is an underestimation of actual enrollment and revenues. Both higher program interest and higher retention rates are expected based on market demand and experience with the current BSN completion NURSE 1-2-1 program.

Students will take two semesters of general education and nursing support courses as freshmen, for a sub-total of \$415,689 in tuition (66 freshmen enrollments), plus an additional semester of coursework during the sophomore year, for a sub-total of \$151,160 in tuition revenue (48 sophomores enrollments). Total tuition revenues attributable to general education and nursing support courses are expected to be \$566,849, per year. Figures account for 2% tuition increases in Years 3 and 5.

Nursing Tuition: These revenues are attributable to the 65 credits of nursing coursework that students will take beginning their sophomore year. Revenues in this area are estimated by modeling an annual enrollment of 48 new students who will take one semester's worth of nursing classes during their sophomore year. Beginning in Year 2, nursing tuition revenues

represent those attributable to sophomores, plus two semesters of nursing classes taken each year by continuing students in their junior and senior years.

Materials and Resource Program Fees: An additional \$1,000 fee per student per semester will be charged during each of the sophomore (second semester only), junior, and senior years. These revenues will be used to cover precicensure testing fees, software, and ongoing lab/simulation expenses.

Section V - Program Expenses

Expenses - New Salary and Fringe

Faculty and Instructional Staff: Faculty and lecturer salary and fringe expenses reflected in the cost and revenue spreadsheet were calculated using salary ranges, and were applied to the FTE described in Section III. Ad hoc instructional salaries were calculated using a per-credit rate. Fringe was calculated for academic/ad hoc instructional staff, but was not calculated for faculty appointment lines (i.e., 102 fund faculty positions). Year-one fringe rates are expected to be 43% of salary, an annual 2% increase for salary and fringe is assumed.

Administrative Staff: Administrative staff salary and fringe expenses reflected in the cost and revenue spreadsheet were calculated using salary ranges, and were applied to the FTE described in Section III. Year-one fringe for the program director is expected to be 43% of salary. Year-one fringe for university staff positions is expected to be 70% of salary. An annual 2% increase for salary and fringe is assumed.

Other Expenses

Facilities Costs: Includes \$15,000 to cover the cost of renting simulation laboratory facilities from regional partners. Estimates are based on current rates provided by Bellin College, Green Bay, WI to UW-Green Bay in spring 2018.

Laboratory Supplies and Disposables. Includes the cost of equipment, maintenance and disposable supplies for clinical skills/simulation laboratories, estimated at \$25,000 per year.

Program Marketing. Includes \$15,000 per year for print, radio, outdoor, and digital marketing of the new program, and for building brand strength for UW-Green Bay Health Science programs.

Professional Development, Travel, and S&E. Ongoing professional development for faculty/staff is critical in a professional nursing program and amounts are estimated on a per faculty/staff basis. Additional costs are associated with travel to clinical sites.

Accreditation: Membership in the American Association of Colleges of Nursing (AACN) and accreditation through the Commission on Collegiate Nursing Education (CCNE) is necessary for nursing programs and in place with UW-Green Bay's existing BSN completion and graduate nursing programs. The budget reflects a proportional share of the membership/accreditation expenses at an annual cost of \$2800, plus costs associated with required conference attendance (e.g., AACN Baccalaureate Education Conference) for \$3000 in Year 2 and \$6000 in Year 3. Estimates include a 1% annual increase.

Section VI - Net Revenue

A significant portion of the income available within this category will be used to cover a required expansion of support courses in general biology, microbiology, anatomy and physiology, chemistry, and general education courses.



Date: June 7, 2018

Re: Authorization to Implement: A Pre-Licensure Bachelor of Science in Nursing (BSN)

Dear President Cross,

I endorse this program and share that the University of Wisconsin Green Bay has a strong commitment to adding a pre-licensure Bachelor of Science in Nursing (BSN) to our program array. The program gained final, formal support from shared governance at Faculty Senate on April 25, 2018. The program is designed to satisfy all requirements specified by the American Association of Colleges of Nursing. The program will be funded primarily through new program revenue and semester fees for laboratory supplies, testing software, and clinical courses. The proposed program will address the student demand for a pre-licensure program at UW-Green Bay and growing shortage of nurses in Wisconsin and the nation.

The pre-licensure BSN program will be housed in the College of Health, Education and Social Welfare, complimenting the existing RN-BSN completion program, NURSE 1-2-1 program, and Master of Science in Nursing (MSN) program. The entry-level BSN degree will be delivered primarily face-to-face (lecture and lab) with some online instruction and clinical rotations at healthcare settings in northeast Wisconsin and surrounding communities. Upon completion of the program, graduates will be prepared to practice as Registered Nurses (RN) and provide healthcare in the region. National initiatives are pushing for increased numbers of nurses with a BSN degree (versus an associate degree in nursing), and employers are increasingly requiring the BSN degree in Wisconsin and nationally.

Existing UW Nursing programs are unable to meet the current student demand. Approximately 50-80% of qualified applicants to UW baccalaureate nursing programs are denied admission due to capacity issues. The proposed BSN program contributes directly to the mission of the UW System, UW-Green Bay, and the Nursing and Health Studies department by extending knowledge and its application to serve society and contribute to interdisciplinary problem-focused learning and engaged citizenship. Student demand for a nursing program at UW-Green Bay is very high with approximately 300 students applying as pre-nursing majors each year.

Let me know if you require any additional information regarding the pre-licensure BSN program, and thank you in advance for your review and consideration. I look forward to receiving the authorization from the Board of Regents for the implementation of this program.

Gregory Davis
Provost and Vice Chancellor

Aurora BayCare Medical Center



Aurora Health Care®



BAYCARE CLINIC

March 15, 2018

Susan Gallagher-Lepak, RN, PhD
Dean, College of Health, Education and Social Welfare
University of Wisconsin - Green Bay
2420 Nicolet Drive
Green Bay, WI 54311-2043

MS. Gallagher-Lepak,

We are very pleased that UW-Green Bay is seeking approval to implement an entry-level Bachelor of Science in Nursing (BSN). We enthusiastically support this new program. There is a current need for more nurses. Similar to other healthcare organizations in the region, we always have open positions for nurses at Aurora BayCare Medical Center. We are closely involved with the Wisconsin Hospital Association and support their position that healthcare employment will grow by 30% by 2030 and Wisconsin will need 20,000 more RN's to meet demand (WHA, 2017). This proposed new program will greatly help grow the nursing workforce in our area.

Our current hiring practices recruit BSN prepared nurses, or associate degree prepared nurses with a commitment to BSN completion. Nurses fill many roles in our organization in addition to direct care providers. Such roles include care coordinators, clinical research, and management.

We have much interest in working with you, including course content and clinical simulation opportunities. We are willing to work with your students to give them quality experiences in clinical settings to fulfill clinical practicum requirements. We hope that many possibilities for collaboration will unfold as your program planning continues.

We look forward to working together in many ways in the future.

Sincerely,

A handwritten signature in blue ink that reads "Daniel T. Meyer".

Daniel T. Meyer
President
Aurora BayCare Medical Center

A handwritten signature in blue ink that reads "Heather Schroeder".

Heather Schroeder
Vice President Nursing, CNO
Aurora BayCare Medical Center

March 29, 2018

Christine Vandenhouten, RN, PhD.
Chair, Nursing and Health Studies
College of Health, Education and Social Welfare
University of Wisconsin-Green Bay
2420 Nicolet Drive
Green Bay, WI 54311-2043

Dear Dr. Vandenhouten:

I am writing this letter in support in the development and implementation of a entry level BSN program at the University of Wisconsin-Green Bay. (UW-GB)

The Wisconsin 2016 RN Workforce Survey of Northeastern Wisconsin shows that 26.5% of nurses are age 55 and older, 43.2% of Community/Public Health nurses are age 55 and older, and 65.8% of nurses plan to leave direct care in five years or more. Add to that the push by many health care systems in the Northeast Wisconsin area requiring that all nurses in their institutions obtain a BSN within 5 years of employment. This creates a high demand for more entry level BSN programs in this part of the state. Currently, there is only one college within the greater Green Bay area that offers an entry level BSN program and many students have to travel more than 50 miles to attend a program. This greatly adds to the cost, time, and quality of life for students as they pursue their future goals.

Oneida Community Health Nursing has a minimum entry level as a BSN degree. For fourteen years it has been my privilege to work with UW-GB as the preceptor coordinator for Oneida Community Health Services. The quality, work and dedication of the students who come to Oneida is a reflection in how well rounded the BSN Completion program educates the students. The addition of a Master's Program in Leadership and Management in Health Systems demonstrates the institutions commitment to the changing field of health. UW-GB has also been a valued community partner with the Oneida Community Health Nursing as a resource for our Population Based Nursing endeavors.

In conclusion the need is now and for the future of nursing to have the University of Wisconsin-Green Bay to have an entry level BSN program.

Sincerely,

Charlene Kizior, RN, BSN, NCSN

Charlene Kizior, RN, BSN, NCSN
Oneida Community Health Nursing

Mailing Address: P.O. Box 365, Oneida, WI 54155
<https://oneida-nsn.gov/resources/health/>

Oneida Community Health Center
Behavioral Health Services
Anna John Resident Centered Care Community
Employee Health Nursing

525 Airport Rd., Oneida, WI 54155
2640 West Point Rd., Green Bay, WI 54304
2901 S. Overland Rd., Oneida, WI 54155
701 Packerland Dr., Green Bay, WI 54303

Phone: (920) 869-2711 or 1-866-869-2711
Phone: (920) 490-3790 or 1-888-490-2457
Phone: (920) 869-2797
Phone: (920) 405-4492

Fax: (920) 869-1780
Fax: (920) 490-3883
Fax: (920) 869-3238
Fax: (920) 405-4494



April 18, 2018

Dr. Susan Gallagher-Lepak, RN, PhD,
Dean, College of Health, Education and Social Welfare
University of Wisconsin - Green Bay
2420 Nicolet Drive
Green Bay, WI 54311

Dear Dr Gallagher-Lepak:

Hospital Sisters Health Systems in Eastern Wisconsin Executive Leadership Team is very pleased to support UW-Green Bay offering a prelicensure Bachelor of Science in Nursing for our community and surrounding communities.

As the Chief Nurse Executive of Eastern Wisconsin, I have spent 40 years in nursing leadership and have faced challenges of nursing shortages in the past but nothing like what our future holds. Currently I serve on the Wisconsin Hospital Association's Board and health care work force is an area of grave concern. A recent WHA report indicates that the number of people over 65 living in Wisconsin is expected to double. To meet the health care needs we will need our work force to grow by more than 30 percent. The growth will be dependent on colleges offering creative, flexible programs for nursing to fill this need.

We have been very appreciative of the UW-Green Bay BSN completion program, the creative 1-2-1 Bachelors in Nursing program in partnership with Northeast Wisconsin Technical College and the Masters of Nursing program in Leadership and Management in Health Systems. At HSHS Eastern Wisconsin, we continue to strive to meet the goals set by the Institute of Medicine to achieve 80% of our RN work force being BSN prepared as the complexity of health care continues to grow. To meet this goal, since March, 2014 our newly hired RNs are required to complete their BSN in five years of hire.

We are very supportive of UW-Green Bay offering a prelicensure Bachelor of Science In Nursing program. Please feel free to contact me with any questions.

Sincerely,

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

Paula Hafeman DNP, RN, FACHE
Chief Nurse Executive
HSHS - Eastern Wisconsin

BROWN COUNTY HEALTH & HUMAN SERVICES DEPARTMENT
Public Health Division

610 S. BROADWAY STREET, RM. 201
P. O. BOX 23600
GREEN BAY, WI 54305-3600



Anna Destree, MS, Public Health Officer

PHONE: (920) 448-6400

FAX: (920) 448-6449

WEB: www.co.brown.wi.us

FACEBOOK: @BrownCountyPublicHealth

June 04, 2018

Christine Vandenhouten, RN, PhD
Chair, Nursing and Health Studies, College of Health, Education and Social Welfare
University of Wisconsin - Green Bay
2420 Nicolet Drive
Green Bay, WI 54311-7001

Susan Gallagher-Lepak, RN, PhD
Dean, College of Health, Education and Social Welfare
University of Wisconsin - Green Bay
2420 Nicolet Drive
Green Bay, WI 54311-7001

Ms. Vandenhouten and Ms. Gallagher-Lepak,

The Public Health Division at Brown County Health & Human Services is excited to hear that the University of Wisconsin – Green Bay (UWGB) is seeking approval to implement a pre-licensure Bachelor of Science in Nursing (BSN) program. Brown County Public Health supports this new program in our community.

To date, Brown County Public Health has worked closely with the UWGB nursing program, and regularly accepts UWGB nursing students to assist in fulfilling public health-related practicum requirements. Nursing students from UWGB are eager to learn, and have assisted with both direct and population-based community health services. We appreciate UWGB's current efforts to provide future BSN prepared nurses with education on population-based health, as students that graduate from UWGB are better prepared for work in public health. In addition, public health nurses require a BSN, and given the forecasted demand for BSN prepared nurses, the pre-licensure BSN program at UWGB will be a welcome addition to our community.

We value our partnership with the UWGB nursing program, and look forward to continuing to work together into the future. We wish you success as you work toward implementation of a pre-licensure BSN program.

Sincerely,

Anna Destree
Public Health Officer



Public Health
Prevent. Promote. Protect.

Program Authorization (Implementation)
Master of Business Administration
UW-Green Bay

EDUCATION COMMITTEE

Resolution I.1.c.(2):

That, upon the recommendation of the Chancellor of UW-Green Bay and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Master of Business Administration.

**NEW PROGRAM AUTHORIZATION
MASTER OF BUSINESS ADMINISTRATION
UNIVERSITY OF WISCONSIN-GREEN BAY**

EXECUTIVE SUMMARY

BACKGROUND

The University of Wisconsin-Green Bay submits this request to establish a Master of Business Administration. This proposal is presented in accord with the procedures outlined in Academic Planning and Program Review (SYS 102, revised July 2016, available at <https://www.wisconsin.edu/program-planning/>).

REQUESTED ACTION

Adoption of Resolution I.1.c.(2), authorizing the implementation of the Master of Business Administration at the University of Wisconsin-Green Bay.

DISCUSSION

Program Description. The University of Wisconsin-Green Bay proposes to establish an Executive Master of Business Administration (MBA). The proposed program will be cohort-based and comprised of 36 credit hours, which will be offered in six 10-week terms. Classes will be held on Saturdays, primarily in face-to-face, executive MBA sessions. Students may complete the program in 18 months. The program, herein referred to as the Impact MBA, is named to showcase its innovative curriculum, which will enable executives to implement solutions to address frontier-breaking challenges facing their organizations.

The Impact MBA will be interdisciplinary and problem-focused, as represented by the course array and the approach to teaching and learning. Advanced coursework will prepare students to lead organizations forward through design thinking. Graduates will be able to work in an era of accelerating technology, disruptive business events, and the exponential enterprise. The advanced knowledge and skills that students acquire in the program will be applicable and transportable across business areas, including information technology and security, manufacturing, healthcare, entrepreneurship, transportation, and financial intermediaries.

Mission. The Impact MBA will serve UW-Green Bay's mission and core strategies in several ways. First, the program is consistent with UW-Green Bay's mission: "The University of Wisconsin-Green Bay provides an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues in a multicultural and evolving world." Second, the program is consistent with the mission of the Austin E. Cofrin School of Business: "The Cofrin School of Business is a community of teachers and learners dedicated to the exchange of knowledge, skills, and values that enables them to serve their

organizations and communities as engaged professionals.” Further, the program aligns with the first strategic goal of the School of Business: “To deliver transformative and thriving business programs responsive to state-of-the-art knowledge and the needs of learners and the community.” Finally, the proposed MBA aligns with the strategic vision of UW-Green Bay in which the institution is recognized for its innovation, distinctive programs, and community partnerships.

Need as Suggested by Market Demand. Market demand for such an MBA program in Wisconsin is evident in the results of several recent studies. Competitive Wisconsin identified a 66% gap in available talent to the estimated talent required to drive global engagement in the Wisconsin manufacturing sector. Forty percent of companies responding reported that they lacked the talent needed to drive sustainability, and 37% lacked innovative leadership. Wisconsin is also deficient in mid-level, managerial, executive talent across industries, resulting in a job decline of about 20% in this area despite the high average wage of \$94,180. Nationally, in 2015, nearly three-quarters of employers planned to hire MBA graduates and planned to maintain or increase their hiring from 2014 (GMAC, 2017). The 2017 Corporate Recruiters Survey Report stated that US-based employers offered recent MBA graduates a median starting base salary of \$110,000 in 2017, up from \$105,000 in 2016. The trend is similar at the global scale. The same report suggested that worldwide 52% of employers planned to increase starting salaries for new MBA hires and that MBA graduates enjoy better employment prospects.

In a separate 2017 year-end employer poll (GMAC, 2017), 83% of responding employers indicated that they planned to hire new business school graduates in 2018. Further, more employers expect to hire MBA and business master’s graduates in 2018, as compared with 2017. Eighty-six percent of respondents planned to hire recent MBA graduates in 2017 compared with 79 percent of employers who planned to hire them in 2016. The Wisconsin Department of Workforce Development estimates 8% growth in executive-level management positions between 2016 and 2024, accounting for over 9,000 new positions. U.S. Bureau of Labor Statistics Long-term Occupational Employment Projections (2018) indicate growth of top executive management positions to be approximately 8%, both nationally and in Wisconsin. For Wisconsin, projected growth for all management occupations is estimated at 11%.

Learning Outcomes, Credit Load, and Tuition. The Impact MBA will engage adult and nontraditional students within the UW-Green Bay regional footprint. Students accepted to the program will hold an undergraduate degree and will have a desire to expand their knowledge and specialized skillset with a graduate degree, and thereby advance their careers.

The program will be cohort-based because this will allow students to create a community of learning, with each student contributing to the knowledge-base from a unique perspective or industry. Moreover, students will progress through the program as a team, thus providing a learning environment that simulates the workplace.

Coursework will consist of twelve graduate-level business courses and no electives. Classes will be infused with a variety of business professionals who will serve as guest speakers and support the application of the material to the work setting. Course activities will include tours of regional

businesses. Occasionally, class will be held on-site of a business when the class session relates to the topic being covered.

The projected time to degree will be 18 months, but may vary based on the student's academic pathway. Students will complete a pre-enrollment boot camp, then complete six 10-week instructional sessions. Three 10-week sessions will be offered each fiscal year. Students will take two separate courses during each 10-week session, with one weekend off in between each 10-week session. Students failing to complete a course will need to wait for the next offering cycle, which will be associated with the next cohort of students.

A service-based tuition pricing model will be used. Tuition will be set at an executive MBA tuition rate of \$48,000, or approximately \$1,333 per credit. As with UW-Milwaukee, UW-Oshkosh, and UW-Madison, this rate is all inclusive and covers tuition, books, lunches, student segregated fees, etc.

Program Funding and Management. Enrollment projections assume bi-annual cohort matriculation of 30 new students into an executive style MBA program. Annual enrollment figures are based on mean enrollment over all session terms. A retention rate of 90% from start to finish is assumed, based on retention rates for other graduate programs.

By year four, approximately 1.75 FTE new faculty and instruction staff will be needed to meet instructional demands. In the first two years, instruction will be provided by existing program faculty (0.86 FTE). Use of existing program faculty will be reduced to 0.75 FTE in year three, once the program is established. At that time a tenure track position (1.0 FTE) will be added. In year one, a 0.5 FTE administrative support position will be added to coordinate and support prospective and active graduate students.

RELATED REGENT AND UW SYSTEM POLICIES

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

UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting.

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
MASTER OF BUSINESS ADMINISTRATION (MBA) - IMPACT MBA
AT UW-GREEN BAY
PREPARED BY UW-GREEN BAY**

ABSTRACT

The University of Wisconsin-Green Bay proposes the establishment of an executive Master of Business Administration (MBA) - Impact MBA in the Austin E. Cofrin School of Business. The program, herein referred to as Impact MBA, is named to showcase its innovative curriculum that will enable executives to implement solutions that address frontier-breaking challenges facing their organizations. The program is designed to satisfy all of the requirements specified by the Association to Advance Collegiate Schools of Business (AACSB), and UW-Green Bay will seek accreditation of the program through AACSB. The proposed degree will be a cohort-based program comprised of 36 credits that will be offered in six 10-week terms. Students may complete the program in approximately 18 months. Graduates will be prepared with interdisciplinary knowledge that enables them to anticipate, analyze, and understand the complexities of future challenges in the business environment, as well as devise creative solutions to positively impact outcomes in their businesses, communities, and industries. Graduates will be able to understand the interconnectedness and global dimensions of current organizational problems, manage teams in multiple environments, lead by evidence-based decision making, and build a winning corporate culture within their organizations.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Green Bay

Title of Proposed Program

Impact MBA

Degree/Major Designation

Master of Business Administration

Mode of Delivery

The program will be delivered from a single institution, UW-Green Bay. Courses will be delivered using a combination of predominately face-to-face instruction, independent work, and occasional online course offerings.

Projected Enrollment by Year Five

The Impact MBA will be a cohort-based program consisting of 36 credits that will be offered in six 10-week terms. The six terms will be offered over approximately 18 months. Therefore, enrollment projections reflect a cohort-based model, with a new cohort admitted every two years. Table 1 illustrates the anticipated student enrollment and graduation figures over the first five years of the program. It is anticipated that 30 students will be admitted per cohort. Student completion rates are expected to be 90%, based on retention rates for other

graduate programs at UW-Green Bay. Student retention and completion will be supported by direct corporate partnerships developed as part of this program. By the end of the fifth year, it is expected that 90 students will have enrolled and 54 students will have completed the program.

Table 1: Five-Year Degree Program Enrollment Projections (Headcount)

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
# New Admitted Students	30	0	30	0	30
# Continuing Students	0	27	0	27	0
Total Enrollment	30	27	30	27	30
# Graduating Students	0	27	0	27	0

Tuition Structure

Service-based tuition pricing will be used and charged in accordance with UW System Administrative Policy SYS 805. Tuition will be set at \$48,000 for the 36-credit program (~\$1,333 per credit plus segregated fees). This rate is all inclusive and covers tuition, books, lunches, student segregated fees, etc. Student segregated fees follow existing UW-Green Bay policies.

Department, College, School or Functional Equivalent

The proposed program will be housed in the Austin E. Cofrin School of Business.

Proposed Date of Implementation

Fall 2019

INTRODUCTION

Rationale and Relation to Mission

The proposed Impact MBA program will serve UW-Green Bay's mission and core strategies in several ways. First, the program is consistent with UW-Green Bay's mission: "The University of Wisconsin-Green Bay provides an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues in a multicultural and evolving world." Second, the program is consistent with the mission of the Austin E. Cofrin School of Business: "The Cofrin School of Business is a community of teachers and learners dedicated to the exchange of knowledge, skills, and values that enables them to serve their organizations and communities as engaged professionals." Further, the program aligns with the first strategic goal of the School of Business: "To deliver transformative and thriving business programs responsive to state-of-the-art knowledge and the needs of learners and the community." Finally, the proposed MBA aligns with the strategic vision of UW-Green Bay in which the institution is recognized for its innovation, distinctive programs and community partnerships. As articulated by Chancellor Gary L. Miller, this vision serves the region, "through the power of innovation, the power of higher education as an agent of transformation, and the power of place [...]."

The Impact MBA program will be interdisciplinary and problem-focused, as represented by the course array and the approach to teaching and learning. Advanced coursework will prepare students to lead organizations forward through design thinking. Graduates will be able to

work in an era of accelerating technology, disruptive business events, and the exponential enterprise. The advanced knowledge and skills that students acquire in the program will be applicable and transportable across business areas including information technology and security, manufacturing, healthcare, entrepreneurship, transportation, and financial intermediaries. Advanced coursework will address impactful practices, topics and subjects, such as Creating the Learning Organization, Disruptive Innovation, Design Thinking & Leadership, Exponential Enterprises, Convergent/Divergent Industries, Artificial Intelligence and Machine Learning, and Leading Transformational Change.

Need as Suggested by Current Student Demand

UW-Green Bay has offered top-quality undergraduate and graduate programs in accounting and business administration since its founding in 1965. Program success is evidenced by outstanding post-graduate employment rates that consistently exceed 90% within six months of graduation, and excellent CPA pass rates. As indicated by the 2015 survey of UW-Green Bay Alumni, alumni are loyal to both UW-Green Bay and northeast Wisconsin. Seventy percent of graduates continue to live in the area post-graduation. Of the 645 respondents, 90% indicated strong support and demand for an MBA program offered at UW-Green Bay. Further, 74% (474) agreed or strongly agreed to the statement: “I would prefer to have a UW-Green Bay MBA over one from another university in Northeast Wisconsin, and 382 respondents indicated they would be interested in enrolling in a MBA program if one were offered by UW-Green Bay.

Findings from national surveys suggest there are a number of factors that motivate prospective students to enroll into MBA programs. A survey conducted by US News (2016) found top motivators to be preparing for a top leadership position, developing leadership skills, seeking professional advancement, keeping pace with industry changes, and attaining knowledge and skills, as well as networking. Increasing salary potential was an additional motivator identified by the Financial Times (2017).

Need as Suggested by Market Demand

The UW-Green Bay Impact MBA will differentiate itself in the market by providing an innovative curriculum aimed at current, frontier-breaking issues that are appealing to MBA applicants as well as their employers. Market demand for such an MBA program in Wisconsin is evident in the results of several recent studies. Competitive Wisconsin identified a 66% gap in available talent to the estimated talent required to drive global engagement in the Wisconsin manufacturing sector. Forty percent of companies responding reported that they lacked the talent needed to drive sustainability, and 37% lacked innovative leadership. Wisconsin is also deficient in mid-level, managerial, executive talent across industries, resulting in a job decline of about 20% in this area despite the high average wage of \$94,180. Nationally, in 2015, nearly three-quarters of employers planned to hire MBA graduates and planned to maintain or increase their hiring from 2014 (GMAC, 2017). The 2017 Corporate Recruiters Survey Report stated that US-based employers offered recent MBA graduates a median starting base salary of \$110,000 in 2017, up from \$105,000 in 2016. The trend is similar at the global scale. The same report suggested that worldwide 52% of employers planned to increase starting salaries for new MBA hires and that MBA graduates enjoy better employment prospects.

In a separate 2017 year-end employer poll (GMAC, 2017), 83% of responding employers indicated they planned to hire new business school graduates in 2018. Further, more employers expect to hire MBA and business master's graduates in 2018, as compared with 2017. Eighty-six percent of respondents planned to hire recent MBA graduates in 2017 compared with 79% of employers who planned to hire them in 2016. The Wisconsin Department of Workforce Development estimates 8% growth in executive-level management positions between 2016 and 2024, accounting for over 9,000 new positions. U.S. Bureau of Labor Statistics Long-term Occupational Employment Projections (2018) indicate growth of top executive management positions to be approximately 8%, both nationally and in Wisconsin. For Wisconsin, projected growth for all management occupations is estimated at 11%.

Emerging Knowledge and Advancing New Directions

The UW-Green Bay Impact MBA curriculum will be designed to respond quickly to emerging knowledge and trends in business. MBA aspirants are looking for nontraditional business courses – such as data-driven decision making, as well as skills that enable them to make a social-impact (Infoworld.com, 2017; USNews.com 2017; WSJ, 2017). Students enrolled in the Impact MBA will learn how to think differently about issues from a multi-faceted perspective. They will demonstrate competence in areas of global acumen, driving innovation, design thinking, complex decision-making, building intellectual capital, teaming culture, leadership and personal mastery, market and customer focus, leading change, cultivating strategic partnerships and strategic thinking. The Impact MBA will be different from traditional programs in that the curricular focus moves away from teaching functional areas of business in a silo fashion. Instead, concepts will be presented and embedded across the curriculum so that students learn to think critically about emerging business challenges in an integrated way, in turn, yielding impactful and exponential results to organizations.

A recent study of nearly 10,000 LinkedIn members found that 90% of MBA graduates indicated that their business degree has made a positive impact on their career (Byrne, 2016). Common benefits include accelerating one's career, providing leadership preparation, and increased earnings. An MBA degree can serve not only as a credential that sends a signal to the marketplace, MBA programs can also help students build practical leadership and management skills (Batista, 2014). The purpose of the proposed program is to enhance the impact that the UW-Green Bay MBA graduates will have on their organizations and on the region, by providing learning opportunities that cultivate a way of thinking necessary to handle the complex and transformational changes facing the world, regardless of industry or specialization. The Impact MBA will challenge students to transform themselves, their organizations, and their industries.

DESCRIPTION OF PROGRAM

General Structure

The Impact MBA degree program will engage adult and nontraditional students within the UW-Green Bay regional footprint. Students accepted to the program will hold an undergraduate degree and will have a desire to expand their knowledge and specialized skillset with a graduate degree, and thereby advance their careers. Admission requirements include an undergraduate degree in business, or demonstrated equivalent professional experience, as determined by the graduate selection committee.

The program will be cohort-based, comprised of 36 credits, and offered in an executive MBA-style format. Offering the program via a cohort model benefits students in two ways. A cohort structure allows students to create a community of learning, with each student contributing to the knowledge-base from a unique perspective or industry. As well, students will progress through the program as a team, thus providing a learning environment that simulates the workplace.

Each cohort matriculation will assume 30 new students. Students will first complete a pre-enrollment boot camp to ensure students without a business degree have the prerequisite business knowledge (e.g., finances, accounting, marketing, management) to succeed in the program. Then, students will complete six 10-week instructional sessions. Classes will be held on Saturdays (i.e., morning and afternoon sessions). For each cohort, the program is expected to start in late summer and take approximately 18 months to complete.

Coursework will consist of 12 graduate-level business courses and no electives. Classes will be infused with a variety of business professionals who will serve as guest speakers and support the application of the material to the work setting. Course activities will include tours of regional businesses. Occasionally, class will be held on-site of a business when the class session relates to the topic being covered. An emphasis will be placed on teaching and student learning and will ensure that the key learning outcomes include forward-looking components and that students are able to integrate and apply knowledge to make a meaningful impact on their business.

Institutional Program Array

Typically, UW-Green Bay students complete an undergraduate business degree and apply to other schools to obtain their MBA. UW-Green Bay has a strong undergraduate program in accounting and business, and many of its alumni desire a UW-Green Bay MBA. As northeast Wisconsin is home to a strong business community, it is important that the campus meets this regional economic need by expanding its graduate offerings with an Impact MBA. The proposed Impact MBA fits well into the current array of business and management programs at UW-Green Bay, and the addition of this program to the array will fill unmet student demand. UW-Green Bay currently offers Bachelors of Business Administration (BBA) degrees in Accounting and Business Administration, as well as a Master of Science (MS) in Management. Consequently, the institution provides pre-professional, undergraduate prerequisite courses necessary to enroll in the proposed Impact MBA program. Faculty meet Higher Learning Commission (HLC) requirements to teach at the graduate level, and many already teach at the graduate level in the M.S. in Management program. Faculty will meet the AACSB faculty qualifications and engagement criteria.

Other Programs in the University of Wisconsin System

Nine UW institutions are authorized to offer MBA programs. These include UW-Eau Claire, UW-La Crosse, UW-Madison, UW-Milwaukee, UW-Oshkosh, UW-Parkside, UW-River Falls, and UW-Whitewater. In April 2018, UW-Stevens Point was newly authorized to offer an MBA in Applied Leadership and Decision Making. Except for UW-Madison, all of these institutions offer the MBA via distance education. Four institutions (UW-Eau Claire,

UW-La Crosse, UW-Oshkosh, and UW-Parkside) offer an online consortial MBA program. Three institutions (UW-Madison, UW-Milwaukee, and UW-Oshkosh) offer their programs in an executive MBA format.

Although there are existing MBA programs in the state, the proposed program is distinct in its curricular approach, offering a unique MBA option for potential students. Like other programs, the proposed program will be taught by accomplished UW-Green Bay faculty members and highly experienced practitioners. The program will differentiate itself from other UW institutions in three ways. First, the curricula will integrate the delivery of fundamental core business content into interdisciplinary problem- and topic-based coursework. Second, the program will implement an admission policy that will allow applicants who did not complete traditional undergraduate business coursework to demonstrate mastery of core undergraduate-level business competencies they developed through learning acquired outside of the college classroom. These individuals will participate in a pre-enrollment boot camp to demonstrate proficiency. Third, intentional and substantive partnerships with corporations within the region will serve to engage and retain students, through recruitment and by supporting instructional activities. Consequently, students will be able to immediately integrate learning from the classroom and business settings.

Collaborative Nature of Program

The University of Wisconsin-Green Bay will be the single institution to deliver the Impact MBA instruction. Program faculty and staff will involve industry leaders from the Green Bay area and beyond in various capacities. The Impact MBA will engage business partners in curriculum development and adaption and for guest lectures. Weybrecht (2016) found, “Partnerships with business can support real-time curriculum adaptation to reflect the issues that companies are facing and can better prepare students—and faculty—to tackle real-world challenges.” These partnerships form not only strategic strength of the program, but also highlight its collaborative nature.

Diversity

UW-Green Bay is committed to achieving a diverse workforce and to maintaining a community that welcomes and values a climate supporting equal opportunity and difference among its members. The campus engages in several strategic initiatives to recruit a more diverse student population, and offers a wide range of experiences and perspectives to students. As part of this process, the Chancellor’s Council on Diversity and Inclusive Excellence offers a certificate program to develop and recognize commitment to the UW-Green Bay Inclusive Excellence Initiative. In fall 2016, the campus added a Director of Student Success and Engagement in the Provost’s Office charged with improving student retention and degree completion. The Office of Admissions also supports recruiters specialized in working with multicultural, bilingual, and international students. In fall 2017, UW-Green Bay added a Vice Chancellor for Student Affairs and Campus Climate to the Chancellor’s Cabinet to improve, in part, campus initiatives on diversity and inclusivity. This position will play a critical role in furthering campus efforts to attract and support a diverse campus community reflective of the metropolitan area that UW-Green Bay serves.

UW-Green Bay has a broad array of student organizations and institutional resources and offices that offer resources and services to promote academic success and personal growth of students. For example, a number of student organizations provide an environment for students to share their own culture, gain leadership skills, and participate in co-curricular activities. The UW-Green Bay's Multicultural Academic Centers promote a better understanding of diverse communities and serve as resources for students, faculty, and staff. The Center for the Advancement of Teaching and Learning (CATL) also offers regular workshops and panel discussions to address the complexities of inclusivity and diversity. Finally, the Office of International Education facilitates international student success while students attend UW-Green Bay.

The Impact MBA program and the professional accrediting agency AACSB established learning outcomes that institutions must embed in their curricular programming. Historically, diversity content and preparing students to work in a multicultural society has been, and will continue to be, an important part of the learning outcomes. Therefore, a number of courses that are part of the Impact MBA curricula include multicultural awareness and diversity content.

The UW-Green Bay graduate student applicant review process embraces diversity and inclusion by taking a holistic approach to student admission. No single metric serves as the sole basis for campus admission at the graduate level. This approach is a proven best practice for accurately predicting student readiness and academic success, and importantly, for instilling the diversity of life and work experiences into the classrooms to build a rich graduate-level pedagogical environment for the students. Further, the Cofrin School of Business, in collaboration with the Office of Graduate Studies, is committed to attracting diverse applicants by recruiting from professional networks that reflect the communities they serve.

Student Learning Outcomes

Competencies and associated learning outcomes for the program are represented as follows.

Impact Competency 1: Devise creative solutions to make an impact in their organization.

- Frame tasks in the context of organizational goals.
- Analyze issues in a more holistic perspective, by framing opportunities and issues in multiple terms that insinuate alternative ideas for solutions.
- Analyze how the use of emerging technology, and artificial intelligence (AI), in particular, is helping transform businesses globally.
- Apply the steps of design thinking to solve problems through an iterative, learning process.
- Evaluate and strategize about alternate future perspectives involving AI and megatrends.

Impact Competency 2: Understand the interconnectedness and global dimensions of today's organizational problems and how diversity can be leveraged for success.

- Examine business as a part of a larger and more comprehensive environment.
- Distinguish themes, trends and points of consilience, the unity of knowledge where multiple disciplines merge creating new information.
- Appreciate the value of culture and diversity and how it can impact business success.

Impact Competency 3: Be an effective team player and impactfully manage a team.

- Understand the importance of teamwork, especially in diverse, cross-cultural and virtual environments.
- Evaluate the importance of leading from the front and supporting from the back.
- Demonstrate a positive mindset and be more confident in their ability to make an impact than they have in the past.
- Successfully manage interactions among high-performing, highly motivated individuals with diverse agendas and guide them toward a common objective.

Impact Competency 4: Leading by evidence-based decision making.

- Write, format, disseminate, and orally communicate strategic plans and tactical reports.
- Facilitate data-informed discussions through listening, questioning, and presenting.
- Analyze how big data can be used to make a big impact by generating innovative ideas and also by executing strategies creatively and effectively.

Impact Competency 5: Building a winning corporate culture to make an impact.

- Identify and appraise the leadership and management skills required to carry out the change in an organization.
- Assess and appreciate the value of strong cultures and can implement plans to ensure their organization builds a winning corporate culture.
- Formulate Human Capital ROI.
- Assess if their organization is a learning organization and identify needed changes.

Impact Competency 6: Understand that being ethical makes both good business and social sense.

- Interpret the activities and choices of others within an ethical framework and determine an appropriate action based on standards of professional conduct.

Assessment of Student Learning Outcomes

The assessment of student learning outcomes for the Impact MBA degree program will be managed by the School of Business's Assurance of Learning (AoL) committee. The AoL committee will establish an assessment plan for evaluating how well students are meeting the program's impact competency areas. The assessment will align to AACSB requirements and will be carried out using an embedded assessment plan comprised of rubrics and assignments collected each semester from various instructors and courses. The AoL committee is responsible for suggesting necessary curricular changes to the curriculum committee.

Program Curriculum

The Impact MBA program will require students to complete 36 credits of graduate coursework as listed in Table 2. There will be two courses offered each 10-week session. Initially, one faculty member will teach each course on a rotating basis as an overload appointment. Eventually, teaching responsibilities will convert to part of the regular teaching load.

Table 2: Program Requirements

Required Graduate Courses (36 credits)	Existing	New
Session 1 (10 weeks)		
Humanities, Business, & Critical Thinking		3
The Learning Organization		3
Session 2 (10 weeks)		
The Exponential Enterprise & Abundance		3
Culture as a Sustainable Competitive Advantage		3
Session 3 (10 weeks)		
Purpose Driven Leadership		3
Leading Transformational Change		3
Session 4 (10 weeks)		
Evidence-Based Decision Making		3
Creating Brand Value		3
Session 5 (10 weeks)		
Artificial Intelligence & Technology Advances		3
Disruptive Innovation		3
Session 6 (10 weeks)		
The Path to Sustainability		3
Vision for What Better Looks Like		3
TOTAL CREDITS	0	36

Projected Time to Degree

The projected time to degree for the proposed Impact MBA will be 18 months, but may vary based on the student's academic pathway. Students who enter as new first-year graduate students can complete the degree within an 18-month timeframe, as the program will involve a cohort, lock-step course sequencing. Students will take two separate courses each 10-week session, with one weekend off in between each 10-week session. Students failing to complete a course will need to wait for the next offering cycle, which will be associated with the next cohort of students.

Program Review Process and Institutional Review

The UW-Green Bay Graduate Academic Affairs Council (GAAC) is charged with oversight of all graduate programs, including review and approval of all new programs and all graduate-level credit courses. The GAAC will formally review the Impact MBA program on a seven-year cycle. In addition, the Impact MBA program will be formally reviewed on a five-year cycle by the department and the Dean of the School of Business. This five-year cycle coincides with the required self-study documents that the accrediting agency requires. Informally, the program will be reviewed by students and organizations after each class to ensure the courses are having their intended impact on the various stakeholders. As a requirement of the outside accrediting agency AACSB, a graduate MBA steering committee, consisting of faculty teaching program courses and preceptors from the business community, will be established and convene at least once per year to evaluate how well the master's curriculum is performing relative to program goals and stated competencies.

Accreditation

The master's program will seek accreditation from the Association to Advance Collegiate Schools of Business (AACSB) accrediting agency. The accreditation process requires a lengthy and detailed self-study every 10 years that documents program outcomes relative to specified learning outcomes, describes plans for improvement in any deficient outcomes, and details changes and innovations to the curriculum in response to advances in the field. At the five-year midpoint between the ten-year accreditation cycles, a smaller self-study document is submitted to AACSB. In addition, the program will need to be approved by the Higher Learning Commission.

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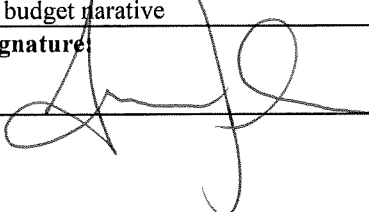
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University of Wisconsin - Green Bay
Cost and Revenue Projections for Imact MBA Program

	Items	Projections				
		2020	2021	2022	2023	2024
	Fiscal year Program begins August 2019	Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount	29.3	0.0	29.3	0.0	29.3
	Enrollment (Continuing Student) Headcount	0.0	27.7	0.0	27.7	0.0
	Enrollment (New Student) FTE	29.3	0.0	29.3	0.0	29.3
	Enrollment (Continuing Student) FTE	0.0	27.7	0.0	27.7	0.0
II	Total New Credit Hours (# new sections x credits per section)	18	18	0	0	0
	Existing Credit Hours	0	0	18	18	18
III	FTE of New Faculty/Instructional Staff	0.00	0.00	1.00	0.00	0.00
	FTE of Current Fac/IAS	0.86	0.86	0.75	1.75	1.75
	FTE of New Admin Staff	0.50	0.00	0.00	0.00	0.00
	FTE Current Admin Staff	0.00	0.50	0.50	0.50	0.50
IV	New Revenues (one new cohort every two years)					
	<i>From Tuition</i>	\$ 704,000	\$664,000	\$ 718,080	\$677,280	\$ 732,442
	<i>Reallocation</i>	\$0	\$0	\$0	\$0	\$0
	Total New Revenue	\$704,000	\$664,000	\$718,080	\$677,280	\$732,442
V	New Expenses					
	Salaries plus Fringes					
	<i>Faculty/Instructional Staff</i>	\$154,440	\$154,440	\$157,529	\$157,529	\$160,679
	<i>Program Administration/Salary negotiation</i>	\$43,000	\$43,860	\$44,737	\$45,632	\$46,545
	<i>Other Staff</i>	\$32,885	\$32,885	\$33,542	\$33,542	\$34,213
	Other Expenses					
	<i>Marketing</i>	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	<i>Events, lunches, refreshments, etc</i>	\$ 41,400	\$ 41,400	\$ 41,400	\$ 41,400	\$ 41,400
	<i>Professional Development, travel, and S&E</i>	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000
	<i>Speaker and Conference fees</i>	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000
	<i>Books</i>	\$ 52,800	\$ 49,800	\$ 52,800	\$ 49,800	\$ 52,800
	<i>Accreditation:</i>	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
	<i>Student Segregated Fees</i>	\$ 46,343	\$ 43,709	\$ 46,343	\$ 43,709	\$ 46,343
	<i>Indirect expenses: 30% of total tuition</i>	\$ -	\$ -	\$ -	\$ 203,184	\$ 219,732
	Total Expenses	\$406,867	\$402,094	\$412,351	\$610,797	\$637,712
VI	Net Revenue	\$297,133	\$261,906	\$305,729	\$66,483	\$94,729

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

See attached budget narrative

Provost's Signature: 

Date:

26 July 18

UNIVERSITY OF WISCONSIN - GREEN BAY
COST AND REVENUE PROJECTIONS NARRATIVE
MASTER OF BUSINESS ADMINISTRATION (MBA) - IMPACT MBA

Introduction

The University of Wisconsin-Green Bay proposes the establishment of an executive Master of Business Administration (MBA) - Impact MBA in the Austin E. Cofrin School of Business. The proposed program, herein referred to as Impact MBA, will be a cohort-based program comprised of 36 credits that will be offered in six 10-week terms. Classes will be held primarily face-to-face on Saturdays. Initially, faculty will teach each course on a rotating basis as overload appointments. Gradually, teaching responsibilities will be converted to part of the regular teaching load for some faculty. Service-based tuition pricing will be charged in accordance with UW System Administrative Policy SYS 805.

Section I - Enrollment

Enrollment projections assume bi-annual cohort matriculation of 30 new students into an executive-style MBA program. Annual enrollment figures are based on mean enrollment over all session terms. Students will complete a pre-enrollment boot camp, then complete six 10-week instructional sessions. Three 10-week sessions will be offered each fiscal year. Each cohort is expected to start the program in late summer and will take approximately 18 months to complete. A retention rate of 90% from start to finish is assumed, based on retention rates for other graduate programs.

Section II - Credit Hours

A total of 36 new credits of coursework will be added. Six credits (2 courses) will be offered per 10-week session.

Section III - Faculty and Staff Appointments

By Year 4, approximately 1.75 FTE new faculty and instruction staff will be needed to meet instructional demands. In the first two years, instruction will be provided by existing program faculty (0.86 FTE). Use of existing program faculty will be reduced to 0.75 FTE in Year 3, once the program is established. At that time a tenure track position (1.0 FTE) will be added. In Year 1, a 0.5 FTE administrative support position will be added to coordinate and support prospective and active graduate students.

Section IV - Program Revenues

A service-based tuition pricing model will be used. Tuition will be set at an executive MBA tuition rate of \$48,000, or approximately \$1,333 per credit. As with UW-Milwaukee, UW-Oshkosh, and UW-Madison, this rate is all inclusive and covers tuition, books, lunches, student segregated fees, etc. This rate is lower than other UW AACSB-accredited executive MBA program rates (\$59,500 at UW-Oshkosh, \$69,500 at UW-Milwaukee, and \$95,000 at UW-Madison). UW-Green Bay will seek AACSB accreditation for this program.

Given that cohorts run consecutively across two fiscal years, annual tuition revenues were calculated dividing total tuition by two years, and multiplying estimated annual tuition by student headcount. Projections include a 2% tuition increase for each subsequent cohort.

Section V - Program Expenses

Expenses - Salary and Fringe

Direct faculty and instructional staff costs for program delivery are estimated using an average annual salary of approximately \$105,000 plus fringe (43% of salary), which is the average salary of a tenure track assistant professor in the Cofrin School of Business. Based on this rate, a per-credit instructional cost of \$6,000 is used to calculate instructional costs. An additional \$43,000 is budgeted for chair summer support, course reassignments for program administration, and flexibility to allow for salary negotiations during hiring and promotion processes. Salary for the 50% administrative support position is estimated at \$18.60 per hour with a fringe rate of 70%. Biennial increases of 2% to salaries and fringe are included.

Other Expenses

Program Marketing: Includes \$10,000 per year for print, radio, outdoor, and digital marketing of the MBA, and for building brand strength for the Cofrin School of Business.

Events, Lunches, Refreshments, Etc.: This line represents the all-inclusive nature of the program, as discussed in the Program Revenues section. Expenses include estimated costs for lunch and refreshments for approximately 32 individuals for weekly meetings for every 10-week session.

Professional Development, Travel, and S&E: Includes \$3,000 per session for travel, office supplies and expenses, and professional development for faculty and staff.

Speaker and Conference Fees: Includes \$12,000 to cover costs associated with external speakers. The program curricula will include regional to national caliber speakers who will enhance program content, as well as additional funds to support program (student and faculty) participation in relevant conferences, meetings, etc.

Books: Books and related course materials will be provided to students as part of their tuition. It is estimated the cost of books and materials will be \$300 per course per session.

Accreditation: The cost for AACSB accreditation is estimated to be approximately \$5,000 per year, or roughly \$1,667 per session.

Student Segregated Fees: Program tuition includes segregated fees. These fees will be redirected to the appropriate institutional account at the rate of \$87.77 per credit per student.

Indirect Expenses: A central tax of 30% of total tuition will be charged to the program beginning in Year 4, once the program is established. This appropriation will cover indirect institutional costs associated with library subscriptions, facilities, administration, and systems support.

Section VI - Net Revenue

Net revenues will be directed to faculty and staff development. Ultimately, the program is expected to grow to the point that there will be a full-time director. Also, the Cofrin School will use the funds to hire additional faculty once a steady state has been reached.

UNIVERSITY of WISCONSIN
GREEN BAY

Date: June 6, 2018

Re: Authorization to Implement: Master of Business Administration (MBA)

Dear President Cross,

I confirm the University of Wisconsin-Green Bay's strong commitment to adding a Master of Business Administration (called IMPACT MBA to showcase its innovative curriculum designed to help students make an impact on frontier-breaking challenges) to our graduate program array. The program gained final, formal support from shared governance at Faculty Senate on Wednesday, April 25, 2018. The IMPACT MBA program is designed to satisfy all requirements specified by the Association to Advance Collegiate Schools of Business (AACSB), as well as the graduation requirements for UWGB. The program will be funded primarily through new program revenue, with supplemental support from existing resources in the Cofrin School of Business. This proposal builds upon our long-successful undergraduate offerings in accounting and business administration by providing a market differentiated, innovative curriculum aimed at current, frontier-breaking issues that are appealing to current MBA applicants as well as their employers. We are extremely excited by the interdisciplinary nature of this program (Mission relevance), the strategic breadth and collaborative nature it adds to our graduate program offerings (Business), and its ability to strengthen our long-standing, undergraduate accounting and business administration programs.

The IMPACT MBA program will be housed in the Cofrin School of Business, which is the largest major on campus and provides the prerequisite courses necessary for the proposed program. Courses will be delivered using a combination of face-to-face instruction, independent work, and online course offerings. The IMPACT MBA will be different from traditional programs in that the focus moves away from simply learning functional areas of business in a siloed fashion to a focus on thinking critically about emerging business challenges in an integrated and impactful way that yields exponential results to organizations. The program has support and engagement from industry leaders in the greater Green Bay area and beyond in various capacities, including curriculum development, implementation, and also in delivering guest lectures.

The IMPACT MBA program aligns well with the mission and vision of both UW-Green Bay and the Cofrin School of Business. The program will expand offerings in business, while taking advantage of the expertise of existing faculty and business partners. With the increased demand for an IMPACT MBA program at UW-Green Bay and the strong interest from our existing business students, the program provides an important opportunity for the greater Green Bay region to retain and rapidly integrate our talented students into professional positions in businesses.

Please let me know if you require any additional information regarding the IMPACT MBA program, and thank you in advance for your consideration. I look forward to receiving authorization from the Board of Regents for the implementation of this important program.



Gregory Davis
Provost and Vice Chancellor



June 1, 2018

Dr. Doug Hensler
Dean of the Cofrin School of Business
University of Wisconsin-Green Bay
2420 Nicolet Drive Green Bay, WI 54311

Dear Dr. Hensler:

It is my pleasure to write a letter of support for the proposed IMPACT MBA program at the University of Wisconsin-Green Bay.

There is a tremendous need for the IMPACT MBA in our region and beyond. As the Founder and Chairman of Breakthrough Fuel, I understand that the sustainability of any business requires a strong focus on innovations that work. We help our clients gain a competitive advantage by finding the best solutions to advance their business. Innovation is critical for our success, and I see the same innovative ingredients in the IMPACT MBA.

As a member of the Board of Directors for the Green Bay Packers, I can also say that the IMPACT MBA will be welcomed by the community as a signature program that can equip leaders and businesses in our region with the tools and mindset to navigate the challenges that we face. Growth is critical for Northeast Wisconsin, and this proposed program fills a void in our educational offerings. The timing couldn't be any better, as the Green Bay Packers and Microsoft are breaking ground on TiletownTech. Our goal is to boost the economic expansion in the region through world class digital innovations and expertise. The IMPACT MBA can serve a critical role in helping emerging and existing businesses transform their operations.

I am excited about the possibilities that the IMPACT MBA at UWGB can play in helping shape the future of our region.

Sincerely,

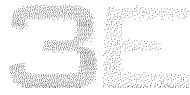
A handwritten signature in black ink, appearing to read "Craig Dickman", with a small dot at the end of the signature line.

Craig Dickman

Craig S. Dickman
Founder & Chairman
400 South Washington Street
Green Bay, WI 54301

Office: (920) 617-3078
Mobile: (920) 217-1218

cdickman@
breakthroughfuel.com



"ATHLETES TRANSFORMED"

June 1, 2018

Dr. Doug Hensler
Dean of the Cofrin School of Business
University of Wisconsin-Green Bay
2420 Nicolet Drive Green Bay, WI 54311

Dear Dr. Hensler:

I am writing this letter in support in the development and implementation of the IMPACT MBA program at the University of Wisconsin-Green Bay.

I was proud to serve on the planning committee for the proposed MBA program. As an alumnus of UW-Madison, I have appreciated the value that the UW System provides for the state and its graduates. I am especially excited to see such an innovative and unique MBA program be proposed in the third largest metropolitan region in the state. It is poised to make a meaningful impact across the state.

Along with the other business leaders who offered insight into the design of this program, I am confident that the curriculum to be offered in the IMPACT MBA provides an innovative direction that organizations need to accelerate their growth and compete on the cutting edge of their industries. Traditional MBA programs provide more of the basic business knowledge that helps businesses maintain the status quo, but UWGB's program will help develop thought leaders who can propel their businesses to new levels in the quickly changing world.

In conclusion, I look forward to the impact that the UWGB's MBA can have in shaping the minds of business leaders to address emerging trends on the frontier of business.

Sincerely,

Paul Lemens
Principal, The 3rd Element, Inc.



Green Bay Location

2121 Innovation Court, Suite 100
P.O. Box 5095
De Pere, WI 54115-5095
(920) 497-2500 • Fax: (920) 497-8516
www.foth.com

June 1, 2018

Dr. Doug Hensler
Dean of the Cofrin School of Business
University of Wisconsin-Green Bay
2420 Nicolet Drive
Green Bay, WI 54311

Dear Dr. Hensler:

I would like to express my enthusiasm and support for the IMPACT MBA program at the University of Wisconsin-Green Bay. The program will add great value to the region.

A critical need in Northeastern Wisconsin is an executive MBA program that offers a cutting-edge curriculum that can meet the unique needs of businesses as they transform and grow. The proposed program by UWGB can meet that need. As part of the planning committee, I appreciated the process of involving business leaders and carefully listening to their concerns and needs. I am confident that this MBA program is different from traditional business programs and that it is designed to deliver an impactful return to the businesses who will be sending their employees to the program. Throughout my career, I understand the importance of continually developing leaders throughout the organization, and UWGB's program is positioned to develop thought leaders for the entire region.

The rollout of the MBA program is also critical with other major initiatives in Green Bay. Most notably, the Green Bay Packers and Microsoft are investing heavily in Titledown Tech, which will be a catalyst to the economic growth of Northeastern Wisconsin. Our region is making strides to support innovative business ideas that can help fuel job growth, and UWGB's program can certainly be a central player in those efforts.

I am proud to support this MBA program since I believe it will set the standard for those executives who are looking to transform themselves professionally as well be the type of leaders who can shape the future direction of their organizations.

Sincerely,

Tim Weyenberg
Retired CEO and Chairman, Foth

Program Authorization (Implementation)
Bachelor of Science in Finance
UW-Stevens Point

EDUCATION COMMITTEE

Resolution I.1.d.(1):

That, upon the recommendation of the Chancellor of University of Wisconsin-Stevens Point and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Finance at UW-Stevens Point.

**NEW PROGRAM AUTHORIZATION
BACHELOR OF SCIENCE IN FINANCE
UNIVERSITY OF WISCONSIN-STEVENS POINT**

EXECUTIVE SUMMARY

BACKGROUND

The University of Wisconsin-Stevens Point submits this request to establish a Bachelor of Science in Finance. This proposal is presented in accord with the procedures outlined in Academic Planning and Program Review (SYS 102, revised July 2016, available at <https://www.wisconsin.edu/program-planning/>).

REQUESTED ACTION

Adoption of Resolution I.1.d.(1), approving the implementation of the Bachelor of Science in Finance degree program at the University of Wisconsin-Stevens Point.

DISCUSSION

Program Description. The University of Wisconsin-Stevens Point School of Business and Economics (SBE) proposes to establish a Bachelor of Science (B.S.) degree in Finance. The program expands the existing finance concentration to a fully articulated finance major with required courses and focused electives, within the UW-Stevens Point Bachelor of Science in Business Administration degree. The program directly responds to accreditation recommendations that were submitted by the Association to Advance Collegiate Schools of Business (AACSB) Peer Review Team in 2017. Consequently, the program will distribute existing student enrollment in the Business Administration degree program from a concentration to a defined major, which will not only meet accreditation requirements, but also provide students with the curriculum, knowledge, skills, and expertise they will need upon graduation.

Mission. The proposed degree program is integral to the SBE's plan to help UW-Stevens Point fulfill its mission. The AACSB granted accreditation to the SBE during the spring of 2017, in recognition of the strong business program at UW-Stevens Point. As part of this process, the AACSB strongly recommended the conversion from finance concentration to fully articulated finance major with required courses and focused electives. Thus, the proposed B.S. in Finance will meet AACSB's request, as well as AACSB's charge of continuous improvement.

Credit Load and Tuition. The proposed degree program requires 120 credit hours, which include completion of the General Education Program (GEP) that is common to all baccalaureate degree programs at UW-Stevens Point. The degree also requires students to complete 71 credits in business and finance, including 47 credits of core business curriculum, nine credits of required

finance courses and finance electives, as well as six credits of electives chosen from the broad array of SBE courses. Standard undergraduate tuition and fees will apply, which for the current year were \$4,104.71 per semester for a full-time resident student enrolled in 12-18 credits per term. Of this amount, \$755.63 is attributable to segregated fees and \$3,349.08 to tuition.

Student and Market Demand. In 2016, the Finance concentration was in the top 20 of most enrolled degree programs at UW-Stevens Point. This growth is impressive in light of declines in other areas of study and in enrollments in general, suggesting that students are shifting into the business area, and finance in particular, in greater proportions. In working with its Business Advisory Council (BAC) and other local employers to develop the program, it became evident that the change from concentration to major will elevate the perceived status of the degree and clarify the level of curricular content delivered in the degree.

Program Management. The proposed B.S. in Finance program involves the same number of credits as the existing area of concentration and will be staffed using the same resources. As such, UW-Stevens Point expects existing students to transfer into the B.S. in Finance with little impact on other majors or on resources.

RELATED REGENT AND UW SYSTEM POLICIES

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

UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting.

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BACHELOR OF SCIENCE IN FINANCE
AT UW-STEVEN'S POINT
PREPARED BY UW-STEVEN'S POINT**

ABSTRACT

The University of Wisconsin-Stevens Point School of Business and Economics (SBE) proposes to establish a Bachelor of Science (B.S.) degree in Finance. The proposed Bachelor of Science degree in Finance at UW-Stevens Point will give students and regional employers access to a high-quality educational program in finance. It is important to note that the proposed finance degree program extends from the existing finance concentration within the B.S. in Business Administration program. Consequently, UW-Stevens Point asserts a new degree program in finance will largely serve to parse existing enrollments in its business administration degree program into a defined major that better reflects the curriculum these students experience, as well as the knowledge, skills, and expertise they develop. In working with its Business Advisory Council (BAC) and other local employers to develop the program, it became evident that the change from concentration to major will elevate the perceived status of the degree and clarify the level of curricular content delivered in the degree.

Graduates of this program will have a strong general business knowledge with additional training in a variety of finance areas. UW-Stevens Point's accrediting body, Association to Advance Collegiate Schools of Business (AACSB), strongly recommended that the SBE convert the finance area of concentration into a fully articulated individual major with specific required finance courses and electives to focus the finance content. With this foundation, students are better prepared to obtain and succeed in entry-level positions in finance. The proposed 120-credit B.S. in Finance program includes completion of the General Education Program (GEP) that is common to all baccalaureate degree programs at UW-Stevens Point. The degree also requires students to complete 71 credits in business and finance, 47 credits of core business curriculum, nine credits of required finance courses, nine credits of finance-focused electives, and six credits of electives chosen from the existing School of Business and Economics course array.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Stevens Point

Title of Proposed Program

Finance

Degree/Major Designation

Bachelor of Science

Mode of Delivery

Single institution, primarily face-to-face

Projected Enrollments by Year Five

Table 1 represents enrollment and graduation projections for students entering the finance program over the next five years. These projections are based on the current enrollment in the finance area of concentration of the B.S. in Business Administration at UW-Stevens Point. Overall, approximately 800 students are enrolled in the B.S. in Business Administration program, with approximately 500 choosing the three most popular concentrations of finance, management, and marketing. After converting students in the concentrations to proposed new majors, UW-Stevens Point expects that the B.S. in Business Administration will continue with a significant number of students who desire a more general business administration education. The finance concentration of the existing B.S. in Business Administration has grown rapidly since 2011, before leveling off in the last few years around 150 enrolled students. UW-Stevens Point deliberately chose to keep its enrollment projections in Table 1 conservative so that it could demonstrate the financial viability of the proposed program without assuming optimistic enrollment growth from new students.

Table 1: Five-Year Degree Program Enrollment Projections (Headcount)

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	45	45	45	45	45
Continuing Students	105	105	105	105	105
Total Enrollment	150	150	150	150	150
Graduating Students	37	37	37	37	37

Note: Table 1 assumes low levels of attrition (roughly 5%), and is based on actual attrition rates from the existing finance emphasis. This number is offset by new incoming students. Graduation rates are slightly over 25% of total enrollment as observed in the existing finance emphasis.

Given the proposed B.S. in Finance has the same number of credits as the existing finance area of concentration, UW-Stevens Point largely expects the students in the existing concentration to populate the new B.S. degree. This assumption may not be technically accurate in year 1, as students will have to opt into the new B.S. from the old concentration. However, the 150 students assumed in year 1 will be split among new students enrolling at UW-Stevens Point into the proposed B.S. in Finance, continuing students enrolled in the existing finance concentration area, and continuing students opting into the proposed B.S. in Finance from the area of concentration. All of these students can be served with the same set of resources currently staffing the area of concentration. The immediate rollover assumption is used to show the financial viability of the B.S. in Finance immediately, given that, while technically a *new* program, it is really an expansion of an existing concentration and, for the first year, will be comprised of existing students. The cost and revenue projections and the budget narrative provide additional details.

Tuition Structure

For students enrolled in the finance program, standard tuition and fees will apply. For the current academic year, the resident tuition and segregated fees total \$4,104.71 per semester for a full-time student who is enrolled in 12-18 credits per term. Of this amount, \$755.63 is attributable to segregated fees and \$3,349.08 to tuition.

Students attending part-time, in accordance with Regent Policy 32-7, as previously approved by the Board of Regents, will be assessed a differential tuition on a per-credit basis. Additionally, while not currently planned, some courses may have additional course costs, such as an access fee for online materials. Any 100% online sections will also have a \$50-per-credit distance education service fee applied to the class. There are no intentions of turning the program into a primarily online or even hybrid program, but there are a few courses that are occasionally offered online, typically during summer or winter terms (e.g., Personal Finance).

Department, College, School or Functional Equivalent

The proposed program will be housed within the School of Business and Economics (SBE) within the College of Professional Studies (CPS).

Proposed Date of Implementation

August/September 2018

INTRODUCTION

Rationale and Relation to Mission

Assisting communities to become more vibrant, healthy, prosperous, and sustainable is the foundation of the UW-Stevens Point's strategic plan, *Partnership for Thriving Communities* (available at www.uwsp.edu/acadaff/Documents/Partnership%20for%20Thriving%20Communities%20May%202014.pdf). This focus directs campus programs to “actively nurture the central and northern Wisconsin region as economically competitive and vibrantly livable.” (p. 7) The School of Business and Economics' (SBE) own mission is closely aligned to that of UW-Stevens Point (available at <https://www.uwsp.edu/busecon/Pages/about/Mission.aspx>).

The proposed B.S. in Finance is an integral component of the SBE's plan to help UW-Stevens Point more fully achieve its vision. The SBE received Association to Advance Collegiate Schools of Business (AACSB) accreditation during the spring of 2017, a recognition of the strong business program existing at UW-Stevens Point. The pursuit and receipt of AACSB accreditation was strongly supported by the university's institutional administration, and indicates a continuing dedication to improve the business programs of UW-Stevens Point and to provide business expertise to central Wisconsin. The recent AACSB accreditation process included an evaluation of the programs and processes of the UW-Stevens Point SBE. As part of the process, AACSB strongly recommended the conversion from finance concentration to fully articulated finance major with required courses and focused electives. The proposed B.S. in Finance will meet AACSB's request, as well as AACSB's charge of continuous improvement. As it was recommended by AACSB, the new B.S. in Finance does not need approval

immediately, but will be evaluated by AACSB as part of UW-Stevens Point's Continuous Improvement Review in July 2019.

The curricular changes related to the AACSB recommendations for a finance major strengthen the finance content students receive relative to a less-focused finance concentration. In addition, as learned from conversations with the Business Advisory Council (BAC), the elevation of the finance concentration to a finance major will more clearly convey to employers the level of finance knowledge included in the degree. Graduates of the program will enter the local workforce, providing valuable skills to local businesses and the community in general. Enrollment data from fall 2015 supported the contention that these curricular changes will impact the local economy, and indicated that 87% of the students enrolled at UW-Stevens Point came from Wisconsin. Of these 8,000+ students, almost 30% came from the surrounding three counties (Portage, Marathon, and Wood). These students not only went to school close to home, but many stayed after graduation.

Graduating-student surveys conducted in 2015 indicated that 39% of graduating students who were originally from Wisconsin stayed within 50 miles of Stevens Point after receiving their degree, with 88% staying within Wisconsin (based on information from UW System, prepared by Marv Noltze for the Portage County LIFE Committee). Furthermore, in 2015, 46% of the students at UW-Stevens Point were first-generation college students (*OIRE Factbook, 2015*, available at

https://www.uwsp.edu/oire/Documents/Factbook_2015_Students%20and%20Enrollment.pdf).

This student population tends to choose an institution of higher learning closer to home. Taken together, these trends suggest a large segment of the surrounding population turns to UW-Stevens Point for their higher education needs and stays in the region afterwards. Thus, while similar in content to excellent finance programs elsewhere, UW-Stevens Point's location allows this university to serve the needs of its surrounding population and uphold its mission.

Need as Suggested by Current Student Demand

The School of Business and Economics (SBE) programs are popular features of UW-Stevens Point. In 2016, the SBE accounted for approximately 10% of all majors at UW-Stevens Point. This proportion has increased from approximately 7% of all majors in 2007 (UW-Stevens Point OIRE major/minor data available at

https://campus.uwsp.edu/sites/oire/campus/_layouts/xlviewer.aspx?id=https://campus.uwsp.edu/sites/oire/campus/Shared%20Documents/MAJMIN_History_published20180305.xlsx).

The development of SBE programs, including finance, has also been highlighted as a strategic priority in the recent proposed curricular restructuring at UW-Stevens Point (*Point Forward: Reimagining our Curriculum for the Future*

<https://www.uwsp.edu/forkintheroad/Documents/Point%20Forward.pdf>).

It is important to note that the proposed finance program is intended to serve as an elaboration of an existing concentration within the B.S. in Business Administration program, rather than a *de novo* program creation. Specifically, the SBE currently offers an area of concentration in finance as an option within the existing B.S. in Business Administration program. The proposed conversion to a B.S. in Finance will assist the SBE with continued AACSB accreditation, an important element of students' degrees. Part of the recent accreditation

process included a visit from the AACSB Peer Review Team. This team reviewed and evaluated the programs and processes of the UW-Stevens Point SBE prior to the accreditation decision by the AACSB. The AACSB Peer Review Team strongly recommended that the SBE require select courses in each existing area of concentration offered, as well as narrow the courses available as electives, in order to focus the curriculum. The conversion from area of concentration to fully articulated individual major fulfills the recommendation of the Peer Review Team, and strengthens the SBE for future AACSB reaccreditation. The more focused curriculum will also improve the educational experience for students currently in the finance area of concentration. Furthermore, the SBE collaborated with the Business Advisory Council when developing the proposed program. The SBE also collaborates extensively with the broader business community to provide student development events and student internships. These external collaborations are a cornerstone of the SBE and UW-Stevens Point missions, and will continue. As such, the proposed B.S. in Finance program strengthens the competitiveness of UW-Stevens Point's students in the job market by more accurately communicating to employers, who helped design the program, these students' curricular experience and expertise.

In 2016, the B.S. in Business Administration with Finance area of concentration was in the top 20 of most enrolled degree programs at UW-Stevens Point. The finance area of concentration has seen significant growth in majors as well, increasing from approximately 70 majors in 2011. This growth is impressive in light of declines in other areas of study and in enrollments in general, suggesting that students are shifting into the business area, and finance in particular, in greater proportions. The proposed B.S. in Finance program involves the same number of credits as the existing area of concentration and will be staffed using the same resources. As such, the university expects existing students to transfer into the B.S. in Finance with little impact on other majors or on its resources. Although students converting from the concentration to the new B.S. degree will not be completely new students at UW-Stevens Point, the growth in popularity of the area of concentration suggests a strong demand for the proposed B.S. degree as well, even if overall enrollments do not expand.

Need as Suggested by Market Demand

According to analysis from the State of Wisconsin Department of Workforce and Development, finance jobs are high projected growth occupations and have a median salary above the state median. Statewide job growth in finance was projected to increase by 948 jobs or 9.90% between 2014 and 2024 (available at <http://worknet.wisconsin.gov/worknet/HotOcc.aspx?menuselection=ce&area=55&Group=A&areatype=1&Level=5&areaname=Statewide>). Analysis from the U.S. Bureau of Labor Statistics projects strong job growth for finance-related positions as well. From 2016 to 2026, positions will be added in a number of finance areas, for example over 32,000 financial analyst positions (10.9% increase), over 40,000 personal financial advisor positions (14.9% increase), and over 23,000 financial services sales positions (6.2% increase). These data are available at <https://data.bls.gov/projections/occupationProj>.

The School of Business and Economics has enjoyed considerable growth over the past decade, a 12.4% increase from 2006 to 2016. As such, the SBE generates significant tuition revenue and income for UW-Stevens Point, which is important not only for the university, but also for the economic vitality of central Wisconsin. The proposed B.S. in Finance will add to the

quality and rigor of SBE programs, and will strengthen the university's commitment to continuously improve its programs to serve the residents of central Wisconsin. The B.S. in Finance degree has been developed with input from the SBE Business Advisory Council, a group that includes some of the most influential business leaders and employers in the region. The business leaders fully support the proposed B.S. in Finance change, and look forward to hiring future graduates. This support from an important group of local stakeholders shows the importance of the SBE within the community, as UW-Stevens Point works to provide skilled graduates for the labor force.

DESCRIPTION OF PROGRAM

General Structure

The proposed B.S. in Finance will focus primarily on traditional students seeking to obtain training in the finance field. A secondary market is nontraditional students, for example, students who delayed before entering school, adults enrolling for the first time, or adults returning to school to finish a B.S. degree. A variety of classes are offered at night at UW-Stevens Point, and UW-Stevens Point is looking to expand offerings at UW-Marathon County and UW-Marshfield/Wood County to reach place-bound students in those areas who are not able to enroll fully in Stevens Point. The program will be housed in the School of Business and Economics within the College of Professional Studies. Students will primarily receive academic and career advising through the SBE advising office and dedicated program faculty in the SBE.

Institutional Program Array

The program will fit well with existing programs at UW-Stevens Point, as the current finance area of concentration now does. As the program will utilize resources currently devoted to the components of the finance area of concentration, the university anticipates little, if any, impact on other programs or departments. Although UW-Stevens Point chose to make its enrollment projections quite conservative, it is hoped that there will be some growth in enrollment after the switch from the concentration. However, any new sections that would be needed with enrollment growth could be financed from the increase in tuition from new students.

Other Programs in the University of Wisconsin System

Several baccalaureate finance programs are currently offered by UW System institutions. These include baccalaureate programs in finance (CIP 52.0801: UW-Madison, UW-Milwaukee, UW-Eau Claire, UW-La Crosse, UW-Oshkosh, and UW-Whitewater), as well as a program in personal finance (CIP 52.0804: UW-Madison). In terms of the specific courses and the structure of the program, the proposed B.S. in Finance does have a number of similarities with other AACSB-accredited programs in the UW System. In fact, the similarities are generally by design. The reason is that they are standard features of quality, AACSB-accredited finance programs. Revising the area of concentration as a fully articulated B.S. in Finance will emphasize the quality of education that students receive, and will clarify to employers what skills students possess.

Notwithstanding the above, finance programs do differ among UW institutions in terms of the number of required courses, the specific courses required, the number of electives, and the types of electives offered. The UW-Stevens Point B.S. in Finance differentiates itself through a

limited three-course (nine credits) core requirement, the number of allowable electives (nine credits), and particularly the flexibility in those electives. The three electives (nine credits) must be selected from a limited list of finance electives. However, students are allowed two electives (six credits) from the existing array of courses across the SBE. This allows students to receive the core finance content and still supplement their knowledge with business, economics, and accounting courses they enjoy elsewhere in the SBE. The proposed B.S. in Finance will also require students to attend external events such as community business speaker presentations, networking events, interviewing seminars, and others, as is required in the current area of concentration. This component of the business core provides to students excellent interactions with the varied finance opportunities that exist in the local business community, while developing the practical skills that will help students find positions after they graduate. In this manner, students graduating with a B.S. in Finance will be academically prepared and well-networked for finance careers within central Wisconsin.

The fact that this proposed program will be delivered in a traditional face-to-face mode only affirms the belief that UW-Stevens Point will not materially compete for students considering finance options across the UW System. In addition, as described previously, many of UW-Stevens Point's students come from the surrounding three-county area (Portage, Marathon, and Wood counties) and wish to remain in the region when they finish their degrees.

Collaborative Nature of the Program

The proposed B.S. in Finance is not pursuing any plans for collaborative or consortial arrangements for the program.

Diversity

Increasing diversity is an important goal for UW-Stevens Point as a whole, but also for the SBE and CPS specifically. As part of the CPS' *Vision for Inclusive Excellence*, departments have been asked to examine existing activities supporting diversity recruitment and retention, and to augment these efforts where possible. AACSB also values diversity and has included diversity considerations throughout their accreditation standards. The SBE followed these charges in the existing B.S. in Business Administration, and will do so again when transitioning the area of concentration into a baccalaureate degree program.

For example, students are taught to recognize the effects of different perspectives and backgrounds on the business environment, and on the delivery and interpretation of their message as part of the intercultural and communication program learning outcomes (PLOs) described below (i.e., PLOs 2 and 4, respectively). Courses related to both of these PLOs engage students with self-assessments about the impact of their own skills and personalities on others, which helps them acknowledge the diverse characteristics, skills, and experiences that others bring to the organization. In addition, as part of the professionalism and ethics PLO (i.e., PLO 3), students explore the effects of diversity on teams, learning to work effectively with co-workers from diverse backgrounds. As one example of the teamwork exercises, students create a team contract outlining duties for each team member. After the relevant project is finished, students evaluate each other related to the contract. This exercise helps students recognize and appreciate the diverse experiences others bring to the group, but also the challenges brought by the diversity.

Outside of the classroom, students are required to attend external events such as campus group events, community business speaker presentations, networking events, interviewing seminars, and others. Many of these events explicitly address diversity issues, and expose students to diverse groups and organizations. For example, one series of events where students can earn attendance credit is entitled *Coffee and Culture*. This past spring the series included presentations by the Black Student Union, the Gender and Sexuality Alliance, and Diversity and College Access on topics related to the experiences of students from diverse groups. Other eligible events are monthly presentations from the International Club related to the culture of a specific country, as well as periodic events advertising and promoting study-abroad opportunities. Other events are less consistent, but are chosen for their particular impact. A few years ago, the SBE hired a speaker to present on the topic of women in negotiating, discussing the differences between women and men in both negotiating tactics and goals. Through the combination of these experiences, the program prepares students to work in modern, diverse organizations.

As its regional population is less racially diverse than some regions, UW-Stevens Point does struggle to recruit from minority groups. However, the institution has acknowledged that challenge and has worked to remedy the issue with increased recruitment efforts in other regions of the state, particularly in the Milwaukee area. UW-Stevens Point also has worked to draw students into its campus from a significant regional Hmong population. This connection should be further strengthened by the planned integration of UW-Marathon County into UW-Stevens Point, given the high level of enrollment of the Hmong population at UW-Marathon County. The institution also recruits internationally, and has a number of international students in its SBE programs. The institution expects this new baccalaureate program to be of particular interest to international students. These recruitment efforts have raised the diversity of all the SBE majors, and these specific practices will be continued for the new baccalaureate program.

In terms of retention efforts, UW-Stevens Point has a strong Multicultural Resource Center that assists students from multicultural backgrounds. The office provides focused advising, and communicates with professors to help students succeed. UW-Stevens Point also has a strong International Student Office. Staff are available to all students to provide resources and help them navigate any issues that may arise. Perhaps most importantly, campus advising is very hands-on, both in the advising office for students early in the program, and with faculty advisors later. This close relationship helps advisors to quickly identify and remedy problems and students at risk.

In terms of faculty, UW-Stevens Point and the SBE have been successful in recruiting and hiring professors from diverse backgrounds. The university advertises positions broadly, and specifically in areas with traditionally large populations of minority candidates. The academic disciplines within the SBE tend to have diverse populations of graduate students, which has made efforts to hire diverse candidates quite successful. UW-Stevens Point will continue these recruiting practices.

The concept of diversity appears in a number of ways in AACSB standards (for a detailed overview of *Eligibility Procedures and Accreditation Standards*: <http://www.aacsb.edu/>-

</media/aacsb/docs/accreditation/standards/business-accreditation-2017-update.ashx?la=en>).

Appreciation of diversity is considered as part of the initial eligibility criteria for membership as a core value and guiding principle for institutions. More specifically, as the third core value, the “school must demonstrate a commitment to address, engage, and respond to current and emerging corporate social responsibility issues (e.g., diversity, sustainable development, environmental sustainability, and globalization of economic activity across cultures).” (p. 9) More detailed standards also address diversity in terms of specific elements of the business program. Most significantly, Standard 4, discussing policies and procedures for student admissions and retention, asks universities to “describe efforts to achieve diversity in the current student body.” (p. 29) UW-Stevens Point addresses this standard in a variety of ways through its recruitment and retention efforts as discussed above. Standard 6, discussing faculty management procedures, asks universities to “describe processes and practices that advance diversity and inclusion among faculty.” (p. 32) UW-Stevens Point’s success in recruiting diverse faculty and its systematic hiring practices related to diversity discussed above have allowed this institution to meet this standard. Standard 9, regarding curriculum content, asks universities to include “social responsibility, including sustainability, diversity and ethical behavior and approaches to management” in their curriculum. (p. 37) UW-Stevens Point’s efforts to put diversity directly into the curriculum and to make diversity an element of the out-of-class events has led the university to achieve this standard as well. The SBE diversity efforts have been evaluated relative to the AACSB values and standards, and were approved as part of its recent accreditation.

Student Learning Outcomes and Program Objectives

The SBE has established program learning outcomes for all majors. The program outcomes were developed through an analysis of best practices in the field, and in consultation with the local business community and the accrediting body ([AACSB](#)). The program’s learning outcomes and subsequent evidence of the graduates’ level of preparation will be demonstrated by students’ ability to:

1. *Analyze and solve business and economics problems*
 - Students will be able to apply core concepts, models, and methods from business, accounting, and economics in identifying and solving problems.
2. *Demonstrate the intercultural competencies necessary to thrive in an increasingly global marketplace*
 - Students will be able to integrate global perspectives and competencies in business interactions.
3. *Appreciate the importance of behaving professionally and ethically*
 - Students will be able to recognize and analyze an ethical dilemma, applying an appropriate ethical framework.
 - Students will be able to work effectively with others in team settings.
4. *Communicate effectively*
 - Students will be able to craft and present an effective professional oral presentation.

- Students will be able to successfully write an effective professional report.
5. *Absorb concepts in areas of core business knowledge*
- Demonstrate literacy in accounting, economics, marketing, management, production, finance, information systems, and business law.

Assessment of Objectives

The SBE has a detailed assurance of learning process that has been in place for a number of years. Rubrics exist for each learning outcome, with individual courses mapped to the learning outcomes. As part of the process, the SBE assesses each program learning outcome on a rotating five-year schedule. Each outcome is assessed through a recursive process that involves collecting data on student achievement of learning outcomes in the relevant classes, evaluating progress, and closing the loop by implementing any changes indicated by this analysis; a process vetted by AACSB.

Program Requirements and Curriculum

Students can declare intent to enter the program upon entering UW-Stevens Point, either as freshmen or as transfer students. Declaring intent places the student in the loop regarding SBE information, policies, and advising. Once students have completed between 10 and 18 credits in the program, they can apply for formal admission to the major. Typically this occurs after students take some combination of mathematics, economics, and accounting. Transfer students generally apply their first semester in the university. To be accepted, students must have a cumulative 2.50 GPA in their major courses. Once students are accepted into the major, they receive specialized, one-on-one advising from the school faculty or staff. Students also must be admitted to the major to register for some upper-level courses and to graduate with a finance major. To graduate with the major, students must successfully complete all required courses in the major and achieve a cumulative grade point average of 2.50 or higher in all the major courses.

The B.S. in Finance requires a minimum of 120 credits, including 71 credits in the major and at least 31 credits from the General Education Program (GEP). Table 2 illustrates the program curriculum for the proposed program.

Table 2: B.S. in Finance Program Curriculum

General education courses required for graduation: 31-40 credits

First Year Seminar	3 credit(s)
Fundamentals of Oral Communication	3 credit(s)
Written Communication/First-Year English	3-6 credit(s)
Quantitative Literacy	0-3 credit(s)
Wellness	1 credit
Arts	3-6 credit(s)
Humanities/U.S. Diversity	3-6 credit(s)
Historical Perspectives	3-6 credit(s)
Social Science/Global Awareness	3-6 credit(s)
Natural Sciences/Environmental Responsibility	3-6 credit(s)
Experiential Learning	0-3 credit(s)

Program support courses: 9-18 credits

Elective courses from across the university to meet 120-credit total	9-18 credit(s)
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Finance major course requirements: 71 credits***Business Core: 47 credits***

Applied Calculus and Statistics	8 credit(s)
Macro & Micro Economics	6 credit(s)
Financial and Managerial Accounting	6 credit(s)
Oral and Written Business Communication	6 credit(s)
Organizational Behavior	3 credit(s)
Principles of Marketing	3 credit(s)
Business Law	3 credit(s)
Principles of Finance	3 credit(s)
Principles of Production	3 credit(s)
Management Information Systems	3 credit(s)
Management Capstone	3 credit(s)

Finance Requirements: 9 credits

Money and Financial Markets	3 credit(s)
Investments	3 credit(s)
Personal Finance OR Financial Planning	3 credit(s)

Finance Electives: 9 credits

Three courses selected from a list of electives with finance content	9 credit(s)
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General Electives: 6 credits

Two courses selected from within the SBE curriculum	6 credit(s)
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Total Credits	120 credit(s)
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Note: The General Education Program (GEP) requirements can be met with as few as 31 credits or as many as 40 credits, depending on which courses are taken. Because of the variability in the GEP credits, students will need to take an additional 9-18 credits outside of the major requirements to get to a total of 120 credits to graduate.

Projected Time to Degree

Full-time, traditional students should be able to complete the proposed B.S. in Finance in four years since it requires the same number of credits as the existing B.S. in Business Administration with finance area of concentration. Part-time students will take longer to complete the degree depending on their level of participation in the program. However, completing the degree as a part-time student is quite possible since the required courses are typically offered every semester, and students have the choice of a number of electives. This flexibility helps keep part-time students on track to graduate. Transfer students are accommodated as well. UW-Stevens Point accepts major credits from other UW schools frequently, as well as courses from other universities. The advising office helps incoming transfer students construct a plan for their graduation based on their incoming credits and

requirements. As with part-time students, the flexibility in offerings helps the university adjust to the diverse needs of transfer students.

Institutional Review

The Department Review Subcommittee, which resides under the Common Council's Academic Affairs Committee, reviews academic programs according to the Reporting Cycle for Assessment and Program Review. This occurs at five-year intervals as required by UW System policy. Additionally, the SBE regularly evaluates its programs. Recently, the fiscal health of both current and future programs was evaluated as part of a program prioritization process at UW-Stevens Point. The proposed B.S. in Finance was vetted and identified as an area for growth at UW-Stevens Point in the *Point Forward: Reimagining our Curriculum for the Future* proposal (<https://www.uwsp.edu/forkintheroad/Documents/Point%20Forward.pdf>). Moving forward, the university will examine programs more frequently to assure that they are financially sustainable and are providing value to students.

Accreditation

During UW-Stevens Point's 2016 accreditation process, the AACSB Peer Review Team strongly recommended converting the B.S. in Business Administration with a finance concentration to a fully articulated B.S. in Finance with specific required courses. As a recommended action, the conversion to a B.S. in Finance will not require subsequent, immediate approval. The program will, however, be evaluated relative to AACSB program standards when the Continuous Improvement Review is completed in July 2019.

University of Wisconsin-Stevens Point
Cost and Revenue Projections For The B.S. in Finance Program

	Items	Projections				
		2019	2020	2021	2022	2023
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount (Note 1)	45.0	45.0	45.0	45.0	45.0
	Enrollment (Continuing Student) Headcount	105.0	105.0	105.0	105.0	105.0
	Enrollment (New Student) FTE	45.0	45.0	45.0	45.0	45.0
	Enrollment (Continuing Student) FTE	105.0	105.0	105.0	105.0	105.0
II	Total New Credit Hours (# new sections x credits/section)	0	0	0	0	0
	Existing Credit Hours (Note 2)	112.50	112.50	112.50	112.50	112.50
III	FTE of New Faculty/Instructional Staff (Note 3)	0	0	0	0	0
	FTE of Current Fac/IAS	4.50	4.50	4.50	4.50	4.50
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.60	0.60	0.60	0.60	0.60
IV	Revenues					
	From Tuition (Note 4)	150,705	150,705	150,705	150,705	150,705
	From Fees					
	Program Revenue (Grants)					
	Program Revenue - Other					
	GPR (re)allocation					
	Total New Revenue	\$150,705	\$150,705	\$150,705	\$150,705	\$150,705
V	Expenses					
	Salaries plus Fringes					
	Faculty/Instructional Staff	0	0	0	0	0
	Other Staff	0	0	0	0	0
	Other Expenses					
	Facilities	-	-	-	-	-
	Equipment					
	Other (please list) (Note 5)	7,500	5,000	5,000	5,000	5,000
	Total Expenses	\$7,500	\$5,000	\$5,000	\$5,000	\$5,000
VI	Net Revenue	\$143,205	\$145,705	\$145,705	\$145,705	\$145,705

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

- Note 1 In Year 1 of the program, 105 students are assumed to rollover from the existing finance area of concentration into the new major, with 45 new incoming students declaring the new B.S. in Finance. Projections for new students are consistent with recent freshmen and transfers declaring the finance area of concentration. This yields 150 total students in Year 1 of the program, approximately consistent with current enrollment for the finance area of concentration.
- Note 2 Approximately 50 sections each semester of business courses and 25 in summer/winter: 125 x 3: 30% allocated to the finance program.
- Note 3 Approximate FTE of business faculty allocated to the finance program.
- Note 4 Program revenue projections include tuition at \$3349 per semester for 45 student FTE. The required number of credits taken within the SBE comprise approximately 50% of a student's total number of required credits to graduate. As a result, it is assumed 50% of a student's course load for a given year is comprised of SBE courses. This results in annual tuition revenue for the program of \$150,705.
- Note 5 Includes initial and ongoing marketing and recruitment expenses.

Provost's Signature:

Greg Summers

Date:

5/7/2018

UNIVERSITY OF WISCONSIN - STEVENS POINT
COST AND REVENUE PROJECTIONS NARRATIVE
BACHELOR OF SCIENCE (B.S.) IN FINANCE

Introduction

The proposed B.S. in Finance is an expansion of the existing finance concentration within the B.S. in Business Administration degree program at UW-Stevens Point. It is important to note that the budget assumptions and projections of the proposed B.S. in Finance are based on the recent historical financial performance of the existing finance concentration. The budget assumptions include a conservative approach to revenues, with projected student enrollments based on recent historical numbers. Implementation of the proposed B.S. in Finance will not change the tuition structure relative to the existing finance concentration.

The School of Business and Economics (SBE) has developed conservative five-year projections. Based on input from the Association to Advance Collegiate Schools of Business (AACSB) and the SBE Business Advisory Council, the B.S. in Finance degree provides students with greater academic rigor and increased skills to successfully achieve goals in their business and finance careers. The university expects this increased preparedness will result in an increased demand for the B.S. in Finance degree relative to the finance area of concentration. However, a conservative financial forecast is used to demonstrate the financial viability of the major program. As detailed below, annual net revenues of over \$143,000 are generated for the B.S. in Finance program, even if a fiscally conservative approach in the financial forecast is followed through holding enrollment constant.

The proposed B.S. in Finance will assist the SBE with continued AACSB accreditation, an important element of students' degrees. The AACSB Peer Review Team strongly recommended that the SBE require select courses in each existing area of concentration offered: finance, marketing, and management. As a result, changes in the scheduling of courses may occur due to offering required courses. The proposed B.S. in Finance may result in a change to a given faculty member's schedule relative to the existing finance concentration program. However, faculty staffing changes are not required for implementation of the proposed B.S. in Finance. Program delivery modes and administrative support are also not expected to change significantly due to the proposed B.S. in Finance.

Section I – Enrollment

Table 1 below represents enrollment and graduation projections for students entering the program over the next five years. The projections are based on current enrollments in the finance concentration. Given that the proposed B.S. in Finance has the same number of credits as the existing finance concentration, it is expected the students enrolled in the finance concentration will populate the new B.S. in Finance. The rollover assumption is used to demonstrate the financial viability of the B.S. in Finance immediately in Year 1, given that, while technically a *new* program, it is really a reshaping of an existing concentration.

The budget assumptions include a conservative approach to revenues, with projected student enrollments based on recent historical numbers. As indicated previously, based on input from the AACSB and the SBE Business Advisory Council, the B.S. in Finance degree provides

students with greater academic rigor and increased skills to successfully achieve goals in their business and finance careers. The university expects this increased preparedness will result in an increased demand for the B.S. in Finance degree relative to the finance area of concentration. However, a conservative enrollment forecast is used to demonstrate the financial viability of the major program.

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. Currently, within the UW-Stevens Point SBE, there are approximately 150 B.S. in Business Administration students with a finance area of concentration. The SBE does not anticipate the proportion of business majors choosing finance as a major to change relative to the proportion of business majors that chose finance as an area of concentration.

Table 1: Five-Year Projected Student Enrollments

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment (New Student) Headcount	45	45	45	45	45
Enrollment (Continuing Student) Headcount	105	105	105	105	105
Total Enrollment	150	150	150	150	150
Enrollment (New Student) FTE	45	45	45	45	45
Graduating	37	37	37	37	37
Attrition	8	8	8	8	8

In Year 1 of the major program, 105 students are assumed to rollover from the existing area of concentration into the new major, with 45 new incoming students declaring a B.S. in Finance major. Projections for new students are consistent with recent freshmen and transfer students declaring the finance area of concentration. This provides 150 students in Year 1 of the major program, approximately consistent with current enrollment for the finance area of concentration. Table 1 assumes low levels of attrition (approximately 5%), and is based on actual attrition rates from the existing finance emphasis. Approximately 25% of majors are assumed to graduate each year, which is consistent with historical graduation percentages for students enrolled in the finance area of concentration.

Section II – Credit Hours

Table 2 below represents credit-hour projections for the next five years. The projections are based on current credit hours in the finance concentration, with Year 1 reflecting a rollover of existing credit hours and courses in the current finance concentration to the new proposed B.S. in

Finance. Once again, the immediate rollover assumption is used because the proposed B.S. in Finance represents the elevation of an existing concentration.

Table 2: Five-Year Credit Hours

<i>Credit Hours</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
Total New Credit Hours (# new sections x credits per section)	0.00	0.00	0.00	0.00	0.00
Existing Credit Hours	112.50	112.50	112.50	112.50	112.50

Relative to the existing finance concentration, the proposed B.S. in Finance will not result in new courses or sections. Due to the consistent offering of required courses in the proposed program, the frequency and timing of electives is expected to change, but not the total number of courses offered in a given semester. The proposed B.S. in Finance may result in a change to a given faculty member's schedule relative to the existing finance concentration program. However, faculty staffing changes are not required for implementation of the proposed B.S. in Finance.

Section III – Faculty and Staff Appointments

Table 3 below represents faculty and staff appointments relevant to the proposed program in finance for the next five years. The projections in Year 1 reflect a transition of existing faculty and staff currently allocated to the finance concentration. Faculty staffing and administrative support changes are not required for implementation of the proposed B.S. in Finance; therefore, no new faculty or staff are required for the major.

Table 3: Faculty and Staff Appointments

<i>FTE</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
FTE of New Faculty/Instructional Staff	0	0	0	0	0
FTE of Current Faculty/IAS	4.50	4.50	4.50	4.50	4.50
FTE of New Admin Staff	0	0	0	0	0
FTE Current Admin Staff	0.60	0.60	0.60	0.60	0.60

Section IV – Program Revenues

Table 4 below includes projected revenues relevant to the proposed program in finance for the next five years. The projections in Year 1 reflect only the contribution of newly enrolled students to revenue, as the other students only provide a rollover of existing revenues from the finance concentration.

Table 4: Program Revenues

<i>Revenues</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
From Tuition	150,705	150,705	150,705	150,705	150,705
From Fees					
Program Revenue – Grants					
Program Revenue – Other					

Reallocation					
Total Revenue	150,705	150,705	150,705	150,705	150,705

Program revenue projections for the B.S. in Finance include tuition at \$3,349 per semester for 45 new student FTE. The required number of credits taken within the SBE comprise approximately 50% of a student's total number of required credits to graduate. As a result, it is assumed 50% of a student's course load for a given year is comprised of SBE courses. This results in annual tuition revenue for the program of \$150,705.

Due to the conservative nature of the budget, FTE, tuition rates, and other sources of program revenues are held constant over the next five years. The FTE and program revenues generated in Year 1 for the major are similar to current FTE and program revenues for the area of concentration.

Section V – Program Expenses

Table 5 below shows expenses relevant to the proposed B.S. in Finance for the next five years. The projections in Year 1 reflect that the SBE will incur very few new costs in the creation of the program, as the proposed program is only replacing costs already incurred in providing the area of concentration. The new B.S. in Finance will be taught with existing faculty and staff, and will use existing facilities and supplies. The only new expenses are related to the initial efforts to market the elevation of the area of concentration to a full degree program, as well as ongoing marketing and recruitment expenses aimed at maintaining or increasing enrollments.

Table 5: Program Expenses

<i>Expenses</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
Salaries plus Fringes					
Faculty/Instructional Staff	0	0	0	0	0
Other Staff	0	0	0	0	0
Other Expenses					
Facilities and Supplies	0	0	0	0	0
Other:	7,500	5,000	5,000	5,000	5,000
Total Expenses	7,500	5,000	5,000	5,000	5,000

Section VI – Net Revenue

Table 6 below shows net revenues derived from the proposed B.S. in Finance for the next five years. The projections reflect only the contribution of newly enrolled students to revenue, as other students only provide a rollover of existing revenues from the finance concentration. Similarly, the cost projections reflect only initial and ongoing marketing expenditures, as all other costs would only be rolled over from the area of concentration. Net positive revenues are projected to be generated from the program each year. Net revenues are expected to be used for a variety of purposes, including new program and curriculum development, marketing, faculty development, and increased resources for students.

As indicated previously, based on input from the AACSB and the SBE Business Advisory Council, the B.S. in Finance degree provides students with greater academic rigor and increased skills to successfully achieve goals in their business and finance careers. This increased preparedness is expected to result in an increased demand for the B.S. in Finance degree relative to the finance area of concentration. However, a conservative forecast approach to program revenues and expenses has been taken to demonstrate that the new major will generate net revenues consistently and similarly to the existing area of concentration. Any additional demand for the major relative to the current area of concentration will generate additional net revenues, as the SBE will utilize its resources efficiently to allow increased capacity utilization at current staffing levels.

Table 6: Net Revenue

Net Revenue	\$143,205	\$145,705	\$145,705	\$145,705	\$145,705
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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: B.S. in Finance
Date: May 9, 2018

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 Bachelor of Science (B.S.) in Finance program for which we are presently seeking authorization. As noted in the proposal documents, the proposed B.S. in Finance program is intended to serve as an elaboration of an existing concentration within our B.S. in Business Administration degree program. The proposed program in finance will largely serve to parse the existing enrollment in our business administration degree program into a defined major that better reflects the curriculum these students experience, and the resultant skills and expertise they develop. Consequently, we submit that offering this new finance degree program will utilize existing budget and will not require the allocation of additional resources to support this degree program.

The proposed B.S. in Finance at UW-Stevens Point will strengthen the educational possibilities of the region by giving students and employers access to a high quality education in finance. The program was developed after a detailed review of finance programs offered by both aspirant schools, and other University of Wisconsin institutions. In addition, the local business community, including the School of Business and Economics (SBE) Business Advisory Council, provided input for program development. Central Wisconsin and the Stevens Point area feature several important financial institutions that are key to the economic growth of the region and Wisconsin. Moreover, many of our students come from the surrounding three-county area (Portage, Marathon, and Wood counties), and wish to remain in the region when they finish their degrees.

The proposed B.S. in Finance program will strengthen the competitiveness of our students in the job market by more accurately communicating to employers these students' curricular experience and expertise. The program will also assist the SBE with continued AACSB accreditation. Part of the recent accreditation process included a visit from the AACSB peer review team, and this team strongly recommended that the SBE require select courses in each existing area of concentration offered - finance, marketing, and management. The conversion from areas of concentration to fully articulated individual majors with specific required courses fulfills the recommendation of the peer review team, and strengthens the SBE programs for future AACSB reaccreditation.

Finally, the proposed B.S. in Finance program will be fully integrated into our existing campus assessment and program review procedures. This 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.

Program Authorization (Implementation)
Bachelor of Science in Management
UW-Stevens Point

EDUCATION COMMITTEE

Resolution I.1.d.(2):

That, upon the recommendation of the Chancellor of University of Wisconsin-Stevens Point and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Management at UW-Stevens Point.

**NEW PROGRAM AUTHORIZATION
BACHELOR OF SCIENCE IN MANAGEMENT
UNIVERSITY OF WISCONSIN-STEVENSON**

EXECUTIVE SUMMARY

BACKGROUND

The University of Wisconsin-Stevens Point submits this request to establish a Bachelor of Science in Management. This proposal is presented in accord with the procedures outlined in Academic Planning and Program Review (SYS 102, revised July 2016, available at <https://www.wisconsin.edu/program-planning/>).

REQUESTED ACTION

Adoption of Resolution I.1.d.(2), approving the implementation of the Bachelor of Science in Management degree program at the University of Wisconsin-Stevens Point.

DISCUSSION

Program Description. The University of Wisconsin-Stevens Point School of Business and Economics (SBE) proposes to establish a Bachelor of Science (B.S.) degree in Management. The program expands the existing management concentration to a fully articulated management major with required courses and focused electives, within the UW-Stevens Point Bachelor of Science in Business Administration degree. In addition, the program directly responds to accreditation recommendations that were submitted by the Association to Advance Collegiate Schools of Business (AACSB) Peer Review Team in 2017. Consequently, the program will distribute existing student enrollment in the Business Administration degree program from a concentration to a defined major, which will not only meet accreditation requirements, but also provide students with the curriculum, knowledge, skills, and expertise they will need upon graduation.

Mission. The proposed degree program is integral to the SBE's plan to help UW-Stevens Point fulfill its mission. The AACSB granted accreditation to the SBE during the spring of 2017, in recognition of the strong business program at UW-Stevens Point. As part of this process, the AACSB strongly recommended the conversion from management concentration to fully articulated management major with required courses and focused electives. Thus, the proposed B.S. in Management will meet AACSB's request, as well as AACSB's charge of continuous improvement.

Credit Load and Tuition. The proposed degree program requires 120 credit hours, which include completion of the General Education Program (GEP) that is common to all baccalaureate degree programs at UW-Stevens Point. The degree also requires students to complete 71 credits

in business and finance, including 47 credits of core business curriculum, nine credits of required management courses and management electives, as well as six credits of electives chosen from the broad array of SBE courses. Standard undergraduate tuition and fees will apply, which for the current year were \$4,104.71 per semester for a full-time resident student enrolled in 12-18 credits per term. Of this amount, \$755.63 is attributable to segregated fees and \$3,349.08 to tuition.

Student and Market Demand. In 2016, the B.S. in Business Administration with Management area of concentration was in the top 15 of most enrolled degree programs at UW-Stevens Point. The management area of concentration has seen significant growth in majors as well, increasing from approximately 90 majors in 2011. This growth is impressive in light of declines in other areas of study and in enrollments in general, suggesting that students are shifting into the business area, and management in particular, in greater proportions. The proposed B.S. in Management will add to the quality and rigor of SBE programs, and strengthen the university's commitment to continuously improve its programs to serve the residents of central Wisconsin. The B.S. in Management degree has been developed with input from the SBE Business Advisory Council, a group that includes some of the most influential business leaders and employers in the region. The business leaders fully support the proposed B.S. in Management change, and look forward to hiring future graduates.

Program Management. The proposed degree program involves the same number of credits as the existing area of concentration and will be staffed using the same resources. As such, it is anticipated that existing students will transfer into the management major with little impact on other majors or resources.

RELATED REGENT AND UW SYSTEM POLICIES

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

UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting.

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BACHELOR OF SCIENCE IN MANAGEMENT
AT UW-STEVEN'S POINT
PREPARED BY UW-STEVEN'S POINT**

ABSTRACT

The University of Wisconsin-Stevens Point School of Business and Economics (SBE) proposes to establish a Bachelor of Science (B.S.) degree in Management. The proposed Bachelor of Science degree in Management at UW-Stevens Point will give students and regional employers access to a high-quality educational program in management. It is important to note that the proposed management degree program extends from the existing management concentration within the B.S. in Business Administration program. Consequently, UW-Stevens Point asserts a new degree program in management will largely serve to parse existing enrollments in its business administration degree program into a defined major that better reflects the curriculum these students experience, as well as the knowledge, skills, and expertise they develop. In working with its Business Advisory Council (BAC) and other local employers to develop the program, it became evident that the change from concentration to major will elevate the perceived status of the degree and clarify the level of curricular content delivered in the degree.

Graduates of this program will have a strong general business knowledge with additional training in a variety of management areas. UW-Stevens Point's accrediting body, Association to Advance Collegiate Schools of Business (AACSB), strongly recommended that the SBE convert the management area of concentration into a fully articulated individual major with specific required management courses and electives to focus the management content. With this foundation, students are better prepared to obtain and succeed in entry-level positions in management. The proposed 120-credit B.S. in Management program includes completion of the General Education Program (GEP) that is common to all baccalaureate degree programs at UW-Stevens Point. The degree also requires students to complete 71 credits in business and management, 47 credits of core business curriculum, nine credits of required management courses, nine credits of management-focused electives, and six credits of electives chosen from the existing School of Business and Economics course array.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Stevens Point

Title of Proposed Program

Management

Degree/Major Designation

Bachelor of Science

Mode of Delivery

Single institution, primarily face-to-face

Projected Enrollments by Year Five

Table 1 represents enrollment and graduation projections for students entering the management program over the next five years. These projections are based on the current enrollment in the management area of concentration of the B.S. in Business Administration at UW-Stevens Point. Overall, approximately 800 students are enrolled in the B.S. in Business Administration program, with approximately 500 choosing the three most popular concentrations of finance, management, and marketing. After converting students in the concentrations to proposed new majors, UW-Stevens Point expects that the B.S. in Business Administration will continue with a significant number of students who desire a more general business administration education. The management concentration of the existing B.S. in Business Administration has grown rapidly since 2011, before leveling off in the last few years around 175 enrolled students. UW-Stevens Point deliberately chose to keep its enrollment projections in Table 1 conservative so that it could demonstrate the financial viability of the proposed program without assuming optimistic enrollment growth from new students.

Table 1: Five-Year Degree Program Enrollment Projections (Headcount)

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	54	54	54	54	54
Continuing Students	121	121	121	121	121
Total Enrollment	175	175	175	175	175
Graduating Students	45	45	45	45	45

Note: Table 1 assumes low levels of attrition (roughly 5%), and is based on actual attrition rates from the existing management emphasis. This number is offset by new incoming students. Graduation rates are slightly over 25% of total enrollment as observed in the existing management emphasis.

Given the proposed B.S. in Management has the same number of credits as the existing management area of concentration, UW-Stevens Point largely expects the students in the existing concentration to populate the new B.S. degree. This assumption may not be technically accurate in year 1, as students will have to opt into the new B.S. from the old concentration. However, the 175 students assumed in year 1 will be split among new students enrolling at UW-Stevens Point into the proposed B.S. in Management, continuing students enrolled in the existing management concentration area, and continuing students opting into the proposed B.S. in Management from the area of concentration. All of these students can be served with the same set of resources currently staffing the area of concentration. The immediate rollover assumption is used to show the financial viability of the B.S. in Management immediately, given that, while technically a *new* program, it is really an expansion of an existing concentration and, for the first year, will be comprised of existing students. The cost and revenue projections and the budget narrative provide additional details.

Tuition Structure

For students enrolled in the management program, standard tuition and fees will apply. For the current academic year, the resident tuition and segregated fees total \$4,104.71 per semester for a full-time student who is enrolled in 12-18 credits per term. Of this amount, \$755.63 is attributable to segregated fees and \$3,349.08 to tuition.

Students attending part-time, in accordance with Regent Policy 32-7, as previously approved by the Board of Regents, will be assessed a differential tuition on a per-credit basis. Additionally, while not currently planned, some courses may have additional course costs, such as an access fee for online materials. Any 100% online sections will also have a \$50-per-credit distance education service fee applied to the class. There are no intentions of turning the program into a primarily online or even hybrid program, but there are a few courses that are occasionally offered online, typically during summer or winter terms (e.g., Organizational Theory, Ethics in Business, Business Leadership for Managers).

Department, College, School or Functional Equivalent

The proposed program will be housed within the School of Business and Economics (SBE) within the College of Professional Studies (CPS).

Proposed Date of Implementation

August/September 2018

INTRODUCTION

Rationale and Relation to Mission

Assisting communities to become more vibrant, healthy, prosperous, and sustainable is the foundation of the UW-Stevens Point's strategic plan, *Partnership for Thriving Communities* (available at www.uwsp.edu/acadaff/Documents/Partnership%20for%20Thriving%20Communities%20May%202014.pdf). This focus directs campus programs to "actively nurture the central and northern Wisconsin region as economically competitive and vibrantly livable." (p. 7) The School of Business and Economics' (SBE) own mission is closely aligned to that of UW-Stevens Point (available at <https://www.uwsp.edu/busecon/Pages/about/Mission.aspx>).

The proposed B.S. in Management is an integral component of the SBE's plan to help UW-Stevens Point more fully achieve its vision. The SBE received Association to Advance Collegiate Schools of Business (AACSB) accreditation during the spring of 2017, a recognition of the strong business program existing at UW-Stevens Point. The pursuit and receipt of AACSB accreditation was strongly supported by the university's institutional administration, and indicates a continuing dedication to improve the business programs of UW-Stevens Point and to provide business expertise to central Wisconsin. The recent AACSB accreditation process included an evaluation of the programs and processes of the UW-Stevens Point SBE. As part of the process, AACSB strongly recommended the conversion from management concentration to fully articulated management major with required courses and focused electives. The proposed B.S. in Management will meet AACSB's request, as well as AACSB's charge of continuous

improvement. As it was recommended by AACSB, the new B.S. in Management does not need approval immediately, but will be evaluated by AACSB as part of UW-Stevens Point's Continuous Improvement Review in July 2019.

The curricular changes related to the AACSB recommendations for a management major strengthen the management content students receive relative to a less-focused management concentration. In addition, as learned from conversations with the Business Advisory Council (BAC), the elevation of the management concentration to a management major will more clearly convey to employers the level of management knowledge included in the degree. Graduates of the program will enter the local workforce, providing valuable skills to local businesses and the community in general. Enrollment data from fall 2015 supported the contention that these curricular changes will impact the local economy, and indicated that 87% of the students enrolled at UW-Stevens Point came from Wisconsin. Of these 8,000+ students, almost 30% came from the surrounding three counties (Portage, Marathon, and Wood). These students not only went to school close to home, but many stayed after graduation.

Graduating-student surveys conducted in 2015 indicated that 39% of graduating students who were originally from Wisconsin stayed within 50 miles of Stevens Point after receiving their degree, with 88% staying within Wisconsin (based on information from UW System, prepared by Marv Noltze for the Portage County LIFE Committee). Furthermore, in 2015, 46% of the students at UW-Stevens Point were first-generation college students (*OIRE Factbook 2015*, available at

https://www.uwsp.edu/oire/Documents/Factbook_2015_Students%20and%20Enrollment.pdf).

This student population tends to choose an institution of higher learning closer to home. Taken together, these trends suggest a large segment of the surrounding population turns to UW-Stevens Point for their higher education needs and stays in the region afterwards. Thus, while similar in content to excellent management programs elsewhere, UW-Stevens Point's location allows this university to serve the needs of its surrounding population and uphold its mission.

Need as Suggested by Current Student Demand

The School of Business and Economics (SBE) programs are popular features of UW-Stevens Point. In 2016, the SBE accounted for approximately 10% of all majors at UW-Stevens Point. This proportion has increased from approximately 7% of all majors in 2007 (UW-Stevens Point OIRE major/minor data available at

https://campus.uwsp.edu/sites/oire/campus/layouts/xlviewer.aspx?id=https://campus.uwsp.edu/sites/oire/campus/Shared%20Documents/MAJMIN_History_published20180305.xlsx).

The development of SBE programs, including management, has also been highlighted as a strategic priority in the recent proposed curricular restructuring at UW-Stevens Point (*Point Forward: Reimagining our Curriculum for the Future*

<https://www.uwsp.edu/forinthefuture/Documents/Point%20Forward.pdf>).

It is important to note that the proposed management program is intended to serve as an elaboration of an existing concentration within the B.S. in Business Administration program, rather than a *de novo* program creation. Specifically, the SBE currently offers an area of concentration in management as an option within the existing B.S. in Business Administration program. The proposed conversion to a B.S. in Management will assist the SBE with continued

AACSB accreditation, an important element of students' degrees. Part of the recent accreditation process included a visit from the AACSB Peer Review Team. This team reviewed and evaluated the programs and processes of the UW-Stevens Point SBE prior to the accreditation decision by the AACSB. The AACSB Peer Review Team strongly recommended that the SBE require select courses in each existing area of concentration offered, as well as narrow the courses available as electives, in order to focus the curriculum. The conversion from area of concentration to fully articulated individual major fulfills the recommendation of the Peer Review Team, and strengthens the SBE for future AACSB reaccreditation. The more focused curriculum will also improve the educational experience for students currently in the management area of concentration. Furthermore, the SBE collaborated with the Business Advisory Council when developing the proposed program. The SBE also collaborates extensively with the broader business community to provide student development events and student internships. These external collaborations are a cornerstone of the SBE and UW-Stevens Point missions, and will continue. As such, the proposed B.S. in Management program strengthens the competitiveness of UW-Stevens Point's students in the job market by more accurately communicating to employers, who helped design the program, these students' curricular experience and expertise.

In 2016, the B.S. in Business Administration with Management area of concentration was in the top 15 of most enrolled degree programs at UW-Stevens Point. The management area of concentration has seen significant growth in majors as well, increasing from approximately 90 majors in 2011. This growth is impressive in light of declines in other areas of study and in enrollments in general, suggesting that students are shifting into the business area, and management in particular, in greater proportions. The proposed B.S. in Management program involves the same number of credits as the existing area of concentration and will be staffed using the same resources. As such, the university expects existing students to transfer into the B.S. in Management with little impact on other majors or on its resources. Although students converting from the concentration to the new B.S. degree will not be completely new students at UW-Stevens Point, the growth in popularity of the area of concentration suggests a strong demand for the proposed B.S. degree as well, even if overall enrollments do not expand.

Need as Suggested by Market Demand

According to analysis from the State of Wisconsin Department of Workforce and Development, management jobs are high projected growth occupations and have a median salary above the state median. Statewide job growth in management was projected to increase by 1,631 jobs or 14.20% between 2014 and 2024 (available at <http://worknet.wisconsin.gov/worknet/HotOcc.aspx?menuselection=ce&area=55&Group=A&areatype=1&Level=5&areaname=Statewide>). Analysis from the U.S. Bureau of Labor Statistics projects strong job growth for management-related positions as well. From 2016 to 2026, positions will be added in a number of management areas, for example over 115,000 management analyst positions (14.3% increase), over 12,000 human resources management positions (9.1% increase), and over 205,000 general and operations management positions (9.1% increase). These data are available at <https://data.bls.gov/projections/occupationProj>.

The School of Business and Economics has enjoyed considerable growth over the past decade, a 12.4% increase from 2006 to 2016. As such, the SBE generates significant tuition revenue and income for UW-Stevens Point, which is important not only for the university, but

also for the economic vitality of central Wisconsin. The proposed B.S. in Management will add to the quality and rigor of SBE programs, and will strengthen the university's commitment to continuously improve its programs to serve the residents of central Wisconsin. The B.S. in Management degree has been developed with input from the SBE Business Advisory Council, a group that includes some of the most influential business leaders and employers in the region. The business leaders fully support the proposed B.S. in Management change, and look forward to hiring future graduates. This support from an important group of local stakeholders shows the importance of the SBE within the community, as UW-Stevens Point works to provide skilled graduates for the labor force.

DESCRIPTION OF PROGRAM

General Structure

The proposed B.S. in Management will focus primarily on traditional students seeking to obtain training in the management field. A secondary market is nontraditional students, for example, students who delayed before entering school, adults enrolling for the first time, or adults returning to school to finish a B.S. degree. A variety of classes are offered at night at UW-Stevens Point, and UW-Stevens Point is looking to expand offerings at UW-Marathon County and UW-Marshfield/Wood County to reach place-bound students in those areas who are not able to enroll fully in Stevens Point. The program will be housed in the School of Business and Economics within the College of Professional Studies. Students will primarily receive academic and career advising through the SBE advising office and dedicated program faculty in the SBE.

Institutional Program Array

The program will fit well with existing programs at UW-Stevens Point, as the current management area of concentration now does. As the program will utilize resources currently devoted to the components of the management area of concentration, the university anticipates little, if any, impact on other programs or departments. Although UW-Stevens Point chose to make its enrollment projections quite conservative, it is hoped that there will be some growth in enrollment after the switch from the concentration. However, any new sections that would be needed with enrollment growth could be financed from the increase in tuition from new students.

Other Programs in the University of Wisconsin System

Several baccalaureate management programs (CIP: 52.020X) are currently offered by UW System institutions, including UW-Madison, UW-Milwaukee, UW-Eau Claire, UW-La Crosse, UW-Oshkosh, UW-Parkside, UW-Stout, UW-Superior, and UW-Whitewater. In terms of the specific courses and the structure of the program, the proposed B.S. in Management does have a number of similarities with other AACSB-accredited programs in the UW System. In fact, the similarities are generally by design. The reason is that they are standard features of quality, AACSB-accredited management programs. Revising the area of concentration as a fully articulated B.S. in Management will emphasize the quality of education that students receive, and will clarify to employers what skills students possess.

Notwithstanding the above, management programs do differ among UW institutions in terms of the number of required courses, the specific courses required, the number of electives, and the types of electives offered. The UW-Stevens Point B.S. in Management differentiates

itself through a limited three-course (nine credits) core requirement, the number of allowable electives (nine credits), and particularly the flexibility in those electives. The three electives (nine credits) must be selected from a limited list of management electives. However, students are allowed two electives (six credits) from the existing array of courses across the SBE. This allows students to receive the core management content and still supplement their knowledge with business, economics, and accounting courses they enjoy elsewhere in the SBE. The proposed B.S. in Management will also require students to attend external events such as community business speaker presentations, networking events, interviewing seminars, and others, as is required in the current area of concentration. This component of the business core provides to students excellent interactions with the varied management opportunities that exist in the local business community, while developing the practical skills that will help students find positions after they graduate. In this manner, students graduating with a B.S. in Management will be academically prepared and well-networked for management careers within central Wisconsin.

The fact that this proposed program will be delivered in a traditional face-to-face mode only affirms the belief that UW-Stevens Point will not materially compete for students considering management options across the UW System. In addition, as described previously, many of UW-Stevens Point's students come from the surrounding three-county area (Portage, Marathon, and Wood counties) and wish to remain in the region when they finish their degrees.

Collaborative Nature of the Program

The proposed B.S. in Management is not pursuing any plans for collaborative or consortial arrangements for the program.

Diversity

Increasing diversity is an important goal for UW-Stevens Point as a whole, but also for the SBE and CPS specifically. As part of the CPS' *Vision for Inclusive Excellence*, departments have been asked to examine existing activities supporting diversity recruitment and retention, and to augment these efforts where possible. AACSB also values diversity and has included diversity considerations throughout their accreditation standards. The SBE followed these charges in the existing B.S. in Business Administration, and will do so again when transitioning the area of concentration into a baccalaureate degree program.

For example, students are taught to recognize the effects of different perspectives and backgrounds on the business environment, and on the delivery and interpretation of their message as part of the intercultural and communication program learning outcomes (PLOs) described below (i.e., PLOs 2 and 4, respectively). Courses related to both of these PLOs engage students with self-assessments about the impact of their own skills and personalities on others, which helps them acknowledge the diverse characteristics, skills, and experiences that others bring to the organization. In addition, as part of the professionalism and ethics PLO (i.e., PLO 3), students explore the effects of diversity on teams, learning to work effectively with co-workers from diverse backgrounds. As one example of the teamwork exercises, students create a team contract outlining duties for each team member. After the relevant project is finished, students evaluate each other related to the contract. This exercise helps students recognize and appreciate the diverse experiences others bring to the group, but also the challenges brought by the diversity.

Outside of the classroom, students are required to attend external events such as campus group events, community business speaker presentations, networking events, interviewing seminars, and others. Many of these events explicitly address diversity issues, and expose students to diverse groups and organizations. For example, one series of events where students can earn attendance credit is entitled *Coffee and Culture*. This past spring, the series included presentations by the Black Student Union, the Gender and Sexuality Alliance, and Diversity and College Access on topics related to the experiences of students from diverse groups. Other eligible events are monthly presentations from the International Club related to the culture of a specific country, as well as periodic events advertising and promoting study-abroad opportunities. Other events are less consistent, but are chosen for their particular impact. A few years ago, the SBE hired a speaker to present on the topic of women in negotiating, discussing the differences between women and men in both negotiating tactics and goals. Through the combination of these experiences, the program prepares students to work in modern, diverse organizations.

As its regional population is less racially diverse than some regions, UW-Stevens Point does struggle to recruit from minority groups. However, the institution has acknowledged that challenge and has worked to remedy the issue with increased recruitment efforts in other regions of the state, particularly in the Milwaukee area. UW-Stevens Point also has worked to draw students into its campus from a significant regional Hmong population. This connection should be further strengthened by the planned integration of UW-Marathon County into UW-Stevens Point, given the high level of enrollment of the Hmong population at UW-Marathon County. The institution also recruits internationally, and has a number of international students in its SBE programs. The institution expects this new baccalaureate program to be of particular interest to international students. These recruitment efforts have raised the diversity of all the SBE majors, and these specific practices will be continued for the new baccalaureate program.

In terms of retention efforts, UW-Stevens Point has a strong Multicultural Resource Center that assists students from multicultural backgrounds. The office provides focused advising, and communicates with professors to help students succeed. UW-Stevens Point also has a strong International Student Office. Staff are available to all students to provide resources and help them navigate any issues that may arise. Perhaps most importantly, campus advising is very hands-on, both in the advising office for students early in the program, and with faculty advisors later. This close relationship helps advisors to quickly identify and remedy problems and students at risk.

In terms of faculty, UW-Stevens Point and the SBE have been successful in recruiting and hiring professors from diverse backgrounds. The university advertises positions broadly, and specifically in areas with traditionally large populations of minority candidates. The academic disciplines within the SBE tend to have diverse populations of graduate students, which has made efforts to hire diverse candidates quite successful. UW-Stevens Point will continue these recruiting practices.

The concept of diversity appears in a number of ways in AACSB standards (for a detailed overview of *Eligibility Procedures and Accreditation Standards*: <http://www.aacsb.edu/>-

</media/aacsb/docs/accreditation/standards/business-accreditation-2017-update.ashx?la=en>).

Appreciation of diversity is considered as part of the initial eligibility criteria for membership as a core value and guiding principle for institutions. More specifically, as the third core value, the “school must demonstrate a commitment to address, engage, and respond to current and emerging corporate social responsibility issues (e.g., diversity, sustainable development, environmental sustainability, and globalization of economic activity across cultures).” (p. 9) More detailed standards also address diversity in terms of specific elements of the business program. Most significantly, Standard 4, discussing policies and procedures for student admissions and retention, asks universities to “describe efforts to achieve diversity in the current student body.” (p. 29) UW-Stevens Point addresses this standard in a variety of ways through its recruitment and retention efforts as discussed above. Standard 6, discussing faculty management procedures, asks universities to “describe processes and practices that advance diversity and inclusion among faculty.” (p. 32) UW-Stevens Point’s success in recruiting diverse faculty and its systematic hiring practices related to diversity discussed above have allowed this institution to meet this standard. Standard 9, regarding curriculum content, asks universities to include “social responsibility, including sustainability, diversity and ethical behavior and approaches to management” in their curriculum. (p. 37) UW-Stevens Point’s efforts to put diversity directly into the curriculum and to make diversity an element of the out-of-class events has led the university to achieve this standard as well. The SBE diversity efforts have been evaluated relative to the AACSB values and standards, and were approved as part of its recent accreditation.

Student Learning Outcomes and Program Objectives

The SBE has established program learning outcomes for all majors. The program outcomes were developed through an analysis of best practices in the field, and in consultation with the local business community and the accrediting body ([AACSB](#)). The program’s learning outcomes and subsequent evidence of the graduates’ level of preparation will be demonstrated by students’ ability to:

1. *Analyze and solve business and economics problems*
 - Students will be able to apply core concepts, models, and methods from business, accounting, and economics in identifying and solving problems.
2. *Demonstrate the intercultural competencies necessary to thrive in an increasingly global marketplace*
 - Students will be able to integrate global perspectives and competencies in business interactions.
3. *Appreciate the importance of behaving professionally and ethically*
 - Students will be able to recognize and analyze an ethical dilemma, applying an appropriate ethical framework.
 - Students will be able to work effectively with others in team settings.
4. *Communicate effectively*
 - Students will be able to craft and present an effective professional oral presentation.

- Students will be able to successfully write an effective professional report.
5. *Absorb concepts in areas of core business knowledge*
- Demonstrate literacy in accounting, economics, marketing, management, production, finance, information systems, and business law.

Assessment of Objectives

The SBE has a detailed assurance of learning process that has been in place for a number of years. Rubrics exist for each learning outcome, with individual courses mapped to the learning outcomes. As part of the process, the SBE assesses each program learning outcome on a rotating five-year schedule. Each outcome is assessed through a recursive process that involves collecting data on student achievement of learning outcomes in the relevant classes, evaluating progress, and closing the loop by implementing any changes indicated by this analysis; a process vetted by AACSB.

Program Requirements and Curriculum

Students can declare intent to enter the program upon entering UW-Stevens Point, either as freshmen or as transfer students. Declaring intent places the student in the loop regarding SBE information, policies, and advising. Once students have completed between 10 and 18 credits in the program, they can apply for formal admission to the major. Typically this occurs after students take some combination of mathematics, economics, and accounting. Transfer students generally apply their first semester in the university. To be accepted, students must have a cumulative 2.50 GPA in their major courses. Once students are accepted into the major, they receive specialized, one-on-one advising from the school faculty or staff. Students also must be admitted to the major to register for some upper-level courses and to graduate with a management major. To graduate with the major, students must successfully complete all required courses in the major and achieve a cumulative grade point average of 2.50 or higher in all the major courses.

The B.S. in Management requires a minimum of 120 credits, including 71 credits in the major and at least 31 credits from the General Education Program (GEP). Table 2 illustrates the program curriculum for the proposed program.

Table 2: B.S. in Management Program Curriculum

General education courses required for graduation: 31-40 credits

First Year Seminar	3 credit(s)
Fundamentals of Oral Communication	3 credit(s)
Written Communication/First-Year English	3-6 credit(s)
Quantitative Literacy	0-3 credit(s)
Wellness	1 credit
Arts	3-6 credit(s)
Humanities/U.S. Diversity	3-6 credit(s)
Historical Perspectives	3-6 credit(s)
Social Science/Global Awareness	3-6 credit(s)
Natural Sciences/Environmental Responsibility	3-6 credit(s)
Experiential Learning	0-3 credit(s)

Program support courses: 9-18 credits

Elective courses from across the university to meet 120-credit total	9-18 credit(s)
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Management major course requirements: 71 credits***Business Core: 47 credits***

Applied Calculus and Statistics	8 credit(s)
Macro & Micro Economics	6 credit(s)
Financial and Managerial Accounting	6 credit(s)
Oral and Written Business Communication	6 credit(s)
Organizational Behavior	3 credit(s)
Principles of Marketing	3 credit(s)
Business Law	3 credit(s)
Principles of Finance	3 credit(s)
Principles of Production	3 credit(s)
Management Information Systems	3 credit(s)
Management Capstone	3 credit(s)

Management Requirements: 9 credits

Business Leadership for Managers	3 credit(s)
Human Resource Management	3 credit(s)
Organizational Theory	3 credit(s)

Management Electives: 9 credits

Three courses selected from a list of electives with management content	9 credit(s)
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General Electives: 6 credits

Two courses selected from within the SBE curriculum	6 credit(s)
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Total Credits	120 credit(s)
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Note: The General Education Program (GEP) requirements can be met with as few as 31 credits or as many as 40 credits, depending on which courses are taken. Because of the variability in the GEP credits, students will need to take an additional 9-18 credits outside of the major requirements to get to a total of 120 credits to graduate.

Projected Time to Degree

Full-time, traditional students should be able to complete the proposed B.S. in Management in four years since it requires the same number of credits as the existing B.S. in Business Administration with management area of concentration. Part-time students will take longer to complete the degree depending on their level of participation in the program. However, completing the degree as a part-time student is quite possible since the required courses are typically offered every semester, and students have the choice of a number of electives. This flexibility helps keep part-time students on track to graduate. Transfer students are accommodated as well. UW-Stevens Point accepts major credits from other UW schools frequently, as well as courses from other universities. The advising office helps incoming transfer students construct a plan for their graduation based on their incoming credits and

requirements. As with part-time students, the flexibility in offerings helps the university adjust to the diverse needs of transfer students.

Institutional Review

The Department Review Subcommittee, which resides under the Common Council's Academic Affairs Committee, reviews academic programs according to the Reporting Cycle for Assessment and Program Review. This occurs at five-year intervals as required by UW System policy. Additionally, the SBE regularly evaluates its programs. Recently, the fiscal health of both current and future programs was evaluated as part of a program prioritization process at UW-Stevens Point. The proposed B.S. in Management was vetted and identified as an area for growth at UW-Stevens Point in the *Point Forward: Reimagining our Curriculum for the Future* proposal (<https://www.uwsp.edu/forkintheroad/Documents/Point%20Forward.pdf>). Moving forward, the university will examine programs more frequently to assure that they are financially sustainable and are providing value to students.

Accreditation

During UW-Stevens Point's 2016 accreditation process, the AACSB Peer Review Team strongly recommended converting the B.S. in Business Administration with a management concentration to a fully articulated B.S. in Management with specific required courses. As a recommended action, the conversion to a B.S. in Management will not require subsequent, immediate approval. The program will, however, be evaluated relative to AACSB program standards when the Continuous Improvement Review is completed in July 2019.

University of Wisconsin-Stevens Point
Cost and Revenue Projections For The B.S. in Management Program

	Items	Projections				
		2019	2020	2021	2022	2023
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount (Note 1)	54.0	54.0	54.0	54.0	54.0
	Enrollment (Continuing Student) Headcount	121.0	121.0	121.0	121.0	121.0
	Enrollment (New Student) FTE	54.0	54.0	54.0	54.0	54.0
	Enrollment (Continuing Student) FTE	121.0	121.0	121.0	121.0	121.0
II	Total New Credit Hours (# new sections x credits/section)	0	0	0	0	0
	Existing Credit Hours (Note 2)	131.25	131.25	131.25	131.25	131.25
III	FTE of New Faculty/Instructional Staff (Note 3)	0	0	0	0	0
	FTE of Current Fac/IAS	5.25	5.25	5.25	5.25	5.25
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.70	0.70	0.70	0.70	0.70
IV	Revenues					
	From Tuition (Note 4)	180,846	180,846	180,846	180,846	180,846
	From Fees					
	Program Revenue (Grants)					
	Program Revenue - Other					
	GPR (re)allocation					
Total New Revenue		\$180,846	\$180,846	\$180,846	\$180,846	\$180,846
V	Expenses					
	Salaries plus Fringes					
	Faculty/Instructional Staff	0	0	0	0	0
	Other Staff	0	0	0	0	0
	Other Expenses					
	Facilities	-	-	-	-	-
	Equipment					
	Other (please list) (Note 5)	7,500	5,000	5,000	5,000	5,000
	Other (please list)					
	Total Expenses	\$7,500	\$5,000	\$5,000	\$5,000	\$5,000
VI	Net Revenue	\$173,346	\$175,846	\$175,846	\$175,846	\$175,846

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

- Note 1 In Year 1 of the program, 121 students are assumed to rollover from the existing management area of concentration into the new major, with 54 new incoming students declaring the new B.S. in Management. Projections for new students are consistent with recent freshmen and transfers declaring the management area of concentration. This yields 175 total students in Year 1 of the program, approximately consistent with current enrollment for the management area of concentration.
- Note 2 Approximately 50 sections each semester of business courses and 25 in summer/winter: 125 x 3: 35% allocated to the management program.
- Note 3 Approximate FTE of Business faculty allocated to the management program.
- Note 4 Program revenue projections include tuition at \$3349 per semester for 54 student FTE. The required number of credits taken within the SBE comprise approximately 50% of a student's total number of required credits to graduate. As a result, it is assumed 50% of a student's course load for a given year is comprised of SBE courses. This results in annual tuition revenue for the program of \$180,846.
- Note 5 Includes initial and ongoing marketing and recruitment expenses.

Provost's Signature:

Greg Summers

Date:

5/7/2018

UNIVERSITY OF WISCONSIN - STEVENS POINT COST AND REVENUE PROJECTIONS NARRATIVE BACHELOR OF SCIENCE (B.S.) IN MANAGEMENT

Introduction

The proposed B.S. in Management is an expansion of the existing management concentration within the B.S. in Business Administration degree program at UW-Stevens Point. It is important to note that the budget assumptions and projections of the proposed B.S. in Management are based on the recent historical financial performance of the existing management concentration. The budget assumptions include a conservative approach to revenues, with projected student enrollments based on recent historical numbers. Implementation of the proposed B.S. in Management will not change the tuition structure relative to the existing management concentration.

The School of Business and Economics (SBE) has developed conservative five-year projections. Based on input from the Association to Advance Collegiate Schools of Business (AACSB) and the SBE Business Advisory Council, the B.S. in Management degree provides students with greater academic rigor and increased skills to successfully achieve goals in their business and management careers. The university expects this increased preparedness will result in an increased demand for the B.S. in Management degree relative to the management area of concentration. However, a conservative financial forecast is used to demonstrate the financial viability of the major program. As detailed below, annual net revenues of over \$173,000 are generated for the B.S. in Management program, even if a fiscally conservative approach in the financial forecast is followed through holding enrollment constant.

The proposed B.S. in Management will assist the SBE with continued AACSB accreditation, an important element of students' degrees. The AACSB Peer Review Team strongly recommended that the SBE require select courses in each existing area of concentration offered: finance, marketing, and management. As a result, changes in the scheduling of courses may occur due to offering required courses. The proposed B.S. in Management may result in a change to a given faculty member's schedule relative to the existing management concentration program. However, faculty staffing changes are not required for implementation of the proposed B.S. in Management. Program delivery modes and administrative support are also not expected to change significantly due to the proposed B.S. in Management.

Section I – Enrollment

Table 1 below represents enrollment and graduation projections for students entering the program over the next five years. The projections are based on current enrollments in the management concentration. Given that the proposed B.S. in Management has the same number of credits as the existing management concentration, it is expected the students enrolled in the management concentration will populate the new B.S. in Management. The rollover assumption is used to demonstrate the financial viability of the B.S. in Management immediately in Year 1, given that, while technically a *new* program, it is really a reshaping of an existing concentration.

The budget assumptions include a conservative approach to revenues, with projected student enrollments based on recent historical numbers. As indicated previously, based on input

from the AACSB and the SBE Business Advisory Council, the B.S. in Management degree provides students with greater academic rigor and increased skills to successfully achieve goals in their business and management careers. The university expects this increased preparedness will result in an increased demand for the B.S. in Management degree relative to the management area of concentration. However, a conservative enrollment forecast is used to demonstrate the financial viability of the major program.

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. Currently, within the UW-Stevens Point SBE, there are approximately 175 B.S. in Business Administration students with a management area of concentration. The SBE does not anticipate the proportion of business majors choosing management as a major to change relative to the proportion of business majors that chose management as an area of concentration.

Table 1: Five-Year Projected Student Enrollments

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment (New Student) Headcount	54	54	54	54	54
Enrollment (Continuing Student) Headcount	121	121	121	121	121
Total Enrollment	175	175	175	175	175
Enrollment (New Student) FTE	54	54	54	54	54
Graduating	45	45	45	45	45
Attrition	9	9	9	9	9

In Year 1 of the major program, 121 students are assumed to rollover from the existing area of concentration into the new major, with 54 new incoming students declaring a B.S. in Management major. Projections for new students are consistent with recent freshmen and transfer students declaring the management area of concentration. This provides 175 students in Year 1 of the major program, approximately consistent with current enrollment for the management area of concentration. Table 1 assumes low levels of attrition (approximately 5%), and is based on actual attrition rates from the existing management emphasis. Approximately 25% of majors are assumed to graduate each year, which is consistent with historical graduation percentages for students enrolled in the management area of concentration.

Section II – Credit Hours

Table 2 below represents credit-hour projections for the next five years. The projections are based on current credit hours in the management concentration, with Year 1 reflecting a

rollover of existing credit hours and courses in the current management concentration to the new proposed B.S. in Management. Once again, the immediate rollover assumption is used because the proposed B.S. in Management represents the elevation of an existing concentration.

Table 2: Five-Year Credit Hours

<i>Credit Hours</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
Total New Credit Hours (# new sections x credits per section)	0.00	0.00	0.00	0.00	0.00
Existing Credit Hours	131.25	131.25	131.25	131.25	131.25

Relative to the existing management concentration, the proposed B.S. in Management will not result in new courses or sections. Due to the consistent offering of required courses in the proposed program, the frequency and timing of electives is expected to change, but not the total number of courses offered in a given semester. The proposed B.S. in Management may result in a change to a given faculty member's schedule relative to the existing management concentration program. However, faculty staffing changes are not required for implementation of the proposed B.S. in Management.

Section III – Faculty and Staff Appointments

Table 3 below represents faculty and staff appointments relevant to the proposed program in management for the next five years. The projections in Year 1 reflect a transition of existing faculty and staff currently allocated to the management concentration. Faculty staffing and administrative support changes are not required for implementation of the proposed B.S. in Management; therefore, no new faculty or staff are required for the major.

Table 3: Faculty and Staff Appointments

<i>FTE</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
FTE of New Faculty/Instructional Staff	0	0	0	0	0
FTE of Current Faculty/IAS	5.25	5.25	5.25	5.25	5.25
FTE of New Admin Staff	0	0	0	0	0
FTE Current Admin Staff	0.70	0.70	0.70	0.70	0.70

Section IV – Program Revenues

Table 4 below includes projected revenues relevant to the proposed program in management for the next five years. The projections in Year 1 reflect only the contribution of newly enrolled students to revenue, as the other students only provide a rollover of existing revenues from the management concentration.

Table 4: Program Revenues

<i>Revenues</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
From Tuition	180,846	180,846	180,846	180,846	180,846
From Fees					
Program Revenue – Grants					

Program Revenue – Other					
Reallocation					
Total Revenue	180,846	180,846	180,846	180,846	180,846

Program revenue projections for the B.S. in Management include tuition at \$3,349 per semester for 54 new student FTE. The required number of credits taken within the SBE comprise approximately 50% of a student's total number of required credits to graduate. As a result, it is assumed 50% of a student's course load for a given year is comprised of SBE courses. This results in annual tuition revenue for the program of \$180,846.

Due to the conservative nature of the budget, FTE, tuition rates, and other sources of program revenues are held constant over the next five years. The FTE and program revenues generated in Year 1 for the major are similar to current FTE and program revenues for the area of concentration.

Section V – Program Expenses

Table 5 below shows expenses relevant to the proposed B.S. in Management for the next five years. The projections in Year 1 reflect that the SBE will incur very few new costs in the creation of the program, as the proposed program is only replacing costs already incurred in providing the area of concentration. The new B.S. in Management will be taught with existing faculty and staff, and will use existing facilities and supplies. The only new expenses are related to the initial efforts to market the elevation of the area of concentration to a full degree program, as well as ongoing marketing and recruitment expenses aimed at maintaining or increasing enrollments.

Table 5: Program Expenses

<i>Expenses</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
Salaries plus Fringes					
Faculty/Instructional Staff	0	0	0	0	0
Other Staff	0	0	0	0	0
Other Expenses					
Facilities and Supplies	0	0	0	0	0
Other:	7,500	5,000	5,000	5,000	5,000
Total Expenses	7,500	5,000	5,000	5,000	5,000

Section VI – Net Revenue

Table 6 below shows net revenues derived from the proposed B.S. in Management for the next five years. The projections reflect only the contribution of newly enrolled students to revenue, as other students only provide a rollover of existing revenues from the management concentration. Similarly, the cost projections reflect only initial and ongoing marketing expenditures, as all other costs would only be rolled over from the area of concentration. Net positive revenues are projected to be generated from the program each year. Net revenues are expected to be used for a variety of purposes, including new program and curriculum development, marketing, faculty development, and increased resources for students.

As indicated previously, based on input from the AACSB and the SBE Business Advisory Council, the B.S. in Management degree provides students with greater academic rigor and increased skills to successfully achieve goals in their business and management careers. This increased preparedness is expected to result in an increased demand for the B.S. in Management degree relative to the management area of concentration. However, a conservative forecast approach to program revenues and expenses has been taken to demonstrate that the new major will generate net revenues consistently and similarly to the existing area of concentration. Any additional demand for the major relative to the current area of concentration will generate additional net revenues, as the SBE will utilize its resources efficiently to allow increased capacity utilization at current staffing levels.

Table 6: Net Revenue

Net Revenue	\$173,346	\$175,846	\$175,846	\$175,846	\$175,846
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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: B.S. in Management
Date: May 9, 2018

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 Bachelor of Science (B.S.) in Management program for which we are presently seeking authorization. As noted in the proposal documents, the proposed B.S. in Management program is intended to serve as an elaboration of an existing concentration within our B.S. in Business Administration degree program. The proposed program in management will largely serve to parse the existing enrollment in our business administration degree program into a defined major that better reflects the curriculum these students experience, and the resultant skills and expertise they develop. Consequently, we submit that offering this new management degree program will utilize existing budget and will not require the allocation of additional resources to support this degree program.

The proposed B.S. in Management at UW-Stevens Point will strengthen the educational possibilities of the region by giving students and employers access to a high quality education in management. The program was developed after a detailed review of management programs offered by both aspirant schools, and other University of Wisconsin institutions. In addition, the local business community, including the School of Business and Economics (SBE) Business Advisory Council, provided input for program development. Central Wisconsin and the Stevens Point area feature several important financial institutions that are key to the economic growth of the region and Wisconsin. Moreover, many of our students come from the surrounding three-county area (Portage, Marathon, and Wood counties), and wish to remain in the region when they finish their degrees.

The proposed B.S. in Management program will strengthen the competitiveness of our students in the job market by more accurately communicating to employers these students' curricular experience and expertise. The program will also assist the SBE with continued AACSB accreditation. Part of the recent accreditation process included a visit from the AACSB peer review team, and this team strongly recommended that the SBE require select courses in each existing area of concentration offered - finance, marketing, and management. The conversion from areas of concentration to fully articulated individual majors with specific required courses fulfills the recommendation of the peer review team, and strengthens the SBE programs for future AACSB reaccreditation.

Finally, the proposed B.S. in Management program will be fully integrated into our existing campus assessment and program review procedures. This 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.

Program Authorization (Implementation)
Bachelor of Science in Marketing
UW-Stevens Point

EDUCATION COMMITTEE

Resolution I.1.d.(3):

That, upon the recommendation of the Chancellor of University of Wisconsin-Stevens Point and the President of the University of Wisconsin System, the Chancellor is authorized to implement the Bachelor of Science in Marketing at UW-Stevens Point.

**NEW PROGRAM AUTHORIZATION
BACHELOR OF SCIENCE IN MARKETING
UNIVERSITY OF WISCONSIN-STEVENS POINT**

EXECUTIVE SUMMARY

BACKGROUND

The University of Wisconsin-Stevens Point submits this request to establish a Bachelor of Science in Marketing. This proposal is presented in accord with the procedures outlined in Academic Planning and Program Review (SYS 102, revised July 2016, available at <https://www.wisconsin.edu/program-planning/>).

REQUESTED ACTION

Adoption of Resolution I.1.d.(3), approving the implementation of the Bachelor of Science in Marketing degree program at the University of Wisconsin-Stevens Point.

DISCUSSION

Program Description. The University of Wisconsin-Stevens Point School of Business and Economics (SBE) proposes to establish a Bachelor of Science (B.S.) degree in Marketing. The program expands the existing marketing concentration to a fully articulated marketing major with required courses and focused electives, within the UW-Stevens Point Bachelor of Science in Business Administration degree. In addition, the program directly responds to accreditation recommendations that were submitted by the Association to Advance Collegiate Schools of Business (AACSB) Peer Review Team in 2017. Consequently, the program will distribute existing student enrollment in the Business Administration degree program from a concentration to a defined major, which will not only meet accreditation requirements, but also provide students with the curriculum, knowledge, skills, and expertise they will need upon graduation.

Mission. The proposed degree program is integral to the SBE's plan to help UW-Stevens Point fulfill its mission. The AACSB granted accreditation to the SBE during the spring of 2017, in recognition of the strong business program at UW-Stevens Point. As part of this process, the AACSB strongly recommended the conversion from marketing concentration to fully articulated marketing major with required courses and focused electives. Thus, the proposed B.S. in Marketing will meet AACSB's request, as well as AACSB's charge of continuous improvement.

Credit Load and Tuition. The proposed degree program requires 120 credit hours, which include completion of the General Education Program (GEP) that is common to all baccalaureate degree programs at UW-Stevens Point. The degree also requires students to complete 71 credits in business and finance, including 47 credits of core business curriculum, nine credits of required

marketing courses and marketing electives, as well as six credits of electives chosen from the broad array of SBE courses. Standard undergraduate tuition and fees will apply, which for the current year were \$4,104.71 per semester for a full-time resident student enrolled in 12-18 credits per term. Of this amount, \$755.63 is attributable to segregated fees and \$3,349.08 to tuition.

Student and Market Demand. The curricular changes related to the AACSB recommendations strengthen the marketing content students receive as part of their undergraduate education. In addition, as learned from conversations with the Business Advisory Council (BAC), the elevation of the marketing concentration to a major degree program will more clearly convey to employers the level of marketing knowledge included in the degree. Graduates of the program will enter the local workforce, providing valuable skills to local businesses and the community in general.

Program Management. The proposed B.S. in Marketing degree program involves the same number of credits as the existing area of concentration and will be staffed using the same resources. As such, it is anticipated that existing students will transfer into the B.S. in Marketing with little impact on other majors or resources.

RELATED REGENT AND UW SYSTEM POLICIES

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

UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting.

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
BACHELOR OF SCIENCE IN MARKETING
AT UW-STEVENSON POINT
PREPARED BY UW-STEVENSON POINT**

ABSTRACT

The University of Wisconsin-Stevens Point School of Business and Economics (SBE) proposes to establish a Bachelor of Science (B.S.) degree in Marketing. The proposed Bachelor of Science degree in Marketing at UW-Stevens Point will give students and regional employers access to a high-quality educational program in marketing. It is important to note that the proposed marketing degree program extends from the existing marketing concentration within the B.S. in Business Administration program. Consequently, UW-Stevens Point asserts a new degree program in marketing will largely serve to parse existing enrollments in its business administration degree program into a defined major that better reflects the curriculum these students experience, as well as the knowledge, skills, and expertise they develop. In working with its Business Advisory Council (BAC) and other local employers to develop the program, it became evident that the change from concentration to major will elevate the perceived status of the degree and clarify the level of curricular content delivered in the degree.

Graduates of this program will have a strong general business knowledge with additional training in a variety of marketing areas. UW-Stevens Point's accrediting body, Association to Advance Collegiate Schools of Business (AACSB), strongly recommended that the SBE convert the marketing area of concentration into a fully articulated individual major with specific required marketing courses and electives to focus the marketing content. With this foundation, students are better prepared to obtain and succeed in entry-level positions in marketing. The proposed 120-credit B.S. in Marketing program includes completion of the General Education Program (GEP) that is common to all baccalaureate degree programs at UW-Stevens Point. The degree also requires students to complete 71 credits in business and marketing, 47 credits of core business curriculum, nine credits of required marketing courses, nine credits of marketing-focused electives, and six credits of electives chosen from the existing School of Business and Economics course array.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Stevens Point

Title of Proposed Program

Marketing

Degree/Major Designation

Bachelor of Science

Mode of Delivery

Single institution, primarily face-to-face

Projected Enrollments by Year Five

Table 1 represents enrollment and graduation projections for students entering the marketing program over the next five years. These projections are based on the current enrollment in the marketing area of concentration of the B.S. in Business Administration at UW-Stevens Point. Overall, approximately 800 students are enrolled in the B.S. in Business Administration program, with approximately 500 choosing the three most popular concentrations of finance, management, and marketing. After converting students in the concentrations to proposed new majors, UW-Stevens Point expects the B.S. in Business Administration will continue with a significant number of students who desire a more general business administration education. The marketing concentration of the existing B.S. in Business Administration has grown rapidly since 2011, before leveling off in the last few years around 175 enrolled students. UW-Stevens Point deliberately chose to keep its enrollment projections in Table 1 conservative so that it could demonstrate the financial viability of the proposed program without assuming optimistic enrollment growth from new students.

Table 1: Five-Year Degree Program Enrollment Projections (Headcount)

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	54	54	54	54	54
Continuing Students	121	121	121	121	121
Total Enrollment	175	175	175	175	175
Graduating Students	45	45	45	45	45

Note: Table 1 assumes low levels of attrition (roughly 5%), and is based on actual attrition rates from the existing marketing emphasis. This number is offset by new incoming students. Graduation rates are slightly over 25% of total enrollment as observed in the existing marketing emphasis.

Given the proposed B.S. in Marketing has the same number of credits as the existing marketing area of concentration, UW-Stevens Point largely expects the students in the existing concentration to populate the new B.S. degree. This assumption may not be technically accurate in year 1, as students will have to opt into the new B.S. from the old concentration. However, the 175 students assumed in year 1 will be split among new students enrolling at UW-Stevens Point into the proposed B.S. in Marketing, continuing students enrolled in the existing marketing concentration area, and continuing students opting into the proposed B.S. in Marketing from the area of concentration. All of these students can be served with the same set of resources currently staffing the area of concentration. The immediate rollover assumption is used to show the financial viability of the B.S. in Marketing immediately, given that, while technically a *new* program, it is really an expansion of an existing concentration and, for the first year, will be comprised of existing students. The cost and revenue projections and the budget narrative provide additional details.

Tuition Structure

For students enrolled in the marketing program, standard tuition and fees will apply. For the current academic year, the resident tuition and segregated fees total \$4,104.71 per semester for a full-time student who is enrolled in 12-18 credits per term. Of this amount, \$755.63 is attributable to segregated fees and \$3,349.08 to tuition.

Students attending part-time, in accordance with Regent Policy 32-7, as previously approved by the Board of Regents, will be assessed a differential tuition on a per-credit basis. Additionally, while not currently planned, some courses may have additional course costs, such as an access fee for online materials. Any 100% online sections will also have a \$50-per-credit distance education service fee applied to the class. There are no intentions of turning the program into a primarily online or even hybrid program, but there are a few courses that are occasionally offered online, typically during summer or winter terms (e.g., Retailing, e-Marketing).

Department, College, School or Functional Equivalent

The proposed program will be housed within the School of Business and Economics (SBE) within the College of Professional Studies (CPS).

Proposed Date of Implementation

August/September 2018

INTRODUCTION

Rationale and Relation to Mission

Assisting communities to become more vibrant, healthy, prosperous, and sustainable is the foundation of the UW-Stevens Point's strategic plan, *Partnership for Thriving Communities* (available at www.uwsp.edu/acadaff/Documents/Partnership%20for%20Thriving%20Communities%20May%202014.pdf). This focus directs campus programs to "actively nurture the central and northern Wisconsin region as economically competitive and vibrantly livable." (p. 7) The School of Business and Economics' (SBE) own mission is closely aligned to that of UW-Stevens Point (available at <https://www.uwsp.edu/busecon/Pages/about/Mission.aspx>).

The proposed B.S. in Marketing is an integral component of the SBE's plan to help UW-Stevens Point more fully achieve its vision. The SBE received Association to Advance Collegiate Schools of Business (AACSB) accreditation during the spring of 2017, a recognition of the strong business program existing at UW-Stevens Point. The pursuit and receipt of AACSB accreditation was strongly supported by the university's institutional administration, and indicates a continuing dedication to improve the business programs of UW-Stevens Point and to provide business expertise to central Wisconsin. The recent AACSB accreditation process included an evaluation of the programs and processes of the UW-Stevens Point SBE. As part of the process, AACSB strongly recommended the conversion from marketing concentration to fully articulated marketing major with required courses and focused electives. The proposed B.S. in Marketing will meet AACSB's request, as well as AACSB's charge of continuous improvement. As it was recommended by AACSB, the new B.S. in Marketing does not need

approval immediately, but will be evaluated by AACSB as part of UW-Stevens Point's Continuous Improvement Review in July 2019.

The curricular changes related to the AACSB recommendations for a marketing major strengthen the marketing content students receive relative to a less-focused marketing concentration. In addition, as learned from conversations with the Business Advisory Council (BAC), the elevation of the marketing concentration to a marketing major will more clearly convey to employers the level of marketing knowledge included in the degree. Graduates of the program will enter the local workforce, providing valuable skills to local businesses and the community in general. Enrollment data from fall 2015 supported the contention that these curricular changes will impact the local economy, and indicated that 87% of the students enrolled at UW-Stevens Point came from Wisconsin. Of these 8,000+ students, almost 30% came from the surrounding three counties (Portage, Marathon, and Wood). These students not only went to school close to home, but many stayed after graduation.

Graduating-student surveys conducted in 2015 indicated that 39% of graduating students who were originally from Wisconsin stayed within 50 miles of Stevens Point after receiving their degree, with 88% staying within Wisconsin (based on information from UW System, prepared by Marv Noltze for the Portage County LIFE Committee). Furthermore, in 2015, 46% of the students at UW-Stevens Point were first-generation college students (*OIRE Factbook 2015*, available at

https://www.uwsp.edu/oire/Documents/Factbook_2015_Students%20and%20Enrollment.pdf).

This student population tends to choose an institution of higher learning closer to home. Taken together, these trends suggest a large segment of the surrounding population turns to UW-Stevens Point for their higher education needs and stays in the region afterwards. Thus, while similar in content to excellent marketing programs elsewhere, UW-Stevens Point's location allows this university to serve the needs of its surrounding population and uphold its mission.

Need as Suggested by Current Student Demand

The School of Business and Economics (SBE) programs are popular features of UW-Stevens Point. In 2016, the SBE accounted for approximately 10% of all majors at UW-Stevens Point. This proportion has increased from approximately 7% of all majors in 2007 (UW-Stevens Point OIRE major/minor data available at

https://campus.uwsp.edu/sites/oire/campus/_layouts/xlviewer.aspx?id=https://campus.uwsp.edu/sites/oire/campus/Shared%20Documents/MAJMIN_History_published20180305.xlsx).

The development of SBE programs, including marketing, has also been highlighted as a strategic priority in the recent proposed curricular restructuring at UW-Stevens Point (*Point Forward: Reimagining our Curriculum for the Future*

<https://www.uwsp.edu/forkintheroad/Documents/Point%20Forward.pdf>).

It is important to note that the proposed marketing program is intended to serve as an elaboration of an existing concentration within the B.S. in Business Administration program, rather than a *de novo* program creation. Specifically, the SBE currently offers an area of concentration in marketing as an option within the existing B.S. in Business Administration program. The proposed conversion to a B.S. in Marketing will assist the SBE with continued AACSB accreditation, an important element of students' degrees. Part of the recent accreditation

process included a visit from the AACSB Peer Review Team. This team reviewed and evaluated the programs and processes of the UW-Stevens Point SBE prior to the accreditation decision by the AACSB. The AACSB Peer Review Team strongly recommended that the SBE require select courses in each existing area of concentration offered, as well as narrow the courses available as electives, in order to focus the curriculum. The conversion from area of concentration to fully articulated individual major fulfills the recommendation of the Peer Review Team, and strengthens the SBE for future AACSB reaccreditation. The more focused curriculum will also improve the educational experience for students currently in the marketing area of concentration. Furthermore, the SBE collaborated with the Business Advisory Council when developing the proposed program. The SBE also collaborates extensively with the broader business community to provide student development events and student internships. These external collaborations are a cornerstone of the SBE and UW-Stevens Point missions, and will continue. As such, the proposed B.S. in Marketing program strengthens the competitiveness of UW-Stevens Point's students in the job market by more accurately communicating to employers, who helped design the program, these students' curricular experience and expertise.

In 2016, the B.S. in Business Administration with Marketing area of concentration was in the top 10 of most enrolled degree programs at UW-Stevens Point. The marketing area of concentration has seen significant growth in majors as well, increasing from approximately 120 majors in 2011. This growth is impressive in light of declines in other areas of study and in enrollments in general, suggesting that students are shifting into the business area, and marketing in particular, in greater proportions. The proposed B.S. in Marketing program involves the same number of credits as the existing area of concentration and will be staffed using the same resources. As such, the university expects existing students to transfer into the B.S. in Marketing with little impact on other majors or on its resources. Although students converting from the concentration to the new B.S. degree will not be completely new students at UW-Stevens Point, the growth in popularity of the area of concentration suggests a strong demand for the proposed B.S. degree as well, even if overall enrollments do not expand.

Need as Suggested by Market Demand

According to analysis from the State of Wisconsin Department of Workforce and Development, marketing jobs are high projected growth occupations and have a median salary above the state median. Statewide job growth in marketing was projected to increase by 2,194 jobs or 19.00% between 2014 and 2024 (available at <http://worknet.wisconsin.gov/worknet/HotOcc.aspx?menuselection=ce&area=55&Group=A&areatype=1&Level=5&areaname=Statewide>). Analysis from the U.S. Bureau of Labor Statistics projects strong job growth for marketing-related positions as well. From 2016 to 2026, over 138,000 market research or specialist positions are projected to be added, a 23.2% increase (available at <https://data.bls.gov/projections/occupationProj>).

The School of Business and Economics has enjoyed considerable growth over the past decade, a 12.4% increase from 2006 to 2016. As such, the SBE generates significant tuition revenue and income for UW-Stevens Point, which is important not only for the university, but also for the economic vitality of central Wisconsin. The proposed B.S. in Marketing will add to the quality and rigor of SBE programs, and will strengthen the university's commitment to continuously improve its programs to serve the residents of central Wisconsin. The B.S. in

Marketing degree has been developed with input from the SBE Business Advisory Council, a group that includes some of the most influential business leaders and employers in the region. The business leaders fully support the proposed B.S. in Marketing change, and look forward to hiring future graduates. This support from an important group of local stakeholders shows the importance of the SBE within the community, as UW-Stevens Point works to provide skilled graduates for the labor force.

DESCRIPTION OF PROGRAM

General Structure

The proposed B.S. in Marketing will focus primarily on traditional students seeking to obtain training in the marketing field. A secondary market is nontraditional students, for example, students who delayed before entering school, adults enrolling for the first time, or adults returning to school to finish a B.S. degree. A variety of classes are offered at night at UW-Stevens Point, and UW-Stevens Point is looking to expand offerings at UW-Marathon County and UW-Marshfield/Wood County to reach place-bound students in those areas who are not able to enroll fully in Stevens Point. The program will be housed in the School of Business and Economics within the College of Professional Studies. Students will primarily receive academic and career advising through the SBE advising office and dedicated program faculty in the SBE.

Institutional Program Array

The program will fit well with existing programs at UW-Stevens Point, as the current marketing area of concentration now does. As the program will utilize resources currently devoted to the components of the marketing area of concentration, the university anticipates little, if any, impact on other programs or departments. Although UW-Stevens Point chose to make its enrollment projections quite conservative, it is hoped that there will be some growth in enrollment after the switch from the concentration. However, any new sections that would be needed with enrollment growth could be financed from the increase in tuition from new students.

Other Programs in the University of Wisconsin System

Several baccalaureate marketing programs (CIP: 52.1401) are currently offered by UW System institutions, including UW-Madison, UW-Milwaukee, UW-Eau Claire, UW-La Crosse, UW-Oshkosh, UW-Parkside, and UW-Whitewater. In terms of the specific courses and the structure of the program, the proposed B.S. in Marketing does have a number of similarities with other AACSB-accredited programs in the UW System. In fact, the similarities are generally by design. The reason is that they are standard features of quality, AACSB-accredited marketing programs. Revising the area of concentration as a fully articulated B.S. in Marketing will emphasize the quality of education that students receive, and will clarify to employers what skills students possess.

Notwithstanding the above, marketing programs do differ among UW institutions in terms of the number of required courses, the specific courses required, the number of electives, and the types of electives offered. The UW-Stevens Point B.S. in Marketing differentiates itself through a limited three-course (nine credits) core requirement, the number of allowable electives (nine credits), and particularly the flexibility in those electives. The three electives (nine credits) must be selected from a limited list of marketing electives. However, students are allowed two

electives (six credits) from the existing array of courses across the SBE. This allows students to receive the core marketing content and still supplement their knowledge with business, economics, and accounting courses they enjoy elsewhere in the SBE. The proposed B.S. in Marketing will also require students to attend external events such as community business speaker presentations, networking events, interviewing seminars, and others, as is required in the current area of concentration. This component of the business core provides to students excellent interactions with the varied marketing opportunities that exist in the local business community, while developing the practical skills that will help students find positions after they graduate. In this manner, students graduating with a B.S. in Marketing will be academically prepared and well-networked for marketing careers within central Wisconsin.

The fact that this proposed program will be delivered in a traditional face-to-face mode only affirms the belief that UW-Stevens Point will not materially compete for students considering marketing options across the UW System. In addition, as described previously, many of UW-Stevens Point's students come from the surrounding three-county area (Portage, Marathon, and Wood counties) and wish to remain in the region when they finish their degrees.

Collaborative Nature of the Program

The proposed B.S. in Marketing is not pursuing any plans for collaborative or consortial arrangements for the program.

Diversity

Increasing diversity is an important goal for UW-Stevens Point as a whole, but also for the SBE and CPS specifically. As part of the CPS' *Vision for Inclusive Excellence*, departments have been asked to examine existing activities supporting diversity recruitment and retention, and to augment these efforts where possible. AACSB also values diversity and has included diversity considerations throughout their accreditation standards. The SBE followed these charges in the existing B.S. in Business Administration, and will do so again when transitioning the area of concentration into a baccalaureate degree program.

For example, students are taught to recognize the effects of different perspectives and backgrounds on the business environment, and on the delivery and interpretation of their message as part of the intercultural and communication program learning outcomes (PLOs) described below (i.e., PLOs 2 and 4, respectively). Courses related to both of these PLOs engage students with self-assessments about the impact of their own skills and personalities on others, which helps them acknowledge the diverse characteristics, skills, and experiences that others bring to the organization. In addition, as part of the professionalism and ethics PLO (i.e., PLO 3), students explore the effects of diversity on teams, learning to work effectively with co-workers from diverse backgrounds. As one example of the teamwork exercises, students create a team contract outlining duties for each team member. After the relevant project is finished, students evaluate each other related to the contract. This exercise helps students recognize and appreciate the diverse experiences others bring to the group, but also the challenges brought by the diversity.

Outside of the classroom, students are required to attend external events such as campus group events, community business speaker presentations, networking events, interviewing

seminars, and others. Many of these events explicitly address diversity issues, and expose students to diverse groups and organizations. For example, one series of events where students can earn attendance credit is entitled *Coffee and Culture*. This past spring, the series included presentations by the Black Student Union, the Gender and Sexuality Alliance, and Diversity and College Access on topics related to the experiences of students from diverse groups. Other eligible events are monthly presentations from the International Club related to the culture of a specific country, as well as periodic events advertising and promoting study-abroad opportunities. Other events are less consistent, but are chosen for their particular impact. A few years ago, the SBE hired a speaker to present on the topic of women in negotiating, discussing the differences between women and men in both negotiating tactics and goals. Through the combination of these experiences, the program prepares students to work in modern, diverse organizations.

As its regional population is less racially diverse than some regions, UW-Stevens Point does struggle to recruit from minority groups. However, the institution has acknowledged that challenge and has worked to remedy the issue with increased recruitment efforts in other regions of the state, particularly in the Milwaukee area. UW-Stevens Point also has worked to draw students into its campus from a significant regional Hmong population. This connection should be further strengthened by the planned integration of UW-Marathon County into UW-Stevens Point, given the high level of enrollment of the Hmong population at UW-Marathon County. The institution also recruits internationally, and has a number of international students in its SBE programs. The institution expects this new baccalaureate program to be of particular interest to international students. These recruitment efforts have raised the diversity of all the SBE majors, and these specific practices will be continued for the new baccalaureate program.

In terms of retention efforts, UW-Stevens Point has a strong Multicultural Resource Center that assists students from multicultural backgrounds. The office provides focused advising, and communicates with professors to help students succeed. UW-Stevens Point also has a strong International Student Office. Staff are available to all students to provide resources and help them navigate any issues that may arise. Perhaps most importantly, campus advising is very hands-on, both in the advising office for students early in the program, and with faculty advisors later. This close relationship helps advisors to quickly identify and remedy problems and students at risk.

In terms of faculty, UW-Stevens Point and the SBE have been successful in recruiting and hiring professors from diverse backgrounds. The university advertises positions broadly, and specifically in areas with traditionally large populations of minority candidates. The academic disciplines within the SBE tend to have diverse populations of graduate students, which has made efforts to hire diverse candidates quite successful. UW-Stevens Point will continue these recruiting practices.

The concept of diversity appears in a number of ways in AACSB standards (for a detailed overview of *Eligibility Procedures and Accreditation Standards*: <http://www.aacsb.edu/-/media/aacsb/docs/accreditation/standards/business-accreditation-2017-update.ashx?la=en>). Appreciation of diversity is considered as part of the initial eligibility criteria for membership as a core value and guiding principle for institutions. More specifically, as the third core value, the

“school must demonstrate a commitment to address, engage, and respond to current and emerging corporate social responsibility issues (e.g., diversity, sustainable development, environmental sustainability, and globalization of economic activity across cultures).” (p. 9) More detailed standards also address diversity in terms of specific elements of the business program. Most significantly, Standard 4, discussing policies and procedures for student admissions and retention, asks universities to “describe efforts to achieve diversity in the current student body.” (p. 29) UW-Stevens Point addresses this standard in a variety of ways through its recruitment and retention efforts as discussed above. Standard 6, discussing faculty management procedures, asks universities to “describe processes and practices that advance diversity and inclusion among faculty.” (p. 32) UW-Stevens Point’s success in recruiting diverse faculty and its systematic hiring practices related to diversity discussed above, have allowed this institution to meet this standard. Standard 9, regarding curriculum content, asks universities to include “social responsibility, including sustainability, diversity and ethical behavior and approaches to management” in their curriculum. (p. 37) UW-Stevens Point’s efforts to put diversity directly into the curriculum and to make diversity an element of the out-of-class events has led the university to achieve this standard as well. The SBE diversity efforts have been evaluated relative to the AACSB values and standards, and were approved as part of its recent accreditation.

Student Learning Outcomes and Program Objectives

The SBE has established program learning outcomes for all majors. The program outcomes were developed through an analysis of best practices in the field, and in consultation with the local business community and the accrediting body (AACSB). The program’s learning outcomes and subsequent evidence of the graduates’ level of preparation will be demonstrated by students’ ability to:

1. *Analyze and solve business and economics problems*
 - Students will be able to apply core concepts, models, and methods from business, accounting, and economics in identifying and solving problems.
2. *Demonstrate the intercultural competencies necessary to thrive in an increasingly global marketplace*
 - Students will be able to integrate global perspectives and competencies in business interactions.
3. *Appreciate the importance of behaving professionally and ethically*
 - Students will be able to recognize and analyze an ethical dilemma, applying an appropriate ethical framework.
 - Students will be able to work effectively with others in team settings.
4. *Communicate effectively*
 - Students will be able to craft and present an effective professional oral presentation.
 - Students will be able to successfully write an effective professional report.
5. *Absorb concepts in areas of core business knowledge*

- Demonstrate literacy in accounting, economics, marketing, management, production, finance, information systems, and business law.

Assessment of Objectives

The SBE has a detailed assurance of learning process that has been in place for a number of years. Rubrics exist for each learning outcome, with individual courses mapped to the learning outcomes. As part of the process, the SBE assesses each program learning outcome on a rotating five-year schedule. Each outcome is assessed through a recursive process that involves collecting data on student achievement of learning outcomes in the relevant classes, evaluating progress, and closing the loop by implementing any changes indicated by this analysis; a process vetted by AACSB.

Program Requirements and Curriculum

Students can declare intent to enter the program upon entering UW-Stevens Point, either as freshmen or as transfer students. Declaring intent places the student in the loop regarding SBE information, policies, and advising. Once students have completed between 10 and 18 credits in the program, they can apply for formal admission to the major. Typically this occurs after students take some combination of mathematics, economics, and accounting. Transfer students generally apply their first semester in the university. To be accepted, students must have a cumulative 2.50 GPA in their major courses. Once students are accepted into the major, they receive specialized, one-on-one advising from the school faculty or staff. Students also must be admitted to the major to register for some upper-level courses and to graduate with a marketing major. To graduate with the major, students must successfully complete all required courses in the major and achieve a cumulative grade point average of 2.50 or higher in all the major courses.

The B.S. in Marketing requires a minimum of 120 credits, including 71 credits in the major and at least 31 credits from the General Education Program (GEP). Table 2 illustrates the program curriculum for the proposed program.

Table 2: B.S. in Marketing Program Curriculum

General education courses required for graduation: 31-40 credits

First Year Seminar	3 credit(s)
Fundamentals of Oral Communication	3 credit(s)
Written Communication/First-Year English	3-6 credit(s)
Quantitative Literacy	0-3 credit(s)
Wellness	1 credit
Arts	3-6 credit(s)
Humanities/U.S. Diversity	3-6 credit(s)
Historical Perspectives	3-6 credit(s)
Social Science/Global Awareness	3-6 credit(s)
Natural Sciences/Environmental Responsibility	3-6 credit(s)
Experiential Learning	0-3 credit(s)

Program support courses: 9-18 credits

Elective courses from across the university to meet 120-credit total	9-18 credit(s)
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Marketing major course requirements: 71 credits***Business Core: 47 credits***

Applied Calculus and Statistics	8 credit(s)
Macro & Micro Economics	6 credit(s)
Financial and Managerial Accounting	6 credit(s)
Oral and Written Business Communication	6 credit(s)
Organizational Behavior	3 credit(s)
Principles of Marketing	3 credit(s)
Business Law	3 credit(s)
Principles of Finance	3 credit(s)
Principles of Production	3 credit(s)
Management Information Systems	3 credit(s)
Management Capstone	3 credit(s)

Marketing Requirements: 9 credits

Marketing Research	3 credit(s)
Buyer Behavior	3 credit(s)
Marketing Strategy	3 credit(s)

Marketing Electives: 9 credits

Three courses selected from a list of electives with marketing content	9 credit(s)
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General Electives: 6 credits

Two courses selected from within the SBE curriculum	6 credit(s)
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Total Credits	120 credit(s)
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Note: The General Education Program (GEP) requirements can be met with as few as 31 credits or as many as 40 credits, depending on which courses are taken. Because of the variability in the GEP credits, students will need to take an additional 9-18 credits outside of the major requirements to get to a total of 120 credits to graduate.

Projected Time to Degree

Full-time, traditional students should be able to complete the proposed B.S. in Marketing in four years since it requires the same number of credits as the existing B.S. in Business Administration with marketing area of concentration. Part-time students will take longer to complete the degree depending on their level of participation in the program. However, completing the degree as a part-time student is quite possible since required courses are typically offered every semester, and students have the choice of a number of electives. This flexibility helps keep part-time students on track to graduate. Transfer students are accommodated as well. UW-Stevens Point accepts major credits from other UW schools frequently, as well as courses from other universities. The advising office helps incoming transfer students construct a plan for their graduation based on their incoming credits and requirements. As with part-time students, the flexibility in offerings helps the university adjust to the diverse needs of transfer students.

Institutional Review

The Department Review Subcommittee, which resides under the Common Council's Academic Affairs Committee, reviews academic programs according to the Reporting Cycle for Assessment and Program Review. This occurs at five-year intervals as required by UW System policy. Additionally, the SBE regularly evaluates its programs. Recently, the fiscal health of both current and future programs was evaluated as part of a program prioritization process at UW-Stevens Point. The proposed B.S. in Marketing was vetted and identified as an area for growth at UW-Stevens Point in the *Point Forward: Reimagining our Curriculum for the Future* proposal (<https://www.uwsp.edu/forkintheroad/Documents/Point%20Forward.pdf>). Moving forward, the university will examine programs more frequently to assure that they are financially sustainable and are providing value to students.

Accreditation

During UW-Stevens Point's 2016 accreditation process, the AACSB Peer Review Team strongly recommended converting the B.S. in Business Administration with a marketing concentration to a fully articulated B.S. in Marketing with specific required courses. As a recommended action, the conversion to a B.S. in Marketing will not require subsequent, immediate approval. The program will, however, be evaluated relative to AACSB program standards when the Continuous Improvement Review is completed in July 2019.

University of Wisconsin-Stevens Point
Cost and Revenue Projections For The B.S. in Marketing Program

Items		Projections				
		2019	2020	2021	2022	2023
		Year 1	Year 2	Year 3	Year 4	Year 5
I	Enrollment (New Student) Headcount (Note 1)	54.0	54.0	54.0	54.0	54.0
	Enrollment (Continuing Student) Headcount	121.0	121.0	121.0	121.0	121.0
	Enrollment (New Student) FTE	54.0	54.0	54.0	54.0	54.0
	Enrollment (Continuing Student) FTE	121.0	121.0	121.0	121.0	121.0
II	Total New Credit Hours (# new sections x credits/section)	0	0	0	0	0
	Existing Credit Hours (Note 2)	131.25	131.25	131.25	131.25	131.25
III	FTE of New Faculty/Instructional Staff (Note 3)	0	0	0	0	0
	FTE of Current Fac/IAS	5.25	5.25	5.25	5.25	5.25
	FTE of New Admin Staff	0	0	0	0	0
	FTE Current Admin Staff	0.70	0.70	0.70	0.70	0.70
IV	Revenues					
	From Tuition (Note 4)	180,846	180,846	180,846	180,846	180,846
	From Fees					
	Program Revenue (Grants)					
	Program Revenue - Other					
	GPR (re)allocation					
Total New Revenue		\$180,846	\$180,846	\$180,846	\$180,846	\$180,846
V	Expenses					
	Salaries plus Fringes					
	Faculty/Instructional Staff	0	0	0	0	0
	Other Staff	0	0	0	0	0
	Other Expenses					
	Facilities	-	-	-	-	-
	Equipment					
	Other (please list) (Note 5)	7,500	5,000	5,000	5,000	5,000
Total Expenses		\$7,500	\$5,000	\$5,000	\$5,000	\$5,000
VI	Net Revenue	\$173,346	\$175,846	\$175,846	\$175,846	\$175,846

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

- Note 1 In Year 1 of the program, 121 students are assumed to rollover from the existing marketing area of concentration into the new major, with 54 new incoming students declaring a the new B.S. in Marketing. Projections for new students are consistent with recent freshmen and transfers declaring the marketing area of concentration. This yields 175 total students in Year 1 of the program, approximately consistent with current enrollment for the marketing area of concentration.
- Note 2 Approximately 50 sections each semester of business courses and 25 in summer/winter: 125 x 3: 35% allocated to the marketing program.
- Note 3 Approximate FTE of business faculty allocated to the marketing program.
- Note 4 Program revenue projections include tuition at \$3349 per semester for 54 student FTE. The required number of credits taken within the SBE comprise approximately 50% of a student's total number of required credits to graduate. As a result, it is assumed 50% of a student's course load for a given year is comprised of SBE courses. This results in annual tuition revenue for the program of \$180,846.
- Note 5 Includes initial and ongoing marketing and recruitment expenses.

Provost's Signature:

Greg Summers

Date:

5/7/2018

UNIVERSITY OF WISCONSIN - STEVENS POINT
COST AND REVENUE PROJECTIONS NARRATIVE
BACHELOR OF SCIENCE (B.S.) IN MARKETING

Introduction

The proposed B.S. in Marketing is an expansion of the existing marketing concentration within the B.S. in Business Administration degree program at UW-Stevens Point. It is important to note that the budget assumptions and projections of the proposed B.S. in Marketing are based on the recent historical financial performance of the existing marketing concentration. The budget assumptions include a conservative approach to revenues, with projected student enrollments based on recent historical numbers. Implementation of the proposed B.S. in Marketing will not change the tuition structure relative to the existing marketing concentration.

The School of Business and Economics (SBE) has developed conservative five-year projections. Based on input from the Association to Advance Collegiate Schools of Business (AACSB) and the SBE Business Advisory Council, the B.S. in Marketing degree provides students with greater academic rigor and increased skills to successfully achieve goals in their business and marketing careers. The university expects this increased preparedness will result in an increased demand for the B.S. in Marketing degree relative to the marketing area of concentration. However, a conservative financial forecast is used to demonstrate the financial viability of the major program. As detailed below, annual net revenues of over \$173,000 are generated for the B.S. in Marketing program, even if a fiscally conservative approach in the financial forecast is followed through holding enrollment constant.

The proposed B.S. in Marketing will assist the SBE with continued AACSB accreditation, an important element of students' degrees. The AACSB Peer Review Team strongly recommended that the SBE require select courses in each existing area of concentration offered: finance, marketing, and management. As a result, changes in the scheduling of courses may occur due to offering required courses. The proposed B.S. in Marketing may result in a change to a given faculty member's schedule relative to the existing marketing concentration program. However, faculty staffing changes are not required for implementation of the proposed B.S. in Marketing. Program delivery modes and administrative support are also not expected to change significantly due to the proposed B.S. in Marketing.

Section I – Enrollment

Table 1 below represents enrollment and graduation projections for students entering the program over the next five years. The projections are based on current enrollments in the marketing concentration. Given that the proposed B.S. in Marketing has the same number of credits as the existing marketing concentration, it is expected the students enrolled in the marketing concentration will populate the new B.S. in Marketing. The rollover assumption is used to demonstrate the financial viability of the B.S. in Marketing immediately in Year 1, given that, while technically a *new* program, it is really a reshaping of an existing concentration.

The budget assumptions include a conservative approach to revenues, with projected student enrollments based on recent historical numbers. As indicated previously, based on input from the AACSB and the SBE Business Advisory Council, the B.S. in Marketing degree

provides students with greater academic rigor and increased skills to successfully achieve goals in their business and marketing careers. The university expects this increased preparedness will result in an increased demand for the B.S. in Marketing degree relative to the marketing area of concentration. However, a conservative enrollment forecast is used to demonstrate the financial viability of the major program.

Table 1 represents enrollment and graduation projections for students entering the program over the next five years. Currently, within the UW-Stevens Point SBE, there are approximately 175 B.S. in Business Administration students with a marketing area of concentration. The SBE does not anticipate the proportion of business majors choosing marketing as a major to change relative to the proportion of business majors that chose marketing as an area of concentration.

Table 1: Five-Year Projected Student Enrollments

Students/Year	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment (New Student) Headcount	54	54	54	54	54
Enrollment (Continuing Student) Headcount	121	121	121	121	121
Total Enrollment	175	175	175	175	175
Enrollment (New Student) FTE	54	54	54	54	54
Graduating	45	45	45	45	45
Attrition	9	9	9	9	9

In Year 1 of the major program, 121 students are assumed to rollover from the existing area of concentration into the new major, with 54 new incoming students declaring a B.S. in Marketing major. Projections for new students are consistent with recent freshmen and transfer students declaring the marketing area of concentration. This provides 175 students in Year 1 of the major program, approximately consistent with current enrollment for the marketing area of concentration. Table 1 assumes low levels of attrition (approximately 5%), and is based on actual attrition rates from the existing marketing emphasis. Approximately 25% of majors are assumed to graduate each year, which is consistent with historical graduation percentages for students enrolled in the marketing area of concentration.

Section II – Credit Hours

Table 2 below represents credit-hour projections for the next five years. The projections are based on current credit hours in the marketing concentration, with Year 1 reflecting a rollover of existing credit hours and courses in the current marketing concentration to the new proposed

B.S. in Marketing. Once again, the immediate rollover assumption is used because the proposed B.S. in Marketing represents the elevation of an existing concentration.

Table 2: Five-Year Credit Hours

<i>Credit Hours</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
Total New Credit Hours (# new sections x credits per section)	0.00	0.00	0.00	0.00	0.00
Existing Credit Hours	131.25	131.25	131.25	131.25	131.25

Relative to the existing marketing concentration, the proposed B.S. in Marketing will not result in new courses or sections. Due to the consistent offering of required courses in the proposed program, the frequency and timing of electives is expected to change, but not the total number of courses offered in a given semester. The proposed B.S. in Marketing may result in a change to a given faculty member's schedule relative to the existing marketing concentration program. However, faculty staffing changes are not required for implementation of the proposed B.S. in Marketing.

Section III – Faculty and Staff Appointments

Table 3 below represents faculty and staff appointments relevant to the proposed program in marketing for the next five years. The projections in Year 1 reflect a transition of existing faculty and staff currently allocated to the marketing concentration. Faculty staffing and administrative support changes are not required for implementation of the proposed B.S. in Marketing; therefore, no new faculty or staff are required for the major.

Table 3: Faculty and Staff Appointments

<i>FTE</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
FTE of New Faculty/Instructional Staff	0	0	0	0	0
FTE of Current Faculty/IAS	5.25	5.25	5.25	5.25	5.25
FTE of New Admin Staff	0	0	0	0	0
FTE Current Admin Staff	0.70	0.70	0.70	0.70	0.70

Section IV – Program Revenues

Table 4 below includes projected revenues relevant to the proposed program in marketing for the next five years. The projections in Year 1 reflect only the contribution of newly enrolled students to revenue, as the other students only provide a rollover of existing revenues from the marketing concentration.

Table 4: Program Revenues

<i>Revenues</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
From Tuition	180,846	180,846	180,846	180,846	180,846
From Fees					
Program Revenue – Grants					
Program Revenue – Other					

Reallocation					
Total Revenue	180,846	180,846	180,846	180,846	180,846

Program revenue projections for the B.S. in Marketing include tuition at \$3,349 per semester for 54 new student FTE. The required number of credits taken within the SBE comprise approximately 50% of a student's total number of required credits to graduate. As a result, it is assumed 50% of a student's course load for a given year is comprised of SBE courses. This results in annual tuition revenue for the program of \$180,846.

Due to the conservative nature of the budget, FTE, tuition rates, and other sources of program revenues are held constant over the next five years. The FTE and program revenues generated in Year 1 for the major are similar to current FTE and program revenues for the area of concentration.

Section V – Program Expenses

Table 5 below shows expenses relevant to the proposed B.S. in Marketing for the next five years. The projections in Year 1 reflect that the SBE will incur very few new costs in the creation of the program, as the proposed program is only replacing costs already incurred in providing the area of concentration. The new B.S. in Marketing will be taught with existing faculty and staff, and will use existing facilities and supplies. The only new expenses are related to the initial efforts to market the elevation of the area of concentration to a full degree program, as well as ongoing marketing and recruitment expenses aimed at maintaining or increasing enrollments.

Table 5: Program Expenses

<i>Expenses</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
Salaries plus Fringes					
Faculty/Instructional Staff	0	0	0	0	0
Other Staff	0	0	0	0	0
Other Expenses					
Facilities and Supplies	0	0	0	0	0
Other:	7,500	5,000	5,000	5,000	5,000
Total Expenses	7,500	5,000	5,000	5,000	5,000

Section VI – Net Revenue

Table 6 below shows net revenues derived from the proposed B.S. in Marketing for the next five years. The projections reflect only the contribution of newly enrolled students to revenue, as other students only provide a rollover of existing revenues from the marketing concentration. Similarly, the cost projections reflect only initial and ongoing marketing expenditures, as all other costs would only be rolled over from the area of concentration. Net positive revenues are projected to be generated from the program each year. Net revenues are expected to be used for a variety of purposes, including new program and curriculum development, marketing, faculty development, and increased resources for students.

As indicated previously, based on input from the AACSB and the SBE Business Advisory Council, the B.S. in Marketing degree provides students with greater academic rigor and increased skills to successfully achieve goals in their business and marketing careers. This increased preparedness is expected to result in an increased demand for the B.S. in Marketing degree relative to the marketing area of concentration. However, a conservative forecast approach to program revenues and expenses has been taken to demonstrate that the new major will generate net revenues consistently and similarly to the existing area of concentration. Any additional demand for the major relative to the current area of concentration will generate additional net revenues, as the SBE will utilize its resources efficiently to allow increased capacity utilization at current staffing levels.

Table 6: Net Revenue

Net Revenue	\$173,346	\$175,846	\$175,846	\$175,846	\$175,846
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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: B.S. in Marketing
Date: May 9, 2018

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 Bachelor of Science (B.S.) in Marketing program for which we are presently seeking authorization. As noted in the proposal documents, the proposed B.S. in Marketing program is intended to serve as an elaboration of an existing concentration within our B.S. in Business Administration degree program. The proposed program in marketing will largely serve to parse the existing enrollment in our business administration degree program into a defined major that better reflects the curriculum these students experience, and the resultant skills and expertise they develop. Consequently, we submit that offering this new marketing degree program will utilize existing budget and will not require the allocation of additional resources to support this degree program.

The proposed B.S. in Marketing at UW-Stevens Point will strengthen the educational possibilities of the region by giving students and employers access to a high quality education in Marketing. The program was developed after a detailed review of marketing programs offered by both aspirant schools, and other University of Wisconsin institutions. In addition, the local business community, including the School of Business and Economics (SBE) Business Advisory Council, provided input for program development. Central Wisconsin and the Stevens Point area feature several important financial institutions that are key to the economic growth of the region and Wisconsin. Moreover, many of our students come from the surrounding three-county area (Portage, Marathon, and Wood counties), and wish to remain in the region when they finish their degrees.

The proposed B.S. in Marketing program will strengthen the competitiveness of our students in the job market by more accurately communicating to employers these students' curricular experience and expertise. The program will also assist the SBE with continued AACSB accreditation. Part of the recent accreditation process included a visit from the AACSB peer review team, and this team strongly recommended that the SBE require select courses in each existing area of concentration offered - finance, management, and marketing. The conversion from areas of concentration to fully articulated individual majors with specific required courses fulfills the recommendation of the peer review team, and strengthens the SBE programs for future AACSB reaccreditation.

Finally, the proposed B.S. in Marketing program will be fully integrated into our existing campus assessment and program review procedures. This 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.

Supplemental Proffer to Trustees of the
William F. Vilas Trust Estate

EDUCATION COMMITTEE

Resolution I.1.e.:

That, upon the 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 request from the University of Wisconsin-Madison in response to the supplemental proffer of \$3,753,332.99 from the Trustees of the William F. Vilas Trust Estate for fiscal year July 1, 2018 to June 30, 2019, for the special building fund for the Chemistry Building at the University of Wisconsin-Madison.

**REQUEST FROM UW-MADISON IN RESPONSE
TO THE SUPPLEMENTAL PROFFER
FROM THE TRUSTEES OF THE WILLIAM F. VILAS TRUST ESTATE**

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.

REQUESTED ACTION

Adoption of Resolution I.1.e., accepting the supplemental proffer of funds from the Trustees of the William F. Vilas Trust Estate in the amount of \$3,753,332.99 for a special building fund for the Chemistry Building at the University of Wisconsin-Madison.

DISCUSSION

As is customary on an annual basis, the Board of Regents approved the UW-Madison and UW-Milwaukee Vilas Trust Fund requests at the April 6, 2018 meeting. Thereafter, on April 17, 2018, and on behalf of the Board of Regents, UW System President Ray Cross sent a formal request to the Trustees of the Vilas Estate. On May 2, 2018, President Cross received in response the proffer issued by the Vilas Trustees of the funding available to UW-Madison and UW-Milwaukee for 2018-19, and for the special fund for the construction of a music performance building adjacent to the Chazen Museum at the University of Wisconsin-Madison. Accordingly, at the June 8, 2018 meeting, the Board of Regents approved the proffer from the Vilas Trustees for both UW-Madison and UW-Milwaukee, and for the music performance building at UW-Madison.

On May 2, 2018, the Vilas Trustees also informed President Cross that they are holding unallocated income of \$3,753,332.99 from the net income for the fiscal year that ended on March 31, 2018, and therefore, they expect to receive from the Regents a supplemental request for part, or all, of this unallocated income. In response to the proffer of supplemental funds from the Vilas Trustees, UW-Madison seeks approval for its funding request. The request seeks to utilize the supplemental proffer of \$3,753,332.99 to support a special building fund for the Chemistry Building at the University of Wisconsin-Madison.



August 1, 2018

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

Dear President Cross:

This memo is an addendum to our request of March 20, 2018. We are requesting that any unexpended income from the proceeds from the Vilas Trust in 2017-18, be applied to a special building fund for the Chemistry Building at the University of Wisconsin, Madison. We understand the amount to be \$3,753,332.99.

Please let me know if you have any questions.

Sincerely,

Rebecca M. Blank
Chancellor

xc: Provost Sarah Mangelsdorf
Vice Chancellor Laurent Heller
Interim Assistant Vice Chancellor Jennifer Klippel
Vice Provost Michael Bernard-Donals
Yvonne Quamme, Office of the Provost

Office of the Chancellor

Bascom Hall University of Wisconsin-Madison 500 Lincoln Drive, Madison, Wisconsin 53706
608-262-9946 Fax: 608-262-8333 TTY 608-263-2473

Approval of Correction to 2018 Report on Faculty Promotions,
Tenure Designations, and Other Changes of Status

EDUCATION COMMITTEE

Resolution I.1.f.:

That, upon request from the UW-Extension the 2018 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status be approved as corrected, such that Mary Campbell Wood is named as a full professor in the UW-Extension Department of Family Development rather than Trisha Wagner.

**UNIVERSITY OF WISCONSIN SYSTEM
CORRECTION TO THE 2018 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 2017-18 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. Regent action is the final step in the process by which faculty receive tenure.

REQUESTED ACTION

Adoption of Resolution I.1.f., approving the Corrected 2018 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status.

DISCUSSION

On June 18, 2018, the UW System Office of Academic and Student Affairs received a request for assistance from UW-Extension because there was an error on the faculty promotion report UW-Extension submitted for Board of Regents' approval in June 2018. The UW-Extension report erroneously listed Trisha Wagner as receiving a promotion from associate professor to full professor, when it should have listed Mary Campbell Wood from the Department of Family Development as receiving a promotion from associate professor to full professor.

Thus, the 2018 Report on Faculty Promotions, Tenure Designations, and Other Changes of Status has been corrected, such that Mary Campbell Wood is named as a full professor in the UW-Extension Department of Family Development rather than Trisha Wagner.

RELATED REGENT POLICIES

Regent Policy Document 20-9, Periodic Post Tenure-Review in Support of Tenured Faculty Development.

Regent Policy Document 20-23, Faculty Tenure.

Regent Policy Document 20-24, Procedures Relating to Financial Emergency or Program Discontinuance Requiring Faculty Layoff and Termination.

UNIVERSITY OF WISCONSIN SYSTEM
CORRECTED 2018 REPORT ON FACULTY PROMOTIONS, TENURE DESIGNATIONS, AND OTHER CHANGES OF STATUS

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW COLLEGES	BICKNER,DEVIN R	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW COLLEGES	ERNEST,DAMIAN L	COMMUNICATION & THEATRE ARTS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW COLLEGES	FENCL, MATTHEW	HEALTH, ES & ATHLETICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW COLLEGES	HALL,TERESA C	BIOLOGICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW COLLEGES	HALVERSON,JILLAYNE M	BUSINESS & ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW COLLEGES	MATTIS,ANN M	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW COLLEGES	PETERSON,BRADLEY W	PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW COLLEGES	SALEH,IBRAHIM A	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW COLLEGES	WRINN,KERRI M	BIOLOGICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW COLLEGES	ABLER,REBECCA A	BIOLOGICAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW COLLEGES	FETTERLY,BRANDON M	CHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW COLLEGES	KREIDER,SAMUEL E	PHILOSOPHY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW COLLEGES	LEIGH,JEFFREY T	HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW COLLEGES	MCCLUSKEY,JAMES M	GEOGRAPHY & GEOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW COLLEGES	PREMADASA, ANGURU KANKANANGE K	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW COLLEGES	WANG,YONGQING	BUSINESS & ECONOMICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-EAU CLAIRE	MA, YING	MATERIALS SCIENCE AND ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-EAU CLAIRE	VADHAVKAR, GANGA	COMMUNICATION AND JOURNALISM	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-EAU CLAIRE	BURANAKORN, WANRUDEE	ART AND DESIGN	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	DICKERSON, RANDY	MUSIC AND THEATRE ARTS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	FAY, MARTHA	COMMUNICATION AND JOURNALISM	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	FERNANDEZ, MANUEL	LANGUAGES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	HUPY, JOSEPH	GEOGRAPHY AND ANTHROPOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-EAU CLAIRE	JONES, RYAN	MUSIC AND THEATRE ARTS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	KAKEGAWA, TOMOMI	LANGUAGES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	KRAKER, JESSICA	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	TONG, SIMEI	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	TURNER, STEPHANIE	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-EAU CLAIRE	AZIZ, MOHAMMAD	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	BRAUN, SAORI	KINESIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	CLEARY, PATRICIA	CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	GROTHE, ARTHUR	MUSIC AND THEATRE ARTS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	HARRISON, JENNIFER	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	HARRISON, RYAN	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	HSU, CHIA-YU	MUSIC AND THEATRE ARTS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	ORWIG, MARCY	BUSINESS COMMUNICATIONS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	PEREIRA, KENNETH	MUSIC AND THEATRE ARTS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	PERNSTEINER, AIMEE	ACCOUNTING AND FINANCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	RYBICKI, JAMES	PHYSICS AND ASTRONOMY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	SUPPES, LAURA	WATERSHED INSTITUTE FOR COLLABORATIVE STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	KOISSI-KOUASSI, MARIE-CLAIRE	MATHEMATICS	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION & TENURE	PROFESSOR W/ TENURE
UW-EAU CLAIRE	HINNANT, KATHERINE	LIBRARY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	LU, DER-FA	NURSING	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	MBIRIKA, ABUKUSE	MATHEMATICS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	BRISBIN, ABRA	MATHEMATICS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-EAU CLAIRE	NEWTON, DARRELL	COMMUNICATION AND JOURNALISM		ASSOCIATE VICE CHANCELLOR FOR ACADEMIC AFFAIRS	TENURED	PROFESSOR W/ TENURE
UW-EXTENSION	BJURSTROM, AERICA	AGRICULTURE & LIFE SCIENCES	TENURE	ASSOC PROFESSOR	PROMOTION	PROFESSOR

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-EXTENSION	PALMER, KEVIN	YOUTH DEVELOPMENT	TENURE	ASSOC PROFESSOR	PROMOTION	PROFESSOR
UW-EXTENSION	ROBACK, PAUL	COMMUNITY RESOURCE DEVELOPMENT	TENURE	ASSOC PROFESSOR	PROMOTION	PROFESSOR
UW-EXTENSION	WOOD, MARY CAMPBELL	FAMILY DEVELOPMENT	TENURE	ASSOC PROFESSOR	PROMOTION	PROFESSOR
UW-EXTENSION	TAYLOR, DON	LABOR EDUCATION	TENURE	ASSOC PROFESSOR	PROMOTION	PROFESSOR
UW-EXTENSION	ALLEN, ANGELA	COMMUNITY RESOURCE DEVELOPMENT	TENURE TRACK	ASST PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EXTENSION	BERG, BROOK	FAMILY DEVELOPMENT	TENURE TRACK	ASST PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EXTENSION	BLAZEK, JENNIFER	AGRICULTURE & LIFE SCIENCES	TENURE TRACK	ASST PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EXTENSION	GREIL, AMY	COMMUNITY RESOURCE DEVELOPMENT	TENURE TRACK	ASST PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EXTENSION	GRIGORYAN, ARIGA	COMMUNITY RESOURCE DEVELOPMENT	TENURE TRACK	ASST PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EXTENSION	HOUGHAM, JUSTIN	YOUTH DEVELOPMENT	TENURE TRACK	ASST PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EXTENSION	JOHNSON, HEIDI	AGRICULTURE & LIFE SCIENCES	TENURE TRACK	ASST PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EXTENSION	KOENIG, RENEE	FAMILY DEVELOPMENT	TENURE TRACK	ASST PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EXTENSION	KONO, MELISSA	COMMUNITY RESOURCE DEVELOPMENT	TENURE TRACK	ASST PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EXTENSION	MILLS-LLOYD, SARAH	AGRICULTURE & LIFE SCIENCES	TENURE TRACK	ASST PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EXTENSION	ROBINSON, PATRICK	AGRICULTURE & LIFE SCIENCES	TENURE TRACK	ASST PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EXTENSION	SANDWICK, NATHAN	COMMUNITY RESOURCE DEVELOPMENT	TENURE TRACK	ASST PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EXTENSION	SCHLESSER, HEATHER	AGRICULTURE & LIFE SCIENCES	TENURE TRACK	ASST PROFESSOR	PROMOTION & TENURE	ASSISTANT PROFESSOR W/ TENURE
UW-EXTENSION	SOLOMON, VICTORIA	COMMUNITY RESOURCE DEVELOPMENT	TENURE TRACK	ASST PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EXTENSION	STUTTGEN, SANDRA	AGRICULTURE & LIFE SCIENCES	TENURE TRACK	ASST PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EXTENSION	VANCE, NANCY	FAMILY DEVELOPMENT	TENURE TRACK	ASST PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EXTENSION	WELCH, BRIANNA STAPLETON	YOUTH DEVELOPMENT	TENURE TRACK	ASST PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EXTENSION	ZAMBITO, JAMES	ENVIRONMENTAL SCIENCES	TENURE TRACK	ASST PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-EXTENSION	FELDMAN, LYNN	YOUTH DEVELOPMENT	TENURE TRACK	INSTRUCTOR	PROMOTION	ASSISTANT PROFESSOR
UW-EXTENSION	SANDWICK, NATHAN	COMMUNITY RESOURCE DEVELOPMENT	TENURE TRACK	INSTRUCTOR	PROMOTION	ASSISTANT PROFESSOR

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-EXTENSION	BINVERSIE, ELIZABETH	AGRICULTURE & LIFE SCIENCES	TENURE TRACK	INSTRUCTOR	PROMOTION	ASSISTANT PROFESSOR
UW-EXTENSION	RANK, BETH	YOUTH DEVELOPMENT	TENURE TRACK	INSTRUCTOR	PROMOTION	ASSISTANT PROFESSOR
UW-EXTENSION	BECKENDORF, JESSICA	COMMUNITY RESOURCE DEVELOPMENT	TENURE TRACK	INSTRUCTOR	PROMOTION	ASSISTANT PROFESSOR
UW-EXTENSION	GEISLER, ELLEN	COMMUNITY RESOURCE DEVELOPMENT	TENURE TRACK	INSTRUCTOR	PROMOTION	ASSISTANT PROFESSOR
UW-EXTENSION	GELLINGS, KATIE	FAMILY DEVELOPMENT	TENURE TRACK	INSTRUCTOR	PROMOTION	ASSISTANT PROFESSOR
UW-EXTENSION	RICHIE, SARA	FAMILY DEVELOPMENT	TENURE TRACK	INSTRUCTOR	PROMOTION	ASSISTANT PROFESSOR
UW-EXTENSION	BUTLER, CYNTHIA	YOUTH DEVELOPMENT	TENURE TRACK	INSTRUCTOR	PROMOTION	ASSISTANT PROFESSOR
UW-EXTENSION	KULWIEC, ALEXIA	LABOR EDUCATION	TENURE TRACK	ASST PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	CARR, BRYAN	INFORMATION & COMPUTING SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	CURRIER, RYAN	NATURAL & APPLIED SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	HELPAP, DAVID	PUBLIC AND ENVIRONMENTAL AFFAIRS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	LOR, PAO	EDUCATION	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-GREEN BAY	MCQUADE DEWHIRST, MICHELLE	MUSIC	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-GREEN BAY	NESVET, REBECCA	HUMANITIES	TENURE	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	SENZAKI, SAWA	HUMAN DEVELOPMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	SHELTON, JON	DEMOCRACY AND JUSTICE STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	STAUDINGER, ALISON	DEMOCRACY AND JUSTICE STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	TURKIEWICZ, KATIE	INFORMATION & COMPUTING SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	TYCHKOWSKI, BRENDA	NURSING & HEALTH STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-GREEN BAY	WHEAT, ELIZABETH	PUBLIC AND ENVIRONMENTAL AFFAIRS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW - LA CROSSE	CROSBY, ELIZABETH	MARKETING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW - LA CROSSE	NUNLEY, JOHN	ECONOMICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW - LA CROSSE	LAVELLE, KATHERINE	COMMUNICATION STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW - LA CROSSE	PLOEGER-LYONS, NICOLE	COMMUNICATION STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW - LA CROSSE	HAY, SHELLEY	GLOBAL CULTURES AND LANGUAGES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW - LA CROSSE	KRIZAN, MARY	PHILOSOPHY	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR W/ TENURE
UW - LA CROSSE	KOVARI, JOHN	POLITICAL SCIENCE AND PUBLIC ADMINISTRATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW - LA CROSSE	LILLEY, TERRY GLENN	WOMENS' GENDER AND SEXUALITY STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW - LA CROSSE	HIPPERT, CHRISTINE	ARCHAEOLOGY AND ANTHROPOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW - LA CROSSE	NICHOLS, BRADLEY	ART	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW - LA CROSSE	MOELLER, MARIE	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW - LA CROSSE	MCKELLEY, RYAN	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW - LA CROSSE	BINGHAM, MELISSA	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW - LA CROSSE	SNIVELY, ERIC	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW - LA CROSSE	AMINAKA, NAKO	EXERCISE AND SPORT SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW - LA CROSSE	CHAUDHURI, GARGI	GEOGRAPHY AND EARTH SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW - LA CROSSE	WILKER, PETER	MICROBIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW - LA CROSSE	CHEN, SONG	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW - LA CROSSE	DREGNE, WHITNEY	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW - LA CROSSE	HERTEL, JOSH	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW - LA CROSSE	KIM, EDWARD	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW - LA CROSSE	VIDDEN, CHAD	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW - LA CROSSE	EVANS, KATHERINE	RECREATION MANAGEMENT & THERAPEUTIC RECREATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW - LA CROSSE	MINDEL, DAVID	LIBRARY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW - LA CROSSE	KABASHI, LEMA	EDUCATION STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW - LA CROSSE	LINVILLE, HEATHER	EDUCATION STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW - LA CROSSE	HAWKES, KATHLEEN	ART	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW - LA CROSSE	KLEIN, BARRETT	BIOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW - LA CROSSE	KLEIN, JENNIFER	BIOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW - LA CROSSE	LITSTER, MEGAN	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW - LA CROSSE	FOLEY, SAMANTHA	COMPUTER SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW - LA CROSSE	BABAKHANI TEIMOURI, SHEIDA	ECONOMICS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW - LA CROSSE	HOFFER, ADAM	ECONOMICS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW - LA CROSSE	ROUSE, DAWN	EDUCATION STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW - LA CROSSE	PARKER, KATHRYN	ENGLISH	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW - LA CROSSE	BUNBURY, JOAN	GEOGRAPHY AND EARTH SCIENCE	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW - LA CROSSE	GRANADOS, OMAR	GLOBAL CULTURES AND LANGUAGES	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW - LA CROSSE	BEAUJOT, ARIEL	HISTORY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW - LA CROSSE	SHONK, KENNETH	HISTORY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW - LA CROSSE	HOLFORD, THERESA	LIBRARY	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW - LA CROSSE	KIERSCH, CHRISTA	MANAGEMENT	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW - LA CROSSE	EAGER, ERIC	MATHEMATICS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW - LA CROSSE	HAWKINS, TAVIARE	PHYSICS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW - LA CROSSE	SRINIVASAN, ERICA	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW-MADISON	CHRISTIAN FRANCK	MECHANICAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT-TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	TYRELL HABERKORN	ASIAN LANGUAGES AND CULTURES	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT-TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	ANNE MASSEY	WISCONSIN SCHOOL OF BUSINESS	TENURE	PROFESSOR	NEW APPOINTMENT-TENURE	PROFESSOR W/TENURE (DEAN)
UW-MADISON	CORINNE VOILS	SURGERY	TENURE	PROFESSOR	NEW APPOINTMENT-TENURE	PROFESSOR W/TENURE
UW-MADISON	DANNY WILLIS	SCHOOL OF NURSING	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT-TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	MARK MANDEL	MEDICAL MICROBIOLOGY & IMMUNOLOGY	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT-TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	HECTOR VALDIVIA	MEDICINE	TENURE	PROFESSOR	NEW APPOINTMENT-TENURE	PROFESSOR W/TENURE
UW-MADISON	ZACHARY STOWE	PSYCHIATRY	TENURE	PROFESSOR	NEW APPOINTMENT-TENURE	PROFESSOR W/TENURE

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-MADISON	MATTHEW HALANSKI	ORTHOPEDICS & REHABILITATION	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT-TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	YONGHENG DENG	WISCONSIN SCHOOL OF BUSINESS	TENURE	PROFESSOR	NEW APPOINTMENT-TENURE	PROFESSOR W/TENURE
UW-MADISON	HEATHER NEUMAN	SURGERY	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT-TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	CAROLYN MCANDREWS	PLANNING AND LANDSCAPE ARCHITECTURE	TENURE	ASSISTANT PROFESSOR	NEW APPOINTMENT-TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	JEFFREY SMITH	ECONOMICS	TENURE	PROFESSOR	NEW APPOINTMENT-TENURE	PROFESSOR W/TENURE
UW-MADISON	CAREY GLEASON	SURGERY	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT-TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	MARINA MOSKOWITZ	SCHOOL OF HUMAN ECOLOGY	TENURE	READER	NEW APPOINTMENT-TENURE	PROFESSOR W/TENURE
UW-MADISON	AMY CLAESSENS	EDUCATIONAL POLICY STUDIES	TENURE	ASSISTANT PROFESSOR	NEW APPOINTMENT-TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	ELIZABETH WRIGHT	BIOCHEMISTRY	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT-TENURE	PROFESSOR W/TENURE
UW-MADISON	MEGAN MORENO	PEDIATRICS	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT-TENURE	PROFESSOR W/TENURE
UW-MADISON	NANCY RAYMOND	PSYCHIATRY	TENURE	PROFESSOR	NEW APPOINTMENT-TENURE	PROFESSOR W/TENURE
UW-MADISON	ANNE MARIE SINGH	PEDIATRICS	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT-TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	DANIEL WANGERIN	WISCONSIN SCHOOL OF BUSINESS	TENURE	ASSISTANT PROFESSOR	NEW APPOINTMENT-TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	JONGWOON (WILLIE) CHOI	WISCONSIN SCHOOL OF BUSINESS	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT-TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	KEVIN BLACK	PHYSICS	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT-TENURE	PROFESSOR W/TENURE
UW-MADISON	TULIKA BOSE	PHYSICS	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT-TENURE	PROFESSOR W/TENURE
UW-MADISON	STEPHEN KILGUS	EDUCATIONAL PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT-TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	MALACHY BISHOP	REHABILITATION PSYCHOLOGY & SPECIAL EDUCATION	TENURE	PROFESSOR	NEW APPOINTMENT-TENURE	PROFESSOR W/TENURE
UW-MADISON	DANIEL BAUER	WISCONSIN SCHOOL OF BUSINESS	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT-TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	LEE WILKE	SURGERY	TENURE	PROFESSOR	NEW APPOINTMENT-TENURE	PROFESSOR W/TENURE
UW-MADISON	MARGUERITE BURNS	POPULATION HEALTH SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	HANNAH VANDEGRIFT ELDRIDGE	GERMAN, NORDIC, AND SLAVIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	SAMUEL ENGLAND	AFRICAN CULTURAL STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	EMILY FLETCHER	PHILOSOPHY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-MADISON	PABLO GOMEZ	HISTORY OF MEDICINE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	MICHELLE KIMPLE	MEDICINE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	ELIZABETH LAPINA	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	FARID MASROUR	PHILOSOPHY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	CAITLIN PEPPERELL	MEDICINE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	SUSHMITA ROY	BIostatISTICS AND MEDICAL INFORMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	EFTYCHIOS SIFAKIS	COMPUTER SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	ERICA SIMMONS	POLITICAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	LINSEY STEEGE	SCHOOL OF NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	HALEY VLACH	EDUCATIONAL PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	SARAH WELLS	COMPARATIVE LITERATURE AND FOLKLORE STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	MARIYA SOSKOVA	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	URI ANDREWS	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	MICHAEL CARDIFF	GEOSCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	RANDALL GOLDSMITH	CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	BING WANG	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	DANIEL ERMAN	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	CHRISTINA REMUCAL	CIVIL AND ENVIRONMENTAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	DAMON SMITH	PLANT PATHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	RYAN WESTERGAARD	MEDICINE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	RANDALL KIMPLE	HUMAN ONCOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	JOSHUA LANG	MEDICINE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	HEATHER WHITE	DAIRY SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	MICHAEL SPEIDEL	MEDICAL PHYSICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-MADISON	ANDREW MEHLE	MEDICAL MICROBIOLOGY & IMMUNOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	MELISSA HARRISON	BIOMOLECULAR CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	ALEKSANDRA ZGIERSKA	FAMILY MEDICINE AND COMMUNITY HEALTH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	MARIA BELODUBROVSKAYA	COMMUNICATION ARTS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	KEISHA LINDSAY	GENDER AND WOMEN'S STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	FREDERIC NEYRAT	COMPARATIVE LITERATURE AND FOLKLORE STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	APRIL HAYNES	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	GRANT ARMSTRONG	SPANISH & PORTUGUESE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	BARBARA KING	SCHOOL OF NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	STEPHANIE BUDGE	COUNSELING PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	DAVID BELL	KINESIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	DOMINIC PARKER	AGRICULTURAL & APPLIED ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	MARLON MUNDT	FAMILY MEDICINE AND COMMUNITY HEALTH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	LUCAS GRAVES	SCHOOL OF JOURNALISM & MASS COMMUNICATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	BRIAN PHILLIPS	REHABILITATION PSYCHOLOGY & SPECIAL EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	JORDAN TONG	WISCONSIN SCHOOL OF BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	EMILY CALLACI	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	MARK VARESCI	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	SOH HYUN ALTINO	MEAD WITTER SCHOOL OF MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	EMILY ARTHUR	ART	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	JAMES MESSINA	PHILOSOPHY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	AARON HOSKINS	BIOCHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	GILLIAN MCLELLAN	SURGICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	REBECCA LARSON	BIOLOGICAL SYSTEMS ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE

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UW-MADISON	ETIENNE GARAND	CHEMISTRY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	VICTOR ZAVALA TEJEDA	CHEMICAL AND BIOLOGICAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	SAVERIO SPAGNOLIE	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	RAMZI FAWAZ	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	NANDINI PANDEY	CLASSICAL AND ANCIENT NEAR EASTERN STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	DANIEL LISOWSKI	THEATRE & DRAMA	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	FABIO GAERTNER	WISCONSIN SCHOOL OF BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	JOSEPH CONTI	SOCIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	MARIO OTTO	PEDIATRICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	LINDSAY STOVALL	MATHEMATICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	MELIH ERITEN	MECHANICAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	KEVIN PONTO	SCHOOL OF HUMAN ECOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	ALEXANDER TAHK	POLITICAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	SARAH MOORE	GEOGRAPHY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	MICHAL ENGELMAN	SOCIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	MICHAEL LIGHT	SOCIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	JOHN MACKAY	PHILOSOPHY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	JUDD KINZLEY	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	ALICA CEREZO PAREDES	SPANISH & PORTUGUESE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/TENURE
UW-MADISON	MELANIE WOOD	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	VICTOR CABRERA	DAIRY SCIENCE	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	KATHERINE CURTIS	COMMUNITY AND ENVIRONMENTAL SOCIOLOGY	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	LAURA SCHECHTER	AGRICULTURAL & APPLIED ECONOMICS	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	AHNA SKOP	GENETICS / MEDICAL GENETICS	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-MADISON	DANIEL FREDRICKSON	CHEMISTRY	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	JENNIFER SCHOMAKER	CHEMISTRY	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	JORDAN R. SCHMIDT	CHEMISTRY	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	JEREMY HUTTON	CLASSICAL AND ANCIENT NEAR EASTERN STUDIES	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	MATTHEW WISWALL	ECONOMICS	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	CHAO FU	ECONOMICS	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	JENNIFER RATNER-ROSENHAGEN	HISTORY	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	GREGORY NEMET	LA FOLLETTE SCHOOL OF PUBLIC AFFAIRS	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	CATHERINE ARNOTT SMITH	INFORMATION SCHOOL	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SAMUEL STECHMANN	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	MICHAEL TITELBAUM	PHILOSOPHY	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	JAN EGEDAL	PHYSICS	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	MARK COPELOVITCH	POLITICAL SCIENCE	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	JENNA NOBLES	SOCIOLOGY	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	CHAEYOON LIM	SOCIOLOGY	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	SANDRO MECOZZI	SCHOOL OF PHARMACY	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	TIMOTHY BUGNI	SCHOOL OF PHARMACY	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ERWAN QUINTIN	WISCONSIN SCHOOL OF BUSINESS	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	TROY HORNBERGER	COMPARATIVE BIOSCIENCES	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ELIZABETH COX	PEDIATRICS	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	WEIBO CAI	RADIOLOGY/MEDICAL PHYSICS	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	MARINA EMBORG	MEDICAL PHYSICS	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	BARON CHANDA	NEUROSCIENCE	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	JENNY GUMPERZ	MEDICAL MICROBIOLOGY AND IMMUNOLOGY	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE

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UW-MADISON	MANISH SHAH	EMERGENCY MEDICINE	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	NASIA SAFDAR	MEDICINE	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	COLIN DEWEY	BIostatISTICS & MEDICAL INFORMATICS	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	VIKAS SINGH	BIostatISTICS & MEDICAL INFORMATICS	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	OLIVER SCHMITZ	ENGINEERING PHYSICS	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	REBECCA WILLETT LU	ELECTRICAL AND COMPUTER ENGINEERING	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	ALEXANDRA HUNEEUS	LAW SCHOOL	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	MITRA SHARAFI	LAW SCHOOL	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	STEPHANIE TAI	LAW SCHOOL	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	JENNIFER L. REED	CHEMICAL AND BIOLOGICAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	STEVEN P. LOHEIDE	CIVIL AND ENVIRONMENTAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	MICHAEL PETERSON	ART	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	THOMAS JONES	ART	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MADISON	JAMES HURLEY	CIVIL AND ENVIRONMENTAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR W/TENURE	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	BOYER, TRACY	FRESHWATER SCIENCES	TENURE		NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-MILWAUKEE	CALLANAN, LIAM	ENGLISH	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	DORNBOS, STEPHEN	GEOSCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	FRATTURA, ELISE	EXCPTIONAL EDUCATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	FREIBURGER, TINA	CRIMINAL JUSTICE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	IZQUIERDO, RENE	MUSIC	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	KARRON, JEFFREY	BIOLOGICAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	KISHOR, KUNDAN	ECONOMICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	LARSON, CHRISTINE	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	NEWMAN, MICHAEL	JOURNALISM, ADVERTISING, AND MEDIA STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE

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UW-MILWAUKEE	OWENS, LAURA	EXCPTIONAL EDUCATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	SNETHEN, JULIA	NURSING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	STEELE, MICHAEL	CURRICULUM & INSTRUCTION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	WANG, LINGFENG	ELECTRICAL ENGINEERING & COMPUTER SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	ZHU, CHAO	MATHEMATICAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	ARVINEN-BARROW, MONNA	KINESIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	BOWLES, JULIE	GEOSCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	BROWN, VEENA	ACCOUNTING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	CLIPPERT, JENNIFER	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	CUZNER, ROBERT	ELECTRICAL ENGINEERING & COMPUTER SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	ERICKSON, JEANNE	NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	GILLESPIE, MARIA	DANCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	HEUER, SABINE	COMMUNICATION SCIENCES & DISORDERS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	KAVANAUGH, MELINDA	SOCIAL WORK	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	KIM, JUN	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	KIRSHTNER, KELLY	FILM	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	LAWSON, CHRISTOPHER	EDUCATIONAL PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	LAZKANO, ITZIAR	ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	MCLEAN, JESSE	FILM, VIDEO, ANIMATION, AND NEW GENRES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	MITCHELL-WALTHOUR, GLADYS	AFRICOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	NGUYEN, JACQUELINE	EDUCATIONAL PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	POLFUS, MICHELE	NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	PYCHA, ANNE	LINGUISTICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	QUINN, CHRISTOPHER	BIOLOGICAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

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UW-MILWAUKEE	REUTER, ORA JOHN	POLITICAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	REYNOLDS, KYLE	ARCHITECTURE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	RUPPEL, ERIN	COMMUNICATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	SONG, SOOHO	FOREIGN LANGUAGE AND LITERATURE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	WILLIAMS, GLENN	ART & DESIGN	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	GALAMBOS, COLLEEN	SOCIAL WORK	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	KOUKLIN, NIKOLAI	ELECTRICAL ENGINEERING & COMPUTER SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	LYONS, JERI-ANNETTE	BIOMEDICAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	MELLO, ROBIN	THEATRE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	PILLAI, KRISHNA	MECHANICAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	RODGER, GILLIAN	MUSIC	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-MILWAUKEE	CHANG, WOO JIN	MECHANICAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-MILWAUKEE	WETZEL, STEPHEN	FILM, VIDEO, ANIMATION, AND NEW GENRES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	BARNUM, ERIC	MUSIC	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	BROWN, STEVE	EDUCATIONAL LEADERSHIP AND POLICY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW OSHKOSH	CORTES, ROCIO	FOREIGN LANGUAGES AND LITERATURES	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	COULIBALY, MAMADOU	GEOGRAPHY AND URBAN PLANNING	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	ELERTSON, KATHLEEN	NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW OSHKOSH	FAYMONVILLE, CARMEN	ENGLISH	TENURE	ASSOCIATE PROFESSOR	NEW APPOINTMENT	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	FILIPOVA, ANNA ALEXSANDROVA	PUBLIC ADMINISTRATION	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	FULLER, DAVID	ECONOMICS	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	HALING, LINDA		TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW OSHKOSH	HONG, PHAN	PSYCHOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	JONES, CHRIS	ACCOUNTING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

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UW OSHKOSH	KRUEGER, NATHAN	MUSIC	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	MAYROSE, JOHN	MUSIC	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	MIRON, ANCA	PSYCHOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	NICKASCH, BONNIE	NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW OSHKOSH	SCHMIDT, BONNIE	NURSING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW OSHKOSH	SCRIBNER, DRUSCILLA	POLITICAL SCIENCE	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW OSHKOSH	THOMAS, JERRY	POLITICAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	WEGNER, THERESA	SPECIAL AND EARLY CHILDHOOD EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW OSHKOSH	ZHANG, HONG	MATHEMATICS	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-PARKSIDE	BENSON, JOE	COMMUNICATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	BROWNSON, ELIZABETH	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	CARLSTROM, AARON	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	CHANG, ALICE	CHEMISTRY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-PARKSIDE	HUDSPETH, CHRISTOPHER	POLITICS, PHILOSOPHY, AND LAW	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	KREIMAN, VICTOR	MATH	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	LYONS, BRIAN	HEALTH, EXERCISE SCIENCE & SPORT MANAGEMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	PALAO, JOSE	HEALTH, EXERCISE SCIENCE & SPORT MANAGEMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PARKSIDE	SWISHER, PAULA	ART	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	IGOR STANOJEV	GENERAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	AUSTIN POLEBITSKI	CIVIL & ENVIRONMENTAL ENGINEERING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	KRISTA HARDYMAN	AGRICULTURE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	CLAUDINE PIED	SOCIAL SCIENCES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	LINDSAY HOLLINGSWORTH	EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-PLATTEVILLE	JENNIFER COLLINS	EDUCATION	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE

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UW-PLATTEVILLE	CHRISTOPHER FRAYER	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	MELISSA GORMLEY	HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	LEONIDA LJUMANOVIC	MATHEMATICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	KRISTINA FIELDS	CIVIL & ENVIRONMENTAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	MICHAEL ZAMPALONI	MECHANICAL & INDUSTRIAL ENGINEERING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-PLATTEVILLE	CHRISTOPHER SCHULENBURG	HUMANITIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-RIVER FALLS	CHENG-CHEN HUANG	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-RIVER FALLS	JOSEPH SHAKAL	AGRICULTURE ENGINEERING TECHNOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-RIVER FALLS	HOLLY DOLLIVER	PLANT AND EARTH SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-RIVER FALLS	DAVID ZLESAK	PLANT AND EARTH SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-RIVER FALLS	JUSTIN LUTHER	ANIMAL AND FOOD SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-RIVER FALLS	DAVID TRAVIS	GEOGRAPHY AND GEOGRAPHICAL INFORMATION SCIENCE	TENURE	PROVOST	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-RIVER FALLS	DEAN YOHNK	STAGE AND SCREEN ARTS	TENURE	DEAN	NEW APPOINTMENT	PROFESSOR W/ TENURE
UW-RIVER FALLS	ERIK JOHNSON	STAGE AND SCREEN ARTS	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	DOUGLAS MARGOLIS	ENGLISH	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	SOOH-RHEE RYU	POLITICAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-RIVER FALLS	JOEL DONNA	TEACHER EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	BORK, PAMELA	EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	BRAY, JENNIFER	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	CHUNYU, DAVID	SOCIOLOGY AND SOCIAL WORK	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	FRANZEN, REBECCA	HUMAN DIMENSIONS OF NATURAL RESOURCE MANAGEMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	GRAF, DANIEL	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	HANLIN, JARED	THEATRE & DANCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	HUFFMAN, JENNIFER	UNIVERSITY LIBRARY	TENURE TRACK	INSTRUCTOR	PROMOTION & TENURE	ASSISTANT PROFESSOR W/ TENURE

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-STEVENS POINT	KENNY, ALAN	THEATRE & DANCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	LIDDICOAT, KENDRA	HUMAN DIMENSIONS OF NATURAL RESOURCE MANAGEMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	PRATER, JACOB	WILDLIFE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	STRAUB, JACOB	WILDLIFE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	ZANI, PETER	BIOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	KRAUSE, TIM	COMPUTING & NEW MEDIA TECHNOLOGIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	REICH, THOMAS	LIBRARY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	SCOVILL, SALLIE	HEALTH PROMOTION & HUMAN DEVELOPMENT	TENURE	ASSOCIATE PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	TERRELL, PAMELA	COMMUNICATION SCIENCE & DISORDERS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	TURNER, BRENT	MUSIC	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-STEVENS POINT	MARKHAM, MARK	MUSIC	TENURE	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STEVENS POINT	SHOFNER, CHRIS	COMMUNICATION	TENURE	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	ASTWOOD, JENNIFER	DESIGN	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	ATYIM, DANIEL	ART & ART HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW-STOUT	BALTACI, KENAN	ENGINEERING AND TECHNOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	BATES-MAVES, JULIE	REHABILITATION & COUNSELING	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	BERG, DEVIN	ENGINEERING AND TECHNOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	BERRIER, SETH	MATHEMATICS, STATISTICS & COMPUTER SCIENCE	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	BISWAS, ARNAB	SOCIAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	BLUMER (TWIST), MARKIE	HUMAN DEVELOPMENT & FAMILY STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	BREY, ERIC	HOSPITALITY LEADERSHIP	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	BRYAN III, JAMES	ART & ART HISTORY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	DRESDOW, SALLY	OPERATIONS MANAGEMENT	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	DURST, AARON	COMMUNICATION, FOREIGN LANGUAGE & PERFORMING ARTS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-STOUT	DUTTER, SETH	MATHEMATICS, STATISTICS & COMPUTER SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	EVENSEN, ERIK	DESIGN	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	GALANTE, PETER	COMMUNICATION TECHNOLOGIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	GRANT, JENNIFER	BIOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	HAMILTON, KATHRYN	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	HINES, EMILY	SOE - TEACHING, LEARNING AND LEADERSHIP	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	JOHNSON, CAROL	SOE - SCOPE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	KLEM, JOHN	REHABILITATION & COUNSELING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	LIU, CHENG	ENGINEERING AND TECHNOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	LOIZIDES, GEORGIOS	SOCIAL SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	MARSHALL, ELENA	ENGLISH & PHILOSOPHY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	MARTINEZ, KIMBERLY	SOE - TEACHING, LEARNING & LEADERSHIP	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	MASON, KEVIN	SOE - TEACHING, LEARNING & LEADERSHIP	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	NYLAND, RUTH	SOE - INSTRUCTION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	ONODERA, MASAKO	ART & ART HISTORY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	PATTERSON, MARLANN	CHEMISTRY & PHYSICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	PENG, ANDY	ENGINEERING AND TECHNOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-STOUT	PETERSON, JULIE	DESIGN	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	PIGNETTI, DAISY	ENGLISH & PHILOSOPHY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	PLUM, DAVID	OPERATIONS MANAGEMENT	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	PRASSAS, FREDERICK	HOSPITALITY LEADERSHIP	TENURE	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	ROBERTS EDENBORG, KATHERINE	ENGLISH & PHILOSOPHY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW-STOUT	SALM, STEPHEN	BUSINESS	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE
UW-STOUT	SAMB, HOWARD	HOSPITALITY LEADERSHIP	TENURE TRACK	ASSISTANT PROFESSOR	TENURED	ASSISTANT PROFESSOR W/ TENURE

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW-STOUT	SCHULTZ, DEANNA	SOE - TEACHING, LEARNING & LEADERSHIP	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	SHI, WEI	ENGINEERING AND TECHNOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	SPARTZ, JOHN	ENGLISH & PHILOSOPHY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	STROHL, DELEANA	REHABILITATION & COUNSELING	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	WILLIAMS, ANDREW	ART & ART HISTORY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	YUAN, DONGQING (HOLLY)	COMMUNICATION TECHNOLOGIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR W/ TENURE
UW-STOUT	ZHENG, WEI	ENGINEERING AND TECHNOLOGY	TENURE TRACK	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-STOUT	ZIMMERMAN, AMY	SOE - INSTRUCTION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-SUPERIOR	BRECKENRIDGE, ANDREW	DEPARTMENT OF NATURAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-SUPERIOR	BURDGE, MARYJANE	DEPARTMENT OF EDUCATIONAL LEADERSHIP	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-SUPERIOR	DANZ, NICHOLAS	DEPARTMENT OF NATURAL SCIENCES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-SUPERIOR	ESLINGER, GLORIA	DEPARTMENT OF VISUAL ARTS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW-SUPERIOR	GAN, CHEONG SOON	DEPARTMENT OF SOCIAL INQUIRY	TENURE	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-SUPERIOR	MAHJABEEN, RUBANA	SCHOOL OF BUSINESS & ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION	ASSOCIATE PROFESSOR
UW-SUPERIOR	MAHMUD, SAKIB	SCHOOL OF BUSINESS & ECONOMICS	TENURE	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-SUPERIOR	MCCOON, MARK	SCHOOL OF BUSINESS & ECONOMICS	TENURE	ASSOCIATE PROFESSOR	TENURED	ASSOCIATE PROFESSOR W/ TENURE
UW-SUPERIOR	RAPPLEY-LARSON, MAUREEN	DEPARTMENT OF HUMAN BEHAVIOR, JUSTICE AND	TENURE	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW-SUPERIOR	STOCKER, SHEVAUN	DEPARTMENT OF HUMAN BEHAVIOR, JUSTICE AND	TENURE TRACK	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - WHITEWATER	BAMGBOSE, OLAMOJIBA	COUNSELOR EDUCATION	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW - WHITEWATER	BHANDARI, AVISHEK	ACCOUNTING	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW - WHITEWATER	BLAIR, ELIZABETH	EDUCATIONAL FOUNDATIONS	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW - WHITEWATER	COHEN, BRUCE	THEATRE/DANCE	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW - WHITEWATER	CUSHING-LEUBNER, JENNA	CURRICULUM & INSTRUCTION	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW - WHITEWATER	DAHL, ANDREW	MARKETING	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW - WHITEWATER	DAVIDYAN, JULIA	ACCOUNTING	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW - WHITEWATER	EDWARDS, LOGAN	HEALTH, PHYSICAL EDUCATION, RECREATION & COACHING	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW - WHITEWATER	FAN-OSUALA, ONOCHIE	INFORMATION TECHNOLOGY & SUPPLY CHAIN MANAGEMENT	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW - WHITEWATER	FU, YAO	CURRICULUM & INSTRUCTION	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW - WHITEWATER	GANGULY, ARNAB	COMPUTER SCIENCE	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW - WHITEWATER	GHOSH, ADITI	MATHEMATICS	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW - WHITEWATER	GODFREY, RAYMOND	OCCUPATIONAL & ENVIRONMENTAL SAFETY AND HEALTH	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW - WHITEWATER	GREVSKES, LINDSEY	HEALTH, PHYSICAL EDUCATION, RECREATION & COACHING	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW - WHITEWATER	GULIG, NICHOLAS	LANGUAGES & LITERATURES	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW - WHITEWATER	HAMMER, MICHAEL	COMMUNICATION SCIENCES & DISORDERS	TENURE TRACK		NEW APPOINTMENT	ASSOCIATE PROFESSOR
UW - WHITEWATER	HOUGH, WESLEY	MATHEMATICS	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW - WHITEWATER	HUELS, BRIAN	ACCOUNTING	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW - WHITEWATER	HUH, YUNSUN	ECONOMICS	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW - WHITEWATER	HWANG, NICK	COMMUNICATION	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW - WHITEWATER	HYUN, SINAЕ	HISTORY	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW - WHITEWATER	JHA, ARUNA	SOCIAL WORK	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW - WHITEWATER	KARTAL, OZGUL	CURRICULUM & INSTRUCTION	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW - WHITEWATER	KEPHART, WESLEY	HEALTH, PHYSICAL EDUCATION, RECREATION & COACHING	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW - WHITEWATER	LI, HE	FINANCE & BUSINESS LAW	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW - WHITEWATER	LINDELL, ANNA	PSYCHOLOGY	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW - WHITEWATER	MCQUEENEY, KRISTA	SOCIOLOGY, CRIMINOLOGY & ANTHROPOLOGY	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW - WHITEWATER	MELLEN, KYMBERLY	THEATRE/DANCE	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW - WHITEWATER	NATH, KIMBERLY	HISTORY	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW - WHITEWATER	NYLEN, PAUL	ACCOUNTING	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW - WHITEWATER	ROGERS, BRIAN	COMMUNICATION	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW - WHITEWATER	RUSH, KAI	EDUCATIONAL FOUNDATIONS	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW - WHITEWATER	SHIN, SUMIN	COMMUNICATION	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW - WHITEWATER	SWANSON, BARRETT	LANGUAGES & LITERATURES	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW - WHITEWATER	TALLMAN, RUTH	PHILOSOPHY & RELIGIOUS STUDIES	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW - WHITEWATER	TCHERNOOKOV, MARTIN	PHYSICS	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW - WHITEWATER	ZUKAS, KEITH	COMMUNICATION	TENURE TRACK		NEW APPOINTMENT	ASSISTANT PROFESSOR
UW - WHITEWATER	BAUMBARDT, DANIEL	LANGUAGES & LITERATURES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW - WHITEWATER	BETTY, LOUIS ROBERT	LANGUAGES & LITERATURES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW - WHITEWATER	BIRENBAUM, MAIJA	LANGUAGES & LITERATURES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW - WHITEWATER	BURKHAM, JONATHAN	GEOGRAPHY, GEOLOGY & ENVIRONMENTAL SCIENCE	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW - WHITEWATER	CAMERON, JAY	HEALTH, PHYSICAL EDUCATION, RECREATION & COACHING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW - WHITEWATER	COLLINS, JAMES	SPECIAL EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW - WHITEWATER	CUMMINS, SHANNON	MARKETING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW - WHITEWATER	EDNIE, ANDREA	HEALTH, PHYSICAL EDUCATION, RECREATION & COACHING	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW - WHITEWATER	GUENO, MICHAEL	PHILOSOPHY & RELIGIOUS STUDIES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW - WHITEWATER	HAVAS, DAVID	PSYCHOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW - WHITEWATER	HUEMPFNER, LISA	LANGUAGES & LITERATURES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW - WHITEWATER	LAVELLE, KRISTEN	SOCIOLOGY, CRIMINOLOGY & ANTHROPOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW - WHITEWATER	PADDOCK, ADAM	HISTORY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW - WHITEWATER	PEDRIANA, NICHOLAS	SOCIOLOGY, CRIMINOLOGY & ANTHROPOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW - WHITEWATER	VERBOS, AMY	FINANCE & BUSINESS LAW	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW - WHITEWATER	WILSON, HOLLY	LANGUAGES & LITERATURES	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW - WHITEWATER	WINCHELL, BROOKE	SPECIAL EDUCATION	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE

INSTITUTION	NAME	DEPARTMENT	STATUS	CURRENT TITLE	ACTION TAKEN	PROPOSED STATUS
UW - WHITEWATER	WINDEN, MATTHEW	ECONOMICS	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW - WHITEWATER	ZHANG, WENQUAN	SOCIOLOGY, CRIMINOLOGY & ANTHROPOLOGY	TENURE TRACK	ASSISTANT PROFESSOR	PROMOTION & TENURE	ASSOCIATE PROFESSOR W/ TENURE
UW - WHITEWATER	BRADY, KATHY	COMMUNICATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - WHITEWATER	MINOR, CHRISTOPHER	PHILOSOPHY & RELIGIOUS STUDIES	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - WHITEWATER	HANGER, REX	GEOGRAPHY, GEOLOGY & ENVIRONMENTAL SCIENCE	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - WHITEWATER	NEDENRIEP, CHRISTINE	PSYCHOLOGY	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - WHITEWATER	VANEVENHOVEN, JEFFREY	ECONOMICS	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - WHITEWATER	VICK, MATTHEW	CURRICULUM & INSTRUCTION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - WHITEWATER	WACHANGA, DAVID	COMMUNICATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - WHITEWATER	WELCH, SHERYL ANNE	COMMUNICATION	TENURE	ASSOCIATE PROFESSOR	PROMOTION	PROFESSOR
UW - WHITEWATER	HAYES, EILEEN	MUSIC	TENURE	PROFESSOR	NEW APPOINTMENT	PROFESSOR W/ TENURE



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**Secretary of the Faculty & Academic
and Assistant Vice Chancellor**

June 18, 2018

Dear Interim Vice President Schmitt,

It has come to my attention that there was an error on the faculty promotion report UW-Extension submitted for Board of Regents' approval in June 2018. Our report erroneously listed Trisha Wagner as receiving a promotion from associate professor to full professor when it should have listed Mary Campbell Wood from the department of Family Development as receiving a promotion from associate professor to full professor.

I am requesting your assistance in correcting the records accordingly. Please let me know if there is anything further we need to do.

Thank you,

A handwritten signature in black ink that reads "Andrea Cool". The signature is fluid and cursive, with the first name "Andrea" and last name "Cool" clearly distinguishable.

Andrea Cool
Assistant Vice Chancellor
Secretary of the Faculty and Staff

**CHANGE TO THE DISTINCT MISSION STATEMENT
UNIVERSITY OF WISCONSIN-RIVER FALLS
FIRST READING**

BACKGROUND

Section 36.09(1)(b), Wis. Stats., BOR Policy 1-2, and SYS 102 require that: “the Board, after public hearing at each institution, shall establish for each institution a mission statement delineating specific program responsibilities and types of degrees to be granted.”

A UW System Administration review of UW institutions’ mission statements revised after 2009 revealed that some mission statements were no longer compliant with BOR Policy 1-2 and SYS 102. UW-River Falls was asked to add a statement to its current mission that delineated the specific program responsibilities and degrees offered. Appendix D lists the university’s degree programs.

REQUESTED ACTION

No action at this time.

DISCUSSION

The University of Wisconsin-River Falls requests approval of its revised mission statement and mission addendum. The updated version includes required language regarding the types of student populations, academic programs, and degrees conferred by UW-River Falls.

The University of Wisconsin-River Falls Faculty Senate unanimously approved the revised mission statement on August 1, 2018. There will be opportunities for input from other shared governance bodies prior to October 2018.

Final approval consideration will be requested at the October 4-5, 2018 meeting of the Board of Regents. This timeline will allow for Board approval prior to the scheduled reaccreditation visit of the Higher Learning Commission on October 15-17, 2018.

Attached to this document are four appendices: (1) Appendix A, containing the proposed UW-River Falls mission statement, as it would read if approved by the Board of Regents; (2) Appendix B, containing the current mission statement with changes marked; (3) Appendix C, containing the current mission statement; and (4) Appendix D, listing the UW-River Falls academic degree programs.

Following the four appendices is correspondence from UW-River Falls Chancellor Dean Van Galen to UW System President Cross, seeking a first reading of the revised mission statement at the Board of Regents August 23-24, 2018 meeting.

RELATED REGENT POLICY

Regent Policy Document 1-2: Approval of Mission Statements.

APPENDIX A

Proposed Mission Statement

FOCUSED MISSION STATEMENT

Our mission is to help prepare students to be productive, creative, ethical, engaged citizens and leaders with an informed global perspective.

The University of Wisconsin-River Falls serves students who are full-time and part-time undergraduate, graduate, non-traditional, distance-education and non-degree-seeking. The University offers programs in agriculture, food, and the environment; arts and humanities; social and natural sciences; engineering and technology; business administration, marketing and economics; and education and professional studies; offering degrees at the associate, bachelors, masters, and education specialist levels.

VISION

The University of Wisconsin-River Falls will distinguish itself as the St. Croix Valley's public, comprehensive university that:

- Supports an inclusive campus community of highly-engaged learners and scholars.
- Develops distinctive, innovative, educational opportunities including regional and global partnerships that lead to student success, sustainable communities, and differentiation of the university within the state and nation
- Fosters a challenging, supportive, student-centered environment that is characterized by academic excellence, inspiring and preparing students to serve as ethical, informed citizens and leaders in an increasingly complex, diverse, and global environment
- Ensures academic excellence in all modes and methods of instruction.

CORE VALUES

STUDENT CENTERED. We commit ourselves to an unwavering focus on learning, holistic development, and success.

ACADEMIC EXCELLENCE. We help students attain their full potential as critical thinkers, effective communicators, leaders, and committed life-long learners by providing engaged and integrated learning experiences in all modes and methods of instruction.

INCLUSIVENESS. We commit to a community of mutual respect, professional behavior, academic freedom and appreciation of individual differences and rich cultural diversity.

INNOVATION. We encourage innovation, sustainability, and creativity, often in partnership with others, to inspire people, catalyze new ideas, and support economic and community development.

GLOBAL ENGAGEMENT. We engage with ideas, people, cultures, and places beyond our campus to enrich learning and understanding.

INTEGRITY. We earn trust through honesty, accountability, and ethical behavior.

APPENDIX B

Current Mission Statement with Changes Marked

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Select Mission of the University of Wisconsin-River Falls

In addition to the system and core missions, the University of Wisconsin-River Falls has the select mission (~~revised June 10, 1988~~):

- a. ~~The University provides an excellent environment for learning, emphasizing the importance of faculty-student interaction in classrooms, laboratories, academic advising and co-curricular activities.~~
- b. ~~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.~~
- e. ~~The University offers professional programs and degrees in teacher education with special emphasis in early childhood, elementary and secondary education.~~
- d. ~~The University offers programs and degrees in the agricultural sciences, agribusiness and agricultural teacher education.~~
- e. ~~The University offers graduate programs in education, agriculture and other areas clearly associated with its mission. Development of cooperative graduate instructional programs with appropriate institutions is encouraged.~~
- f. ~~The University expects scholarly activity, including research, scholarship and creative endeavor, that supports its programs at the associate and baccalaureate level, its selected graduate programs and its select mission.~~
- g. ~~The University continues to develop interinstitutional relationships in cooperative research, graduate training and undergraduate programs within the state, region and world. As a border institution, the University promotes interstate cooperation.~~
- h. ~~The University provides students opportunities to develop an appreciation of the richness and diversity of American culture and is committed to representing this diversity in its staff and student body.~~
- i. ~~The University offers students the opportunity to increase their global awareness and sensitivity to other cultures. It also has a continuing commitment to provide opportunities for students to live, study and travel abroad and to increase the number and diversity of international students on campus.~~
- j. ~~The University provides public service by using its resources to address problems and concerns throughout the state and region. Special emphasis is placed on cooperative extension, extension and economic development outreach.~~
- k. ~~The University offers enrichment to the citizens of Western Wisconsin and the St. Croix River Valley by providing artistic, scientific and other cultural events, programs and exhibitions.~~

FOCUSED MISSION STATEMENT

Our mission is to help prepare students to be productive, creative, ethical, engaged citizens and leaders with an informed global perspective.

The University of Wisconsin-River Falls serves students who are full-time and part-time undergraduate, graduate, non-traditional, distance-education and non-degree-seeking. The University offers programs in agriculture, food, and the environment; arts and humanities; social and natural sciences; engineering and technology; business administration, marketing and economics; and education and professional studies; offering degrees at the associate, bachelors, masters, and education specialist levels.

VISION

The University of Wisconsin-River Falls will distinguish itself as the St. Croix Valley's public, comprehensive university that:

- Supports an inclusive campus community of highly-engaged learners and scholars.
- Develops distinctive, innovative, educational opportunities including regional and global partnerships that lead to student success, sustainable communities, and differentiation of the university within the state and nation
- Fosters a challenging, supportive, student-centered environment that is characterized by academic excellence, inspiring and preparing students to serve as ethical, informed citizens and leaders in an increasingly complex, diverse, and global environment
- Ensures academic excellence in all modes and methods of instruction.

CORE VALUES

STUDENT CENTERED. We commit ourselves to an unwavering focus on learning, holistic development, and success.

ACADEMIC EXCELLENCE. We help students attain their full potential as critical thinkers, effective communicators, leaders, and committed life-long learners by providing engaged and integrated learning experiences in all modes and methods of instruction.

INCLUSIVENESS. We commit to a community of mutual respect, professional behavior, academic freedom and appreciation of individual differences and rich cultural diversity.

INNOVATION. We encourage innovation, sustainability, and creativity, often in partnership with others, to inspire people, catalyze new ideas, and support economic and community development.

GLOBAL ENGAGEMENT. We engage with ideas, people, cultures, and places beyond our campus to enrich learning and understanding.

INTEGRITY. We earn trust through honesty, accountability, and ethical behavior.

* The University of Wisconsin-River Falls serves full-time and part-time undergraduate, graduate, non-traditional, and distance-education students, offering the associate of arts, associate of science, bachelor of arts, bachelor of applied science, bachelor of fine arts, bachelor of science, bachelor of music education, bachelor of social work, master of business administration, master of arts, master of science, master of science in education, and education specialist degrees.

APPENDIX C

Current Mission Statement

Select Mission of the University of Wisconsin-River Falls

In addition to the system and core missions, the University of Wisconsin-River Falls has the select mission (revised June 10, 1988):

- a. The University provides an excellent environment for learning, emphasizing the importance of faculty-student interaction in classrooms, laboratories, academic advising and co-curricular activities.
- b. 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.
- c. The University offers professional programs and degrees in teacher education with special emphasis in early childhood, elementary and secondary education.
- d. The University offers programs and degrees in the agricultural sciences, agribusiness and agricultural teacher education.
- e. The University offers graduate programs in education, agriculture and other areas clearly associated with its mission. Development of cooperative graduate instructional programs with appropriate institutions is encouraged.
- f. The University expects scholarly activity, including research, scholarship and creative endeavor, that supports its programs at the associate and baccalaureate level, its selected graduate programs and its select mission.
- g. The University continues to develop interinstitutional relationships in cooperative research, graduate training and undergraduate programs within the state, region and world. As a border institution, the University promotes interstate cooperation.
- h. The University provides students opportunities to develop an appreciation of the richness and diversity of American culture and is committed to representing this diversity in its staff and student body.
- i. The University offers students the opportunity to increase their global awareness and sensitivity to other cultures. It also has a continuing commitment to provide opportunities for students to live, study and travel abroad and to increase the number and diversity of international students on campus.
- j. The University provides public service by using its resources to address problems and concerns throughout the state and region. Special emphasis is placed on cooperative extension, extension and economic development outreach.
- k. The University offers enrichment to the citizens of Western Wisconsin and the St. Croix River Valley by providing artistic, scientific and other cultural events, programs and exhibitions.

APPENDIX D

UW-River Falls Program Array: Degrees and Authorizations

Associate of Arts

Associate of Science

Bachelor of Applied Science

Bachelor of Arts

Accounting
Art Education
Biology
Business Administration
Chemistry
Communication Studies
Communicative Disorders
Computer Science and Information Systems
Economics
Elementary Education
English
Geography
Health and Human Performances
History
International Studies
Journalism
Marketing Communications
Mathematics
Modern Languages
Music
Physics
Political Science
Psychology
Social Studies, Broad Field
Sociology
Stage and Screen Arts
Teaching English to Speakers of Other Languages

Bachelor of Fine Arts

Art
BFA (Fine Arts)

Bachelor of Music Education

Music Education, Instrumental
Music Education, Vocal

Bachelor of Science

Accounting
Agricultural Business
Agricultural Engineering
Agricultural Engineering Technology
Agriculture Education
Agriculture Studies
Animal Science
Applied Computing-Collaborative
Art
Art Education
Biology
Biotechnology
Business Administration
Chemistry
Communication Studies
Communicative Disorders
Computer and Information Systems
Conservation
Criminology
Crop and Soil Science
Dairy Science
Data Science
Early Childhood Education
Economics
Elementary Education
English
Environmental Science
Food Science and Technology
Geography
Geology
Health and Wellness Management-Collaborative
Health and Human Performances
History
Horticulture
International Studies

Journalism
Marketing Communications
Mathematics
Modern Languages
Music
Neuroscience
Physics
Political Science
Psychology
Social Studies, Broad Field
Sociology
Stage and Screen Arts
Sustainable Management
Teaching English to Speakers of Other Languages

Bachelor of Social Work

Master of Arts

Teaching English to Speakers of Other Languages

Master of Business Administration

Master of Science

Agricultural Education
Clinical Exercise Physiology
Communicative Disorders
Computer Science
Health and Wellness Management-
Collaborative

Master of Science in Education

Counseling
Elementary Education
Montessori Education
Reading
School Psychology
School Supervision and Instructional Leader
Secondary Education

Education Specialist

School Psychology



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August 2, 2018

President Ray Cross
University of Wisconsin System Administration
1700 Van Hise Hall
1220 Linden Drive
Madison, WI 53907

Dear President Cross,

We are writing to ask your consideration to include the revised mission statement for the University of Wisconsin-River Falls on the agenda of the Board of Regents meeting scheduled for August 22-23. This would be a first reading by the Board with hopes for final approval consideration at the October meeting (Oct. 4-5). This timeline would allow our mission statement to be approved prior to our scheduled reaccreditation visit of the Higher Learning Commission on October 15-17.

As part of regular strategic planning efforts on our campus over the past thirty years, our operational mission statement has been revised numerous times, with substantial input and approval each time through local shared governance. However, an updated mission statement was last approved by the Board of Regents in 1988. Thus, we are requesting Board of Regents approval of the change from the mission statement approved in 1988 to the updated version we have submitted. The updated version also includes required language about the types of populations we serve, the types of programs we offer, and types of degrees that we grant. This most recent version was approved unanimously by our Faculty Senate on August 1, 2018, with opportunities for input from other shared governance bodies provided during the following weeks. A public hearing is also being scheduled for early September to allow additional input from students and other campus and community stakeholders.

We believe that UW-River Falls has an extraordinarily bright future. The revised mission statement reflects the unique strengths, opportunities and aspirations of the University of Wisconsin System's westernmost campus.

Thank you for your consideration of this request.

Regards,

Dean Van Galen, Ph.D.
Chancellor

David Travis
Provost

**PRESENTATION BY A PANEL OF DEANS FROM UW SYSTEM
SCHOOLS AND COLLEGES OF EDUCATION**

EXECUTIVE SUMMARY

BACKGROUND

This is the last in a series of four presentations, which were commissioned by the Education Committee on the topic of licensure and academic degree programs for teachers within the UW System. This presentation is entitled: “Building a Strong Teacher Workforce for Wisconsin.” It will be given by four Deans from UW System Schools and Colleges of Education, including:

- Diana Hess, Dean, School of Education, UW-Madison
- Carmen Manning, Dean, College of Education and Human Sciences, UW-Eau Claire
- Alan Shoho, Dean, School of Education, UW-Milwaukee
- Marcie Wycoff-Horn, Dean, School of Education, Professional and Continuing Education, UW-La Crosse

REQUESTED ACTION

None.

RELATED REGENT AND UW SYSTEM POLICIES

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

UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting.

**UW SYSTEM PROGRAM ARRAY PRESENTATION BY
ACADEMIC PROGRAMS AND EDUCATIONAL INNOVATION
ASSOCIATE VICE PRESIDENT CARLEEN VANDE ZANDE**

EXECUTIVE SUMMARY

BACKGROUND

This presentation will provide an overview of the academic program array across the UW System over the last five academic years. Specifically, the presentation will focus on the growth and elimination of academic degree programs, the expansion of collaborative and distance education programs, and comparators with other systems of higher education.

REQUESTED ACTION

None.

RELATED REGENT AND UW SYSTEM POLICIES

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

UW System Administrative Policy 102: Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting.